



Jindalee State School

Annual Implementation Plan 2017



School Improvement Priorities 2017

Improvement priority: Improved Curriculum and Pedagogical Practice in the areas of Reading, Writing and Numeracy.

Strategy: Inclusion of teachers in the writing of Mathematics work units			
Actions	Targets	Timelines	Responsible Officer/s
Key teachers from each year level will assist the HOC in writing Semester 2 mathematics units in accordance with the Australian Curriculum	Units for each Year level	Complete by end of Semester One	HOC, Classroom Teachers
Assessment tasks, both formative and summative, will be created for Mathematics by the HOC and Inquiry-based Learning maths teaching group	Assessment tasks for mid and end of unit assessment for each year level	Complete by the end of Semester One	HOC, Teachers
Strategy: Development of a new Writing Program			
Actions	Targets	Timelines	Responsible Officer/s
Engage in the Collaborative Mentoring Program to gain insight into best practice	Increased knowledge of pedagogy of Writing	Semester One	Principal
Engage the Leadership Team in discussion and planning centred around best practice initiatives and pedagogy discussed during the Collaborative Mentoring program	Plan developed to create a new writing program	Semester One	Leadership Team
Engage Teachers in professional development and writing of the new Writing Program, ensuring pedagogical practices and learning content are included in the program	Write a new school writing program as part of the English Plan	Term 2 for implementation in Term 3	HOC, Teachers
Strategy: Emphasis on Guided Reading to Enhance Comprehension Abilities			
Actions	Targets	Timelines	Responsible Officer/s
Unpack and re-visit the school reading program to emphasise the importance of no less than three Guided Reading sessions per week in each classroom and revise the pedagogical components of a Guided Reading session.	Three Guided Reading sessions per week	Immediate changes where required and to continue weekly as best practice.	HOC, Teachers
Leadership team to visit classes and provide feedback to teachers regarding their reading lessons and the rigour of the comprehension component	Twice per term per class, minimum	All year, ongoing	Leadership Team Line Managers

Improvement priority: Implementation of the Whole School Approach to Student Support plan to increase and improve differentiation strategies within the classrooms.

Strategy: Build Teacher Capacity to Differentiate			
Actions	Targets	Timelines	Responsible Officer/s
Initially the Leadership Team will lead Teachers in meeting to discuss students with varying needs in the classroom context. Guide teachers to discussion with year level colleagues to create Personalised Learning Plans (PLP) for students who require differentiation for social, emotional, behavioural or learning needs. Release of responsibility will be given to teachers to take control/ownership of these meetings and processes	Teachers' capacity to differentiate will improve significantly	Release of responsibility to Teachers in Term 1. Process is ongoing	Classroom Teachers and Support Teachers
Teachers will review the PLP's put in place in accordance with designated timelines and will follow a referral process if necessary	Teachers will follow ILP's and refer if necessary	Immediate, ongoing	Classroom Teachers and Support Teachers
Strategy: Implement Systems and Processes to support Students with Diverse Learning Needs			
Actions	Targets	Timelines	Responsible Officer/s
Implement a 3-teired support strategy for referral to assist teachers who have differentiated student learning needs and require further support for complex cases. Levels include: <ol style="list-style-type: none"> 1. Year level and Support Teacher meeting 2. Line Management Meetings 3. Student Enrichment Services Meeting (referral) 	All Staff to be familiar and confident with the support strategy	End of 2017 school year	All staff

Improvement priority: Engage all Stakeholders in the Implementation of a Positively Framed, Research Based Behaviour Management System.

Strategy: Implement Positive Behaviour for Learning (PBL)			
Actions	Targets	Timelines	Responsible Officer/s
Create a School-based PBL Team to attend training and begin implementation in the school	Complete Stage 1 PBL	Implementation by conclusion of 2017	PBL Team
Begin to use behaviour data			
Establish School-wide expectations			
Develop a Teaching Matrix			
Plan a system to teach behavioural expectations			
Develop procedures for Teaching Expected Behaviours			
Strategy: Engage Parents in the Behaviour System change			
Actions	Targets	Timelines	Responsible Officer/s
Inform all parents of changes occurring through the newsletter	All parents informs of changes	As changes occur	Leadership team/ PBL Team
Educate parents on the benefits of PBL and how the system will operate within and outside the classroom			

Endorsement

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

Maghan Rodgers

[Signature]

Principal

P and C / School Council