



# South Johnstone State School

## 2020 Annual Implementation Plan

### Improvement Priority 1. Writing

#### Targets

Continue to develop writing standards portfolio, ensuring to embed Indigenous perspectives, for continued improvement and consistent assessment and reporting. Continue school and cluster moderation.

<b>Strategy:</b>	In collaboration with CC Cluster, develop a Writing Standards Portfolio continuous improvement and consistent assessment and reporting. Participate in cluster moderation.
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Actions	Timeline	Responsible Officer(s)
Continue to participate in cluster moderation and school based moderation, and attend/participate in any PD relating to this.	Ongoing	Principal

<b>Strategy:</b>	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.
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Actions	Timeline	Responsible Officer(s)
Continue to collaboratively develop and use a dynamic writing program across the school to ensure consistency of practice	Ongoing	Principal, Year Coordinator
Develop an Explicit Improvement Agenda and link to Chain of Evidence.	Term 4	Maryellen Butler, Christine Pascoe

<b>Strategy:</b>	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
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Actions	Timeline	Responsible Officer(s)
Ensure explicit teaching of grammar and punctuation is occurring, and continue to attend cluster moderation to ensure consistency of practice.	Ongoing	Principal

### Improvement Priority 2. Reading

#### Targets

Students to reach FNQ standards

<b>Strategy:</b>	Purchase T/A hours primarily for intervention utilising Code X and CARS to support students with comprehension strategies.
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Actions	Timeline	Responsible Officer(s)
Reading groups across whole school (P-6) to improve reading standards	Ongoing	Principal, Year Coordinator
Support students not meeting FNQ benchmarks using I4S to employ teacher aide specifically for intervention using Code X, Stars and Cars, and in class QAR support	Ongoing	Principal
Continue support of students through intervention. Intervention plan to be developed by principal.	Ongoing	Christine Pascoe, Karen Saro, Tina Wood





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### Improvement Priority 2. Reading

#### Targets

Students to reach FNQ standards

**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)
Ensure staff know how to use programs. Monitor student improvement through diagnostic testing.	Ongoing	Principal

### 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 Stams to support learning and to build on missing knowledge	Ongoing	Christine Pascoe
Review progress of students each term, and adjust plans accordingly	Ongoing	Principal

### Improvement Priority 4. Science

#### Targets

Review Science curriculum plan, ensuring all achievement standards are being covered.

**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)





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### Improvement Priority 5. Attainment

#### Targets

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

<b>Strategy:</b>	Students below FNQ standards through support to achieve minimal standards.		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
Provide intervention through purchased teacher aide hours using I4S	Ongoing	Principal	
<b>Strategy:</b>	Review assessment procedures for student attainment.		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
Review and refine assessment schedule to ensure data collected and utilised is useful and purposeful.	Ongoing	Principal, Year Coordinator	
<b>Strategy:</b>	Build capacity of staff members in the use of Australian Curriculum for planning, assessment and reporting.		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
Source PD and/or PATaL to ensure capability	Ongoing	Principal	
<b>Strategy:</b>	Narrow and sharpen the Explicit Improvement Agenda (EIA); include aspirational targets and timelines and communicate to all stakeholders.		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	

### Improvement Priority 6. Professional Capacity

#### Targets

Continue to build staff capacity to use the Australian Curriculum as the basis for curriculum planning, assessment and reporting.

<b>Strategy:</b>	Build the capacity of staff members to use the AC as the basis for curriculum planning, assessment and reporting.		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
Continue with coaching and observation processes.	Ongoing	Principal	
Provide access to PD and PATaL to build capacity	Ongoing	Principal	





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### Improvement Priority 6. Professional Capacity

#### Targets

Continue to build staff capacity to use the Australian Curriculum as the basis for curriculum planning, assessment and reporting.

<b>Strategy:</b>	<p>Adopt a research-based cycle of inquiry to develop a shared understanding of and consistency of practice in EI.</p> <p>Implement formal coaching, observation and feedback processes to ensure consistency of teaching practices.</p> <p>Review and refine the assessment schedule to ensure data collected and utilised</p>
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Actions	Timeline	Responsible Officer(s)
Collaborate with Cluster Principal and Teaching Staff around research based cycle of inquiry.	Ongoing	Principal, Year Coordinator
Utilise Indigenous pedagogical coach	Ongoing	Principal

#### Endorsement

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

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Principal

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P and C / School Council

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Assistant Regional Director

