

Jinibara State School Annual Improvement Plan 2024



Explicit Improvement Agenda: To improve student outcomes in English and reduce the gap for vulnerable learners

Educational Achievement: Implement high yield strategies based on effective instructional practices	Responsible	Monitoring			
		T1	T2	T3	T4
<input type="checkbox"/> Conduct regular line of sight classroom visits to monitor the enactment of whole school evidenced based literacy practices	Leadership team				
<input type="checkbox"/> Review Jinibara SS Whole School Reading Framework to align with new Departmental resources	DPs & HOL	✓	✓	✓	
<input type="checkbox"/> Continue to embed 'Quality Standards' documents for all components of a Literacy Block	Leadership team	✓	✓		
<input type="checkbox"/> Class teachers complete Literacy improvement plans identifying target students and documenting adjustments for each unit of work	Class teachers	✓	✓	✓	✓
<input type="checkbox"/> Prioritise literacy block time to minimise interruptions and maximise use of Education Officers in supporting reading groups	DPs	✓	✓	✓	✓
<input type="checkbox"/> Provide teaching staff with collaborative release time to plan each term's unit of work	Leadership team	✓	✓	✓	✓
<input type="checkbox"/> Identify and prioritise areas of need from data analysis and allocate resources (support teachers and teacher aides) accordingly	Leadership team	✓	✓	✓	✓
<input type="checkbox"/> Focus on lifting A-B results to reduce the gap for vulnerable learners, setting year level performance targets and identifying marker students through regular Case Management Meetings (CMMs)	All teachers	✓	✓	✓	✓
<input type="checkbox"/> Continue to provide additional release time for teachers to meet in regular Professional Learning Teams (PLTs) including CMMs	All teachers	✓	✓	✓	✓
<input type="checkbox"/> Continue to engage with the Critical Friends Network to drive whole school improvement and share best practice	Principal	✓	✓	✓	✓
<input type="checkbox"/> Continue to implement Bump it Up Walls in all classrooms, providing feedback against agreed Quality Standard that clearly outline non-negotiables	All teachers	✓	✓	✓	✓
<input type="checkbox"/> Continue to ensure success criteria for BIUW is embedded in pre-moderation meetings	HOL & DPs	✓	✓	✓	✓
<input type="checkbox"/> Regularly conduct Walk & Talks with students answering the 5 questions also allowing teachers to participate (through additional release time)	All staff	✓	✓	✓	✓
<input type="checkbox"/> Embed agreed Quality Standard for student feedback to improve accuracy of students articulating their next steps for improvement	All teachers	✓	✓	✓	✓
<input type="checkbox"/> Investigate coaching/mentoring opportunities for enhancing staff digital technology capabilities for implementation in 2025	Principal			✓	✓
Student & staff behaviours:	All class teachers collaboratively setting targets for improvement, monitoring progress and tracking outcomes				100% each term
	New staff received induction and working with mentors				100% of new staff
	All Class teachers and Co-teachers participating in regular Case Management meetings				100%
	All Classrooms hosting visits from CFN members or SS				100%
	All Classrooms hosting visits from Leadership Team				100% each term

Culture & Inclusion: Create an inclusive culture, enhance social emotional learning and engage all students	Responsible	Monitoring			
		T1	T2	T3	T4
<input type="checkbox"/> Provide opportunities for staff & students to improve their knowledge and application of Indigenous perspectives	All staff	✓	✓	✓	✓
<input type="checkbox"/> Continue to enhance and refine the role of Co-teachers (additional allocation) in supporting all students and working collaboratively with class teachers to make required adjustments	Principal & HOSES	✓	✓	✓	✓
<input type="checkbox"/> Regularly review available data sets (Behaviour, A-E, attendance, SOS) to allocate resources for identified areas of need as required	Principal	✓	✓	✓	✓
<input type="checkbox"/> Continue to document support for individual students (PLRs and NCCD)	HOSES	✓	✓	✓	✓
<input type="checkbox"/> Regularly review plans and implement strategies as required for vulnerable students including ICPs, ESFPs, IBSPs to reduce the gap in A-E data	DPs & HOSES	✓	✓	✓	✓
<input type="checkbox"/> Continue to provide release time for teachers to prioritise and document PLRs and NCCD evidence	Principal	✓	✓	✓	✓
<input type="checkbox"/> Continue to embed Berry Street model for whole school social and emotional learning, providing support for implementation across all staffing groups	Leadership team	✓	✓	✓	✓
<input type="checkbox"/> Continue to embed co-teaching practices as a more inclusive model of support, providing adjustments for students when completing assessment tasks	All staff	✓	✓	✓	✓
<input type="checkbox"/> Teachers consider differentiated teaching and learning when developing the teaching sequence for a unit of work	Teachers	✓	✓	✓	✓
<input type="checkbox"/> Facilitate successful transitions from Kindy to Prep & Year 6 to junior secondary ensuring a great start for every child	DPs	✓			✓
Student & staff behaviours:	Staff completion of Berry St training and working collaboratively to implement among all staff				80% of staff attended training
	Co-teachers working collaboratively with year level teachers to support all students in class in an inclusive co-teaching model				85% of the time
	Students are able to articulate their next steps in learning based on quality feedback				>75% of all students

Wellbeing & Engagement: Supporting wellbeing and building staff capability	Responsible	Monitoring			
		T1	T2	T3	T4
<input type="checkbox"/> Maintain Wellbeing Committee initiatives actively throughout the year	GO Wellbeing team	✓	✓	✓	✓
<input type="checkbox"/> Collaboratively develop and implement 'Quality Standards' documents to reflect whole school practice and signature pedagogies	Principal	✓	✓		
<input type="checkbox"/> Implement Annual Performance Process as per the school's Professional Learning Plan	All staff	✓			✓
<input type="checkbox"/> Implement a rigorous new staff induction program, including support for early career teachers, in both curriculum and classroom management	DP	✓	✓	✓	✓
<input type="checkbox"/> Year level teams engaged in collaboratively unpacking assessment tasks (M1.5 phase)	All teachers	✓	✓	✓	✓
<input type="checkbox"/> Participation in whole school moderation (M1-4) including cross school folio moderation	All teachers		✓		✓
<input type="checkbox"/> Allocate budget to provide every teacher 1 planning day per term to engage in M1 with the HOD & DP	Principal	✓	✓	✓	✓
<input type="checkbox"/> Provide regular informal feedback to teachers through 5 questions, following line of site visits in every classroom	Leadership team	✓	✓	✓	✓
<input type="checkbox"/> Provide opportunities for peer to peer feedback following W & Ts and Ghost Walks visiting other colleagues' rooms	All staff	✓	✓	✓	✓
<input type="checkbox"/> Provide both formal and informal coaching opportunities with identified knowledgeable others	DP	✓	✓	✓	✓
<input type="checkbox"/> Provide opportunities to share best practices and embed into staff meeting cycle and PLTs	Principal	✓	✓	✓	✓
<input type="checkbox"/> Maintaining a focus on staff wellbeing by continuing to monitor workload; model self-care and encourage wellbeing strategies	All staff	✓	✓	✓	✓
<input type="checkbox"/> Ensuring the rigorous delivery of Australian Curriculum across all 8 KLAs	Leadership team	✓	✓	✓	✓
<input type="checkbox"/> Familiarisation of Australian Curriculum Version 9 with implementation occurring in 2025	Leadership team		✓	✓	✓
<input type="checkbox"/> Provide opportunities to further develop future leadership capability through identification of aspirants	Leadership team	✓	✓	✓	✓
Student & staff behaviours:	Class teachers, specialists & Co-teachers participating in school and cross school moderation				100%
	Authentic participation in the APDP process with all staff setting relevant goals aligned to the school's improvement agenda				100%
	By the end of the year, teaching staff will be familiar with the changes to AC V9				100%

Student Achievement Targets: (set collaboratively by teaching staff)

Current data & 2024 targets	English % reaching C and above						English % reaching AB					
	All students		First Nations		NCCD		All students		First Nations		NCCD	
	Sem 2 2023	Sem 2 2024	Sem 2 2023	Sem 2 2024	Sem 2 2023	Sem 2 2024	Sem 2 2023	Sem 2 2024	Sem 2 2023	Sem 2 2024	Sem 2 2023	Sem 2 2024
Prep	-	95%	-	82%	-	75%	-	68%	-	63%	-	42%
Year 1	93%	95%	75% (6 of 8)	81% (13 of 16)	70% (7 of 10)	75% (9 of 12)	64%	67%	50% (4 of 8)	62.5% (5 of 8)	40% (4 of 10)	42% (5 of 12)
Year 2	87%	90%	100% (3 of 3)	87.5% (7 of 8)	58% (11 of 19)	58% (9 of 16)	55%	56%	33.3% (1 of 3)	66% (2 of 3)	21% (2 of 19)	19% (3 of 16)
Year 3	96%	96.5%	71.4% (5 of 7)	100% (3 of 3)	85% (17 of 20)	85% (17 of 20)	65%	66%	14/3% (1 of 7)	14/3% (1 of 7)	45% (9 of 20)	45% (9 of 20)
Year 4	95%	96%	90% (9 of 10)	71.4% (5 of 7)	76% (16 of 21)	76% (16 of 21)	51%	55%	40% (4 of 10)	50% (5 of 10)	23.8% (5 of 21)	25% (6 of 21)
Year 5	80%	85%	57% (4 of 7)	100% (10 of 10)	47% (16 of 34)	50% (17 of 34)	36%	40%	28% (2 of 7)	28% (2 of 7)	6% (2 of 34)	6% (2 of 34)
Year 6	97%	97.5%	75% (3 of 4)	57% (4 of 7)	81.3% (13 of 16)	83% (15 of 18)	54%	55%	25% (1 of 4)	25% (1 of 4)	25% (4 of 16)	33% (6 of 18)

ENDORSEMENT This Annual Improvement Agenda and associated budget states the key priorities and strategies that meet our school needs as well as Departmental requirements. This plan is discussed and produced collaboratively with stakeholders.

Leisa Wood – Principal

08 / 02 / 2024

Damian Johnson – School Supervisor

05 / 03 / 2024

Kristy Johnston – P&C Representative

21 / 02 / 2024

Student Attendance Target: 90%