



2021 Annual Implementation Plan

Improvement Priority 1:

Increase the number of students achieving A and B grades in Australian Curriculum – English.

Targets

Cohort	% Students Achieving A/B
Prep	Targets to be completed at the start of Semester 2
Year 1	A: 30 students (23%); B: 61 students (47%)
Year 2	A: 31 students (22%); B: 48 students (35%)
Year 3	A: 30 students (25%); B: 45 students (36%)
Year 4	A: 28 students (20%); B: 55 students (40%)
Year 5	A: 29 students (23%); B: 45 students (35%)
Year 6	A: 21 students (19%); B: 34 students (30%)

Strategy: Empower and enable teachers to use the P-10 Literacy Continuum to track student progress; to develop precision in teaching; and to set student goals. (**Analysis and Discussion of Data*)

Actions	Responsibilities			
	Leadership Team	Teaching Staff	Support Staff	Students
Engage with Regional Facilitator (RF) to lead professional learning for teachers focused on the P-10 Literacy Continuum.	Initial meeting with RF in week 3, term 1. Participate in Professional Learning with teaching colleagues.	RF to lead Teacher Professional learning with in week 5, term 1.	Participate in awareness raising session with Principal in term 1.	
Initiate student progress meetings, focused on marking students against the P-10 Literacy Continuum, during term 1 in 5-weekly cycles. I4S funds will facilitate teacher release for these meetings.	Lead 2.5hr student progress meetings in week 5 and 10 of term 1, and then in subsequent terms. Support teachers collaborative and professional dialogue.	Track 3 targeted students against the P-10 Literacy Continuum in 5 weekly cycles. Participate in collaborative problem solving, goal setting and action planning.	Support teachers in delivery of action planning in classrooms.	Know and understand student reading goals.
Review current data literacy data collection schedule, with a view to making the P-10 Literacy Continuum the 'point of truth' for student progress.	Liaise with the LCC to review the current Data Collection Schedule. Provide Professional Learning opportunities for teachers to engage with the P-10 Literacy Continuum.	Provide feedback through the LCC concerning data collection and analysis. Participate in Professional Learning.	Support teachers in ensuring data sets are kept updated.	



Strategy: Develop teacher capability in using the CAFÉ Reading Framework in classrooms, and therefore promote consistent and evidence-based Reading Pedagogies from Prep – Year 6. (**Effective Pedagogical Practices/Expert Teaching Team*)

Actions	Responsibilities			
	Leadership Team	Teaching Staff	Support Staff	Students
Develop and lead a series of 1hr Professional Learning sessions for teaching staff.	HOC and Principal to lead. Leadership team participates in professional learning alongside teachers.	Participate actively in professional learning opportunities.	Participate in targeted Professional learning for support staff.	
Use the APDP planning process for teachers to identify a goal for their reading pedagogy.	Lead the APDP process. Ensure all teachers complete phase 1 during term 1. Monitor goals set, ensuring one goal is focussed on the the teaching of reading. Support teachers through professional dialogue	Use the MyHR APDP facility to create APDP in term 1, with one goal focused on the teaching of reading.		
Monitor delivery of CAFÉ Reading Framework through the Collegial Engagement Framework.	Presence in classrooms. Providing formal and informal feedback. Initiate professional dialogue with teaching colleagues concerning reading. Model teaching at appropriate times and be open to receiving feedback.	Reflective practice and self-monitoring. Be open to receiving feedback and be open to learning opportunities. Seek opportunities to learn from others. Ensure adequate time is given to CAFÉ framework in class.	Be reflective of self-practice and behaviour during CAFÉ reading sessions.	Participate as Aspley East Learners in all CAFÉ reading activities.

Strategy: Continue to consolidate and strengthen teachers' understanding of Australian Curriculum – English, including effective delivery, assessment, and moderation. (**Systematic Curriculum Delivery*)

Actions	Responsibilities			
	Leadership Team	Teaching Staff	Support Staff	Students
Invest I4S funds into collaborative curriculum planning time (1 full day each term).	Lead and participate in Curriculum Planning. Know, understand and monitor the curriculum that is being delivered across the school.	Differentiate and deliver the planned curriculum in the context of the AEIA. Participate actively in the curriculum planning process.	Provide support in classrooms for teacher to effectively deliver and differentiate the planned curriculum.	Know learning intentions, content and what they need to learn next. Know and understand learning goals. Participate in curriculum activities in classroom. Complete assessment tasks.
Participate in local and cluster-based moderation.	Provide time and resources for moderation to occur. Lead moderation sessions. Seek out opportunities, organise and facilitate cluster based moderation.	Provide work samples and evidence for moderation purposes. Participate actively in moderation process.	Assist teachers in ensuring assessment portfolios are completed.	Ensure assessment pieces and work samples are competed in a timely fashion.



Improvement Priority 2:

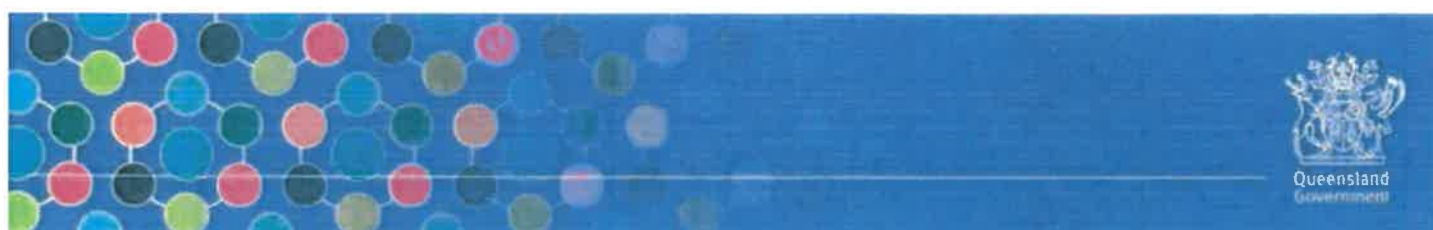
Consolidating understanding of the Aspley East Investigative Approach (our Pedagogical Framework).

Strategy: Use the APDP process and the Collegial Engagement Framework to develop teacher capability in application of the Core Elements of AEIA. (**Effective Pedagogical Practices/Expert Teaching Team*)

Actions	Responsibilities			
	Leadership Team	Teaching Staff	Support Staff	Students
Use the MyHR APDP facility to create APDP in term 1	Lead the APDP process. Ensure all teachers complete phase 1 during term 1. Monitor goals set, ensuring one goal is focussed on the Core Elements. Support teachers through professional dialogue	Prepare and share phase 1 ADPD plan in MyHR. Ensure 1 goals is focused on the Core Elements.	Use the MyHR APDP facility to create APDP in term 1, with one goal focused on how to support the AEIA.	
Monitor delivery of AEIA through the Collegial Engagement Framework.	Presence in classrooms. Providing formal and informal feedback. Initiate professional dialogue with teaching colleagues concerning AEIA. Model teaching at appropriate times and be open to receiving feedback. Use language of AEIA.	Reflective practice and self-monitoring. Be open to receiving feedback and be open to learning opportunities. Seek opportunities to learn from others. Embed AEIA across the curriculum. Use language of AEIA.	Be reflective of self-practice and behaviour in classrooms. Use language of AEIA.	Participate as Aspley East Learners across the curriculum. Use language of AEIA.

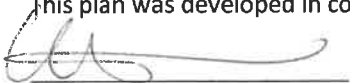
Strategy: Scheduled Professional Development for teachers in delivery of the AEIA. (**Effective Pedagogical Practices/Expert Teaching Team*)

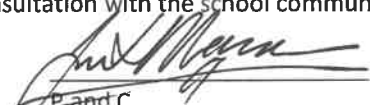
Actions	Responsibilities			
	Leadership Team	Teaching Staff	Support Staff	Students
Employ 0.2 AEIA Coach	Direct resources to support and value 0.2 AEIA Coach. Provide support and resources so that role is rewarding and effective. Assist in identifying coaching opportunities.	Willingness to engage with AEIA coach. Openness to feedback, reflection and learning.		
Provide regular 'refreshers' on the Core Elements.	HOC and Principal to lead. Leadership team participates in professional learning alongside teachers.	Participate actively in professional learning opportunities.	Participate in targeted Professional learning for support staff.	



Endorsement

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


Principal


P and C


School Council

