

2022 Targets

Be a school of choice for our local community

One year progress for one year engagement

Increase the number of A's and B's in each learning area

Close to nation and like schools in national measures

Improve academic writing, reading and thinking in all content areas

Achieve 85% pass rates in 7-10 English, Mathematics and Science

90% Attendance

Maximise student ATAR and student pathway outcomes

How we are going to achieve these Targets?

Ready to learn, ready to work

- Organised, punctual and disciplined environment
- Wearing the school uniform with pride
- Demonstrate and practice Civility to create a relaxed and alert learning environment
- Demonstrate responsible digital citizenship

Visibly learning and teaching

- Use Art and Science of Teaching as our common language of instruction
- Strengthening the Core and Stretching the ALL
- Learning intentions, success criteria and feedback – WALT, WILF, TIB; Exemplars
- Explicit routines for
 - Feedback and formative assessment
 - Target setting
 - Learning and Memory strategies
 - Teaching reading, writing, thinking in content areas
- Teachers see learning through the eyes of students and students see themselves as their own teachers

Know what we have to do to improve

- Implement our developing performance framework using teacher learning as the focus of our improvement – we want to cause learning
- Know what one year of progress looks like
- Target setting and data analysis
- Feedback and Monitoring, formative assessment (teacher to student; student to teacher; school to home; home to school; line management and Developing Performance processes)

With a growth Mindset

- Use the common language of growth mindset
- Expect every learner in our school community to improve

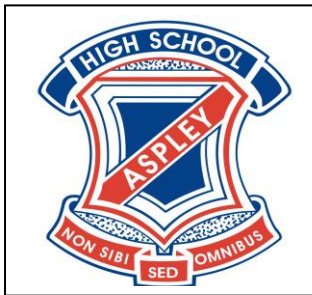
Our Learning Focus

Let's be clear, we

- are ready to learn, ready to work
- are visibly learning and teaching
- know what we have to do to improve.

With a growth mindset





Explicit Improvement Agenda 2021 – 2023
One year of progress for one year of engagement

Reading Writing and Thinking in content areas
 Feedback
 Learning and Memory Routines

Annual Implementation Plan 2022

Enacting our 2021-2024 Strategic Plan

School Context

Aspley High School is a comprehensive co-educational High School offering years 7-12 to approximately 1100 students. Our students are drawn from a range of suburbs in north Brisbane. Our students come from the full range of backgrounds – socio-economic, ethnic and familial. Student identified groups include gifted, indigenous and students with disabilities. Our parents and families are supportive of our school values and work with their children to uphold the values and beliefs of our school.

Our school values are Respect, Responsibility and Co-operation. These underpin all our work together. We believe:

- that it is the right of every student to have access to high quality learning and teaching in a disciplined environment
- in the responsibility of every student and teacher to strive to be the best they can be
- in a disciplined school learning environment where students wear the school uniform with pride

Priorities for 2022

Explicit Improvement Agenda (2021-2023)

Focus	Actions
Reading in content area	Explicit teaching, monitoring and feedback routines including SCORE, ASPIRE, CAT, TEEL, TAG, content area problem solving and thinking routines.
Writing in content area	
Thinking and problem solving in content area	
Formative assessment in content area	Routines to measure what progress is being made and what learning is being caused in classrooms.
Feedback routines from teacher to student	Content area formative feedback routines Student perception of teaching surveys
Feedback routines from student to teacher	Student wellbeing surveys Reporting on PC and Reading cycles
Student perceptions on teaching feedback	
Learning and memory routines	In content areas and Pastoral care explicitly teach: <ul style="list-style-type: none"> - Spaced and retrieval practice - Note taking - Use of graphic organisers - Best practice revision and study techniques

Core Priority – Reading

I4S: Strengthening the Core, Stretching the ALL	
Actions	Responsible Officer/s
Teachers use ASPIRE to demonstrate reading approaches	HODs and teachers
Teachers use vocabulary routines to improve academic vocabulary	HODs and teachers
Teachers explicitly teach SCORE and QAR and model ASPIRE	All teachers
Teachers use feedback from students to determine impact of teaching	All teachers
Co-teaching, mentoring, subject coordination supporting adjustments in English	HOD English
I4S: Reading Cycles and intervention year 7-9	
Actions	Responsible Officer/s
Reading cycles in English, Humanities and Science	HODs and teachers
Model practice and team teaching in subject areas	HODS and teachers
Collaboration on data and interventions	HODS and teachers
I4S: Common Language across the curriculum	
Actions	Responsible Officer/s
QAR,SCORE	All staff
ASPIRE, vocabulary routines, WALT, WILF, TIB, feedback routines	Teachers
Effective use of teacher aides	
Actions	Responsible Officer/s
Teacher aide running records	
Allocation of teacher aides based on need identified through targeted testing and planned intervention programs	

Core Priority: Writing

Strategy: Use explicit teaching strategies to improve academic writing	
Actions	Responsible Officer/s
Consistent use of academic writing placemat and explicit teaching	HODs and teachers
Consistent use of explicit writing strategies in each classroom	All teachers ,HODs
Academic genres and vocabulary explicitly taught in faculties	All teachers
Teachers participate in content area writing instruction PD	All teachers
Explicit teaching of writing Australian curriculum and SATE	All Heads of Department

Core Priority: High Quality Teaching Practice

Strategy: Enhance the professional learning and collaborative culture of our school	
Actions	Responsible Officer/s
Allocate time for staff observation and feedback with colleagues	HODS and ADMIN
Continue learning in the ASOT	HODS and ADMIN
Continue the line management structure to maintain focus on effective teaching and learning	HODS and ADMIN
Induct and support new staff in our instructional practice	HODs
Engage coaching support for new and beginning teachers	
Strategy: Engage in collaborative and cooperative teaching practices	
Actions	Responsible Officer/s
Use coaching and mentoring programs for staff including calibration, moderation, differentiation and adjustments	HODs
Continue to engage in productive professional learning through action learning and learning sprints	HODs and Admin
Use the strategies in the Aspley Active Learners support book	All teachers

Core Priority: Numeracy and Mathematics

I4S Strategy: Strengthening the Core	
Actions	Responsible Officer/s
Use explicit teaching lesson plan for new content	HOD and teachers
Use numeracy warm ups to practise and deepen knowledge	Teachers
I4S: Stretching the ALL	
Actions	Responsible Officer/s
Teaching instruction to extend the U3B	HOD Maths and teachers
Provide ability grouping in 8-10 to maximise student engagement, potential and achievement	
I4S: Data monitoring and Interventions	
Actions	Responsible Officer/s
Use data to collaborate on adjustments to teaching	HOD
Use data to collaborate on appropriate interventions and remediation	All mathematics teachers
Regular exam cycles to monitor student progress	
Use data to move students between ability groups and to inform subject selection	

Core Priority: Science

I4S: Strengthening the Core	
Actions	Responsible Officer/s
Use explicit teaching lesson plan for new content	All science teachers
Use vocabulary warm ups to improve academic vocab	
I4S: Stretching the ALL	
Actions	Responsible Officer/s
Teaching instruction to extend the U3B reading	All Science teachers
Differentiate classes to extend as appropriate	
I4S: Data Cycles and Interventions 7-9	
Actions	Responsible Officer/s
Use data to collaborate on adjustments to teaching	All teachers of Science
I4S: Increasing pass rates in year 7-10 Science	
Actions	Responsible Officer/s
Use primacy/recency strategies for new content	All Science teachers
Use vocabulary routines to improve academic vocabulary	
Strategy: Content area specific teaching of demands of academic writing	
Actions	Responsible Officer/s
Teaching the academic writing demands of the curriculum Monitor students' literacy progress and target teaching using data cycles Use teacher learning to cause learning in academic writing (e-write teams)	Teachers

Core Priority: English

I4S: Strengthening the Core – 7-10	
Actions	Responsible Officer/s
Use explicit teaching lesson plan for new content	All core English teachers
Use vocabulary warm ups to improve academic vocab	
I4S: Stretching the ALL	
Actions	Responsible Officer/s
Teaching instruction to extend the U3B reading	English teachers
Differentiate classes to extend U3B writing	
Create extension opportunities for the U3B	Head of Department
English subject coordinator in 8 and 9 to support differentiation for literacy interventions	Head of Department
I4S: Reading Cycles and Interventions – year 7-9	
Actions	Responsible Officer/s
Use data to collaborate on adjustments to teaching	LS teachers Subject Coordinators supporting adjustments and differentiation
Use data to collaborate on appropriate interventions and remediation	
I4S: Increasing pass rates in year 7-10 English	
Actions	Responsible Officer/s
Use primacy/recency strategies for new content	All English teachers
Use vocabulary routines to improve academic vocabulary	
Use feedback from student to check impact of teaching	All English teachers
Strategy: Content area specific teaching of demands of academic writing	
Actions	Responsible Officer/s
Teaching the academic writing demands of the curriculum Monitor students' literacy progress and target teaching using data cycles Use teacher learning to cause learning in academic writing (e-write teams)	HOD and teachers

Core Priority: Differentiation

Strategy: Provide learning support in a systematic manner	
Actions	Responsible Officer/s
Establish timetable to meet learning needs of at risk students	HODs and DP's
Foundation Mathematics with teacher aide support	Mathematics HOD
Support teachers in differentiation strategies in classrooms and assessment	Subject Coordinators Case Managers
Use dashboard and student profile data effectively	Teachers and HODs
Use software to diagnose, differentiate and develop mathematics foundation students	HOD Mathematics
Extend Case Management for students as required (SENSORY, PHYSICAL, COGNITIVE, SOCIAL/EMOTIONAL WITH LEARNING NEEDS)	DP
Strategy: Succession planning for expertise required to support programs of differentiation.	
Actions:	DP and BM
Recruit staff with appropriate braille/tactile production skills to maintain the level of service required for VI coding and for transition to SATE	DP and BM
Continue to develop coaching and co teaching to increase confidence in differentiation	DP and teachers

School Priority: JUNIOR SECONDARY

Strategy: Consistent teaching across classrooms	
Actions	Responsible Officer/s
Implement supervision model to assure consistency of teaching	HODs and teachers
Build collaboration and coaching in the team	HOD JS and teachers
Deliver the consistent lesson structure for junior secondary classes	HOD JS and HODS
Strategy: Working with local primary schools to create learning partnerships	
Actions	Responsible Officer/s
Enhance Arts Excellence Day	ARTS HOD
Continue and extend Science partnerships with local primary schools	HOD SCI
Continue the Aspley Eagles Soccer development links across primary schools	HOD HPE/KNOXNA
Connect with our local schools around our specialist programs	JS HOD
Strategy: Stretching the ALL – U3B	
Actions	Responsible Officer/s
Continue the delivery of FIRE UP programs across junior secondary	JS HOD
Engage faculties in delivery of G & T events in content areas	HODs

Core Priority: Stretching the ALL across the school

Strategy: Recognise and encourage academic achievement and engagement	
Actions	Responsible Officer/s
Continue the Academic Achievers program including excursions and assembly recognition	HOD MATHS
Continue the implementation of the Learning Cup	HOD MATHS
Strategy: Strengthen programs of entry	
Actions	Responsible Officer/s
Consolidate the school entry programs – SPAR-c, TIPs and vocal entry	JS HOD/JS DP/ARTS HOD
Strengthen the strings and vocal across our school	ARTS HOD

Core Priority: Attainment

Strategy: Increase the expectancy for achievement for all students	
Actions	Responsible Officer/s
Target setting and monitoring targets	ALL teachers and students
Strategy: Maximise ATAR outcomes for year 12 external exams	
Actions	Responsible Officer/s
Teaching practice – explicitly teach Cognitive Verbs and communication of analysis in content areas	Heads of Department; QCE teachers
External exam preparation appropriate to content area	ATAR teachers
Learning and memory routines	All teachers
Strategy: Improve year 10 Levels of Achievements in Core	
Actions	Responsible Officer/s
Teaching practice – Strengthen the Core	Mathematics, English and Science HODs
Year 10 work experience and engagement programs	DP, SS HOD and teachers
Strategy: Improve pass rate in all subjects	
Actions	Responsible Officer/s
Teaching practice – Strengthen the Core	All teachers
Strategy: Engage students and families in managing pathways and meeting goals	
Actions	Responsible Officer/s
Interviews for at risk QCE and VET	SS HOD/DP/HOY
Interviews for ATAR TRACKING	
Monitor progress in new QCE	

Core priority: Attendance

Strategy: Monitor and intervene in Junior Secondary (7-9)	
Actions	Responsible Officer/s
Monitor student attendance	All teachers
Intervene with at risk students	DP; HOY
Strategy: Monitor and intervene in Senior Secondary (10-12)	
Actions	Responsible Officer/s
Monitor student attendance	All teachers
Intervene with at risk students	HOY and DP's
Set clear expectations of 90% attendance to engage in year 11/12 milestones	DP and HOY
Extend the school year to include weeks 9 and 10 TERM 4 for at risk students	DP and PRINCIPAL

Core Priority: Closing the Gap in attendance and outcomes of indigenous and non-indigenous students

Strategy: Mentoring and monitoring of indigenous students	
Actions	Responsible Officer/s
Academic and wellbeing monitoring	Heads of Year
Engaging R/CEC in supporting at risk students	Support Team
Supervise the scholarships programs across our school	DP and HOYs

Core Priority: Systematic moderation of school based assessment 7-10 to ensure consistency and reliability of assessment

Strategy: Faculty has robust and effective moderation procedures	
Actions	Responsible Officer/s
Each faculty has documented moderation and calibration processes	HODS/DP's
Collaborative and collective moderation processes are included in faculty meetings and learning communities	HODs/DP's
Teachers are committed to improving their knowledge of quality assessment and standards through moderation procedures	HODs/DPs

Core Priority: School Culture

Strategy: Creating a sense of belonging and safety through wearing the school uniform to a high standard	
Actions:	Teachers, HOYs and leadership team
Confirm the current dress code with families through P and C and parent engagement	Principal, P and C and School Council
Increase vigilance and supervision of uniform standards to and from school as appropriate.	Principal and DP's
Enforce the Occupational Workplace Health and Safety expectations of the dress code including hats, shoes, hair and shirts. Provide alternative curriculum materials until the breach has been resolved.	Teachers, Heads of Department, HOYs and leadership team
Raise standards and expectations through positive reinforcement of uniform compliance including recognition for outstanding presentation and uniform compliance. Investigate an engaging "reward" system that is age appropriate.	Heads of Year and leadership team
Provide students with uniform items or adjustments as required to support their sense of belonging and safety	Heads of Year, Support staff and leadership team
Establish protocols and procedures (in the student code of conduct review) for uniform and dress code breaches that uphold high standards and expectations and reflect the community expectation that Aspley students wear the school uniform with pride.	Student code of conduct writing team
Strategy: Engage new students and staff in the culture of improvement and high expectations	
Actions	Responsible Officer/s
Engage and induct new students in the language of improvement	DP/HOY/GO/TEACHERS
Establish new routines for induction and enrolment process for new students	HOYS
Engage new staff in the language of improvement	HODS/DP/PRINCIPAL
Continue to develop new staff understanding of language of improvement through professional learning	HODS Leadership
Strategy: To continue to develop the positive behaviour culture of our school	
Continue to enhance the co and extra curricula programs to support a positive school culture	HOYs Leadership team
Continue the programs of support including Chaplaincy, Youth Support Coordinator, Community Education Counsellor and Events support	Principal
Continue to develop teams of students to mentor and support students with particular needs e.g. multicultural, disability, learning needs, Big Brothers and Sisters	HOY, HOSES, HODs
Extend the Duke of Edinburgh and leadership programs	DP 3

School Priority: Become a school of choice for our local community

Strategy: Develop quality communication and marketing strategies for our local community	
Actions	Responsible Officer/s
Engage support for the continued engagement in local events	Events Manager Arts teachers
Connect to and engage with past students to build community and mentoring for current students	Principal P and C Events manager
Strategy: Increase parent participation in our school	
Actions	Responsible Officer/s
Junior Secondary parent interface	DP
Parent Tours, Twilight Tours, Family Sunday and Master Classes	PRINCIPAL DP JS HOY/HOD
Continue Parent Ambassador program	PRINCIPAL
Establish parent groups to provide feedback on programs and signature programs as required	PRINCIPAL, P and C and School Council
Strategy: Enhance and document our specialist programs and offerings	
Develop and streamline the PDP program	HOY
Document our extension and enrichment programs – FIRE UP, ALL	JS DP/JS HOD/HODS
Introduce GAP and A+ program	HOD HPE

School Priority: Technology

Strategy: Extend BYOx to all students in the school	
Actions	Responsible Officer/s
Progress BYOx program to all students	BM/TECH/DP 2
Lead the pedagogical integration of ICT's through curriculum	HODS and teachers
Further the e-learning and technology learning for all subjects	HODS
Establish a "hire school device" for 2023	BM

School Priority: Senior Secondary

Strategy: Implement the second year of New QCE	
Actions	Responsible Officer/s
Plan, prepare and deliver exam block program to support maximum academic achievement, wellbeing and celebration	HOY, HOD, SP SS
Engage in learning QCAA and clusters	HODs and teachers
Engage in collaborative practices to reflect on the required changes in curriculum in year 7-10 to improve the transition into the senior phase	HODS and teachers
Strategy: Build student, parent and teacher capacity in ATAR assessment competence and confidence	
Actions	Responsible Officer/s
Utilise e-learning platforms to consolidate new content learning, submit assessment and to give feedback on learning	HODs and teachers
Support the new teachers in new subjects	HODs
Engage e-learning platforms to support new content	Teachers
Explicitly teach the six strategies of good learning to all students	HOY/ teachers

School Priority: Managing QCE

Strategy: Operationalise plans for managing increased cohort sizes in senior secondary	
Actions	Responsible Officer/s
Review Senior Hub procedures over time	DP and SS HOD
Streamline processes of reporting, intervention and retrieval	HOD Senior Schooling/HODs
Prepare the end of year program to support learning and wellbeing	HOY/DP

School Priority: Growing the International Student Program

Strategy:	
Actions	Responsible Officer/s
Continue the engagement of the ISP and Homestay Coordinator position	BM/PRINCIPAL
Introduce study tours to school offerings	ISP/HOMESTAY BM

School Priority: Alignment of policies and procedures

Task: Update policies and procedures	
Actions	Responsible Officer/s
Training and learning in behaviour, wellbeing and SDA processes	DP's
Write and implement complaints management procedure as per policy	BM Principal

School Priority: Planning and managing growth of our school

Strategy: Review the allocation of HR across all aspects of school	
Actions	Responsible Officer/s
Audit the teaching and non-teaching allocations against sources of funding and outcomes	LEADERSHIP TEAM
Strategy: Monitor, review and enhance relocation of services	
Actions	Responsible Officer/s
Continue to observe impacts of relocation of services on quality of delivery	Principal
Establish threshold expectations for non-teaching staff levels of confidence and competence in new technologies, platforms and tools. Train staff to meet the minimum. Expect and check.	Principal Business Manager

School Priority: Facilities and grounds

Strategy: Improve the management of facilities and grounds across the school	
Audit work flow of Schools Officers to improve delivery of services	BM
Establishment of work plans for school officers	BM
Establish a check and inspect routine for cleaning and maintenance	BM Facilities
Transition to hiring agreements	BM Facilities

Focus, review and transition areas for 2022

- Learning and teaching through the pandemic
 - Keep the focus on engagement of staff and students to make progress to our improvement agenda
 - Maintain order and discipline through disruption to teaching and learning
 - Support the use of online materials to manage continuity of learning and teaching through the pandemic
- Delivery of specialized student support, NCCD and case management
- School bell times, start and finishing times.
- Reporting procedures 2022 and beyond
- Non- teaching staff allocations, training and workflow