



Aspley State School – 2026 Annual Implementation Plan

The 2026 AIP acknowledges the importance of whole school approaches to support the school improvement journey.

Our priority will centre on English as our Explicit Improvement Agenda (EIA).

Priorities:

- ✓ **High Expectations for Every Student:** Embed learning success in English for all students.
- ✓ **Invest in the Capability and Expertise of our Teachers:** Implement collaborative professional learning sessions to assist teachers in attaining best practice in teaching English.

Strategy: Enhance staff professional capability to apply moderation decisions, with continuity across class groups. This will ensure greater consistency and reliability in teaching practices and assessment marking.

Actions

- Continue to implement **embedded Moderation Processes of Before Assessment Takes Place** (mid-term), to ensure clear expectations of unit demands between classroom teachers is established. Continue *Mid-Point Calibrations* to re-clarify any misconceptions and enhance the explicit teaching process.
- In the *After Assessment Takes Place* phase, **implement Marking Moderation process** to confirm teacher judgments. This includes:
 1. Teachers match evidence in the student assessment response to the relevant parts of the **achievement standard**, using the **task-specific descriptors**.
 2. Teams reach a consensus on the **overall LOA (level of achievement)**, considering the weighting and purpose of the task, using the five-point scale.
 3. Teachers apply this **calibrated understanding** to whole class teaching, over the term.
 4. Continue **marking moderation process** of student sample with collegial support.

Outcomes

- **Refine** and embed the **Marking Moderation** process from P-6 over Semester 1, to assist teacher capacity in teaching of English units with great precision aligned to student's needs and aware of LOA targets.
- **Develop** and **enact structured blind moderation sessions** in Semester 2, using de-identified English unit assessments to enhance teacher understanding and application of marking guides to quality assure consistent application of marking criteria.
- **Engage** in inter-school HOD moderations each term (Aspley East confirmed) with selected schools – pre and post unit teaching and learning – moderation alignment checkpoints utilised

Strategy: Foster a transparent and accountable school culture to strengthen teacher understanding of the curriculum, through collaboration to inform teaching practices.

Actions

- **Re-calibration of Marking Guides at the start of each unit** (*reading and viewing, writing and creating, speaking and listening*) for better clarity of the qualitative descriptive markers (*A & B LOA*) to ensure all teachers have clear understanding of how to deliver the depth of curriculum to their individual students. This is linked to our **Academic Case Management** process (ACM).



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Outcomes

- Refine the **ACM** process through collaborative conversations held each term, focused on class LOA (and SORD- School Online Reporting Dashboard), this data driven review with each teacher will support the implementation of observable explicit teaching practices and effective intervention strategies (targeted teaching) for students across all cohorts.

These actions will be supported by targeted professional learning through our fortnightly collaboration sessions with each year level.

2026 - 2028 Measures

- ✓ Measures are set as per the **SORD *relative achievement*** and performance in English.
- ✓ These measures and this performance category are projected *at expectation* for Aspley SS, based on the school ICSEA.
- ✓ The **2026 – 2028** measures reflect our school’s current performance and demonstrate sustained improvement in relative achievement.
- ✓ Teachers along with the leadership team will apply a systematic review of class and year-level data, to set clear benchmarks and maintain a proactive analysis cycle. This ensures each teacher and cohort aligns targets and teaching strategies to their specific context, strengthening the precision of our teaching and learning as well as our whole school measures.

LEARNING AREA: ENGLISH		
	<i>Relative achievement by the end of Sem. 2</i>	<i>Relative achievement by the end of Sem. 2</i>
2026 Prep To Year 6	Sem 2, 2026 measure of 93% achieving an <u>A-C</u>	Sem 2, 2026 target of 70% achieving and <u>A or B</u>
2027 Prep To Year 6	Sem 2, 2027 measure of 94% achieving an <u>A-C</u>	Sem 2, 2027 target of 72% achieving and <u>A or B</u>
2028 Prep To Year 6	Sem 2, 2028 measure of 95% achieving an <u>A-C</u>	Sem 2, 2028 target of 75% achieving and <u>A or B</u>

Our priority will centre on implementing a whole-school approach for the teaching of reading through the AC.

Priority:

- ✓ **High expectations for every student** – Responding to each students learning needs through the teaching of reading and the Australian Curriculum (AC).

Strategy: Refine P-2 shared and dialogic reading practices and the Yr, 3-6 morphology instruction to improve student reading comprehension and word knowledge.

Actions

- **Sustain** structured year level collaboration time (P-2), at start and mid-term, for teachers to review and plan English units aligned to shared and **dialogic reading instructional routines** — focusing on text purpose, vocabulary, print and layout features, text structure, language features, and inferencing — and to analyse data to inform Tier 2 and 3 supports.
- **Sustain** structured year level collaboration time (Years 3-6), at start and mid-term, for teachers to review and plan English units that embed **morphology instructional routines** at **morpheme, word, and sentence levels**.
- **Embed** and model **student engagement norms** within **instructional routines** to maximise participation, accountability, and cognitive engagement across all classrooms.



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Outcomes

- **Reading Instruction (P–2)**

By the end of the 2026 school year, 100% of P–2 teachers will deliver reading instruction aligned to English units that explicitly address text purpose, vocabulary, print and layout features, text structure, language features, and inferencing demands, as measured through collaboratively planned unit documents, walkthroughs, and improvements in cohort reading assessment data.

- **Morphology Instruction (Years 3–6)**

By the end of the 2026 school year, 100% of Years 3–6 curriculum units will embed morphology routines at the morpheme, word, and sentence levels, evidenced through collaboratively planned unit documents and supported by measurable improvements in student spelling, vocabulary, and reading comprehension.

- **Student Engagement Norms**

By the end of Term 3, 2026, 90% of P-2 classrooms will consistently implement agreed student engagement norms during instructional routines, as observed in instructional walkthroughs, resulting in increased participation, accountability, and cognitive engagement.

Strategy: **Prioritise** access to targeted intervention and support by strategically resourcing and **refining** the school's multi-tiered system of supports (MTSS) to meet the diverse learning needs of all students.

Actions

- **Administer** DIBELS assessments at the beginning, middle, and end of the year for all P–3 students and identified at-risk students in Years 4–6, using results to guide differentiated support through the school's multi-tiered system of supports (MTSS).
- **Develop** teacher aide expertise through targeted training and coaching in DIBELS data collection and delivery of Tier 1 and Tier 2 Phonemic Awareness and Phonics supports.

Outcomes

- **DIBELS and MTSS Support**

100% of P–3 students and identified at-risk Years 4–6 students will complete DIBELS assessments at the beginning, middle, and end of the year, with results used to adjust interventions, leading to improvements in student learning outcomes.

- **Enact** the Year 1 phonics checklist in Term 3, to support the school's multi-tiered system of supports (MTSS).

- **Teacher Aide Literacy Expertise**

By the end of Semester 1, 2026, 90% of teacher aides will complete targeted training and coaching in DIBELS data collection and Tier 1 and Tier 2 Phonemic Awareness and Phonics supports, and fidelity checks will demonstrate consistent implementation, contributing to improved early literacy outcomes for supported students.



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Strategy: Formalise a consistent instructional walkthrough framework to monitor the implementation and impact of key instructional practices and to inform ongoing professional learning.

Actions

- **Co-construct** in Term 1 with staff and **implement** by Term 2 a systematic instructional walkthrough process to monitor the consistency and impact of instructional routines and use findings to design targeted professional development and coaching.

Outcomes

- **Instructional Walkthroughs and Professional Learning**

By the end of 2026, at least one instructional walkthrough cycle per term will be completed, with findings used to implement targeted professional development, resulting in improved teacher fidelity to instructional routines and improvements in student learning outcomes.

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Principal (Cartia Balladone)

Handwritten signature of Rebecca Mann in black ink.

P&C President (Rebecca Mann)

Handwritten signature of Kevin Russell in black ink.

School Council (Kevin Russell)