

Albany Hills State School Annual Implementation Plan 2022



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>Provide release time for teachers to:</p> <ul style="list-style-type: none"> Collaboratively plan units of work in English and maths aligning targeted aspects of the achievement standard being assessed with identified curriculum elements. Analyse student assessment and reporting data to set student goals and plan next steps in teaching and learning. Review current marking guides to ensure they align with targeted aspects of the achievement standard being assessed. Select pedagogical practices and teaching strategies to differentiate teaching and learning. Plan adjustments to cater for individual learning needs. Engage in moderation processes to ensure consistency of judgements. Review range and balance of assessment types, modes and conditions. <p>Ensure strategies identified in the AHSS Differentiation Placemat and the AHSS Differentiation Planner are leading to improved student outcomes.</p> <p>Ensure ICPs are aligned to year level units of work.</p> <p>Specialist teachers to align curriculum, assessment and reporting to the specific achievement standards.</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 63.3% (Sem 2 2021) to 66% (Sem 2 2022) - C2B Project.</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>Deeper teacher understanding of the Australian Curriculum elements.</p>	<p>Planning Day held for each unit of work.</p> <p>Specialist Teachers allocated planning times.</p>	<p>Chris Hansen Jodie Farley Beth Henderson Steve Wiedman Christie Meiklejohn Zoe Elsworth</p>
<p>Whole School Planning:</p> <ul style="list-style-type: none"> Ensure teachers are familiar with requirements of the P-12 CARF. Continue to ensure the whole school Curriculum, Assessment and Reporting Plan shows evidence of three levels of planning – whole school, year level/band and unit. Commence familiarisation of the Australian Curriculum (Version 9) as required. 	<p>Audit of school processes to demonstrate alignment to P-12 CARF.</p> <p>CARP reflects the three levels of planning and is embedded in teacher practice.</p>	<p>Ongoing.</p> <p>Familiarisation with teachers each term.</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>Four Phase Moderation to ensure alignment of curriculum, assessment and reporting: <i>M1 (Before)</i></p> <p>To develop a shared understanding of:</p> <ul style="list-style-type: none"> Conditions of assessment Purpose statements Curriculum Elements 	<p>Moderation reflects consistency of teacher planning and teaching.</p> <p>Reduced variability of teacher judgement is evident in A-E data.</p> <p>All classrooms have a Learning / Bump It Up Wall</p>	<p>Ongoing</p> <p><i>Before</i> (Planning Day)</p> <p><i>After</i> (ongoing during unit)</p> <p><i>After</i> (Year Level Meeting)</p> <p><i>End</i> (Planning Days)</p>	<p>Chris Hansen Jodie Farley Beth Henderson Steve Wiedman Christie Meiklejohn</p>

<ul style="list-style-type: none"> The assessment task (collaboratively mark a past task) Elements required in a Learning / Bump It Up Wall (teachers co-plan) Aspects of the Achievement Standard using the bird's eye model Effective pedagogical practices <p><i>M2 (After)</i> Prior to marking the task - Teachers to engage in moderation processes and conversations to ensure consistency of conditions, to calibrate judgements and to highlight opportunities for reteaching.</p> <p><i>M3 (After)</i> Moderate completed task after ratings have been assigned.</p> <p><i>M4 (End)</i> Folio Moderation - moderating A-E ratings prior to end of semester reporting using assessment folios. Analyse assessment data for trends/patterns across the cohort</p> <p>Engage in cluster moderation in Terms 2 and 4 for English and specialist units.</p>	<p>Cluster moderation feedback</p> <p>Improved A-E data</p>		
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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 Implementing the writing teacher feedback process 	<p>Increased number of students achieving an A or B in English (C2B Project). Consistency of practice is evident in conversations with teachers and through teacher feedback processes. Students are able to clearly articulate responses to Learning Walk questions.</p>	<p>Terms 1 and 3 - Learning Walks Terms 2 and 4 – Modelled Writing feedback to teachers</p>	<p>Teaching and Learning Team led by Jodie Farley</p>
<p>Focus on specific, measurable and visual teacher and peer feedback on student writing linked to the success criteria and student writing goals.</p>	<p>Using feedback strategies from 'The Writing Book', teachers will explicitly model strategies to students during modelled and shared writing opportunities. Targeted feedback linked to small number of specific success criteria around writing is provided in a timely manner. Students use feedback to improve writing outcomes. Teachers articulate the specific teaching strategies utilised to improve student outcomes (C2B).</p>	<p>Term 1: Begin teacher capability development Term 2: Early adopters to trial Semester 2: Implementation</p>	<p>Steve Wiedman Beth Henderson Jodie Farley</p>
<p>Continue Robust Vocabulary Instruction with word lists aligned to English Units.</p>	<p>All teachers are using RVI to teach Tier 2 words aligned to the English Unit. Improved vocabulary evident in student writing. Improved NAPLAN vocabulary scores.</p>	<p>RVI embedded and resources developed from Year 1 – Year 6</p>	<p>Jodie Farley Christie Meiklejohn</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.

Actions	Targets	Timelines	Responsible Officer/s
<p>Ensure a school wide approach to case management to cater for the needs of diverse learners.</p> <p>Introduce and promote the newly developed Whole School Inclusion Model.</p> <p>Provide support for teachers to build their capacity to meet the needs of highly capable students by providing release time to enable coaching support for teachers with identified G&T students to plan for extension within the Australian Curriculum.</p>	<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>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.

Actions	Targets	Timelines	Responsible Officer/s
<p>Implement the People at Work Survey</p> <p>Develop an Annual Action Plan</p> <p>Seek feedback on the plan from Organisational Wellbeing Consultant</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</p>
<p>Regularly promote school rules and values and make them visible around the school.</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</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 (C2B).	Increased number of students achieving an A or B in English from 63.3% (Sem 2 2021) to 66% (Sem 2 2022) - C2B Project.	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