



Aspley East State School

Strategic Plan 2016 - 2019



School Profile

Aspley East State School is a vibrant institution, committed to providing a supportive and challenging learning environment for all students. Together we strive to: communicate high expectations for student achievements; develop clear curriculum programs; provide access to a variety of learning resources; enhance our supportive school environment; report regularly on student progress and build strong and lasting partnerships with the wider school community in the interest of quality public education. The school supports inclusive practices, as exemplified by the operation of a Special Education Program for students with varying disabilities, including vision impairment, speech language impairment, autistic spectrum disorder and intellectual impairment. The School is one of a limited number of primary schools accredited to enrol long term, fee paying international students. These students add significantly to the cultural mix of the school and provide all students with an opportunity to appreciate cultural diversity. The school is situated in a tranquil and peaceful setting that is free from the distraction of busy roads and extraneous noise.

Vision

Reward for Effort

Values

- Safety
- Self Responsibility
- Respect
- Effort
- Cooperation

Improvement Priorities

Explicit Improvement Agenda

Success indicators				
1. Percentage of students achieving national Year 3, 5 and 7 reading, writing and numeracy minimal standards:				
- School target: 95% in all areas				
Percentage of students achieving in the top two bands of national Year 3, 5 and 7 testing:				
- School target: 50% all areas				
Strategies	2016	2017	2018	2019
Narrow the improvement agenda to have a sharp and narrow focus with targets and timelines that drives the work of classroom teachers.	✓	✓	✓	✓





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Improvement Priorities

Analysis and discussion of data

Success indicators

- Percentage of students achieving national Year 3, 5 and 7 reading, writing and numeracy minimal standards:
 - School target: 95% in all areas
- Percentage of students achieving in the top two bands of national Year 3, 5 and 7 testing:
 - School target: 50% all areas

Strategies

	2016	2017	2018	2019
• Ensure consistency in use of data to inform planning and curriculum adjustment. Develop teacher competency in data literacy.	✓	✓	✓	✓

A culture that promotes learning

Success indicators

- Percentage of students and parents/caregivers satisfied that they are getting a good education at school:
- Percentage of workforce engaged in professional development:
- Percentage of staff members satisfied with morale in the school

Strategies

	2016	2017	2018	2019
• Improve student attendance by developing a strategy for addressing non-attendance.	✓	✓	✓	✓
• Build a strong commitment to high expectations for students and teachers.	✓	✓	✓	✓

Targeted use of school resources

Success indicators

- SOS annually

Strategies

	2016	2017	2018	2019
• Ensure leadership roles are reviewed and clearly defined and known by all staff.	✓	✓	✓	✓
• Continue to review school programs.	✓	✓	✓	✓
• Ensure staff professional development is in line with the professional learning plan.	✓	✓	✓	✓
• Review the use of school facilities – computer lab and Annexe	✓	✓	✓	✓





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Improvement Priorities

Expert teaching team

Success indicators	2016	2017	2018	2019
1. Percentage of workforce engaged in professional development: 2. Percentage of staff members satisfied with morale in the school				
Strategies	2016	2017	2018	2019
• Build a systemic whole school approach to enhancing teacher capacity – high quality PD, coaching mentoring, supervision and feedback to build consistency in teaching practice.	✓	✓	✓	✓
• Develop whole school PD Plan to reflect School Improvement Agenda.	✓	✓	✓	✓

Systemic Curriculum Delivery

Success indicators	2016	2017	2018	2019
1. SOS annually				
Strategies	2016	2017	2018	2019
• Ensure curriculum is planned, overseen, vertically aligned with a clear focus on ACARA.	✓	✓	✓	✓

Differentiated teaching and learning

Success indicators	2016	2017	2018	2019
1. %age of staff utilising differentiated practices and planning formats				
Strategies	2016	2017	2018	2019
• Personalise learning through clear judgments based on data, effectively and consistently collected, recorded and analysed.	✓	✓	✓	✓

Effective Pedagogical Practice

Success indicators	2016	2017	2018	2019
1. SOS annually				
Strategies	2016	2017	2018	2019
• Review Teaching Framework to ensure a continued fit to ensure ownership.	✓	✓	✓	✓
• Develop teacher skills in curriculum planning and delivery of curriculum.	✓	✓	✓	✓





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Improvement Priorities

School and community partnerships

Success indicators

1. SOS annually

Strategies

• Make deliberate and strategic use of partnerships with families, local businesses, specific cultural groups and community organisations to access resources.

• Look for opportunities to involve parents in their children's learning.

	2016	2017	2018	2019
• Make deliberate and strategic use of partnerships with families, local businesses, specific cultural groups and community organisations to access resources.	✓	✓	✓	✓
• Look for opportunities to involve parents in their children's learning.	✓	✓	✓	✓

Endorsement

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

Principal

P and C / School Council

