

Jimboomba State School 2025 ANNUAL IMPLEMENTATION PLAN



Educational achievement



Wellbeing and engagement



Culture and inclusion

<p>School priority 1: Australian Curriculum: English</p> <ul style="list-style-type: none"> To Implement Version 9 of the Australian Curriculum across the school with fidelity by building staff knowledge and understanding of AC V9.. 	<p>Monitoring</p> <p style="font-size: small; color: red;">Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <th style="width: 25%;">Term 1</th> <th style="width: 25%;">Term 2</th> <th style="width: 25%;">Term 3</th> <th style="width: 25%;">Term 4</th> </tr> <tr> <td style="height: 20px;"> </td> <td style="height: 20px;"> </td> <td style="height: 20px;"> </td> <td style="height: 20px;"> </td> </tr> </table>	Term 1	Term 2	Term 3	Term 4					<p>Long term measurable/desired outcomes:</p> <ol style="list-style-type: none"> School curriculum and assessment plan includes, reading, writing and spelling. Planning practices ensure that the Australian Curriculum is enacted across the school. Professional development provided for staff, developing their growth and to strengthen the understanding of the Australian Curriculum as applied to classroom planning, teaching and learning. Further improve staff capabilities and confidence through a collaborative approach. Observable consistency of evidence-based practice in relation to agreed school practices. Build staff capability around data interrogation and the impact on student outcomes through Explicit Instruction. Build cluster links to have a positive impact on change culture. Build rigor and quality assurance through our three-phase moderation process 	<p>AIP measurable/desired outcomes: English/Maths</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <th style="width: 33%;">Year Level</th> <th style="width: 33%;">A & B</th> <th style="width: 33%;">A - C</th> </tr> <tr> <td>Prep</td> <td>50%</td> <td>80%</td> </tr> <tr> <td>Year 1</td> <td>50%</td> <td>80%</td> </tr> <tr> <td>Year 2</td> <td>50%</td> <td>80%</td> </tr> <tr> <td>Year 3</td> <td>50%</td> <td>80%</td> </tr> <tr> <td>Year 4</td> <td>50%</td> <td>80%</td> </tr> <tr> <td>Year 5</td> <td>50%</td> <td>80%</td> </tr> <tr> <td>Year 6</td> <td>50%</td> <td>80%</td> </tr> </table>	Year Level	A & B	A - C	Prep	50%	80%	Year 1	50%	80%	Year 2	50%	80%	Year 3	50%	80%	Year 4	50%	80%	Year 5	50%	80%	Year 6	50%	80%
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<p>Strategies:</p> <ol style="list-style-type: none"> Implement Quality Assurance (QA) processes for the planning and enactment of the Australian Curriculum, including the strengthening of three-phase moderation processes Create meaningful and achievable formative targets to measure progress and celebrate the short, mid and long term success of Explicit Improvement Agenda (EIA). School-wide pedagogical approaches for digital technologies. Build teachers capacity in data literacy to increase ownership of class data. Develop and implement a QA process to measure and review the impact of how resources are allocated on improving student outcomes (timetabling). Develop a whole school plan that defines processes that articulate and identify elements of professional engagement, including classroom observations, walkthroughs, coaching and modelled lessons, PLT's, including inclusion and differentiation skills to enact pedagogical and curriculum priorities. 		<p>Responsible officer(s):</p> <ol style="list-style-type: none"> Leadership Team 																																	
<p>Actions:</p> <p><u>Leaders will:</u></p> <ul style="list-style-type: none"> Curriculum Interrogation <ul style="list-style-type: none"> Facilitate continued quality assurance focused on Version 9 implementation -through knowledgeable other's Moderation <ul style="list-style-type: none"> Lead whole-school quality assurance of the three-phase moderation process- through PLT process. Establish consistent moderation protocols across all year levels. Regularly monitor and provide feedback on moderation implementation through PLT process. Strategic Timetabling <ul style="list-style-type: none"> Design flexible scheduling that prioritizes targeted intervention and student learning across the school. Regularly review and adjust timetables based on student performance data. Professional Learning Development <ul style="list-style-type: none"> Develop a comprehensive professional learning plan aligned with school priorities, that has flexibility to pivot if required. Provide individualised professional growth opportunities – through the ACDP discussion process. Inclusion and Differentiation <ul style="list-style-type: none"> Develop and communicate a clear inclusive education strategy build staff confidence using this model. Support implementation of co-teaching models. Pedagogical Support <ul style="list-style-type: none"> Establish clear expectations for 'Explicit Instruction' delivery. Create systems for consistent data interrogation and case management-through PLT oversight. Professional Learning Team (PLT) Development <ul style="list-style-type: none"> Establish structured PLT meeting protocols Provide continued data literacy training through unpacking and interrogating data at the weekly PLT's. Create a culture of whole school collaborative data-driven decision-making <p><u>Teachers will:</u></p> <p>Curriculum Integration</p> <ul style="list-style-type: none"> Develop cross-curriculum learning experiences Participate in Version 9 whole school quality assurance through PLT Pre-unit planning. Co-construct 'visible learning walls' with students for greater engagement in curriculum. <p>Moderation and Implementation</p>		<p>Resources:</p> <ul style="list-style-type: none"> Pedagogical Coach Bite size P.D 20min/week with focus on agenda Teacher Aide P.D Teaching and learning hub PLT planning document Staff meeting schedule/parade time planning Planning & Implementation overview document Four phase moderation document review to three phase 																																	

- Engage actively and with deliberateness in the three-phase moderation process.
 - Collaborate with cohort to ensure consistent pre and post assessment
 - Maintain detailed documentation of moderation practices
- Student Impact Focus**
- Regularly review and adjust teaching strategies based on student data
 - Provide feedback on timetabling to support student learning
- Professional Learning**
- Actively participate in school-wide professional development – Through weekly ‘bite size’ P.D and ACDP discussions.
 - Seek and provide mentorship opportunities- through the coaching and mentoring process.
- Inclusion and Differentiation**
- Implement, monitor and resource differentiation strategies across classrooms
 - Collaborate and develop a co-teaching classroom environment.
- Pedagogical Practices**
- Consistently apply ‘Explicit Instruction’ techniques in daily lessons across whole school.
 - Engage in data interrogation during PLT meetings
 - Participate in case management discussions during PLT’s
- Data Literacy**
- Engage in developing personal skills in data analysis and interpretation.
 - Use data to inform pedagogical decisions.
 - Contribute to collaborative data discussions in PLTs.
- Student Behaviour:**
- Digital Capabilities and Curriculum Integration**
- Demonstrate understanding of cross-curriculum connections
 - Participate in collaborative digital learning experiences as the school builds technical capability.
- Learning and Assessment Understanding**
- Understand and participate in pre and post assessment processes to support the individual differentiation of each student.
 - Develop metacognitive skills around learning and improvement
 - Provide feedback on learning experiences
 - Use class ‘Learning Walls’ as an additional tool to engage and support learners.
- Active Learning Engagement and Feedback to inform**
- Take ownership of learning pathways
 - Participate in goal-setting discussions
 - Reflect on personal learning progress
- Learning Growth**
- Set personal learning goals
 - Seek feedback and support
 - Demonstrate a growth mindset
- Inclusive Learning**
- Respect and support diverse learning needs
 - Collaborate effectively in mixed-ability groups
- Learning Strategies**
- Engage with explicit instruction techniques
 - Ask questions and seek clarification
 - Develop self-monitoring learning skills
 - Will be able to confidently use the class ‘visible learning wall’ to engage with a robust curriculum.
- Data Literacy**
- Learn to interpret and understand personal learning data
 - Learn how to use the class ‘learning wall’ to improve assessment.
 - Participate in goal-setting based on data

School priority 2: PBL and Wellbeing focus

- Whole school implementation and commitment of PBL and wellbeing strategies delivered with fidelity to support learners.

Monitoring			
<small>Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.</small>			
Term 1	Term 2	Term 3	Term 4

Long term measurable/desired outcomes:

- Further develop staff ability to differentiate for all students.

AIP measurable/desired outcomes:

- Reduction in student class behaviour – major referrals with a

<ul style="list-style-type: none"> Construction and implementation of a wellbeing framework that supports staff and students' positive culture within the school. 					<ol style="list-style-type: none"> Build staff capability around the wellbeing framework to propel staff into a positive culture shift. Build with deliberateness a cluster of schools that supports the work of the Wellbeing Hub. Parents satisfied with communication between school and home. Community partners satisfied with school links and support for students. 	<p>deliberate focus on building teacher/student relationships.</p> <ul style="list-style-type: none"> Reduction in staff and student absences/increase in staff morale from 46.5% (2024) Increase in parent/school engagement – opinions seriously 70.5%, asks for input 71.4%, increased participation from 26.2% (2024).
<p>Strategies:</p> <ol style="list-style-type: none"> Collaboratively develop a staff and student wellbeing framework. Seek to build partnerships with cluster schools to collaboratively engage in shared professional learning and the sharing of best practice within the school. Consolidate and monitor behavioural expectations with the use of data, with ongoing review and refinement of clear evidence-based practices to maximise impact. Collaboratively review and explore opportunities for extending the range of parent and community partnership activities to enhance student learning and wellbeing outcomes. 					<p>Responsible officer(s):</p> <ol style="list-style-type: none"> Beh Coach/Principal HOIE/Beh Coach/Principal Behaviour Coach Behaviour Specialist -focus on positive reinforcement. Bev Coach - strategic planning around data and process to support across the school. Leadership Team 	<p>Resources:</p> <ul style="list-style-type: none"> Wellbeing Hub – staff Staff and student wellbeing framework Regional Wellbeing network and P.D Term overview of data – Major Bite size P.D Teacher Aide P.D
<p>Actions:</p> <p>Leaders will:</p> <p>Wellbeing Framework</p> <ul style="list-style-type: none"> Collaboratively develop a 'staff and student wellbeing framework' that supports and school culture shift around wellbeing. Model processes/language/behaviour deliberately across the school to support a positive and supportive school culture. <p>Cluster Engagement</p> <ul style="list-style-type: none"> Actively engage with local cluster to share best practice around behaviour at a strategic whole school level. Seek opportunities for staff across the school to engage with a cluster to build strength or common practice around wellbeing/behaviour. <p>Wellbeing Hub</p> <ul style="list-style-type: none"> Continue to build data literacy and interrogation to inform school processes that will impact whole school wellbeing culture. Deliberately lead staff around a culture shift to be preventative around behaviour/processes rather than reactive. Build and model both language and process that supports the wellbeing focus in the school. Model classroom processes including a consistent approach to reset spaces across the school. <p>Community Practice</p> <ul style="list-style-type: none"> Continue to build a range of practices and processes that promote community partnerships and a sense of community. Actively engage with the community at all levels to listen to input around school direction-through the P&C. <p>Teachers will:</p> <p>Wellbeing Framework</p> <ul style="list-style-type: none"> Engage with the staff wellbeing framework to build processes within the school that support our staff culture. Model safe behaviour in the school that supports a safe school environment. Feedback to inform the staff wellbeing framework to build a strong school document that is followed with fidelity. <p>Cluster Engagement</p> <ul style="list-style-type: none"> Seek opportunities through Pedagogical Coach/Behaviour Coach to build current best practice strategies to support school culture change. <p>Wellbeing Hub</p> <ul style="list-style-type: none"> Engage with Wellbeing Hub/Behaviour Coach to use data to inform individual classroom supports. Engage with culture shift around being preventative and proactive rather than reactive around behaviour response Think and act deliberately around alternative consequences rather than punitive. Engage with the whole school 'check in and connect' process to support student regulation throughout the day. <p>Community Practice</p> <ul style="list-style-type: none"> Seek opportunities to listen to our parent community on how we can raise our school profile in the area. <p>Student Behaviour</p> <p>Wellbeing Framework</p> <ul style="list-style-type: none"> Engage with the student wellbeing framework to have input into what our students want our school to look/feel/sound like. <p>Cluster Engagement</p> <ul style="list-style-type: none"> Engage with our school community to listen to where they want to see change-what are the signature practices that students would like to see at JSS. <p>Wellbeing Hub</p> <ul style="list-style-type: none"> Engage with the programs/ processes that are supported through the Wellbeing Hub. Engage and model language/ that is supportive of a preventative approach to behaviour responses in the school. 						

- Be able to draw on self-regulation strategies to engage with curriculum.
- **Community Practice**
- Seek out opportunities to engage with our wider community to look at ways to support families that might be economically or socially isolated. Student leaders will lead this work across the school.

Approvals

This plan was developed in consultation with the school community and meets school needs and systemic requirements.



Principal



P&C/School Council



School Supervisor