



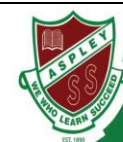
# Aspley State School – 2023 Annual Implementation Plan

**Excellence in Teaching – English and Mathematics within the Australian Curriculum (AC)** At Aspley SS, high impact teaching will be the focus. Fostering curriculum leadership opportunities for staff, that cater for all students. We recognise that every student comes to school with a unique identity.

We aim to engage, inspire, support and challenge all our students to be their best and to achieve their best.

**Strategy:** Refine the focus on developing and implementing English and mathematics by continuing planning, monitoring and reviewing units aligned to AC.

Actions	Timelines
<p><b>Principal</b></p> <ul style="list-style-type: none"> <li>Building capacity and capability of all staff to enact action plans/inquiry cycle projects aligned to the school targets and whole school curriculum demands.</li> <li>Respond to and action all recommendations listed in the recent school reviews.</li> <li>Build on our successful A-C achievement data in English and mathematics (over 90%) and lift our A and B student achievement in line with 2023 targets.</li> </ul>	Ongoing
<p><b>Deputy Principal and HOSE</b></p> <ul style="list-style-type: none"> <li>Supporting the enactment of unit plans within the classrooms, via classroom observations and staff/student engagement with learning walls.</li> <li>Academic case management (ACM), providing adjustment recommendations around identified student needs and engagement in English and mathematics.</li> <li>Monitor measures and targets set with staff at and after collaboration sessions for each unit.</li> <li>Collaboratively plan with teachers the adjustments for students with disabilities, recording these in the unit plans and OneSchool (PLP or ICP).</li> <li>Building staff capability regarding the specificity of adjustments and disability, through professional learning opportunities.</li> <li>Monitor and review allocation of resources to support student achievement, based on student A-E achievements and literacy data.</li> </ul>	Ongoing (ACM) Twice a term  (A-E) Every term
<p><b>Heads of Department</b></p> <ul style="list-style-type: none"> <li>Implementing the Three Levels of Planning: (1) Whole School, (2) Band and Year, (3) Unit. Aligned to CARP and CARF.</li> <li>All staff engaged in the Moderation cycle (MC) 1-4 within each term and teaching cycle, with year level teams and other schools.</li> <li>Planning with a unit focus – Collaborations (COLL) teaching sequence, content descriptors, refine and review the marking guides and modelled responses.</li> <li>Planning for formative/summative assessment and diagnostic tasks.</li> </ul>	Ongoing (MC) Every term (COLL) Once a fortnight
<p><b>Classroom Teachers and Support Staff</b></p> <ul style="list-style-type: none"> <li>Collaboration Sessions (COLL): planning enacted with the PLT, modelled response, task sheets and marking guides created, aligned to the AC.</li> <li>Enacting the intended units with differentiation, adjustments and within allocated hours.</li> <li>Plan, prepare and deliver English and mathematics lessons with explicit teaching, learning intentions and success criteria.</li> <li>Promote student self-efficacy by introducing a common language of learning. Co-construction of English and mathematics learning tasks and learning walls.</li> <li>Develop every student’s capacity to monitor and progress their own learning – via learning walls or academic case management processes.</li> <li>Supporting teachers with identifying differentiated strategies, to engage all students within the literacies of the English or mathematics unit.</li> <li>Managing literacy intervention/extension for identified students, supporting classroom teachers in monitoring, measuring and addressing unit demands.</li> <li>Engage in the Moderation cycle (MC) 1-4 during the teaching cycle.</li> <li>Student agency reflected through moderation discussions and accompanied with explicit teacher to student feedback on their achievements.</li> </ul>	(COLL) Once a fortnight  Ongoing  (MC) Every term
<p><b>Student</b></p> <ul style="list-style-type: none"> <li>Voice: I know my next steps for learning. I know how to be successful with my next steps.</li> <li>Achievement: I know how I achieved my result and how to improve.</li> <li>Engagement: I am engaged with the learning wall in my English unit and can rate my engagement in my lessons.</li> </ul>	Ongoing



ASPLEY STATE SCHOOL

*Proud to be an Independent Public School*

Maudrell Terrace, Aspley Qld 4034 | Phone: 07 3863 9111 | Fax: 07 3863 9100

Email: [the.principal@aspleyss.eq.edu.au](mailto:the.principal@aspleyss.eq.edu.au) | Web: [www.aspleyss.eq.edu.au](http://www.aspleyss.eq.edu.au)



# Aspley State School – 2023 Annual Implementation Plan

**Starting Strong – Early Years** At Aspley SS, we recognise the importance of the early years (P-2). Establishing smooth transitions to school will be a focus through community partnerships. Age and developmentally appropriate learning will be enacted, through evidenced based literacy programs and the Australian Curriculum.

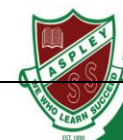
**Strategy:** *Refine the focus in P-2 providing targeted student support co-developing and implementing developmentally appropriate learning for all.*

Actions	Timelines
<b>Principal</b> <ul style="list-style-type: none"> <li>Investigate an inquiry approach to learning P-2, aligned to evidenced based programs and teaching influenced by systemic and cyclical literacy data collections.</li> </ul>	Term 1-2
<b>Deputy Principal and HOSE</b> <ul style="list-style-type: none"> <li>Leading a whole school focus on P-2 literacy programs (oral language, phonemic, phonetic, reading programs) and initiate alignment of 3-6 reading frameworks.</li> </ul>	Term 2-4
<b>Heads of Department</b> <ul style="list-style-type: none"> <li>Manage an early years literacy approach and programs within classrooms, establishing school based working party, including collaboration and sharing of practice.</li> </ul>	Term 2-4
<b>Classroom Teachers and Support Staff</b> <ul style="list-style-type: none"> <li>Engage in coaching (HODs, Support Staff or SLP) of P-2 phonics/phonological awareness routines as well as high impact paired fluency and comprehension routines.</li> </ul>	Ongoing
<b>Student</b> <ul style="list-style-type: none"> <li>Voice: I have shown growth in my academic, physical and social emotional learning this year.</li> <li>Achievement: I can engage and participate in all learning tasks and school events.</li> <li>Engagement: I know who can help me with my learning. Every student can articulate who is their champion.</li> </ul>	Ongoing

**Collaborative Cultures – Maintaining a Cohesive Learning Community** Aspley is a school with a strong sense of history, striving to succeed and looking towards the future. Increased engagement with outside agencies that support successful transitions for every student, at every stage of their learning will be enacted. A strong leadership culture will be promoted within our school community creating high-performance teams.

**Strategy:** *Refine the focus with our community vary the pathways to learning, enabling all students to maximise engagement, achievement and wellbeing.*

Actions	Timelines
<b>Principal</b> <ul style="list-style-type: none"> <li>Determine where school community engagement is valued, instigate positive partnerships that create a sense of belonging with a focus on learning.</li> <li>Enhancing the power of collective efficacy for all stakeholders and maintaining a cohesive and resilient learning community, measured via SOS and HPT survey data.</li> <li>Renew school vision for inclusive and culturally responsive practices in line with DoE policies and legislation.</li> </ul>	Ongoing
<b>Deputy Principal and HOSE</b> <ul style="list-style-type: none"> <li>Liaise with community links (<i>Childcare, High Schools, Council, NDIS</i>) for enhanced learning opportunities for staff and students to engage and serve our community.</li> <li>Provide stakeholder meetings to capture student and parent collaborative decision-making and a more inclusive learning environment.</li> </ul>	Term 3-4
<b>Heads of Department</b> <ul style="list-style-type: none"> <li>Promote whole school learning/curriculum models (<i>AC, Literacy Programs, ICT</i>) utilised in classrooms providing community information sessions (Update website, FB).</li> </ul>	Term 2-4
<b>Classroom Teachers and Support Staff</b> <ul style="list-style-type: none"> <li>Plan to unlock the classroom and showcase classroom learning (<i>Meet &amp; Greet, Unit Showcase Events, Newsletter and Facebook</i>) to the community.</li> </ul>	Term 3-4
<b>Student</b> <ul style="list-style-type: none"> <li>Voice: I feel welcomed, supported and safe at my school.</li> <li>Achievement: I celebrate with my peers, teachers and family when I achieve my goals.</li> <li>Engagement: I can set my own goals. I can share my goals. I help others with their goal.</li> </ul>	Ongoing





# Aspley State School – 2023 Annual Implementation Plan

## 2023 Specific Improvement Targets – English

- A and B English achievement standards by mid-year and the end of year report cards for Year 1 to Year 6
- A to C or better English achievement targets set for Prep
- Academic case management phased in Term 1 (English) and Term 2 (mathematics)

	Students receiving and A or B achievement by the end of Semester 1	Students receiving and A or B achievement by the end of Semester 2
Prep	<b>85%</b> - Students receiving <u>A-C</u> achievement by the end of Semester 1	<b>90%</b> - Students receiving <u>A-C</u> achievement by the end of Semester 2
Year 1	Sem 2, 2022 <b>80%</b> achieved an <u>A or B</u> . Sem 1, 2023 target of <b>84%</b> achieving and <u>A or B</u>	Sem 2, 2023 target of <b>88%</b> achieving and <u>A or B</u>
Year 2	Sem 2, 2022 <b>67%</b> achieved an <u>A or B</u> . Sem 1, 2023 target of <b>71%</b> achieving and <u>A or B</u>	Sem 2, 2023 target of <b>75%</b> achieving and <u>A or B</u>
Year 3	Sem 2, 2022 <b>68%</b> achieved an <u>A or B</u> . Sem 1, 2023 target of <b>73%</b> achieving and <u>A or B</u>	Sem 2, 2023 target of <b>78%</b> achieving and <u>A or B</u>
Year 4	Sem 2, 2022 <b>57%</b> achieved an <u>A or B</u> . Sem 1, 2023 target of <b>65%</b> achieving and <u>A or B</u>	Sem 2, 2023 target of <b>70%</b> achieving and <u>A or B</u>
Year 5	Sem 2, 2022 <b>53%</b> achieved an <u>A or B</u> . Sem 1, 2023 target of <b>60%</b> achieving and <u>A or B</u>	Sem 2, 2023 target of <b>65%</b> achieving and <u>A or B</u>
Year 6	Sem 2, 2022 <b>56%</b> achieved an <u>A or B</u> . Sem 1, 2023 target of <b>60%</b> achieving and <u>A or B</u>	Sem 2, 2023 target of <b>65%</b> achieving and <u>A or B</u>

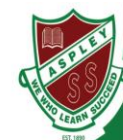
## 2023 Specific Improvement Targets - Mathematics

	Students receiving and A or B achievement by the end of Semester 1	Students receiving and A or B achievement by the end of Semester 2
Prep	<b>80%</b> - Students receiving <u>A-C</u> achievement by the end of Semester 1	<b>85%</b> - Students receiving <u>A-C</u> achievement by the end of Semester 2
Year 1	Sem 2, 2022 <b>78%</b> achieved an <u>A or B</u> . Sem 1, 2023 target of <b>81%</b> achieving and <u>A or B</u>	Sem 2, 2023 target of <b>83%</b> achieving and <u>A or B</u>
Year 2	Sem 2, 2022 <b>70%</b> achieved an <u>A or B</u> . Sem 1, 2023 target of <b>73%</b> achieving and <u>A or B</u>	Sem 2, 2023 target of <b>75%</b> achieving and <u>A or B</u>
Year 3	Sem 2, 2022 <b>71%</b> achieved an <u>A or B</u> . Sem 1, 2023 target of <b>74%</b> achieving and <u>A or B</u>	Sem 2, 2023 target of <b>76%</b> achieving and <u>A or B</u>
Year 4	Sem 2, 2022 <b>63%</b> achieved an <u>A or B</u> . Sem 1, 2023 target of <b>66%</b> achieving and <u>A or B</u>	Sem 2, 2023 target of <b>68%</b> achieving and <u>A or B</u>
Year 5	Sem 2, 2022 <b>50%</b> achieved an <u>A or B</u> . Sem 1, 2023 target of <b>53%</b> achieving and <u>A or B</u>	Sem 2, 2023 target of <b>55%</b> achieving and <u>A or B</u>
Year 6	Sem 2, 2022 <b>55%</b> achieved an <u>A or B</u> . Sem 1, 2023 target of <b>58%</b> achieving and <u>A or B</u>	Sem 2, 2023 target of <b>60%</b> achieving and <u>A or B</u>

Principal Aspley SS

School Council Chair

P&C President



ASPLEY STATE SCHOOL

*Proud to be an Independent Public School*

Maudrell Terrace, Aspley Qld 4034 | Phone: 07 3863 9111 | Fax: 07 3863 9100

Email: [the.principal@aspleysq.edu.au](mailto:the.principal@aspleysq.edu.au) | Web: [www.aspleysq.edu.au](http://www.aspleysq.edu.au)