



2023 Annual Implementation Plan - Equity and Excellence in Action

Educational Achievement Priority 1

Increase the number of SWD achieving A, B and C grades in Australian Curriculum English.

Targets (maintaining current trajectory of improvement for all Aspley East Students. Year level working towards targets).

% SWD Achieving A, B or C English

Prep	80%*
Year 1	85%
Year 2	65%
Year 3	73%
Year 4	75%
Year 5	76%
Year 6	80%
Whole school mean	76% (71% in 2022)

	Leadership	Teachers	Support Staff	Students
Case Management and Faces on Data	Analyse and discuss students with disability (SWD) data and progress with teaching colleagues. Maintain SWD data sets and develop data walls for teachers to use.	Identify SWD marker students who will be the focus of professional dialogue. Participate in professional collaboration and case management with leadership and year level colleagues.	Appropriate and planned support for teaching colleagues and SWD in classrooms.	Understand and know progress level and next steps for learning
Visible Learning and Bump it Up Walls	Provide coaching, support, feedback, and advice. Ensure non-negotiables are displayed. During classroom visits, check SWD understanding of BIU walls.	Co-construct BIU wall which aligns with English curriculum. Ensure non-negotiables are displayed. Empower SWD to learn to use BIU wall effectively. Refresh and renew for each curriculum unit plan.	Appropriate and planned support for teaching colleagues and SWD in classrooms. Understand role of BIU wall as 3rd Teacher.	Understand and know progress level and next steps for learning. Co-construct BIU wall and use it as a reference point for improvement.
Collective Teacher Efficacy and Collaborative Planning	Provide resourcing and time for collaborative planning and professional dialogue. Participate in collaborative planning and professional dialogue	Actively participate in collaborative planning with colleagues. Collaboratively plan for effective delivery of Australian Curriculum with high quality differentiation and reasonable adjustments. Know the needs of SWD. Engage in all 4 stages of moderation to ensure consistency of delivery, assessment and teacher judgement.	Appropriate and planned support for teaching colleagues and SWD in classrooms.	Complete school work and assessment tasks. Take advantage of reasonable adjustments.

Educational Achievement Priority 2

All First Nations students achieve A, B or C grades in Australian Curriculum English.

Number of First Nation Students Achieving A, B or C English

Prep	3/3
Year 1	2/2
Year 2	7/7
Year 3	6/6
Year 4	4/4
Year 5	6/6
Year 6	2/2
Whole school mean	100% (84.3% in 2022)

Case Management and Faces on Data	Analyse and discuss First Nations data and progress with teaching colleagues. Maintain First Nations data sets and develop data walls for teachers to use.	Identify First Nations marker students who will be the focus of professional dialogue. Participate in professional collaboration and case management with leadership and year level colleagues.	Appropriate and planned support for teaching colleagues and students in classrooms.	Understand and know progress level and next steps for learning
Visible Learning and Bump it Up Walls	Provide coaching, support, feedback, and advice. Ensure non-negotiables are displayed. During classroom visits, check First Nation students' understanding of BIU walls.	Co-construct BIU wall which aligns with English curriculum. Ensure non-negotiables are displayed. Empower students to learn to use BIU wall effectively. Refresh and renew for each curriculum unit plan.	Appropriate and planned support for teaching colleagues and students in classrooms. Understand role of BIU wall as 3rd Teacher.	Understand and know progress level and next steps for learning. Co-construct BIU wall and use it as a reference point for improvement.
Collective Teacher Efficacy and Collaborative Planning	Provide resourcing and time for collaborative planning and professional dialogue. Participate in collaborative planning and professional dialogue. Support teachers to embed First Nations' perspectives into curriculum.	Actively participate in collaborative planning with colleagues. Collaboratively plan for effective delivery of Australian Curriculum with high quality differentiation and reasonable adjustments. Know the needs of all First Nation students. Understand and embed First Nations' perspectives into Curriculum Planning Engage in all 4 stages of moderation to ensure consistency of delivery, assessment and teacher judgement.	Appropriate and planned support for teaching colleagues and students in classrooms.	Complete school work and assessment tasks. Take advantage of reasonable adjustments. Attend school regularly.

Supporting Priorities

Culture & Inclusion; Wellbeing & Engagement

Teach Like A Champion (TLAC)

- All teachers are equipped with TLAC texts and resources. Three teachers completed TLAC 'Train the Trainer' Professional Learning.
- Regular opportunities for teacher professional dialogue and reflection throughout the year.

Positive Behaviour for Learning

- All staff will engage in professional development over the course of 2023 with Tier 1 Implementation scheduled for 2024.
- SET and EBS data to be collected.
- Engagement with Regional Coach.

Age Appropriate Pedagogies (AAP)

- Engage with Regional Expertise to support capability building in AAP

Trauma Informed Practices (TIP)

- Engage with Regional Expertise to support capability building in TIP.

Transitions to Prep

- Engage with Regional Expertise to support capability and improve transition program.

Endorsement

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

Principal:  School Council: 