



Educational
achievement



Wellbeing and
engagement



Culture and
inclusion

Junction Park State School Annual Implementation Plan – 2024



Educational
achievement



Wellbeing and
engagement



Culture and
inclusion



Scan and assess

Prioritise

Develop and plan

Act

Review

Focus

Improvement priority

Inputs

Activities Outputs/Artefacts

Short-term outcomes 2024

Equity and Excellence

A progressive, high performing education system realising the potential of every student.
Department of Education 2023

Our Focus
*Curriculum
Pedagogy
Wellbeing and Inclusion*

Informing evidence

Student achievement data

- A-E data trends
- PAT
- Formative & summative outcomes

Non-academic data

- Attendance rates
- Learning Walks - Classroom observations & feedback
- Walk-throughs
- Teacher conversations

Contextual information (Local)

- Variance of teaching experiences within staff

Contextual information (Educational)

- Effective pedagogical practices- embedding a Whole School Approach to Pedagogy

Workforce capability

- Coaching & feedback sessions
- Walkthroughs
- Learning Walks - Classroom Observations
- Modelled Lessons

Prioritised problem of practice

- Improve student outcomes.
- Build capacity of all stakeholders engaging with the Australian Curriculum and the development of Teaching and Learning sequences.
- Vertical and horizontal alignment in planning from P-6.
- Implementation of V9 Australian Curriculum
- Develop staff capacity to utilise and implement the Pedagogical Framework.
- Creating safe, supportive and inclusive environments for all.

Initiative/s and evidence base

- Visible learning aims to make student learning as visible as possible. This means that all students should be able to see how their efforts are contributing to their education and that teachers are able to self-reflect on their practice to measure how it impacts student outcomes. (John Hattie 2022)
- Teacher efficacy is when a teacher believes in their own ability to guide their students to success. Collective Teacher Efficacy is the collective belief of teachers in their ability to positively affect students. (Hattie, 2017)
- Gradual Release Model refers to teacher-centered instruction that is focused on clear goals and outcomes. Students are told *what* they will be learning and *how*, and what they have to *do* to show that they have succeeded in learning whatever it is. The aim of this model is a strong focus on curriculum content and clarity for all about the criteria for performance expected. (Fisher & Frey, 2008)
- School Improvement Hierarchy Reflection Tool
- Putting Faces on the Data, Sharratt

Targeted use of school resources

Human

- School Leadership Team
- Teachers
- Deputy Principal -Curriculum
- Coordinator Inclusion
- Teacher Aides
- Student Support Services - Coordinator
- Inclusion Teachers
- Speech Language Pathologist
- Guidance Officer
- Indigenous Liaison Officer

Physical

- Whole School Approach to Pedagogy
- Staff meetings
- Collaborative Learning Meetings (CLMs)
- Best practice sharing sessions
- WOW time
- Coaching
- 1-hour extra NCT
- Professional Learning Plan

School Community Partnerships

- Parent information sessions
- Inclusive Families meetings
- Indigenous Support Group
- Curriculum Expo Day 1 per Term
- Community Picnics 1 per term
- Term overviews sent to parents and appearing on website
- Volunteers to support classroom teachers
- Staff attendance at P&C meetings
- Prep Transition Program
- Partnerships with local high schools
- Partnerships with local Kindergartens

ARTEFACTS

FRAMEWORK

- School Improvement Hierarchy
- Equity and Excellence school priorities
- Whole School Approach to Pedagogy (reviewed each semester)

CAPABILITY DEVELOPMENT

- School Improvement Hierarchy unpacked and used to ensure every student receives support needed to engage them in the learning experience
- Professional Learning Plan
- Teacher meeting time allocated to pedagogy and sharing. Staff meeting and Collaborative learning Communities

CONSISTENT CLASSROOM PRACTICES

- Whole School Approach to Pedagogy
- Gradual Release
- Data Inquiry Cycle
- Develop an expert teaching team using PDs, walk throughs, Learning walks and Collaborative Learning Meetings (CLMs)

Universal Design for Learning (UDL)

- A consistent approach for differentiation adjustments documented in assessment cover sheet
- Adjustments added to the teaching a learning sequence
- Identify Extensive, Substantial and Supplementary students
- Quality Differentiated Teaching

Educational Achievement Analysis and Discussion of Data

Increase staff data literacy so that teaching and learning and pedagogical practice are data-driven

Strategies/Timelines/Responsibilities:

- Data plan implemented, whole-school data used to monitor and plan for improved engagement, success and achievement (English, Maths, Science A-C data) (DP)
- Professional learning to interrogate data in English and Maths (attendance, First Nations People, SWD, D and N) using the data inquiry cycle (DP)
- Provide staff with professional development and time to collaboratively analyse, interpret data and plan for continued improvement in student learning (A-E, PAT testing, PLD) (DP)
- Embed collaborative analysis of data and use to plan differentiation within units of work (HOD-I)
- Use the data enquiry cycle to interrogate marker student data (DP)

Systematic Curriculum Delivery

Full implementation of Australian Curriculum V9 by the beginning of 2025

Strategies/Timelines/Responsibilities:

- Review three levels of planning to align with Australian Curriculum v9 and minimum requirements within P-12 CARF
(Principal/DP/HOD-C consulting with Curriculum Committee and teaching staff) Planning and Familiarisation
 - End of Term 4 2023: Curriculum provision and reporting plan for 2024
 - End of Term 4 2023: English and Maths Year Plans for 2024; Term 1 English and Maths Unit Plans using v9 AC
 - End of Term 1: Term 2 English and Maths Unit Plans using v9 AC
 - End of Term 2: Term 3 English and Maths Unit Plans for using v9 AC
 - End of Term 3: Term 4 English and Maths Unit Plans using v9 AC
 - End of Term 4; Review of Curriculum provision and reporting plan, English and Maths Year Plans and Term 1 Unit plans ready for full implementation in 2025
- Develop and review English and Maths assessments aligning with Australian Curriculum v9 (DP/HOD-C consulting with curriculum committee and teaching staff) Terms 2-4
- Embed and build upon whole school and cluster moderation (before, after, after, end) to ensure consistency of A-E Terms 1-4
- Interrogate alignment of marking guides, exemplars and unit plans within before moderation to ensure alignment
- Develop folios of work to ensure consistency across the school

Expert Teaching Team

Consistent language and shared expectations for curriculum and pedagogy within teaching teams and across the school
Strategies/Timelines/Responsibilities

- Develop a Professional Learning Plan aligned with improvement priorities
- Revise collegial engagement framework which includes learning walks, walk throughs and WOW time
- Use allocated staff meetings, CLMs and coaching/mentoring to share best practice
- Tailored CLMs and Staff Meetings to align with observations and staff needs (Principal/DP/HOD-C)

- Review and reflect with staff learning expectations, differentiation, feedback, goal setting, planning process, reporting
- Celebrate with teachers how they positively influence student outcomes
- Continue to share research articles

Culture and Inclusion

A culture that promotes learning – Culture of Collaboration Collaboratively develop consistency with a whole school approach to behaviour

Increase the proportion of educators who strongly agree they are confident in embedding cultural perspectives for our First Nations People

Strategies/Timelines/Responsibilities

- Embed PBL for consistent whole school behaviour management systems (PBL Team) Terms 1-4
- Increase the proportion of educators who strongly agree they are confident in embedding cultural perspectives for our First Nations People
- Nations community members to ensure wellbeing and cultural identity is nurtured T1-4
- Continue to challenge our beliefs, mindsets and practices - student learning and engagement for all through professional collaboration with internal and external agencies

Differentiated Teaching and Learning

Formalise the model of inclusion (multi-tiered system of support)

Strategies/Timelines/Responsibilities

- Provide professional learning focused on a whole school approach to differentiated teaching and learning (DP)
- Model co-planning, co-teaching and co-assessing with teaching teams and individual teachers to plan for the diverse learning needs of the cohort/class/individual using evidenced based strategies including Tier 2/3 interventions (DP)
- Continue to build staff capability NCCD model including their responsibilities under the Disability Discrimination Act (DDA) and Disability Standards for Education (DSE) (DP)
- Build capacity of staff and community to work in a collaborative and respectful partnership including clearly defined processes for case management.

Wellbeing and Engagement

Effective Pedagogical Practices

Increase access to and engagement in curriculum learning through effective pedagogical practices

Strategies/Timelines/Responsibilities

- Develop a consistent understanding and implementation of PLD across all year levels (DP/HOD-C) Terms 1 – 4
- Utilise High impact Teaching Strategies (HIT) (DP/HOD-C) Terms 1 – 4
- Co-construct visible learning (learning walls/bump it up walls) (DP/HOD-C) Terms 1 – 4
- Refine feedback and goal setting processes
- Embed Learning Intentions and Success Criteria in all teaching and learning sequences (DP/HOD-C) Terms 1 – 4
- Embed Model of Instruction – Gradual Release of Responsibility (DP/HOD-C)
- Embed digital innovative tools (including assistive technologies) to support student access, engagement and achievement in curriculum Terms 1 – 4
- Prioritise the data and make statements about teaching and learning for all students (Principal/DP/HOD-C) Terms 1 - 4