



Albany Creek State School Annual Implementation Plan 2022

School Improvement Priorities 2022- Year of Succeeding Together



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 mathematics and English in each year level.

The **Leaders of Learning** line management responsibilities will also facilitate processes to monitor specific 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 coaching initiatives, mentoring activities and ‘watching others work’ (WOW) opportunities, including 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;
- 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;
 - Purchase of targeted resources; and
 - The employment of additional personnel to enhance the implementation and delivery of these specific priorities.

Targets 2022

- 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;
- Lift NAPLAN achievement and relative gain for Year 3 to 5 students; and
- Ensure all Aboriginal and Torres Strait Islander students achieve better than NMS.

A-E targets

- Increase the number of reliable A's and B's in mathematics and English in all year levels with a focus in P, Year 1 and 2 in English; and
- Increase the percentage of students in the **Upper 2 Bands NAPLAN**.

U2B	Year 3	Year 5
Reading	64%	44%
Writing	54%	25%

Throughout 2022 Leaders of Learning will demonstrate a shared commitment to:

- Provide alignment to our school improvement priorities, Reading 2 Learn initiatives, regional priorities and systemic expectations through intentional collaboration;
- Develop increased alignment by continuing year level collaborative planning opportunities with a focus on mathematics and English units, embedding the moderation cycle;
- 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 mathematics and English teaching;
- Consolidate the importance of and use of the Writing Marking Guide tracking students through formative assessment pre and post;
- Ensure formative assessment informs teaching and learning to ensure student improvement;
- 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, while continuing to support each other's wellbeing;
- 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 students and staff and celebrate 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 2022 we will prioritise strong partnerships with staff, students, parents/caregivers and the wider community through open and transparent communication, so that a culture of engagement and learning continues.*

Actions	Targets	Timelines	Responsible Officer/s
Refine and embed student case management processes to identify and track students for improvement.	Increase use of data, student tracking and student A-C improvement	Each year level meeting	Leaders of Learning (LOL), Teachers
Regularly review AIP actions and goals to inform next steps through team structures.	Review and refine and enact	ongoing	Leaders of Learning Teachers
Utilise the Maths Navigation Team and year level teams to guide the development of the school maths pedagogy.	100% teaching staff participation	ongoing	Leaders of Learning, Head of Curriculum (HOC), Head of Special Education (HOSE)
Develop wellbeing strategies that support the needs of staff and continue to foster a strong collegial culture.	Improve relevant school opinion survey results	ongoing	Leaders of Learning, HOC, HOSE
Enhance student and staff wellbeing, positive culture and behaviours throughout the school through community events, student celebrations and enacting Buzza Program.	Improve relevant school opinion survey results	ongoing	All staff
Create opportunities for year level co-ordinators & Navigation team chairs to meet each term regarding school priorities & support processes.	Term meeting held	Termly	Leaders of Learning, HOC, HOSE, chairs and co-ordinators
Support transition processes through enhanced partnerships, professional dialogue and network opportunities (Early Years, Years 6-7).	Increase Early Years and cluster partnerships, participation	ongoing	Leaders of Learning, Staff
Develop Sesquicentennial (150 th) committee in preparation for 2025 sesquicentennial celebrations.	Committee formed, increased awareness of 150 th	ongoing	Principal

Quality Teaching by building capacity

Improvement priority 2: To build teacher capacity in the teaching of literacy and numeracy.

Goal: Intentional use of formative assessment to inform differentiated and inclusive teaching, so that all students are engaged and learning is improved.

Actions	Targets	Timelines	Responsible Officer/
Continue processes that provide teachers with effective feedback in elements of the teaching of literacy.	All teachers observed and feedback provided - twice per year	T1 and T3	Leaders of Learning HOC
Enhance literacy instruction to encourage and enable staff to watch others people work.	WOW opportunities utilised Increase % of staff watching others work	T1-4	Teachers, LOL
Support teachers to enact feedback processes in classrooms through formative assessment opportunities and other strategies.	Students' able to articulate how they can improve	ongoing	Staff, Leaders of Learning, HOC
Embed differentiation into planning English & mathematics to improve student learning.	Increase in A-C results in English and mathematics	T4	Leaders of Learning, HOC, STLaN
Collaboratively review and refine English and mathematics unit plans aligned to the Australian Curriculum and achievement standards.	All units audited and reviews completed, curriculum enacted in classrooms	T1-4	HOC, teachers, LOL
Develop process to identify and track student's improvement C-B, B to A, including data conversations.	Increase in A-C results in English and mathematics	ongoing	HOC Leaders of Learning Teachers
Use formative assessment to differentiate and align teaching and learning to student's needs.	Increase in use of formative assessment strategies	ongoing	HOC Leaders of Learning
Refine moderation processes (before throughout after after end) at school (English and mathematics) and cluster level (English).	Moderation termly Cluster moderation Term 2 and 4	By end of T4	HOC Leaders of Learning

Successful Learners through pedagogical precision

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

Goal: Throughout 2022 we will provide the Australian Curriculum through consistent school wide pedagogical practices so that student learning opportunities are maximised.

Actions	Targets	Timelines	Responsible Officer/s
Refine collaborative planning processes in English and mathematics to ensure teacher capacity & understanding of Australian Curriculum. Ensure enacted in the classroom.	All teachers have access to collaborative planning sessions	Term 1-4	Leaders of Learning
Continue to embed Case Management Processes to identify & track students to lift improvement.	Increase use of data and dashboard	ongoing	HOC Leaders of Learning
Monitor implementation of the formative assessment opportunities to ensure integration into teaching and learning and data is used to inform next steps.	Walk throughs demonstrate student engagement in formative assessment strategies	Term 4	HOC, Leaders of Learning Teachers
Provide opportunities for students to use success criteria and feedback to improve their learning.	Students able to articulate success criteria and ways to improve	T1-4	HOC, Leaders of Learning Teachers
Refine literacy pedagogy, engaging teachers in guided reading.	Teacher participation in processes and enactment	T1-4	HOC, Leaders of Learning Teachers
Enhance inclusion and improvement through the use of specialist expertise to support collaborative and teaching processes.	In class support by Learning support and SNAP staff	ongoing	HOC, HOSE Leaders of Learning
Provide engaging and active learning opportunities through the meaningful use of ICT's.	Increased engagement, decrease of in class behaviours	ongoing	HOC Leaders of Learning Teachers
Provide professional learning for teachers teacher aides and support staff that support school wide pedagogical approaches.	100% staff	T1	HOC Leaders of Learning All staff

Endorsement

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



Principal
Maria Berriman



School Council Chair
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Assistant Regional Director
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