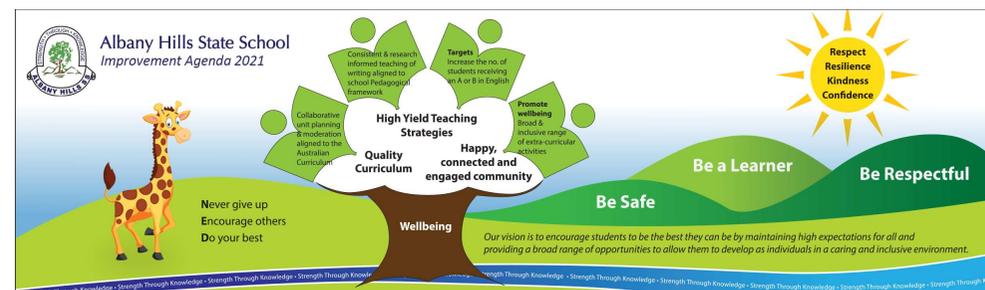


# Albany Hills State School Annual Implementation Plan 2021



## Improvement priority: Quality Curriculum

**Strategy:** Continue to build teacher knowledge of the Australian Curriculum through the collaborative planning of curriculum units that reference achievement standards and content descriptors as a key aspect of the planning process. Implement engaging units of work that provide opportunities for deep learning aligned to the Australian Curriculum.

Actions	Targets	Timelines	Responsible Officer/s
<p>Conduct collaborative year level planning days to ensure a consistent approach to teaching the Australian Curriculum. Continue to enhance the planning day format by:</p> <ul style="list-style-type: none"> <li>Developing an additional pole on English tasks in order to effectively track student improvement in vocabulary.</li> <li>Refining the unit placemat to ensure the three levels of planning by including: <ul style="list-style-type: none"> <li>Writing strategies specific to the unit</li> <li>Relevant cross-curriculum priorities</li> <li>Links to the critical and creative thinking general capability</li> <li>Content descriptions</li> </ul> </li> <li>Continuing to: <ul style="list-style-type: none"> <li>Unpack English and maths assessment tasks and marking guides.</li> <li>Review English learning intention and success criteria.</li> <li>Working with teachers to develop a deep understanding of content descriptions, elaborations and support provisions in English and maths.</li> </ul> </li> <li>Utilise the newly developed AHSS Differentiation Placemat and the AHSS Differentiation Planner to assist teachers' planning for adjustments.</li> <li>Introduce a planning template and allocate time for specialist teachers to ensure alignment of curriculum, assessment and reporting.</li> </ul>	<p>Improved A-E writing data.</p> <p>Ensure a C or higher in maths and English is achieved by every child who is capable.</p> <p>Increased number of students achieving an A or B in English from 57.8% (Sem 2 2020) to 62% (Sem 2 2021) - C2B Project.</p> <p>60% NAPLAN U2B in Year 3 and 5 writing and 100% at or above NMS.</p> <p>Survey - Improved teacher confidence of AC - English and maths.</p> <p>Appropriate differentiation strategies are planned for students in English and maths.</p> <p>Specialist Teacher units of work aligned to the three levels of planning.</p>	<p>Planning Day held for each unit of work.</p> <p>Specialist Teachers allocated planning times from Term 1 Week 3</p>	<p>Jodie Farley Beth Henderson Steve Wiedman Christie Meiklejohn Geoff Brind</p>
<p>Whole School Planning:</p> <ul style="list-style-type: none"> <li>Continue to ensure the Pedagogical Framework and Whole School Curriculum Plan (WSCP) show evidence of three levels of planning – whole school, year level/band and unit.</li> <li>Develop an ICT scope and sequence to identify opportunities for links to appropriate units of work.</li> </ul>	<p>WSCP reflects the three levels of planning and is embedded in teacher practice.</p> <p>ICT Scope and Sequence to be drafted.</p>	<p>Ongoing. Familiarisation with teachers each term.</p> <p>ICT Scope and Sequence to be drafted by the end of 2021</p>	<p>Jodie Farley Dale Robertson Steve Wiedman</p>

**Strategy:** Enhance formal moderation processes within and beyond the school to build consistency and confidence in teacher judgement.

Actions	Targets	Timelines	Responsible Officer/s
<ul style="list-style-type: none"> <li>Continue to include moderation in the planning day agenda to ensure consistency by embedding the 'before, after, after, end' moderation model to ensure alignment of curriculum, assessment and reporting.</li> <li>Moderating English units in Terms 1 and 3 during year level meetings.</li> <li>Moderating A-E ratings prior to end of semester reporting using assessment folios.</li> <li>Engaging in cluster moderation in Terms 2 and 4 for English units.</li> <li>Introduce moderation processes for Specialist Teachers.</li> </ul>	<p>Moderation reflects consistency of teacher judgement.</p> <p>Consistency of teacher judgement is evident in A-E data.</p>	<p>'Before and during' moderation conducted at each planning day.</p> <p>'After' moderation conducted at the end of the reporting period.</p>	<p>Jodie Farley Beth Henderson Steve Wiedman Christie Meiklejohn 2 Members of T&amp;L Team</p>

### Improvement priority: High Yield Teaching Strategies

**Strategy:** Develop and implement consistent practices in the implementation of agreed strategies related to the school explicit improvement agenda, while still allowing teachers to use their own flair.

Actions	Targets	Timelines	Responsible Officer/s
<ul style="list-style-type: none"> <li>Provide professional learning around the agreed writing process.</li> <li>Implement The Albany Hills Way of Teaching of Writing.</li> <li>Trial the writing process (early adopters) and develop a teacher feedback template based on the new expectations.</li> </ul>	<p>A consistent approach is evident.</p> <p>Increased number of students achieving an A or B in English (C2B Project).</p> <p>Consistency of practice is evident in conversations with teachers and through teacher feedback processes.</p>	<p><i>Term 1:</i> Professional learning Writing process implemented developed and ratified by LCC</p> <p><i>Term 2:</i> Feedback to early adopters</p> <p><i>Term 3:</i> Feedback to all teachers</p>	<p>Teaching and Learning Team led by Jodie Farley</p>
<p>Focus on specific, measurable and visual feedback on student writing linked to the success criteria – teacher, self and peer.</p>	<p>Using feedback strategies from 'The Writing Book', teachers will explicitly model strategies to students during modelled and shared writing opportunities.</p> <p>Targeted feedback linked to small number of specific success criteria around writing is provided in a timely manner.</p> <p>Students use feedback to improve writing outcomes.</p> <p>Teachers articulate the specific teaching strategies utilised to improve student outcomes (C2B).</p>	<p>Term 1: Begin teacher capability development</p> <p>Term 2: Early adopters to trial</p> <p>Semester 2: implementation</p>	<p>Steve Wiedman Beth Henderson Jodie Farley</p>
<p>Continue to enhance the development of student goal setting.</p>	<p>Goals lead to improved writing outcomes.</p> <p>Goals are communicated to parents on report cards.</p> <p>Learning Walks - Students know their goals and what they need to do to improve.</p>	<p>Ongoing</p>	<p>Steve Wiedman</p>
<p>Continue the rollout of coaching Robust Vocabulary Instruction:</p> <ul style="list-style-type: none"> <li>Introduce to Prep, Year 1 and Year 6 and newly appointed teachers on January 2021 Student Free Days.</li> <li>Check in with teachers who have been previously coached.</li> <li>Develop Tier 2 word banks to align to units where not previously used.</li> <li>Develop pre and post tests for teachers to implement.</li> </ul>	<p>All teachers are using RVI to teach Tier 2 words aligned to the English Unit.</p> <p>Improved vocabulary evident in student writing.</p> <p>Pre-test and post-test data improvement.</p> <p>Improved NAPLAN vocabulary scores.</p>	<p>RVI embedded and resources developed from Prep – Year 6 by the end of 2020.</p>	<p>Jodie Farley Christie Meiklejohn</p>

**Strategy:** Utilise high yield strategies aligned to the school Pedagogical Framework and build the capacity of teachers to provide a differentiated approach to cater for the needs of all students with a focus on high achieving and gifted and talented students.

Actions	Targets	Timelines	Responsible Officer/s
Inquiry Cycle – How do we best meet the needs of highly capable students within the Australian Curriculum?	Improved engagement as evidenced by data gathered through the inquiry cycle.  Analysis of ICAS results for identified students.	By the end of 2021.	Christie Meiklejohn
Developing a whole school approach and providing support for teachers to build their capacity to meet the needs of highly capable students by: <ul style="list-style-type: none"> <li>• Providing release time to enable coaching support for teachers with identified G&amp;T students to plan for extension within the Australian Curriculum;</li> <li>• Ensuring a case management approach for identified students;</li> <li>• Developing the role of GEMs to build the capacity of teachers;</li> <li>• Engaging in deep discussions using student data to generate strategies for continuous improvement cycles.</li> </ul>	Improved teacher confidence survey. Increased student engagement. Underachieving students are identified and targeted.	Ongoing development of a whole school approach	Christie Meiklejohn

### **Improvement priority: Happy, Connected and Engaged Community**

**Strategy:** Promote the wellbeing of students and staff, respect the diversity of the school community and implement proactive measures in order to maintain a safe and inclusive learning environment.

Actions	Targets	Timelines	Responsible Officer/s
Feedback sought from Regional Mental Health Coach around draft Wellbeing Plan.  Share and identify key actions from the Wellbeing Plan to implement in 2021.	S.O.S. S3222 100% Staff Morale S3223 100% School interested in wellbeing	End of Semester 1	Steve Wiedman
Implementation of the new Student Code of Conduct. Widely communicate the expectations and consequences to the school community.  Regularly promote school rules and make them visible around the school.	Reduced variability in terms of: <ul style="list-style-type: none"> <li>• consistency of behaviour expectations</li> <li>• consequences and procedures regarding student behaviour</li> <li>• reduced number of major incidents recorded in OneSchool</li> <li>• increased positive behaviour records</li> <li>• promotion of school rules.</li> </ul> Parent Opinion Survey S2012 Behaviour well managed 100% Student Opinion Survey S2044 " 100% Staff Opinion Survey S2074 " 100%	Ongoing	Collette Proud Chris Hansen Engagement Team

**Strategy:** Provide students with access to a broad and inclusive range of extracurricular activities.

Actions	Targets	Timelines	Responsible Officer/s
Enhance student engagement, inclusion and extension opportunities by continuing to offer a wide variety of lunch time activities. Continue to promote high performance in the areas of the arts, physical activity and sustainability.	Investigate the percentage of students who attend lunchtime clubs. Identify a target of engagement.	Ongoing	Beth Henderson

**Strategy:** Foster and maintain positive and caring relationships and partnerships within and beyond the school community.

Actions	Targets	Timelines	Responsible Officer/s
Ensure effective communication between school and home.	Parents are informed and aware of classroom and school activities, event and priorities.	Ongoing	Chris Hansen

### **Improvement priority: Continuous Data Cycles**

**Strategy:** Embed cycles of enquiry processes including evidence of impact to further inform improvement goals and develop teachers' data literacy skills. Engage in deep discussions using student data to generate strategies for continuous improvement cycles.

Actions	Targets	Timelines	Responsible Officer/s
Allow for a process of conversations between teachers and school leaders to monitor progress towards aspirational targets that detail specific improvements sought in student performance.	Increased number of students achieving an A or B in English from 57.8% (Sem 2 2020) to 62% (Sem 2 2021) - C2B Project.  60% NAPLAN U2B in Year 3 and 5 writing and 100% at or above NMS.	Term 2, 3 and 4	Chris Hansen Steve Wiedman Beth Henderson Jodie Farley

### **Endorsement**

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



Chris Hansen  
Principal



Andrew Hanigan  
School Council Chair



John Faragher  
Assistant Regional Director