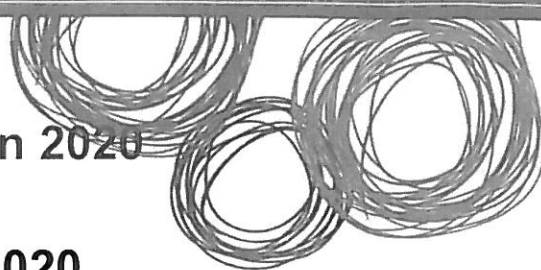




Jarvisfield State School

Annual Implementation Plan 2020



School Improvement Priorities 2020

Improvement priorities:

- Maximise student achievement in the curriculum
- Develop and embed an early years (P-3) reading program
- Develop a positive and consistent learning environment

Strategy: A culture that promotes Learning and Community

Actions	Targets	Timelines	Responsible Officer/s
Collaboratively review and embed Positive Behaviour Learning (PBL) with focus on social and emotional wellbeing of students <ul style="list-style-type: none"> Actively promote PBL as priority and integrate with other initiatives/improvement activities Embed PBL 'data hygiene checks' – SET, TIC, EBS to inform action plan Prioritise PBL practices in staff induction processes. Professional development for PBL team in Functional Behaviour Assessment and Intervention (FBA). Explicitly teach weekly/daily behaviour lessons in response to analysed OneSchool data Actively promote set school attendance targets. 	≥ 85% whole school attendance rate 0 unexplained student absences Increase positive behaviours versus negative behaviours 4:1	Semester 1	Principal, PBL Coach, Teachers and Teacher Aides
	≥ 90% whole school attendance rate 0 unexplained student absences Increase positive behaviours versus negative behaviours 8:1	Semester 2	Principal, PBL Coach, Teachers and Teacher Aides
Establish strong community relationships and partnerships <ul style="list-style-type: none"> Establish a P&C and collaboratively develop philosophy Establish positive relationships with early childhood centres Build strong relationships with parents and the school community are established and guided by the Parent and community engagement framework 	Meet monthly	End of Term 1	Principal and P&C
	Participate in ECC activities twice termly	End term 1	
	Hold school and community events minimum twice termly	Term 1,2,3 and 4	

Strategy : Effective pedagogical practices and Developing an Expert Teaching Team

Actions	Targets	Timelines	Responsible Officer/s
Develop and embed teaching with a literacy focus using the gradual release of responsibility as a whole school pedagogical framework.	100% staff uptake and implementation	Semester 1	Principal

<p>Use the inquiry cycle model to develop personalised teaching and learning plans for every student with a focus on reading and writing.</p> <ul style="list-style-type: none"> • Scan and Access – Student data, Early Start, Literacy Continuum, Australian Curriculum. • Prioritise next steps for learning. • Develop and plan the next phase of teaching and learning for teachers, teacher aides and students. Set student goals aligned to student next steps and curriculum demands. • Act - Teach, monitor and assess students, Co-teach, observe, model, feedback and moderate. • Review throughout term against student targets, goals and priorities. 	<p>Base Data English 78.5% A-C 28% A/B</p> <p>LOA Whole school Target English 90 % A-C 70 % A-B</p>	Semester 1	Principal, Teachers and Teacher Aides
	<p>LOA 90 % A-C English 80 % A-B English</p>	Semester 2	
<p>Embed Age-appropriate pedagogies for teaching the Australian Curriculum.</p> <ul style="list-style-type: none"> • Professional development from regional coaches for all staff • Align curriculum demands, age-appropriate pedagogies and assessment during planning phases • Embed a range and balance of teaching approaches and characteristics into unit and daily planning 	<p>Base Data English 71% A-C 28% A/B</p> <p>P-2 LOA Target 80 % A-C English 50 % A-B English</p>	Semester 1	Principal, Teachers and Teacher Aides
	<p>P-2 LOA 90 % A-C English 70 % A-B English</p>	Semester 2	
<p>Develop and embed a balanced Early Years Reading approach.</p> <ul style="list-style-type: none"> • Build capacity of staff in the four lesson sequence. • Track all students (P-3) progress against the NOR PM indicator levels 	<p>Base Data 27% of students at PM benchmarks</p> <p>80% of students at PM benchmarks</p>	Semester 2	Principal, Teachers and Teacher Aides
<p>Review and embed Jarvisfield State School Instructional Coaching Framework.</p> <ul style="list-style-type: none"> • Use data and evidence of student learning to guide instruction and learning • Model and guide the use of scaffolding for gradual release • Use assessment for and as learning to guide instruction and promote independent learning • Model the use of descriptive feedback to improve student learning • Use co-reflect 'hoops' to determine next steps for learning • Informal and formal observations and feedback 	<p>100% staff uptake of lesson observations. Minimum once a term</p>	Semester 1	Principal and Teachers
	<p>100% staff uptake of lesson observations Minimum once a term</p>	Semester 2	
<p>Develop a schedule of professional development and timetabled planning, moderation and data conversation meetings.</p> <ul style="list-style-type: none"> • Professional Learning Plans aligned to AIP developed and regularly reviewed for all staff • Effective moderation with all staff at all junctures 	<p>100% SOS Teacher satisfaction with PD</p>	Term 1,2,3 and 4	Principal

Endorsement

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



Principal



P & C President



Assistant Regional Director