

Albany Hills State School Annual Implementation Plan 2024



Improvement priority: Educational Achievement - Implement a repertoire of pedagogical approaches for all students, particularly to lift student achievement from B to A in English.

Strategy: Implement a whole-school approach to the teaching of reading and spelling.			
Actions	Outcomes	Timelines	Responsible Officer/s
Professional learning Reading Position Statement 5 Reading Modules Reading Learning Lounges Develop a new Team – Reading Reading Leader Professional Learning Opportunities.	An A in English (Sem 2 2023): Starting Strong (P-2) from 22% to 27% Building on Foundations (Yrs 3-6) from 29% to 34%	Ongoing	Chris Hansen Jodie Farley Beth Henderson Steve Wiedman Christie Meiklejohn
Investigate and develop a whole school approach for the teaching of reading through the Australian Curriculum using a structured literacy approach.	The 'Albany Hills Way of Teaching Reading' developed ready for implementation in 2025.	End of 2024	
Develop a phonics scope and sequence from Prep - Year 2 aligned to decodable texts.		End of Semester 1	
Investigate resources to support the teaching of systematic synthetic phonics including monitoring tools.	Teachers have access to required resources to effectively implement the teaching of phonics.	Semester 1	Jodie Farley Dale Robertson
Develop a one to one supported reading model.	Consistent approach to support students. Improved outcomes for identified students. Before-school reading program established.	Term 1	Jodie Farley Beth Henderson Dale Robertson
Implement a case management process for B2A students.	B2A process implemented – Learning Walks, Data Discussion. Year level discussions, A-E data tracked.	Ongoing	Chris Hansen Jodie Farley Beth Henderson Steve Wiedman Christie Meiklejohn

Strategy: Develop a whole school approach to pedagogy to support student achievement			
Actions	Outcomes	Timelines	Responsible Officer/s
Identify pedagogies that are targeted to teaching to the A standard.	Students are able to clearly articulate responses to Learning Walk questions. Teachers articulate the specific teaching strategies utilised to improve student outcomes (B2A).	Semester 1	Chris Hansen Beth Henderson Jodie Farley Steve Wiedman Christie Meiklejohn
Professional learning focussed on pedagogy - T&L Team PD at staff meetings Modelling strategies at staff meetings Staff newsletter examples	All classrooms have consistent elements of a Learning Wall. Teacher confidence survey – pedagogy to meet the needs of high achieving students.	Ongoing (model strategies in staff meeting activities)	Christie Meiklejohn
Planning Day to include a focus on embedding pedagogy into the three levels of planning.	English and maths unit plans outline effective pedagogies tailored to lessons and students.	Ongoing	Jodie Farley Christie Meiklejohn
Focus on specific, measurable and visual teacher and peer feedback to students linked to the success criteria and student goals.	Targeted feedback linked to small number of specific success criteria is provided in a timely manner. Students use feedback to improve learning outcomes.	Ongoing	Chris Hansen Jodie Farley Beth Henderson Steve Wiedman Christie Meiklejohn

Strategy: Prepare for Implementation of Australian Curriculum Version 9 in English and maths.

Actions		Outcomes	Timelines	Responsible Officer/s
Planning Days	Collaboratively develop three levels of planning Deepen knowledge of curriculum elements and available resources.	Deepened teacher knowledge and confidence to implement V9 Curriculum in English and maths in 2025.	Ongoing	Jodie Farley Beth Henderson Steve Wiedman
Familiarisation during staff meetings. Resource selection and audit of current texts.				

Improvement priority: Educational Achievement - Expand current collegial practices to include ongoing teacher capability development.

Strategy: Develop formalised opportunities for teachers to participate in Watching Others Work.

Actions	Outcomes	Timelines	Responsible Officer/s
Teaching and Learning team collaboratively develop watching others work processes to be trialled.	Consistency of practice is evident in conversations with teachers and through teacher feedback processes.	Process developed by the end of 2024	Jodie Farley

Strategy: Investigate opportunities for instructional coaching.

Actions	Outcomes	Timelines	Responsible Officer/s
Review roles and responsibilities to include instructional coaching. Identify opportunities to provide instructional coaching in identified priority areas.	Roles are identified within the existing team.	Review roles during 2024	Chris Hansen Jodie Farley Beth Henderson Steve Wiedman Christie Meiklejohn Zoe Elsworth

Improvement priority: Wellbeing and Engagement - 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.

Strategy: Implement Positive Behaviour For Learning In order to foster staff and student engagement and wellbeing

Actions	Outcomes	Timelines	Responsible Officer/s
Implement tasks from PBL action plan.	Reduced variability in terms of: <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. School Opinion Survey Behaviour well managed 100% Expectations and rules are clear 100% Respectful student relationships 100% Maintain low SDA rate.	Aligned to PBL Action Plan	Steve Wiedman Collette Proud Chris Hansen

Strategy: Develop ways to activate student voice and further promote student consultation about their learning and wellbeing.			
Actions	Outcomes	Timelines	Responsible Officer/s
Investigate ways to activate student voice and further promote student consultation about their learning and wellbeing.	Improved Student SOS % – teaching and learning questions. Student Attendance Rate 95%. Improved report card effort rating demonstrating increased student engagement. Feedback from students regarding engagement in learning. Improved Queensland Engagement and Wellbeing Survey data results.	Ongoing	Steve Wiedman

Improvement priority: Culture and Inclusion - Build a shared understanding of inclusion that promotes a whole school approach to differentiated teaching and learning practices.

Strategy: Ensure the potential of every Aboriginal and Torres Strait Islander student.			
Actions	Outcomes	Timelines	Responsible Officer/s
Develop and implement case management processes for all Aboriginal and/or Torres Strait Islander students.	All Aboriginal and/or Torres Strait Islander students are case managed and are reaching their potential. Improved A-E data. Improved attendance for identified students.	Develop Process Term 1	Steve Wiedman Jodie Farley Beth Henderson Zoe Elsworth Christie Meiklejohn

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

Tracy Egan
School Supervisor