



2022 Annual Implementation Plan

Improvement Priority 1:

Increase the number of students achieving A and B grades in Australian Curriculum English and reduce the performance gap between SWD, Indigenous and general student population.

Targets

Cohort	% Students Achieving A/B
Prep	To be set at the start of semester 2
Year 1	57%
Year 2	72%
Year 3	59%
Year 4	68%
Year 5	51%
Year 6	79%

<i>Strategy: Case Management and Student Progress Meetings</i>				
Actions	Responsibilities			
	Leadership Team	Teaching Staff	Support Staff	Students
Embed 3-weekly cycle of case management through Student Progress Meetings, held after school as the weekly 1-hour commitment to professional meetings.	<p>To develop protocols for dialogue.</p> <p>To support teaching staff.</p> <p>Analyse and discuss data and progress with teaching colleagues.</p>	<p>Monitor and track student data and school work. Participate in professional collaboration with year level colleagues.</p> <p>Identify 3 + 1 marker students who will be the focus of professional dialogue.</p> <p>Maintain data sets appropriately.</p>	<p>Participate in awareness raising session with Principal in term 1.</p>	<p>Know and understand their own achievement data.</p>
Continue to use the Literacy Continuum to map critical aspects of reading, and introduce the critical aspects of writing.	<p>Build professional capability in the use of the Literacy Continuum and identify links to planned curriculum units.</p>	<p>Identify critical aspects of reading and writing and map for all students on the Literacy Continuum. Use this information, alongside curriculum planning to differentiate for all students.</p> <p>Establish reading and writing goals accordingly.</p>	<p>Support teachers in delivery of action planning in classrooms.</p>	<p>Know and understand student reading goals.</p>
Display 'Bump It Up Walls' in all classrooms so that students have easy access to success criteria for Australian Curriculum English	<p>Build capability through professional learning and coaching.</p>	<p>Create and display an effective 'Bump It Up Wall', and use a reference for students to improve school work and assessments</p>	<p>Support teachers in the creation and maintenance of display.</p>	<p>Refer to, and understand the 'Bump It Up Wall'.</p> <p>Use 'Bump it Up Wall' to improve writing.</p>



	Provide opportunities for collaboration between teachers.			
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Strategy: Review how WSS-LR resource is used to meet the needs of all learners.				
	Responsibilities			
Actions	Leadership Team	Teaching Staff	Support Staff	Students
Collaborate with other Metropolitan schools to identify best practice.	HOSES and Lead support teacher to visit other schools and discuss best practice.	Participate in collegial visits to local schools and reflect on observations.	Awareness raising. Provide support to teachers.	
Trial co-teaching practices at Aspley East State School in semester 1.	HOSES and lead teacher to facilitate in year 4 during 2022.	Participate in co-teaching, sharing and reflecting on experiences.	Awareness raising. Provide support to teachers.	

Strategy: Build capability to deliver and differentiate AC English in the context of the Aspley East 2022 Pedagogical Guidelines				
	Responsibilities			
Actions	Leadership Team	Teaching Staff	Support Staff	Students
Invest I4S funds into coaching for Explicit Teaching, Investigations use of Digital Technologies and Investigations in the context of English.	Develop a coaching framework for school. Provide resources and opportunities for coaching to occur regularly at Aspley East State School.	Be open to coaching opportunities and participate with school-based coaches to build capability to deliver effective and differentiated curriculum within the context of the Aspley East 2022 Pedagogical Guidelines	Awareness raising.	
2022 APDP process requires teachers to identify an aspect of English teaching and an aspect of the pedagogical guidelines for development.	Ensure APDP planning process occurs. Appropriately scheduled meetings with teachers and non-teaching staff. Participate in the ADPD process.	Identify an aspect of English teaching and an aspect of the pedagogical guidelines for development.	Identify, with Business Manager, 2 areas for development in 2022.	

Improvement Priority 2:

Develop a whole of school strategy for moderation based on the 'Before – After – After – End' (BAAE) model.

Strategy: Develop professional capability in the BAAE model for moderation				
	Responsibilities			
Actions	Leadership Team	Teaching Staff	Support Staff	Students
Scheduled staff professional development sessions to explain	To schedule, organise and lead.	Participation, discussion and reflection.	Awareness.	




the BAAE model, using regional expertise as appropriate.				
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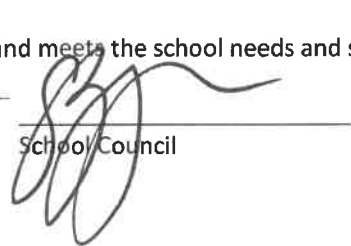
<i>Strategy: Provide resourcing and time for teachers to participate in the BAAE model</i>				
Responsibilities				
Actions	Leadership Team	Teaching Staff	Support Staff	Students
Ensure all teacher have access to collaborative curriculum planning days before the teaching and assessment sequence begins.	Provide resourcing and lead/participate in meetings.	Participate in, and contribute to meetings through professional and collaborative dialogue.	Awareness raising. Support teachers in development of curriculum materials	
Ensure moderation as part of the teaching and learning sequence is a standing item on the 3-weekly year level meeting agenda.	To participate in year level meetings, and contribute to collaborative dialogue with teaching colleagues.	Year Level Leaders to develop agenda with moderation as part of the teaching and learning sequence is a standing item on the 3-weekly year level meeting agenda.	Awareness raising.	

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



