



South Johnstone State School

2019 Annual Implementation Plan

Improvement Priority 1. Writing

Targets

Develop a Writing Standards Portfolio embedding Indigenous perspectives for continuous improvement and consistent assessment and reporting. Continue with school based and cluster moderation

Strategy:	In collaboration with CC Cluster, develop a Writing Standards Portfolio continuous improvement and consistent assessment and reporting. Participate in cluster moderation.		
Actions		Timeline	Responsible Officer(s)
Strategy:	To improve writing processes across the curriculum by utilising and developing a balanced writing program – focusing on a shared understanding and pedagogical practice of the writing procedures.		
Actions		Timeline	Responsible Officer(s)
To explicitly teach Grammar and Punctuation to improve overall results. To improve writing performance through focus on components skill and use Canecutter Cluster moderation as the measure of success		Ongoing	Principal, Year Coordinator
Strategy:	To explicitly teach Grammar and Punctuation to improve overall results. To improve writing performance through focus on components skill and use Canecutter Cluster moderation as the measure of success		
Actions		Timeline	Responsible Officer(s)
Strategy:	In collaboration with CC Cluster, develop a Writing Standards Portfolio continuous improvement and consistent assessment and reporting. Participate in cluster moderation.		
Actions		Timeline	Responsible Officer(s)
To improve writing processes across the curriculum by utilising by developing a balanced writing program – focusing on a shared understanding and pedagogical practice of the writing procedures.		Ongoing	Principal, Year Coordinator
Strategy:	Carry out systematic reviews of Intervention		
Actions		Timeline	Responsible Officer(s)
Principal will develop and deliver an intervention plan to instruct students in writing to improve results.		Ongoing	Principal





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Improvement Priority 2. Reading

Targets

Students to reach FNQ standards

Strategy:	Purchase T/A hours primarily for intervention utilising Code X and CARS to support students with comprehension strategies.		
Actions		Timeline	Responsible Officer(s)
Reading groups across P-6 to improve reading standards across school.		Ongoing	Principal, Year Coordinator
Support students who are not meeting the FNQ benchmarks using I4S to employ T/A for support using Code X, use Cars and Stars to support in class QAR instruction.		Ongoing	Principal
Continue support of students through intervention		Ongoing	Christine Pascoe, Trish Rutter, Karen Saro, Melanie Worth
Strategy:	School will use QAR in class to teach comprehension. Cars and Stars will be used in conjunction with CODE X to support students understanding of comprehension.		
Actions		Timeline	Responsible Officer(s)

Improvement Priority 3. Numeracy

Targets

Students to attain FNQ Benchmarks

Strategy:	Purchase Teacher-Aide hours to implement CAMS to support students (Intervention) who are not meeting benchmarks		
Actions	Timeline	Responsible Officer(s)	
Purchase T/A hours with I4S to implement Teacher generated support plans using CAMS and Stars to support learning and to build on missing knowledge	Ongoing	Christine Pascoe, Melanie Worth	
Review each term on progress of students, instruct students who have gaps in Numeracy with CAMS.	Ongoing	Maryellen Butler, Christine Pascoe, Melanie Worth	





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Improvement Priority 4. Science

Strategy:	Using C2C units in connection with Primary Connections to deliver Science content in a student friendly environment. Develop a Science Curriculum Plan ensuring all areas are covered in each year level.	
Actions	Timeline	Responsible Officer(s)

Improvement Priority 5. Attainment

Targets

Ensure Cluster SEP is the key agency in providing support to students with disabilities.
 Develop differentiated curriculum for Students with needs or working below level.
 Improve Indigenous students results in consultation with Pedagogical Coach.

Strategy:	Ensure Cluster SEP is the key agency in providing support to students with disabilities.	
Actions	Timeline	Responsible Officer(s)
Strategy:	Students below FNQ standards through support to achieve minimal standards.	
Actions	Timeline	Responsible Officer(s)
Strategy:	Review assessment procedures for student attainment.	
Actions	Timeline	Responsible Officer(s)
Review and refine assessment schedule to ensure data collected and utilised is useful and purposeful.	Ongoing	Principal, HOSES, Year Coordinator
Strategy:	Build capacity of staff members in the use of Australian Curriculum for planning, assessment and reporting.	
Actions	Timeline	Responsible Officer(s)
Build the capacity of Teaching Staff to use the AC as the basis for curriculum planning, assessment and reporting sourcing PD to ensure capability.	Ongoing	Principal, Year Coordinator
Strategy:	Narrow and sharpen the Explicit Improvement Agenda (EIA); include aspirational targets and timelines and communicate to all stakeholders.	
Actions	Timeline	Responsible Officer(s)





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Improvement Priority 6. Professional Capacity

Targets

Build the capacity of staff members to use the AC as the basis for curriculum planning, assessment and reporting.

Strategy:	Build the capacity of staff members to use the AC as the basis for curriculum planning, assessment and reporting.		
Actions		Timeline	Responsible Officer(s)
Continue with coaching and observation processes.		Ongoing	Principal
Strategy:	Adopt a research-based cycle of inquiry to develop a shared understanding of and consistency of practice in EI.		
	Implement formal coaching, observation and feedback processes to ensure consistency of teaching practices		
	Review and refine the assessment schedule to ensure data collected and utilised		
Actions		Timeline	Responsible Officer(s)
Collaborate with Cluster Principal and Teaching Staff around research based cycle of inquiry.		Ongoing	Principal, Year Coordinator

Endorsement

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

Principal

P and C / School Council

Assistant Regional Director

