



Junction Park State School Strategic Plan

2021 – 2024 (Revised November 2021)

PILLARS	State Schools Strategy 2021-2025	Priorities (aligned to the SIU recommendations underpinned by co-designed vision)	Frameworks & Standards Policies and Procedures	Performance Measures	Evidence Source
	Inclusion	<ul style="list-style-type: none"> ➤ Systematic collection and review of student data to inform targeted inclusive practices that will ensure every student is succeeding ➤ Establish a collaboratively whole school inclusion model including a whole school approach to differentiated teaching and learning 	<ul style="list-style-type: none"> ➤ Every student with disability succeeding ➤ Every Aboriginal and Torres Strait Islander student succeeding 	<ul style="list-style-type: none"> ➤ 100% of students accessing all 8 learning areas ➤ Increased staff understanding and development of teacher capability to cater for a diverse range of student needs ➤ Increased staff knowledge of relevant policy, legislation ➤ Increase the number of students achieving a A-C LOA ➤ 100% of teachers embracing inclusion for all students ➤ All teachers have a deep knowledge of the P-12 CARF 	Inclusion policy Data literacy framework
	Teaching	<ul style="list-style-type: none"> ➤ Ensure the whole school curriculum plan addresses all elements of the P-12 CARF ➤ Develop a consistent suite of effective pedagogical practices at JPSS ➤ Develop processes to maintain the fidelity of assessment aligned to the AC, including the review of moderation processes ➤ Enhance ICT provisions to enable increased access for students and staff 	The Australian Curriculum Queensland Kindergarten Learning Guidelines P – 12 curriculum, assessment & reporting framework Early Years Learning Framework Schools of the future: A strategy for STEM in Queensland State schools	<ul style="list-style-type: none"> ➤ Consistency and accuracy in judgement against the relevant year level achievement standard ➤ Increase in A-C LOA ➤ Meeting the minimum requirements for providing (teach, assess, report) the curriculum in P-6 across the 8 learning areas ➤ ICT are meaningfully embedded to support student access, engagement and achievement in the curriculum ➤ All teachers have a deep knowledge of the P-12 CARF 	3 levels of planning Data literacy framework
	Capability	<ul style="list-style-type: none"> ➤ Leaders create and sustain a culture of learning to ensure a school-wide responsibility for student learning and wellbeing through collaborative process (Professional Learning Teams). Collaboration should include a focus on leadership at all levels, data, curriculum and pedagogy with the clear purpose of: <ul style="list-style-type: none"> ○ Deepening knowledge and understanding ○ Finding solutions to challenges of practice ○ Maintain high expectations and standards ○ Strengthening networks (vertical and lateral) ➤ Develop and systematically monitor the implementation of the school's Professional Learning Plan aligned with current EIA priorities ➤ Develop a collegial engagement framework that details systemic processes for sharing practise through coaching and intentional collaboration with the purpose of continuing to develop an expert teaching team 	Australian Professional Standards for Principals Australian Professional Standards for Teachers Annual Performance review process Employee performance, professional development & recognition policy Leadership strategy	<ul style="list-style-type: none"> ➤ Consistency and accuracy in judgement against the relevant year level achievement standard ➤ Increase in A-C LOA ➤ Meeting the minimum requirements for providing (teach, assess, report) the curriculum in P-6 across the 8 learning areas ➤ All teachers have a deep knowledge of the P-12 CARF ➤ SOS School encourages coaching and mentoring activities ➤ Collaborative learning time resourced and implemented (weekly for year level teaching teams and teacher aide team) ➤ Regional support is accessed and professional networks established 	Data literacy framework



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	Performance	<ul style="list-style-type: none">➤ Collaboratively develop and implement roles, responsibilities and accountabilities including short- term, mid- term and long -term timelines and targets aligned to the EIA➤ Establish systemic processes to monitor the effectiveness of all programs and flexible staffing arrangements to meet agreed outcomes and targets➤ A systematic plan for the collection, analysis and use of a range of data is established and implemented	National Quality Framework School Reviews Performance Improvement & Accountability Framework Data Literacy Framework	<ul style="list-style-type: none">➤ Roles and responsibilities developed for all staff➤ AIP is developed with targets, timelines and clear line of sight with responsible officers	
	Wellbeing	<ul style="list-style-type: none">➤ Re-establish the school wide positive behaviour for learning committee as part of the school code of behaviour plan➤ Develop a staff and student wellbeing framework – FIND THE SPARK!➤ Collaboratively and implement an induction framework	Student Learning and Wellbeing Framework Entry to Prep Framework Student Code of Conduct exemplar Staff Wellbeing Framework Behaviour Policies & procedures Supporting students’ mental health & wellbeing Student discipline procedure	<ul style="list-style-type: none">➤ PBL committee meets fortnightly➤ Staff well-being initiatives are planned and valued➤ PBL partners with regional behaviour team	
	Partners	<ul style="list-style-type: none">➤ Strengthen partnerships with Early Learning Centres to provide meaningful transitions for students and parents to school➤ Engage with Riverbend Cluster schools for ongoing intentional collaboration aligned to State School Strategy➤ Develop sustained partnerships with local secondary schools to enhance vertical alignment of curriculum and support successful transitions to High School for all students➤ Establish partnerships with external organisation and stakeholders (eg Autism QLD, SPELD, allied Health Professionals and Universities)	Parent and Community Engagement Framework School community policies and procedures	<ul style="list-style-type: none">➤ Planned and purposeful transition for prep and high school students➤ Productive	

The plan was developed in consultation with the school community and is a statement of direction that meets school needs and systemic requirements for 2021 - 2024.

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Principal

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P & C President

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Assistant Regional Director