

JUNCTION PARK STATE SCHOOL 2021 Annual Implementation Plan

2021 School Improvement Priorities

Improvement priority 1: Writing

Strategy: Explicit Teaching and Learning			
Actions	Targets	Timelines	Responsible Officer/s
Focus on identifying and teaching the literacy demands across the curriculum from P- Year 6 – focusing on reading, comprehension, grammar, creating texts, spelling and handwriting	100% above NMS in Years 3 and 5 NAPLAN 90% C or better in English in P-6	On going	Literacy and Numeracy Coach Year Level Coordinators
Implement Writing lessons with a focus on explicit teaching (gradual release of responsibility) and differentiation	100% teachers implement a weekly writing lesson using this model	On going	Class Teachers
Develop year level term writing overviews to ensure a consistent whole school approach to writing – with clear learning intentions, success criteria and sample texts	100% of English overviews reviewed	Sem 2	Class Teachers SEP teacher STLaN EALD teacher
Strategy: Monitoring and Assessment			
Actions	Targets	Timelines	Responsible Officer/s
Program regular short term data cycles and case meetings to review tasks and outcomes to set writing goals for individuals, class and year levels to inform teaching and learning	Learning goals are clearly articulated by teachers	Each term	Year level coordinators Class Teachers
Review writing marking guides to ensure clear and consistent expectations and develop clearly articulated learning goals and success criteria for all students	100% of marking guides are reviewed	Each term	Coach Year Level Coordinators
Develop portfolios of student writing samples to assist in forming consistent teacher judgements	Agreement amongst teachers regarding standards	Each term	Class teachers
Strategy: Professional Learning			
Actions	Targets	Timelines	Responsible Officer/s
Year levels to have scheduled termly meetings to plan for differentiated writing support and extension	100% of teachers develop differentiated plans	weekly	Year level coordinators
Identify and support students to increase the match between reading achievement with achievement in writing particularly with students who have significantly higher achievement in reading	Closer match between writing and reading achievement	Term 2	Year level coordinators
Provide and promote professional development, coaching resources and collegiality to build on staff knowledge and capacity in the teaching of writing – Sheena Cameron, Jenni Langan, Literacy Consultant – Alfabetico in addition to 6+ traits of writing and participation in Metropolitan region's <i>Writing within the Australian Curriculum</i>	100% class teachers feel more confident in the teaching of writing	All year	Coach Year Level Coordinators



Improvement priority 2: Spelling

Strategy – Explicit Teaching and Learning			
Actions	Targets	Timelines	Responsible Officer/s
Continue implementation of Spelling Mastery using agreed lesson structure enhanced by additional classroom activities and homework – No Excuses Spelling lists; word inquiry	4 lessons per week	All year	Deputy Principals Class teachers Teacher Aides
Consistent focus on accurate spelling in all student work and use of consistent strategies for proof reading and editing – 4 reads	100% students use consistent routines	daily	Class teachers
Focus on spelling accuracy across all curriculum areas to ensure children are becoming increasingly proficient in selecting and arranging letters to form accurately spelt words and to develop increasing skill and proficiency in using spelling as a tool to understand and create meaning in texts	Student work contains mostly accurate spelling of high frequency words at year level expectations	daily	Class teachers Teacher aides
Strategy: Monitoring and Assessment			
Actions	Targets	Timelines	Responsible Officer/s
Teachers plan collaboratively to reduce variability in teaching and learning between classrooms to achieve consistent outcomes	All year levels plan cooperatively	weekly	Year Level Coordinators
Analyse student writing samples to monitor student progress and plan teaching and intervention	100% above NMS in Years 3 and 5 NAPLAN 95% C or better in English – P -6	Terms 1 and 4	Class teachers Teacher Aide
Teachers will provide explicit, timely feedback to improve student outcomes in spelling	100% students receive feedback	weekly	Class teachers Teacher aides
Strategy: Professional Learning			
Actions	Targets	Timelines	Responsible Officer/s
Continue Jenni Langan, Literacy Consultant – Alfabetico Education to provide professional development in Word Inquiry planning sessions	100% staff engaged in workshops	On going	Deputy Principal
Ensure appropriate and current professional learning opportunities and resources are accessible by staff to deepen knowledge and skills ensuring consistent pedagogy in every classroom resulting in every student improving and achieving.	All staff can access resources and PD opportunities	On going	Deputy Principal
Identify learning areas through performance planning discussions for individuals and teams to research, collaborate, mentor, coach and plan	100% teachers complete performance plans	Term 2	Principal

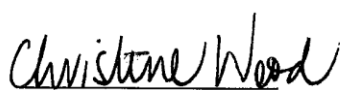


Improvement priority 3: Mathematics

Strategy: Explicit Teaching and Learning			
Actions	Targets	Timelines	Responsible Officer/s
Timetabling mathematics programs across year levels to facilitate differentiation using consistent effective programs and strategies.	Timetables are aligned	On going	Deputy Principal
Organise professional learning opportunities and year level planning sessions to extend staff understanding and expertise through data analysis – Pat, NAPLAN, Maths Mastery and student samples	100% staff participation	On going	Year Level Leaders Deputy Principal
Develop term overviews of maths warm ups based on proficient strand of fluency	100% of teachers develop overviews	End of semester 2	Year Level Leaders
Strategy: Expert Teaching Teams			
Actions	Targets	Timelines	Responsible Officer/s
Review maths overviews for effective learning opportunities to develop the key proficiencies in maths – understanding, fluency, problem solving and reasoning	100% staff use clear, easy to follow document	Term 4	Year Level Leaders
Investigate effective coaching methods to build staff capability in mathematical proficiencies	100% staff (SOS) <i>Staff at my school work together as a team to deliver improved outcomes</i>	End of semester 2	Leadership team
Strategy: Embed numeracy and thinking capabilities across the curriculum			
Actions	Targets	Timelines	Responsible Officer/s
Develop a process to track the Australian Curriculum's General Capabilities and cross curriculum priorities used in Mathematics	100% Prep-Year 6 units tracked	On going	Deputy Principal

Endorsement

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



Principal



P and C President



Assistant Regional Director

