



Albany Creek State School Annual Implementation Plan 2021



School Improvement Priorities 2021- Year of Engagement

At Albany Creek State School parents, staff and students are valued. We promote the genuine involvement of parents, caregivers and volunteers in the learning process and take pride in celebrating our achievements.

Together we strive to:

- Develop Strong Partnerships;
- Provide and support Quality Teaching;
- Engage Successful Learners;
- Communicate high expectations for student and staff achievements;
- Deliver curriculum programs that are responsive to data in student performance;
- Provide an attractive and well-resourced environment;
- Provide access to state of the art information communication technologies;
- Report regularly and comprehensively on student progress; and
- Deliver the leadership required to ensure that Albany Creek State School maintains its place and reputation as a great school committed to continuous school improvement.

Albany Creek State School is an Independent Public School where we embrace the mantra that "***Our School is What We Make It***".

Core Improvement Priority

To increase the number of reliable A's and B's in Maths and English in each year level.

The **Leaders of Learning** line management responsibilities will also facilitate processes to monitor specific Investing for Success (I4S) initiatives.

These programs and others are intended to achieve the following:

- All students in Year P-2 achieving Regional PM target;
- Ensure all students achieve a year of growth for a year of instruction;
- All staff have an active Professional Development Plan (PDP) which is aligned to the school priorities;
- Maintain a strong 'relative gain' for all domains evidenced in Year Five NAPLAN Data and to be consistent with 'Like Schools';
- Ensure all Aboriginal and Torres Strait Islander students achieve better than National Minimum Standards (NMS);
- Enhance professional capacity and student learning outcomes by the continued employment of a Head of Curriculum to support the Reading to Learn / Learning to Read professional development initiatives aligned to the School's Pedagogical Framework and ensure that actions are aligned to evidenced based decision making;
- Provide release for teachers participating in the Reading to Learn (R2L) coaching initiatives, mentoring activities and 'watching others work' opportunities, including Information and Communications Technology (ICT) innovations to facilitate same;
- Continue high levels of support for the refinement of Early Start initiatives to inform strategic decision-making processes aligned to intervention programs and year level specific curriculum planning priorities; and
- Support the continuation and expansion of existing school-based intervention and literacy enhancement programs including:
 - The Early Start Program and the links to the Australian Curriculum;
 - Home Literature Program;
 - The Oral Language Program;
 - Speech Language Program;
 - Reading intervention (Prep-Year 2) using Repeated reading;

- Specific targeted intervention activities for students in Years 3, and Year 5 in Semester One and Years 2 and 4 in Semester 2 through ‘level lifters programs’ enhance the attainment of essential literacy and numeracy competencies.
- Purchase of targeted resources; and
- The employment of additional personnel to enhance the implementation and delivery of these specific priorities.

Targets 2021

- All students in Year P-2 achieving Regional PM targets;
- Achieve school wide attendance of 95%;
- All staff have an active PDP which is aligned to the school priorities; and
- Maintain a strong ‘relative gain’ for all domains evidenced in Year Five NAPLAN Data of at least 0.2 standard deviation
- Ensure all Aboriginal and Torres Strait Islander students achieve better than National Minimum Standard (NMS).

A-E targets

- Increase the number of reliable A’s and B’s in Mathematics and English in all year levels; and
- Increase the percentage of students in the **Upper 2 Bands NAPLAN**.

U2B	Year 3	Year 5
Reading	65%	38%
Writing	62%	20%

Throughout 2021 Leaders of Learning (LoL) will demonstrate a shared commitment to:

- Provide alignment to our school improvement priorities, R2L initiatives, Regional priorities and Systemic expectations through intentional collaboration;
- Develop increased alignment by continuing year level collaborative planning opportunities with a focus on English units;
- Use collaborative planning opportunities to develop teacher understanding of the Mathematic curriculum and proficiencies including development of units aligned to the achievement standards;
- Embed a common message and common meta-language especially when leading teams and providing teacher feedback;
- Refine and consolidate moderation practices to embrace an understanding of and the importance of the Guide to Making Judgements (GTMJ) especially in developing consistent “I statements” that focus core maths and English teaching;
- Consolidate the importance of and use of the Writing Marking Guide;
- Commit to professional development practices for all and sustainable networking opportunities;
- Scaffold discussions to align priorities with Professional Performance Plans;
- Deepen our shared knowledge, commitment and understandings so that ‘our team’ has the resilience, strength and power of collective efficacy to model the way for ACSS;
- Guide purposeful applications of digital technologies for staff and students;
- Continue processes to refine our roles responsibilities and accountabilities;
- Engage staff by providing feedback to celebrate success and determine next steps;
- Strategies to ensure the Leadership team keeps a strong focus on building the connections between all the operational facets of the school;
- Update and communicate curriculum documentation; and
- Provide targeted feedback to celebrate and record successes.

Strong Partnerships through intentional collaboration

Improvement priority 1: *To use collaborative processes that develop authentic partnerships between staff, home and the community.*

Goal: *Throughout 2021 we will use creative communication methods to strengthen partnerships between staff, students and the wider community so that student learning opportunities are maximised and inclusive.*

Actions	Targets	Timelines	Responsible Officer/s
Utilise cycle of inquiry in spelling and Mathematics to develop action plans for spelling and mathematics to guide whole school programs.	Completed action plans for Spelling and Maths	Twice per term	Leaders of Learning
Develop student and staff wellbeing through navigation teams (Behaviour, WPHS, Social Club).	Staff and student wellbeing action plans	ongoing	HOSE Leaders of Learning
Further enhance collaborative planning model to ensure Australian Curriculum is enacted while developing teacher capacity and efficacy, with a focus on Mathematics.	100% teaching staff participate in planning	ongoing	Leaders of Learning, HOC, HOSE
Regularly review Annual Implementation Plan (AIP) actions and goals to inform next steps through team structures.	Review year level action plans each semester	T2 and 4	Leaders of Learning
Enhance curriculum opportunities through enhanced community partnerships (STEAM, C-Gen, Solid Pathways, IM Program, Government organisations).	High level participation in cluster and community groups	ongoing	Leaders of Learning, HOC, HOSE
Refine and embed case management processes.	All teachers participate	2 meetings each term	Leaders of Learning
Continue to embed Creek2Hills partnerships to strengthen staff capabilities, leadership development, 6-7 transition, moderation and collegiality.	High level participation in cluster and community groups	On going	Leaders of Learning, HOC, HOSE
Support early years transition through enhanced partnerships, including visits and professional dialogue.	Increase Early years partners participation	ongoing	Early Years LoL
Utilisation of ICT platforms and face to face opportunities to enhance communication and engagement within the wider school community and staff teams.	Increase communication across school and community	ongoing	Leaders of Learning, HOC, HOSE, staff
Complete the Well-being framework survey with staff.	100% staff complete survey	Term 1	Leaders of Learning
Continue to collaboratively develop Student Code of Conduct policy with staff, students and school community to enact in 2021.	Completed policy in operation and communicated to staff and community	Term 1	Leaders of Learning

Quality Teaching by building capacity**Improvement priority 2:** *To build teacher capacity in the teaching of literacy and numeracy***Goal:** *Throughout 2021 we will develop consistent understanding of the Australian Curriculum and pedagogical practices so that student learning opportunities are maximised.*

Actions	Targets	Timelines	Responsible Officer/s
Review the remaining C2C marking guides in English for above at and below standard to ensure consistency and alignment of verbs.	All units audited and reviews completed	T4	Leaders of Learning, HOC
Use tools such as the Writing Marking Guide to analyse student writing samples to inform next steps.	All classes sample 6 students for each term	T1-4	Teachers
Continue to enhance teacher efficacy through intentional collaborative processes.	Yr level planning protocols developed	T4	Staff, Leaders of Learning, HOC
Use the English work sample folios to enhance teacher judgement, inform practice, increase teacher knowledge and understanding of prior and future learning.	Vertical work sample folios for each genre family	T4	Leaders of Learning, HOC
Use formative assessment tools such as Probe to enhance teacher understanding of students next steps in reading. Provide professional learning for staff in the use of the tool.	Probe used in Year 3-6 PD provided to teachers	T2-4	HOC, coaches, teachers, STLaN
Establish processes that provide teachers with effective feedback in elements of the teaching of literacy.	All teachers participate in feedback processes	ongoing	HOC Leaders of Learning
Provide opportunities to enhance teacher capacity in effective literacy instruction and delivery through timetabled watching others work opportunities.	Increase % of staff watching others work	ongoing	HOC Leaders of Learning
Utilise iPad learning experience strategies with Year 2 and 6 teachers to prepare for BYO iPads in 2022 and provide ongoing mentoring for Year 3,4,5 teachers.	100% Yr 3 and 5 teachers complete ILE	By end of T4	HOC Leaders of Learning
Implement the whole school differentiation model following staff consultation to enhance student learning in the classroom.	Draft of whole school differentiation model	End 2021	HOC, HOSE
Provide professional opportunities within moderation processes to assist teachers to make judgements in Mathematics and continue English moderation through team meetings.	Termly moderation opportunities	Each term	HOC, Leaders of Learning
Continue professional learning around Individual Curriculum Plan (ICP) identification and implementation.	ICP's implemented consistently as required	Term 1	HOSE, SNAP staff
Provide support and modelling to class teachers to embed STEAM into current units.	STEAM teacher supports planning meeting	ongoing	STEAM teacher
Ensure all staff have a current PDP which reflects and is underpinned by the school priorities.	100% staff	T1 phase 1 T4 phase 3	Leaders of Learning, HOC, HOSE, BM

Successful Learners through pedagogical precision

Improvement priority 3: To support all learners through targeted and differentiated teaching.

Goal: Throughout 2021 utilise knowledge of students to inform teaching and learning, differentiated and inclusive practices and targeted intervention so that all students' learning is improved.

Actions	Targets	Timelines	Responsible Officer/s
Implement whole school wide feedback processes.	Staff have access to feedback	Term 1-4	Leaders of Learning
Monitor implementation of formative assessment opportunities to ensure data is used to inform next steps in teaching and learning.	Increase use of data and dashboard	ongoing	HOC Leaders of Learning
Provide engaging and active learning opportunities so that positive behaviour is encouraged and supported.	Staff input into development of program	Term 4	Behaviour Navigation Team
Continue to develop consistent BUZZA expectations encompassing Zones of Regulation, High Five and a positive growth mindset.	Consistent use of behaviour programs across the school	T 1-4	Behaviour Navigation Team, all staff
Enhance inclusion and improvement through the use of specialist expertise to support collaboration and teaching processes.	In class support by Learning support and SNAP staff	T 1-4	HOC, Leaders of Learning
Develop 'big ticket items' and 'I statements' in Mathematics to guide formative assessment planner, encompassing achievement standards, content and proficiency statements.	All teachers have access to collaborative planning sessions	ongoing	HOC Leaders of Learning
Collaboratively develop success criteria with students through a suite of feedback tools (Bump it up Walls, three steps to clarifying success and student work sample self-analysis).	Student use and knowledge of 'I statements'	ongoing	HOC Leaders of Learning
Teachers and leadership use data to provide targeted intervention (Level lifters, Reading Intervention).	100% staff	T1	HOC Leaders of Learning
Promote and celebrate daily reading within the school and home, (milestones in reading - promote like Buzza) celebrate on Junior assembly.	Newsletter, website, parent sessions held	ongoing	Literacy Navigation Team
Ensure P-2 running records completed each term and Year 3-6 each semester for students below standard.	Data in one school for each year level		
Provide professional learning for TA's and support staff that support school wide pedagogical approaches.	100% staff	ongoing	HOC, Navigation Team, Leaders of Learning

Endorsement

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



Principal

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