

Aspley East State School 2026 ANNUAL IMPLEMENTATION PLAN

Educational achievement Belonging and engagement

School priority 1	<p>Learning: <i>To create a learning environment where every student is supported, engaged and challenged to reach their potential. Aspley East Learners are empowered to succeed and are well-prepared for their future</i></p> <p>By the end of 2026, we will strengthen reading achievement across all year levels by implementing consistent instructional routines, building staff capability in synthetic phonics and word reading, and using reliable assessment data, to drive targeted instruction and timely support for every learner.</p>	Monitoring	<p style="font-size: 0.8em; color: red;">Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.</p> <table border="1" style="width: 100%; height: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; text-align: center;">Term 1</td> <td style="width: 25%; text-align: center;">Term 2</td> <td style="width: 25%; text-align: center;">Term 3</td> <td style="width: 25%; text-align: center;">Term 4</td> </tr> <tr> <td style="height: 100px;"></td> <td></td> <td></td> <td></td> </tr> </table>	Term 1	Term 2	Term 3	Term 4					School priority 2	<p>Learning: <i>To create a learning environment where every student is supported, engaged and challenged to reach their potential. Aspley East Learners are empowered to succeed and are well-prepared for their future</i></p> <p>Develop whole-school digital learning practices to enhance student engagement, curriculum access, achievement, and future-focused capabilities across all learning areas.</p>	Monitoring	<p style="font-size: 0.8em; color: red;">Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.</p> <table border="1" style="width: 100%; height: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; text-align: center;">Term 1</td> <td style="width: 25%; text-align: center;">Term 2</td> <td style="width: 25%; text-align: center;">Term 3</td> <td style="width: 25%; text-align: center;">Term 4</td> </tr> <tr> <td style="height: 100px;"></td> <td></td> <td></td> <td></td> </tr> </table>	Term 1	Term 2	Term 3	Term 4				
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Strategy/ies	<ul style="list-style-type: none"> • Develop and implement consistent instructional routines and engagement norms to increase active participation in reading lessons. • Review and refine instructional routines for synthetic phonics and word reading to build teacher capability and improve foundational reading outcomes across all year levels. • Improve student reading outcomes by systematically tracking student progress using reliable data sources such as Yr1 Phonics Check, and NAPLAN, enabling targeted instruction and timely support across all year levels. 	Strategy/ies	<ul style="list-style-type: none"> • Develop and formalise a whole-school Digital Learning Framework (aligned to Digital Literacies General Capabilities), informed by a comprehensive school-wide audit and strengthened by consistent digital workflows across P–6. This framework will ensure clarity, consistency, engagement, and accessibility in digital learning practices and progression of skills across the school. 																				
Actions: including Responsible role(s)	<ul style="list-style-type: none"> • Co-design instructional routines for engagement norms with the Reading Team – HOD-C • Model routines during staff meetings and walkthroughs – Leadership / Reading Team • Facilitate PD sessions on engagement norms and active participation – Reading Team • Set teacher goals with checkpoints (e.g. Week 5 reflection) – HOD-C • Conduct leadership walkthroughs to monitor consistency and fidelity – Leadership • Share exemplars and routines across year levels – Reading Team • Engage early adopters in digital tools for shared/dialogic reading – HOD-C • Provide parent information sessions to support home engagement – Reading Team • Introduce DIBELS as an alternative data tracking tool in Term 4 – HOD-C 	Resources	<ul style="list-style-type: none"> • Instructional routine guides and exemplar materials to support consistent classroom practice. • Synthetic phonics and word reading resources (PLD), including decodable texts and phonics progression documents. • Professional learning materials such as staff PD slides, modelling videos, and coaching tools. • Assessment tools and data sources (e.g. Phonics Check, NAPLAN) for tracking reading progress. • Data tracking templates and reporting systems to support ongoing monitoring, analysis, and instructional decision-making. 	Actions: including Responsible role(s)	<ul style="list-style-type: none"> • Conduct a comprehensive whole-school Digital Learning Audit – Dig Ped Coach • Systematically review current digital pedagogical practices, staff capability, curriculum alignment, learner access, and resource utilisation to establish a clear evidence base for future digital learning priorities and framework development – Dig Ped Coach / HOD-C • Formalise a coherent and future-focused whole-school Digital Learning Framework – Dig Ped Coach / HOD-C • Articulate digital pedagogical expectations, non-negotiables, routines, workflow practices, and ecosystem alignment (Apple P–3, Microsoft 4–6), informed by audit findings, staff consultation, and classroom observations – Dig Ped Coach • Consolidate consistent digital workflows and pedagogical routines across P–6 – Dig Ped Coach • Embed predictable, developmentally appropriate practices aligned to the Digital Learning Framework, including embedding Apple ecosystem routines in Prep–3 and Microsoft ecosystem workflows in Years 4–6 – Dig Ped Coach / HOD-C 	Resources	<ul style="list-style-type: none"> • Digital Pedagogy Coach allocation 																
End of Year Success Criteria	Measures	<p>Performance:</p> <p>Reading Data Targets (Phonics Check, NAPLAN):</p> <ul style="list-style-type: none"> • By the end of Term 3, 80% of Yr1 students will achieve a ‘Fluent Decoders’ level on the Yr1 Phonics Check • In 2026, 75% of Yr3 students and 85% of Yr5 students will achieve a ‘Strong’ or ‘Exceeding’ level for their NAPLAN Reading test 	End of Year Success Criteria	Measures	<p>Performance:</p> <ul style="list-style-type: none"> • A school-wide Digital Learning Audit is completed and used to draft the P-6 Digital Learning Framework, with at least 80% of classrooms demonstrating emerging consistency in their use of year level-aligned digital workflows (Apple P–3, Microsoft 4–6). 																		

	<p>English A&B Sem 2 Targets:</p> <ul style="list-style-type: none"> • Prep – 76% • Yr1 – 70% • Yr2 – 70% • Yr3 – 65% • Yr4 – 66% • Yr5 – 71% • Yr6 – 60% 																				
	<p>Behaviour:</p> <p>Students can/will: Actively engage in reading routines, apply decoding strategies with increasing independence, and show measurable progress in foundational reading skills.</p> <p>Teachers can/will: Consistently implement agreed instructional routines, analyse reading data to inform teaching, and provide explicit, systematic reading instruction aligned with school expectations.</p> <p>Teacher aides can/will: Will support reading routines with fidelity, reinforce phonics and word-reading practices, and use data-aligned strategies to assist targeted learners.</p> <p>Leadership team can/will: will monitor implementation through walkthroughs, facilitate coaching and resources through the Reading Team, and use reading data to guide decision-making and support staff capability building.</p>		<p>Behaviour:</p> <p>Students can/will: Confidently use year level–aligned digital tools and workflows to access learning, complete tasks, and demonstrate digital literacy capabilities.</p> <p>Teachers can/will: Consistently apply agreed digital workflows and routines, embedding the Digital Learning Framework into lesson design and daily classroom practice</p> <p>Teacher aides can/will: Will support students in navigating digital routines and tools, reinforcing the consistent workflows used across the school.</p> <p>Leadership team can/will: will monitor implementation through walkthroughs and use audit and learning data to guide ongoing digital learning improvements.</p>																		
Artefacts	<ul style="list-style-type: none"> • School-wide instructional routine documents • Engagement norm posters and cue cards • Model lesson scripts for phonics, word reading, and guided practice • Video exemplars of effective reading routines • Year level and class data tracking documents 	Artefacts	<ul style="list-style-type: none"> • Documented whole-school Digital Learning Framework 																		
School priority 3	<p>Culture: To provide a safe, inclusive and conducive learning environment for all learners at Aspley East. We foster positive relationships and successful learning through consistent practices.</p> <p>By the end of 2026, we will enhance whole-school inclusive practice by building staff capability, embedding the Universal Design for Learning (UDL) framework, and ensuring all learners can access, engage with, and succeed in high-quality learning experiences.</p>	<p>Monitoring <small>Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.</small></p> <table border="1"> <thead> <tr> <th>Term 1</th> <th>Term 2</th> <th>Term 3</th> <th>Term 4</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Term 1	Term 2	Term 3	Term 4					School priority 4	<p>Community: To promote a strong, informed, cohesive community, prioritising the wellbeing of our staff, students and families.</p> <p>By the end of 2026, we will continue to improve family and community partnerships through consistent communication, regular teacher–parent engagement, and effective wellbeing and transition structures to build parent confidence and create a more connected school community.</p>	<p>Monitoring <small>Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.</small></p> <table border="1"> <thead> <tr> <th>Term 1</th> <th>Term 2</th> <th>Term 3</th> <th>Term 4</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Term 1	Term 2	Term 3	Term 4				
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Strategy/ies	<ul style="list-style-type: none"> • Continue building the capability of all teaching staff on <u>inclusive practices</u> to create a school culture where all learners are engaged and challenged in their learning. • Implement the <u>Universal Design for learning framework</u> across all year levels to give multiple opportunities for students to access and engage in learning experiences. 	Strategy/ies	<ul style="list-style-type: none"> • Improve consistent <u>communication practices</u> by developing clear <u>school-wide protocols</u>, increasing teacher-parent engagement opportunities, and enhancing home-school partnerships to improve parent confidence, involvement, and understanding of their child’s learning and wellbeing. • Enhance whole-school <u>community connections</u> by formalising wellbeing structures, delivering timely parent workshops, and strengthening partnerships with ECECs and high school programs to ensure smoother student transitions, greater family participation, and a more connected and supportive school community. 																		

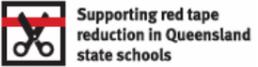
Actions: including Responsible role(s)		Resources	Actions: including Responsible role(s)		Resources								
<ul style="list-style-type: none"> Provide professional development to teaching staff on inclusive practices including UDL – HoSS Develop an AESS Inclusive Practice Support Network - class teachers across sectors, HoSS, Support Teachers - to refine the implementation of inclusive practices across AESS – HoSS, Yr4 ST Create resources to display in an area of the school to show inclusive practices at AESS to the school community – UDL Team Continue to deliver Professional Development on UDL framework to all staff to broaden their knowledge, understanding and language – UDL Team Liaise with Kylie Kassel (Regional Principal Advisor – Inclusion) to establish the implementation of the UDL framework - HoSS Create a committee to discuss the implementation of the guidelines and how to best support teachers with delivery of content and sharing practice – HoSS, Yr4 ST 		<ul style="list-style-type: none"> Inclusive Practice, UDL Professional Learning Resources (e.g. UDL guideline summaries, reflection templates, and short demonstration videos) Classroom Implementation Supports (e.g. UDL planning templates, inclusive routine exemplars, visual classroom prompts, adjustment checklists) Community-Facing Inclusive Practice Resources (e.g. display materials, posters, digital hub content) 	<ul style="list-style-type: none"> Provide opportunities to increase parental involvement in their child/ren’s school life (e.g. invitation into classroom) – Leadership, Teachers Develop, document and publish AESS Communication Protocols – Leadership Extend on Wellbeing Committee Action Plan, increasing focus on student wellbeing and lunch time engagement – Wellbeing Committee Develop or utilise a whole-school Student Wellbeing Survey to gather baseline and end-of-year data on student wellbeing, engagement, and sense of belonging – Wellbeing Committee Enhance partnerships with ECECs and high school programs, including formalised transition activities within year levels – Leadership Conduct timely parent workshops on school priorities and student support - Leadership 		<ul style="list-style-type: none"> AESS Communication Protocol document. Communication templates (weekly updates, meeting invites, learning snapshots). Parent workshop materials (slides, handouts, recordings). 								
End of Year Success Criteria	Measures	<p>Performance:</p> <ul style="list-style-type: none"> By the end of 2026, 95% of students will achieve a grade of C or above in English & Maths By the end of 2026, less than 20% of SWD students receiving a D or E in English & Maths Establish strong foundations for inclusive practice by delivering targeted PD, launching the AESS Inclusive Practice Support Network, and initiating UDL implementation in selected year levels, with: <ul style="list-style-type: none"> 80% of staff reporting increased confidence evidence of UDL routines in early classroom walkthroughs, full participation in PD, and the establishment of a visible inclusive practices hub for the school community. <p>Behaviour:</p> <p>Students can/will: Access learning in multiple ways and demonstrate understanding through varied, meaningful options that match their strengths and needs.</p> <p>Teachers can/will: Plan and deliver lessons using UDL principles, providing multiple means of engagement, representation, and expression to support every learner.</p> <p>Teacher aides can/will: Use agreed inclusive routines and UDL-aligned supports to help students access tasks and participate successfully in classroom learning.</p> <p>Leadership team can/will: Will monitor inclusive practice implementation and facilitate coaching and resources that strengthens school-wide UDL adoption.</p>		<p>Performance:</p> <ul style="list-style-type: none"> 100% of teachers implementing regular parent communication in line with AESS protocols. Increased parent participation in meetings, workshops, and class events (tracked via attendance). Positive parent feedback indicating improved clarity, responsiveness, and accessibility (via School Opinion survey + School Community Survey). Student wellbeing improves across the school, evidenced by a 10–15% increase in positive responses in wellbeing survey, reduced incidents of wellbeing-related / bullying referrals. <p>Behaviour:</p> <p>Students can/will: Feel supported and connected as their parents engage regularly with the school and participate in their learning.</p> <p>Teachers can/will: Provide consistent, regular communication and maintain clear, timely availability for parent contact to strengthen home–school partnerships.</p> <p>Teacher aides can/will: Reinforce classroom messages and routines, supporting positive communication between teachers, students, and families.</p> <p>Leadership team can/will: Model consistent communication expectations, monitor engagement patterns, and provide structures that build strong, transparent relationships with families.</p>									
	Artefacts	<ul style="list-style-type: none"> UDL planning template Inclusive routine exemplars Visual classroom prompts Adjustment checklists 		<ul style="list-style-type: none"> Documented whole-school communication protocol 									
School priority 5	<p>Culture: To provide a safe, inclusive and conducive learning environment for all learners at Aspley East. We foster positive relationships and successful learning through consistent practices.</p> <p>By the end of 2026, an increase of 5% will be seen from parents, students and staff in response to the school opinion survey statement – ‘student behaviour is well managed’.</p>	<p>Monitoring <small>Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.</small></p> <table border="1"> <thead> <tr> <th>Term 1</th> <th>Term 2</th> <th>Term 3</th> <th>Term 4</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Term 1	Term 2	Term 3	Term 4						
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Strategy/ies	<ul style="list-style-type: none"> • Strengthen Tier 1 behaviour practices by implementing school-wide routines and expectations with fidelity to maintain consistency, predictability, and positive student behaviour across all settings. • Establish targeted Tier 2 interventions by creating a Tier 2 PBL Committee, collaborating with regional support staff, and using behaviour data, to guide decisions to reduce repeated behaviour incidents and increase student engagement & success. • Streamline whole-school behaviour responses by aligning processes, actions, and communication systems to ensure clear, timely, and consistent support for all students and staff. 	<ul style="list-style-type: none"> •
Actions: including Responsible role(s) <ul style="list-style-type: none"> • Provide training to enable ongoing use of Essential Skills for Classroom Management. • Implement consistent leadership expectations and processes for responding to student behaviour • Promote and celebrate examples of expected staff responses to student behaviour • Continue to enhance the PBL committee to: <ul style="list-style-type: none"> ○ Monitor SDA and OneSchool Incident data and evaluate progress ○ build teacher and EA capability to support all students. • Consistently share and promote PBL news to school community • Allocate resources for consistent PBL program implementation. • Review and build on play-time engagement opportunities • Create a Tier 2 PBL committee and work closely with regional support staff to begin Tier 2 implementation • Aim to fill token tubes every term and continue whole school celebration days 	Resources <ul style="list-style-type: none"> • Schoolwide behaviour expectations matrix and routines posters. • Consistent behaviour response flowcharts for staff (Tier 1 + Tier 2). • PBL Committee meeting templates, action plans, and data review tools. • Tier 2 PBL Committee materials, referral pathways, and decision-making frameworks. • Allocated staffing/time and resources to support sustained implementation. • OneSchool behaviour data reports and SDA analysis 	<ul style="list-style-type: none"> •
End of Year Success Criteria	Measures <p>Performance:</p> <ul style="list-style-type: none"> • Tier 1 Fidelity: 100% of classrooms implement agreed routines and ESCM practices as evidenced by two or more walkthroughs per term. • Behaviour Incidents: 15% reduction in repeat minor incidents (per 100 students) in identified hotspots compared to the same period last year. • Consistency of Responses: 100% of staff use the agreed behaviour response flowchart for minor/major incidents (validated via sample OneSchool entries and spot checks). • Positive Acknowledgement: Token tubes are filled each term; celebration days occur as scheduled with 100% student participation. • Play-time Engagement: 20% reduction in play-time problem spots where engagement options were introduced. <p>Behaviour</p> <p>Students can/will: Follow agreed schoolwide routines, demonstrate expected behaviours across settings, and engage positively with acknowledgement systems (e.g. tokens).</p> <p>Teachers can/will: Implement ESCM strategies and PBL routines with consistency, use behaviour data to guide decisions, and respond to behaviour following agreed schoolwide processes.</p> <p>Teacher aides can/will: Reinforce behaviour expectations, support students using agreed routines, and contribute to consistent implementation of Tier 1 and Tier 2 supports.</p>	<ul style="list-style-type: none"> •

		<p>Leadership team can/will: Model consistent behaviour response processes, monitor OneSchool and SDA data, and provide coaching, communication, and resources to strengthen whole-school PBL implementation.</p>		
	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Artefacts</p>	<ul style="list-style-type: none"> • School-wide Behaviour Expectations matrix • Behaviour Response flowcharts • Teir 2 Interventions plans 		

Reduction of red tape in day-to-day work, planning and processes include:

- Improve consistency of school-wide 'non-negotiable' operational practices and behaviour management response
- Continue to streamline meetings and communication methods
- Review and refine data collection schedule and methods
- Reduce administrative tasks for teachers (e.g. Excursion Planning, consent management, stationery ordering etc)



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

Principal  P&C/School Council  School Supervisor  03/03/2026