



# Jimboomba State School

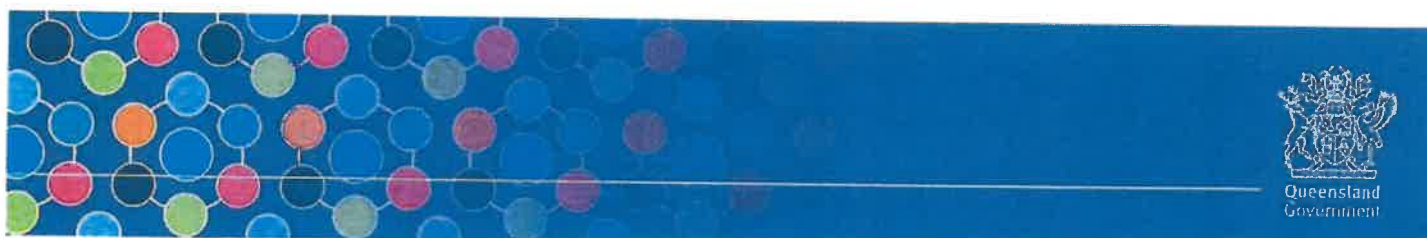
## 2021 Annual Implementation Plan

### Improvement Priority 1. Teaching of the Australian Curriculum

#### Targets

JSS early years framework adopted. Know and Do charts in every classroom. Data talks each term. Engagement in Sharratt work. Termly planning sessions for staff, improved A/B English achievement data.

<b>Strategy:</b>	Expand the whole school curriculum and assessment plan to include reading, writing, spelling and numeracy expectations aligned to the Australian Curriculum.		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
3 levels of planning - whole school, year level, unit. Visible learning walls in English for each unit using learning intentions and success criteria (inc accountable talk) through know and do charts	Ongoing	Nikky Baker, Donnamaree Cech, Lorrelle Francisco, Isaac Grayson, Maree McLeod, Grant Pyke, Radhika Somai, Penny Taylor	
Use research based practices to develop staff confidence in employing phonological awareness and orthographic mapping to support reading improvement.	Ongoing	Samantha Dassanayake,  Lorrelle Francisco, Maree McLeod, Janice Zee	
Embed Sharratt's learning and assessment waterfall focusing on descriptive feedback, peer and self assessment and individual goal setting in every classroom.	Ongoing	Donnamaree Cech, Tim Farrell, Isaac Grayson, Grant Pyke	
Effective pedagogical practices to meet student needs, especially 3 levels of differentiation, namely differentiated teaching, focused teaching and intensive teaching.	Ongoing	Nikky Baker, Lorrelle Francisco, Maree McLeod, Natasha Parker, Radhika Somai, Penny Taylor	
Use data walls to identify students from Prep - yr 6 whose reading results have not improved over 6 months. Knowledgeable others to lead case management meetings, using Lyn Sharratt's work.	Ongoing	Nikky Baker, Donnamaree Cech, Tim Farrell, Lorrelle Francisco, Isaac Grayson, Maree McLeod, Grant Pyke, Radhika Somai	
Develop high expectations for all students through explicit unpacking of assessments and levels of achievement through exemplars.	Ongoing	Donnamaree Cech, Lorrelle Francisco, Isaac Grayson, Maree McLeod, Grant Pyke	





# Jimboomba State School

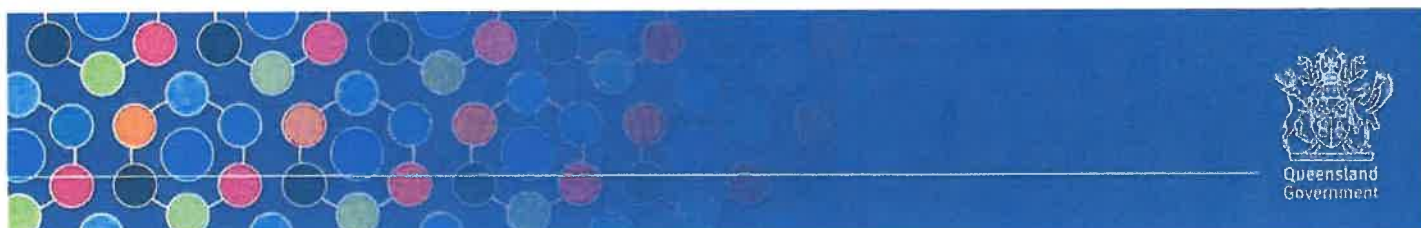
## 2021 Annual Implementation Plan

### Improvement Priority 1. Teaching of the Australian Curriculum

#### Targets

JSS early years framework adopted. Know and Do charts in every classroom. Data talks each term. Engagement in Sharratt work. Termly planning sessions for staff, improved A/B English achievement data.

<b>Strategy:</b>	Develop quality assurance practices across each learning area to ensure that the intended Australian Curriculum is enacted across the school.		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
Provide moderation opportunities across multiple learning areas for teachers to ensure that the intended curriculum is taught.	Ongoing	Maree McLeod	
<b>Strategy:</b>	Continue to develop teacher knowledge and understanding of the P-10 Australian curriculum content descriptions and achievement standards by supporting processes for robust intra-school and inter-school moderation.		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
Continue engagement with Sharratt work with other LLC schools.	Ongoing	Donnamaree Cech, Tim Farrell, Isaac Grayson, Grant Pyke	
Provide moderation opportunities with other schools.	Ongoing	Maree McLeod	
<b>Strategy:</b>	Strengthen teacher understanding of the Australian curriculum as applied to classroom planning, teaching and learning by providing time to plan each term.		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
Provide planning sessions for each year level and specialist staff. Backward map from achievement standards, aligned to the task and the guide to making judgments.	Ongoing	Nikky Baker, Lorrelle Francisco, Maree McLeod	
Early years coach to work with P-2 staff and local early childhood centres to support oral language, AAP strategies, phonemic awareness and reading.	Ongoing	Samantha Dassanayake, Sarah Reed	





# Jimboomba State School

## 2021 Annual Implementation Plan

### Improvement Priority 2. Positive Behaviour Culture

#### Targets

SDA's reduced, consistent PBL processes school wide, parents of SWD's satisfied with service delivery, student code of conduct enacted.

**Strategy:** Refine the PBL model and consistently apply it across the school to enhance a culture of high expectations.

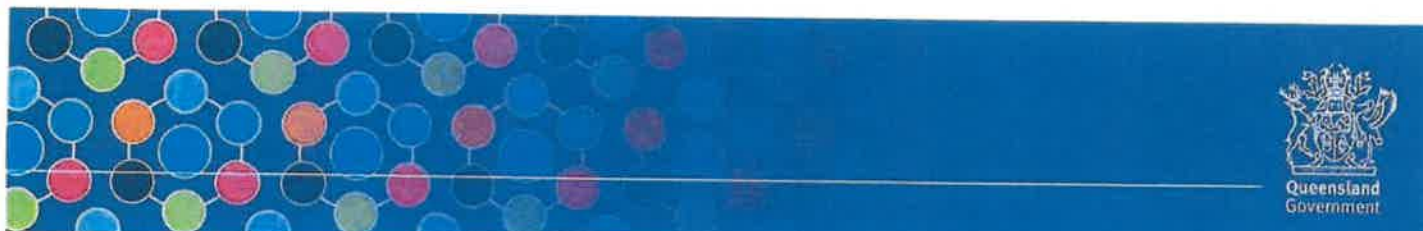
Actions	Timeline	Responsible Officer(s)
Continue to develop a shared understanding of 'high expectations' and what this looks like at JSS. Use the impact cycle to leverage improvements around student behaviour.	Ongoing	Donnamaree Cech, Lisa Eagle, Tim Farrell, Natasha Parker, Radhika Somai
Refine and implement the Student Code of Behaviour, including a review of the star program.	Ongoing	Donnamaree Cech, Lisa Eagle, Natasha Parker

**Strategy:** Professional development for all staff around the tiered PBL framework to deepen confidence levels around the management of student behaviour.

Actions	Timeline	Responsible Officer(s)
Unpack the tiered PBL framework to ensure clarity of expectations and consistency of practice.	Ongoing	Donnamaree Cech, Lisa Eagle, Natasha Parker

**Strategy:** Engage newly enrolled students and their families with the school's culture of high expectations around academic performance, behaviour and attendance.

Actions	Timeline	Responsible Officer(s)
Create a PBL video showing teachers modelling the 10 essential skills. School leaders to welcome new students.	Ongoing	Donnamaree Cech, Lisa Eagle, Natasha Parker
Continue to focus on enacting the 4:1 ratio - (4 positives to 1 corrective)	Ongoing	Donnamaree Cech, Lisa Eagle, Natasha Parker







# Jimboomba State School

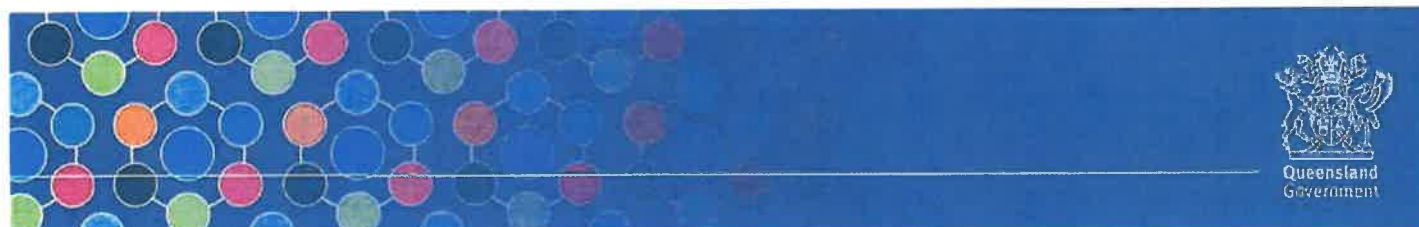
## 2021 Annual Implementation Plan

### Improvement Priority 3. Parent and Community Engagement

#### Targets

Parent satisfaction levels to improve, PD for parents around PPP, reading and inclusion

<b>Strategy:</b>	Utilise digital technologies to provide up to date and timely information and communication with parents.		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
Communicate with parents using the newsletter, Facebook, SMS, Q Parents, classroom dojo, eflash and the school's website.	Ongoing	Michelle Behan, Nicole Graham, Robyn Hills, Fiona Hughes, Astrid Loibl	
<b>Strategy:</b>	Identify and liaise with community partners and networks to strengthen partnerships with the school to provide better support for students.		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
Continue to build relationships with local early childhood providers to prepare students for entry into prep.	Ongoing	Grant Pyke, Sarah Reed	
Continue to implement QUOCKA prep reading program through QUOTA International.	Ongoing	Nikky Baker	
<b>Strategy:</b>	Provide opportunities for parents to engage in professional development around key priorities (eg reading, PBL, PPP, inclusion etc).		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
Provide PBL, PPP and reading practices professional development for parents.	Ongoing	Donnamaree Cech, Lisa Eagle, Maree McLeod, Natasha Parker, Jamie Sharp	
Continue to use Jump Start program as leverage to promote reading strategies to parents.	Term 4	Grant Pyke, Sarah Reed	
Provide opportunities for parents to learn more about students with disability and their learning.	Ongoing	Radhika Somai	





# Jimboomba State School

## 2021 Annual Implementation Plan

### Improvement Priority 4. Building Staff Capacity

**Targets**

Staff confident in using data to know their students including dashboard, indigenous support teacher, HOSES, early years coach, HOC, literacy mentor, DP's. Observations and feedback to staff each term

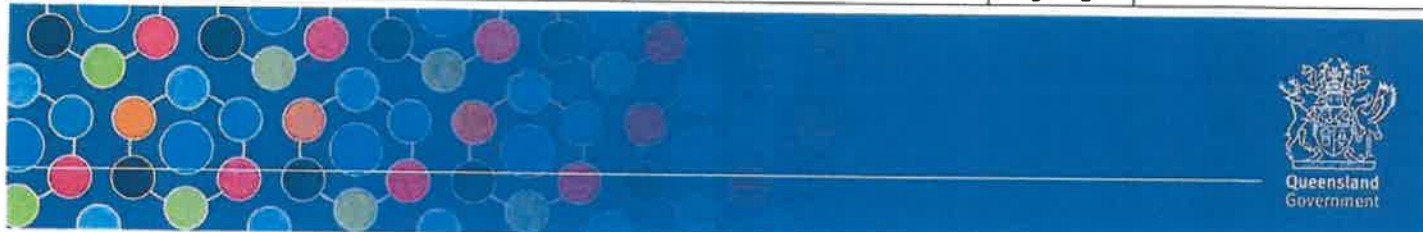
<b>Strategy:</b>	Develop roles, responsibilities and accountabilities for all school teams in driving the school's explicit improvement agenda (EIA).		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
Develop roles, responsibilities and accountabilities for school teams.	Ongoing	Tim Farrell, Grant Pyke	
<b>Strategy:</b>	Develop a shared understanding of 'data literacy' and support teachers and the leadership team to effectively use data (using Oneschool) to inform targeted teaching.		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
Allow staff to interrogate one school data with a focus on A-E achievement data, Fountas and Pinnell data, screener data, literacy continuum data and bandscales.	Ongoing	Donnamaree Cech, Tim Farrell, Lorrelle Francisco, Isaac Grayson, Maree McLeod, Grant Pyke, Radhika Somai, Penny Taylor	
<b>Strategy:</b>	Deepen the literacy mentoring model to improve planning and pedagogical practices.		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
Enable teachers to improve their pedagogy using the skills and expertise of the literacy mentor through classroom engagement, modelling and WOW time.	Ongoing	Lorrelle Francisco	
<b>Strategy:</b>	Monitor and evaluate the effectiveness of human and financial resources in improvement priority areas to ensure improved learning outcomes for students.		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
Monitor expenditure on human resources (teacher aides, teachers) in relation to target areas by measuring improvement in student achievement (A-E data) over time.	Ongoing	Tim Farrell, Tracey Miller, Grant Pyke	

### Improvement Priority 5. Pedagogy

**Targets**

Learning goals for every student, EIA implemented, whole school approach to pedagogy implemented, Sharratt questions used by students and staff.

<b>Strategy:</b>	Set literacy targets with timelines that are monitored and communicated to all stakeholders.		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
Set literacy targets that aim for high levels of reading achievement.	Ongoing	Tim Farrell	





# Jimboomba State School

## 2021 Annual Implementation Plan

### Improvement Priority 5. Pedagogy

#### Targets

Learning goals for every student, EIA implemented, whole school approach to pedagogy implemented, Sharratt questions used by students and staff.

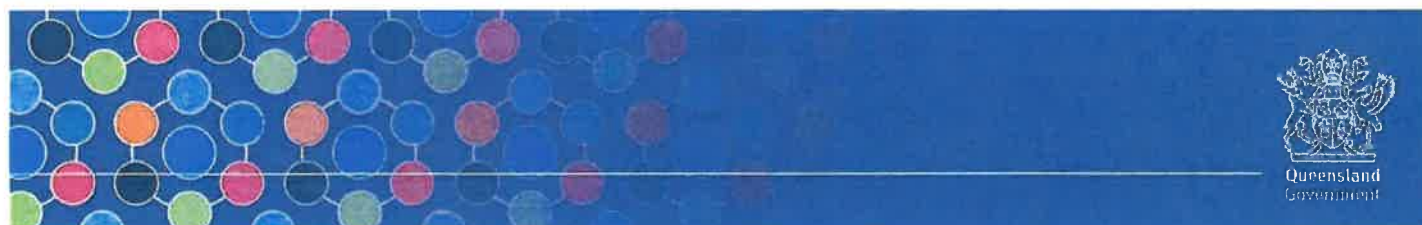
<b>Strategy:</b>	Maintain a narrow focus on the explicit improvement agenda and evaluate the effectiveness of strategies used based on student learning outcomes.		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
Reading and differentiation to remain as the school's 2 main priority areas for improvement and a sharp and narrow focus.	Ongoing	Tim Farrell	
<b>Strategy:</b>	Develop a whole school observation and feedback process based on the explicit improvement agenda and the collegial framework.		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
Observe and provide feedback to teachers around their teaching of reading (close reading - cold and annotated), behaviour (essential skills) and guided reading.	Ongoing	Donnamaree Cech, Tim Farrell, Isaac Grayson, Grant Pyke	
<b>Strategy:</b>	Refine the whole school approach to pedagogy and embed it as the shared language of teaching and learning across the school.		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
Embed whole school approach to pedagogy across all the work that we do to improve learning outcomes.	Ongoing	Maree McLeod	

### Improvement Priority 6. Inclusion

#### Targets

Inclusive practices evident in all classrooms, improved A/B English achievement data for SWD's and indigenous students, reduced number of ICP's.

<b>Strategy:</b>	Strengthen the understanding of the complexity of student needs, applying effective support strategies to enable a safe and supportive learning environment.		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
Provide ongoing student support using the school's indigenous support teacher, PBL team leader, HOSES, early years coach.	Ongoing	Nikky Baker, Lisa Eagle, Natasha Parker, Sarah Reed, Radhika Somai, Penny Taylor	







# 2021 Annual Implementation Plan

## Improvement Priority 6. Inclusion

### Targets

Inclusive practices evident in all classrooms, improved A/B English achievement data for SWD's and indigenous students, reduced number of ICP's.

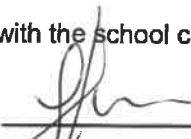
<b>Strategy:</b>	Develop a whole school process to identify and extend highly capable students aligned to their learning needs.		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
Teachers to utilise class dashboard/One school data (A-E, F&P, NAPLAN) + screeners to identify high performing students and provide extension work for these students.	Ongoing	Tim Farrell	
<b>Strategy:</b>	Allocate students with a disability to classes to ensure that practices are inclusive and best meet the learning needs of these students.		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
Students with disabilities and indigenous students learning in mainstream classrooms with assistance from class teacher, SEP staff and indigenous support teacher.	Ongoing	Radhika Somai, Penny Taylor	
<b>Strategy:</b>	Ensure that students with a disability are the responsibility of all stakeholders including classroom teachers, special education teachers, support staff and the leadership team.		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
Ensure that all staff remain responsible for the learning outcomes of students with disabilities and indigenous students. Promote at staff meetings, SNAC meetings and PBL meetings.	Ongoing	Nikky Baker, Lisa Eagle, Radhika Somai, Penny Taylor	
<b>Strategy:</b>	Enhance the ICP planning process to include all stakeholders (special education teachers, classroom teachers, head of curriculum and other support staff).		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
Include all stakeholders when developing ICP's for students.	Ongoing	Nikky Baker, Radhika Somai, Penny Taylor	
ICP's to reflect aspects of the achievement standard and content descriptions that are appropriate to individual students.	Ongoing	Nikky Baker, Radhika Somai, Penny Taylor	

### Endorsement

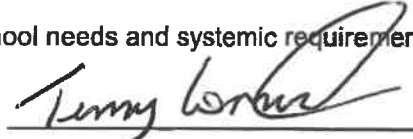
This plan was developed in consultation with the school community and meets school needs and systemic requirements.



Principal



Parent C / School Council



Assistant Regional Director



