

Albany Hills State School

Annual Implementation Plan 2023

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 |
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| <p>Continue to improve teacher knowledge of the Australian Curriculum through the planning day process:</p> <ul style="list-style-type: none"> Collaboratively develop annotated modelled responses at C and A level in English. Plan elements of a learning wall to ensure consistency across year levels and the school Familiarisation with Version 9 English Interrogation of existing marking guides Sharing of effective student feedback strategies Plan for differentiation <p>Revise assessment conditions to ensure students remain engaged in learning in English and maths.</p> <p>Specialist teachers continue to align 3 levels of planning.</p> <p>Survey students to gauge their feedback on units of work. Analyse results to inform future planning.</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:</p> <ul style="list-style-type: none"> > An A or B in English from 66% (Sem 2 2022) to 72% (Sem 2 2023) - C2B Project. > An A in English from 26% (Sem 2 2022) to 30% (Sem 2 2023) – B2A Project <p>All classrooms have consistent elements of a Learning / Bump It Up Wall.</p> <p>Differentiation strategies are planned, implemented and reviewed for students in English and maths.</p> <p>Specialist teacher units of work aligned to the 3 levels of planning.</p> <p>Deeper teacher understanding of the Australian Curriculum elements.</p> <p>Improved SOS % students interested in their learning.</p> | <p>Planning Day held for each unit of work.</p> <p>Specialist Teachers allocated planning times.</p> <p>V9 English familiarisation and new CARP by the end of Term 4.</p> | <p>Chris Hansen Jodie Farley Beth Henderson Steve Wiedman Christie Meiklejohn Zoe Elsworth</p> |
| <p>Continue to review other learning areas as required.</p> <p>Review and adapt 3 levels of planning documents to align to Version 9 English.</p> | <p>Audit of school processes to demonstrate alignment to P-12 CARF.</p> <p>CARP reflects the 3 levels of planning and is embedded in teacher practice.</p> | <p>Familiarisation with teachers each term.</p> <p>Ongoing.</p> | <p>Jodie Farley</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 |
|--|--|--|---|
| <p>Embed the Albany Hills process for Before, After, After, End moderation model.</p> <p>Engage in Cluster moderation in Term 2 and 4.</p> | <p>Moderation reflects consistency of teacher planning and teaching.</p> <p>Reduced variability of teacher judgement is evident in A-E data.</p> <p>Improved A-E data.</p> | <p>Ongoing</p> <p><i>Before</i> (Planning Day) <i>After</i> (ongoing during unit) <i>After</i> (Year Level Mtg) <i>End</i> (Planning Days)</p> | <p>Chris Hansen Jodie Farley Beth Henderson Steve Wiedman Christie Meiklejohn</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 encouraging teachers to use their own flair.

| Actions | Targets | Timelines | Responsible Officer/s |
|---|---|---|--|
| <p>Select and employ effective pedagogical approaches most suitable to deliver the curriculum and respond to diverse learning needs by:</p> <ul style="list-style-type: none"> Implementing the Albany Hills Writing process with a focus on shared writing. Implementing the writing teacher feedback process. <p>Continue to develop processes to ensure consistency of co-created Learning / Bump it up walls.</p> <p>Develop a 'Whole School Approach to Pedagogy' document.</p> <p>Explore opportunities for a Book club with a focus on visible learning (Clarity/Developing Assessment Capable Learners).</p> <p>Begin to investigate how the teaching of spelling occurs across the school.</p> <p>Investigate the use of decodable readers to support the teaching of reading.</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>Students are able to clearly articulate responses to Learning Walk questions.</p> | <p>Terms 1 and 3 - Learning Walks</p> <p>Term 2 Modelled Writing feedback to teachers</p> <p>Term 4 Shared Writing feedback to teachers</p> | <p>Steve Wiedman Beth Henderson Jodie Farley</p> |
| <p>Feedback and goals discussed with teachers during C2B conversations.</p> <p>Sharing of feedback processes at year level planning days.</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>Ongoing</p> | <p>Steve Wiedman Beth Henderson Jodie Farley</p> |
| <p>Continue to embed RVI in Unit planning from Year 1 - 6.</p> | <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>Improved NAPLAN vocabulary scores.</p> | <p>RVI embedded and resources developed from Year 1 – Year 6.</p> | <p>Jodie Farley Christie Meiklejohn</p> |
| <p>Commence investigation of the use of decodable texts. Organise visits to schools who have already implemented using decodables.</p> <p>Scope and Sequence of sounds to be taught aligned to V9 English.</p> <p>Develop a rollout plan across the early years.</p> <p>Purchase decodable readers for Prep.</p> <p>Liaise with SLP regarding professional learning opportunities.</p> <p>Identify early adopters.</p> | <p>Teachers are confident to embed new processes in their teaching.</p> <p>Appropriate resources are ready for implementation.</p> | <p>Commence Investigation in T1</p> <p>Resources to be ready by the end of 2023 for implementation in Prep in 2024.</p> | <p>Jodie Farley Beth Henderson</p> |

| Strategy: Utilise high yield strategies to 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. | | | |
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| Actions | Targets | Timelines | Responsible Officer/s |
| <p>Formalise the Albany Hills approach to case management.</p> <p>Release specialist teachers to plan for differentiation.</p> <p>Implement a new student support model aligned to the reasonable adjustments resourcing model.</p> <p>Build the capacity of teachers to support the needs of high achieving and gifted students aligned to the school Curriculum, Assessment and Reporting Plan (CARP) by:</p> <ul style="list-style-type: none"> Creating a resource package for extension maths and thinking skills. Modelling the explicit teaching of problem solving and thinking skills through video tutorials. Modelling questioning techniques for teachers to promote deep engagement in the curriculum. Supporting teachers to plan for extension. | <p>Effective case management practices for identified students.</p> <p>Increased engagement and achievement for high achieving and gifted students.</p> <p>Underachieving students are identified, targeted and supported.</p> <p>Increased confidence of teachers to support high achieving and gifted students.</p> | <p>Ongoing development of a whole school approach.</p> | <p>Zoe Elsworth Christie Meiklejohn</p> |

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. | | | |
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| Actions | Targets | Timelines | Responsible Officer/s |
| <p>Implement action plan for wellbeing.</p> <p>Audit current programs (general Health lessons as well as personal, social and community health lessons) to new Respectful Relationships. Include in 2024 CARP.</p> | <p>S.O.S. S3222 100% Staff Morale S3223 100% School interested in wellbeing</p> <p>Analysis of Survey results</p> <p>Student Attendance Rate 95% Staff Attendance Rate 96%</p> | <p>Term 1</p> <p>Ongoing</p> | <p>Steve Wiedman (with support from Principal Advisor)</p> |
| <p>Revise the whole-school framework to promote positive behaviour across the school in order to ensure provision of a safe and supportive learning environment. Commence implementation of Positive Behaviour for Learning (PBL).</p> | <p>Reduced variability in terms of:</p> <ul style="list-style-type: none"> behaviour expectations consequences and procedures regarding student behaviour reduced number of major incidents recorded in OneSchool increased positive behaviour records promotion of school rules. <p>School Opinion Survey Behaviour well managed 100% Expectations and rules are clear 100% Respectful student relationships 100%</p> <p>Members of the school community know our school values.</p> | <p>Ongoing</p> | <p>Chris Hansen Steve Wiedman Jodie Farley Beth Henderson Zoe Elsworth Collette Proud</p> |

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. | Continued opportunities and high participation S.O.S Opportunities to do interesting things - 100% | 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. Identify strategies to further promote school culture. | Parents are informed and aware of classroom and school activities, event and priorities. School Opinion Survey School keeps me well informed -100% School Culture - 100% | 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 |
|---|--|-----------------|---|
| Implement a process of conversations between teachers and school leaders to monitor progress towards aspirational targets that detail specific improvements sought in student performance with a focus on: <ul style="list-style-type: none"> Moving students from C to a B in English (C2B). Moving students from B to an A in English (C2B). Improving outcomes in English for Aboriginal and Torres Strait Islander students. | Increased number of students achieving: <ul style="list-style-type: none"> > An A or B in English from 66% (Sem 2 2022) to 72% (Sem 2 2023) - C2B Project. > An A in English from 26% (Sem 2 2022) to 30% (Sem 2 2023) - B2A Project. Case management processes for all students who identify as Aboriginal and/or Torres Strait Islander. | 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

Tony Maksoud
Assistant Regional Director