



Equity and Excellence

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

Department of Education 2023

Junction Park State School Annual Implementation Plan 2023

Fortitude and Fidelity

Our Focus
Educational Achievement
Wellbeing and engagement
Culture and Inclusion
Department of Education 2023



Targeted use of school resources

- School Leadership Team
- Head of Department Curriculum (HODC) – Transition from reliance on C2C
- Head of Department Inclusion (HODI) – Differentiated teaching and learning
- Collaborative Learning Meetings (CLMs) – Improving student outcomes in all curriculum areas. Build capacity of all stakeholders engaging in V9 Australian Curriculum
- Pedagogy Coach - Quality assurance of Promoting Literacy Development (PLD)
- Speech Language Pathologist – Identification and scheduling of programs
- Guidance Officer – Safe supportive and inclusive environment

Culture and Inclusion

Differentiated Teaching and Learning

Goal 7: Formalise the model of inclusion (multi-tiered system of support)
Goal 8: Build capacity of staff and community to work in a collaborative and respectful partnership including clearly defined processes for case management.

Strategies/Timelines/Responsibilities

- Provide professional learning focused on a whole school approach to differentiated teaching and learning (HOD-I)
- 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 (HOD-I)
- Continue to build staff capability NCCD model including their responsibilities under the Disability Discrimination Act (DDA) and Disability Standards for Education (DSE) (HOD-I)

School Community Partnerships

- Parent information sessions – Strategies for Success
- Inclusive Families meetings
- Indigenous Support Group – Indigenous Liaison Officer.
- Curriculum Expo Day 1 per semester
- 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

Educational Achievement

Systematic Curriculum Delivery

Goal 4: Full implementation of Australian Curriculum v9 English and Maths by the beginning of 2024

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)
 - End of Term 1: Whole school curriculum plan
 - End of Term 2: English Year Plans; English Unit Plan for Term 3 using v9 AC
 - End of Term 3: Maths Year Plans; English & Maths Unit Plan for Term 4 using v9 AC
 - End of Term 4: English and Maths Unit Plans for Term 1 using v9 AC
- Develop English and Maths assessments aligning with Australian Curriculum v9 (DP/HOD-C consulting with curriculum committee and teaching staff) Terms 2-4
- Familiarise teaching staff with Australian Curriculum v9 (DP/HOD-C) 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

Wellbeing and Engagement

Effective Pedagogical Practices

Goal 5: 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/Ped Coach) 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
- Inclusion of Learning Intentions and Success Criteria in all teaching and learning sequences (DP/HOD-C) Terms 1 - 4
- Introduce Model of Instruction – Gradual Release of Responsibility (DP/HOD-C)
- Embed ICTs (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/HODC/HODI) Terms 1 - 4

Educational Achievement

Expert Teaching Team

Goal 6: Consistent language and shared expectations for curriculum and pedagogy within teaching teams and across the whole school

Strategies/Timelines/Responsibilities

- Develop a Professional Learning Plan aligned with improvement priorities
- Develop a 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) Terms 1 - 4
- Review and reflect with staff learning expectations, differentiation, feedback, goal setting, planning process, reporting
- Celebrate with teachers how they positively influence student outcomes
- Establish a learning community to share research articles (DP)

Our WHY?

At JPSS we support ALL students' access, engagement and achievement in the curriculum

JPSS Explicit Improvement Agenda

Increase the number of students achieving in U2B in English and Maths
Increase the proportion of our First Nations students achieving C and in the U2B
Increase the attendance rate for First Nations People
Decrease the number of minor and major behaviours

Educational Achievement

Analysis and Discussion of Data

Goal 1: 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, 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)

Wellbeing and Engagement

A culture that promotes learning – Culture of Collaboration

Goal 2: Collaboratively develop consistency with a whole school approach to behaviour

Goal 3: 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
- Implement Zones of Regulation (HOD-I) Terms 1-4
- Engage in Cultural Capability training (Principal/DP) Terms 1-4
- Genuine engagement with First 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

Culture and Inclusion