



Eagle Junction State School

Annual Implementation Plan 2025



Educational achievement



Wellbeing and engagement



Culture and inclusion

Improvement priority

- Improvement in English for every student - by deepening **data literacy** and review (to ensure precision) **moderation practices**, through **ACM** (Academic Case Management) processes, to ensure a sharp focus on aligning our LoA Data with NAPLAN data (inter-assessment agreement)
- Continue to embed staff understanding and clarity regarding **Visible Learning**, ensure this is explicitly reviewed during new **staff induction process**.
- Deepen **staff engagement** and **understanding of current inclusion practices** and continue to embed the structured Student **Support Services Model**.
- Support key staff to lead the collaboration process to develop a **Staff and a Student Wellbeing Framework** for EJ

Educational Achievement - Know Our Students. Know the Curriculum. Vary the Pathway



Educational achievement



- ENGLISH IMPROVEMENT** for every student – by deepening **data literacy** and review **moderation practices**, through **ACM** (Academic Case Management) processes, to ensure a sharp focus on aligning our LoA Data with NAPLAN data (inter-assessment agreement)
- Continue to embed staff understanding and clarity regarding **Visible Learning**, ensure this is explicitly reviewed during new **staff induction process**.

Actions	Targets & Timelines	Responsible Officer/s
<ul style="list-style-type: none"> ✓ READING improvement ✓ WRITING Improvement Visible Learning Data Literacy Moderation Inter-Assessment Agreement Formative assessment ACM – time provided for YLMs to collaborate, share and understand class and cohort data	Through BLUE TIME – meet with whole YLTeam every fortnight <ul style="list-style-type: none"> Discuss, analyse flagged data sets Decide on marker students, track these more closely through these regular check points More regular check points for formative data as evidence of next steps Co-constructed bump it Up Walls – emphasis of student work, authentic opportunities to bump up Consolidate staff understanding and clarity regarding Visible Learning. TARGETS: <ul style="list-style-type: none"> ✓ LoA Data continues to become more aligned with 'like ICSEA' schools on SORD Relative Data ✓ Teachers know their students, set aspirational goals, and provide feedback for improvement 	<ul style="list-style-type: none"> Year Level Teams Leadership team Cohort Inclusion Teachers
V9 of Australian Curriculum - time provided for YLMs to collaborate, share and understand all planning and assessment requirements. Plus develop clear, annotated marking guides in the BEFORE phase	Through BLUE TIME – meet with whole YLTeam every fortnight <ul style="list-style-type: none"> Continue to build deep understanding of Australian Curriculum (and the changes that V9 bring) Our focus on English and Maths across all cohorts Continue to reference the Whole School Approach to Pedagogy to inform teaching and learning 	<ul style="list-style-type: none"> Year Level Teams Head of Curriculum Cohort DP





	TARGETS: ✓ Deeper curriculum understanding and concise moderation processes allow for further Inter-assessment agreement alignment for EJ	
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Wellbeing & Engagement -Know Our Students. Build deep CONNECTIONS		 Educational achievement	 Wellbeing and engagement
Actions	Targets & Timelines	Responsible Officer/s	
<ul style="list-style-type: none"> Support key staff to lead the collaboration process to develop a staff and a student Wellbeing Framework for EJ 			
<p>Develop a Wellbeing Action Plan (EJ Wellbeing Committee)</p> <ul style="list-style-type: none"> Framework for Staff Wellbeing <i>(Each school enacting a Staff Wellbeing Framework is supported by the guiding principles of the Equity and Excellence and be an approach that will address dropping staff morale and other related challenges. By promoting staff engagement and creating a supportive school culture, this approach will benefit both staff and students, leading to improved overall outcomes.)</i> Framework for Student Wellbeing <i>(To establish a student wellbeing framework within a whole-school approach that promotes equity and excellence by developing a sense of belonging, confidence, and resilience in a positive school environment that supports meaningful teaching and learning)</i> 	<p>Term 1</p> <ul style="list-style-type: none"> Formulation of committee Develop a shared understanding of our WHY <ul style="list-style-type: none"> collective priorities and values a well-rounded and effective approach to wellbeing that is linked to our school and staff needs Action plan ideas and needs 	<ul style="list-style-type: none"> Kathryn Gilhooly and Jess Chia to lead Leadership Team Inclusion Team Committee Members Wider staff focused on student wellbeing (G.O., social worker, youth worker, EQ OT, SLP) 	
<p>Conduct a 'needs assessment' and collaborate create goals</p> <p><i>Framework for Staff wellbeing</i></p> <p><i>Framework for Student Wellbeing</i></p>	<p>Term 2</p> <p>Time line for needs and goal setting</p>	<ul style="list-style-type: none"> Kathryn Gilhooly and Jess Chia to lead Leadership Team Inclusion Team Committee Members Wider staff focused on student wellbeing (G.O., social worker, youth worker, EQ OT, SLP) 	
<p>Develop our EJ Framework/Action plan Measures for success – Review</p> <p><i>Framework for Staff wellbeing</i></p> <p><i>Framework for Student Wellbeing</i></p>	<p>Term 3 & 4</p> <p>Measures for success and review</p>	<ul style="list-style-type: none"> Kathryn Gilhooly and Jess Chia to lead Leadership Team Inclusion Team Committee Members Wider staff focused on student wellbeing (G.O., social worker, youth worker, EQ OT, SLP) 	



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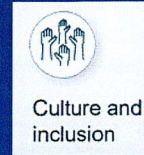
A Great Place To Grow. A Greater Place To Learn



Culture and Inclusion- Differentiate the path when needed. Develop a sense of belonging for all students.

Culture & Inclusion

Review current inclusion practices and implement a structured Student Support Services model.



Culture and inclusion

Actions	Targets & Timelines	Responsible Officer/s
<p>Strengthen Teacher Capability in Inclusive Planning and Differentiation</p> <ul style="list-style-type: none"> Promoting a culture where teachers proactively adjust their teaching methods, use data to inform practice, and ensure students can fully participate in learning. 	<ul style="list-style-type: none"> Fortnightly: Inclusion Teachers collaborate with Year Level Teams during Blue Time to co-plan lessons and review differentiation strategies Once per term SSS team deliver professional learning (PL) sessions on functional impacts, adjustments, differentiation diverse learners. 	<p>All Teaching Staff Leadership Team</p>
<p>Refine and continue to Embed the Student Support Services (SSS) Model</p>	<ul style="list-style-type: none"> Term 1: Refine the SSS referral flowchart and process guide, ensuring all staff understand and use the referral process for Tier 2 and Tier 3 interventions Fortnightly: SSS case management meetings with to review and update student support plans. 	<p>Head of Inclusion Student Support Services Team</p>
<p>Ensure Consistent Documentation of Adjustments in PLRs</p>	<ul style="list-style-type: none"> Each term: Support teachers in accurately recording student adjustments in PLRs, ensuring NCCD alignment. Each term: Incorporate student voice to ensure adjustments are responsive to learning needs 	<p>All Teaching Staff Inclusion Support Team Leadership Team</p>

Endorsement

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

Principal

Mrs Amanda Hawkswell

P & C President

Mrs Zarah Roush

School Supervisor MNR

Mr Evan Willis



Queensland Government



Eagle Junction State School Charter

A Great Place to Grow, A Greater Place to Learn



WE ARE:

A proud state school where all students are challenged to embrace the demands of a dynamic future.

Committed to explicitly teaching and embedding the EJ Learning Powers (Brave, Curious, Collaborative, Creative, Focussed, Persistent and Reflective) to help students become the most effective learners that they can be in the modern world.

Passionate, professional, flexible, dedicated and committed to improving and refining our teaching practice.

A school with collaborative teams who work within their area of expertise and responsibility, to facilitate effective teaching and learning.

An inviting school that is community orientated, and underpinned by our school wide values. The whole school community, with its diverse heritage, culture and ethnicity, is strongly invested in our students receiving a quality education.

A school where students are challenged and encouraged to achieve their very best, within a supportive, inclusive environment. Our students view mistakes as opportunities to learn, and see learning as challenging and interesting.

WE BELIEVE:

Our core business is to teach, guide and support each child to soar in all areas of social, emotional, intellectual and physical development. Our belief is that one year of input should equal one year of progress, for all students, no matter where they start.

Student learning is enhanced through positive relationships, nurturing environments, explicit teaching and employing Visible Learning principles to accelerate student learning.

Strengthening our professional knowledge and implementing an aligned, consistent approach to teaching and learning through our Whole School Approach to Pedagogy and Visible Learning will foster literate, numerate and life-long students.

WE WILL:

Collaborate to gather evidence of impact and establish a common language for what impact means.

Plan, teach and assess using the EJ Learning Process.

Share and learn from each other and seek feedback from students.

Emphasise equity in our classrooms by ensuring all students progress.

Develop students who embody the EJ Learner Profile and can articulate where they are in their learning and what their next learning steps will be.

Give timely, effective and targeted feedback to students.

Develop an environment where students are active participants in their own learning.

Commit to maintaining high expectations of ourselves, our teams and our students.





EJ School Charter