

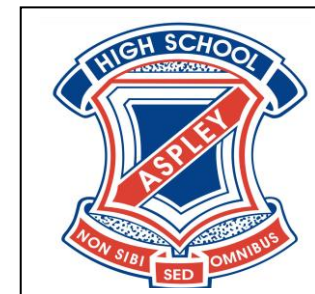
Explicit Improvement Agenda

One year of progress for one year of engagement

Reading Writing and Thinking in content areas

Feedback

Learning and Memory Routines



Annual Implementation Plan 2024 Enacting our 2024-2027 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

Contents:

1. Explicit Improvement Agenda – teacher work focus
2. Whole school targets
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4. Routine practices and actions for 2024
5. (Appendix attachment) Data Plan 2024

1. Explicit improvement agenda. Teachers enact our EIA through the routines of Placemat/dashboard and Teaching Sprints. Heads of Department supervise teacher performance.

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. Content area formative feedback routines Student perception of teaching surveys Student wellbeing surveys Reporting on PC and Reading cycles
Feedback routines from teacher to student	
Feedback routines from student to teacher	
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 study techniques

2. Whole School Targets 2024

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
 Increase pass rates in 7-10 English, Mathematics and Science
 90% Attendance
 Maximise student ATAR and student pathway outcomes

3. Targeted focus areas for 2024

Community A school of choice for our local community

Strategy	Actions	Targets/Outcomes	Who
Extend, consolidate and strengthen the co and extra curricula, tutorial and specialist programs.	Design program and select the inaugural cohort for the Music Academy Strengthen entry procedures for specialist programs	Semester 2 Music Academy launch Published timelines for auditions and confirmation of enrolment	HOD Arts Head of Football HOD JS
Allocate appropriate human and physical resources to support the school signature events and programs	Engage community, industry and local professionals to support and extend our programs.	Co and extra curricula events and programs engage external supports for development and delivery	HOD Arts Head of Football HOD JS
Support the focus programs	Football Academy Music Academy Vocal Excellence Band and Performance Mentoring Musical/A Factor	Dance Performance Team Visual Art Strings/instrumental SPARc Tutorials	
Grow the International Schools Program	Host an international Study Tour	Incremental growth in ISP enrolments Consolidate homestay supply	Principal BM HS Coordinator
	Conduct New Zealand Ski Trip	Safe delivery of ski trip	Sparks
	EOI Football Tour 2025	Sustainable numbers for 2025	Knox
Continue to develop connections with our First Nations families and community to supporting learning and achievement	Engage community members to work with our students	Increased community engagement with students	DP HOY
Renew governance processes to modernise parent engagement in Parents and Citizens Association.	Executive services to support parent volunteers and meet legislative requirements.	Increased engagement in P and C	Principal

Culture Our learning and teaching climate and culture is safe, inclusive and disciplined where everyone applies a Growth Mindset and Civility to learning, teaching and wellbeing.

Strategy	Actions	Targets/Outcomes	Who
Collaboratively develop an agreed vision for inclusive education with aligned systems and processes to inform staff capability in supporting the learning needs of all students.	Assess impact of funding changes on the scope and capacity of operationalizing a sustainable system	Draft plan completed by term 2 2025	DP Inclusion/HOD
	Continue to develop teacher skills in quality differentiated teaching and support teachers' skills in planning and teaching for substantial and above	MPL used to implement procedures for adjustment and record keeping	
Implement Away for the Day procedure	Establish routines for classroom and playground	High levels of satisfaction for the implementation of the procedure	All Staff

Learning and Teaching One year of progress for one year of engagement – for everyone

Strategy	Actions	Targets/Outcomes	Who
Continue to expect, check and inspect attendance	<ul style="list-style-type: none"> Continue routines for managing student attendance (class attendance through to school engagement) Case managed at risk students are supported by HOY's and HOSS. 	<ul style="list-style-type: none"> 90% target for whole school Individual at risk student targets set and met 	Leaders Teachers
Continue to develop the workforce to improve the culture of capability development	<ul style="list-style-type: none"> Develop whole school practices for observation and feedback Supervise through line management, the APR process and timelines 	<ul style="list-style-type: none"> Proposed process to LCC by Term 1 2025 100% of staff have completed the APR process in timelines set 	DP/HOD/HOY Teachers/BM Line Managers
Embed EIA practices in daily teaching	<ul style="list-style-type: none"> Student and faculty targets set and monitored for LOA, IA and EA Teacher learning in pedagogical practices through MPL, Learning Sprints, SFD, Hubs Develop a student version of the strategies placemat Provide student intervention programs including tutorials 	<ul style="list-style-type: none"> Relative gain 7-9 above like schools close to nation in reading, numeracy and writing Increase numbers of A's in year 7-10 as per faculty targets 85 % A-C across 7-10 Faculty targets for improvement in Internal and External assessment met 	DP/HOD/HOY Teachers Tutors/Teachers/Teacher Aides
Develop agreed data analysis practices for teachers and leaders	<ul style="list-style-type: none"> Review current data analysis practices Engage data officer to support streamlined access to relevant data 	<ul style="list-style-type: none"> Proposed process to LCC by Term 1 2025 Increased teacher and leader interaction with data sets 	Leaders teachers BM
Continue to review curriculum offerings and plans	<ul style="list-style-type: none"> HODs respond to recommendations in school review as planned Teachers and leaders engage in learning in version 9 and updated syllabus as required 	<ul style="list-style-type: none"> Faculty responses to review targets set and met 	DP/HOD Line Management

4. Routine practices and Actions for 2024

Teachers – Placemat, Learning Sprints to enact the EIA

Priority	Focus	Action	Responsibility
Community	First Nations	View all school programs through the lens of improving outcomes for First Nations students	Staff
Community	ALL	Continue the Academic Achievers program including excursions and assembly recognition	Atkinson
Community	ALL	Deliver SPAR-c, FIRE UP and EMBERS	JS HOD
Community	ALL	Consolidate the school entry programs – SPAR-c, Football and vocal entry	HOD
Community	ISP	Recover ISP including Homestay and Study Tours for 2024	BM PRINCIPAL
Community	ARTS	Enhance specialist programs to maintain engagement	HOD
Community	ARTS	Build the Dance program of enrichment	Rache
Community	Transition	Implement programs of induction for local primary schools	DP HOY
Community	Community	Parent and Twilight Tours, Family Sunday and Master Classes	Leadership
Community	Transition	Continue and extend Science partnerships with local primary school	Major
Community	Behaviour	Reset routines around civility and relaxed alert classrooms	DP HOYS
Community	Behaviour	Reset routines on responding to violence and aggression	DP HOYS
Community	ALL	Strengthen the strings and vocal programs across our school	Flohr
Community	ALL	Continue programs of extension e.g., Problem solving	Atkinson
Community	ARTS	Continue selective entry programs	HOD
Community	ALL	Introduce Music Academy	HOD
Culture	Technology	Explicit teaching of appropriate learning behaviours using technology	All teachers
Culture	Technology	Explicit teaching of responsible digital citizenship	teachers HOYS
Culture	Technology	Manage the effective use of technology for learning in classrooms	Teachers
Culture	Differentiation	Transition from scribes to assistive technology	All content areas
Culture	Differentiation	Streamline AARA procedure to build student independence	HOD INCLUSION DP HOD INCLUSION
Culture	Differentiation	Develop effective professional relationships between support teachers and content area specialists	HOD
Culture	Science	Content area specialist teachers supporting differentiation	HOD
Culture	HPE and SPORT	Continue to develop sustainable approaches to Sport	HOD
Culture	HPE and SPORT	Build House Spirit using Captains and key teachers to engage in whole school culture	HOD
Culture	HPE and SPORT	Continue Aspley Football Academy	HOD KNOX
Culture	ARTS	Musical	
Culture	Junior Secondary	Tight classroom properties with IPAD use	JS HOD Teachers
Culture	Junior Secondary	Focus on Bookwork	Teacher

Culture	Transition	Academic and wellbeing monitoring across transitions	DP HOY Support Team
Culture	Transition	Monitor First Nations transitions	Leadership
Culture	Attendance	Monitor approved absences through "check in" calls	DP
Culture	Attendance	Differentiate intervention approaches for at risk	DP HOY Support Team
Culture	Attendance	Monitor First Nations	DP HOY Support Team
Culture	Engagement	Student leadership, DOE, PDP, Sleepover, BBS	DP HOY
Culture	Engagement	Continue extra-curricular programs supporting a positive school culture	Miller
Culture	Engagement	Continue programs of support - Student Support Officer; Head of Student Services, Chaplain, HOD	Miller
Culture	Transition	Inclusion, Event Coordinator	Miller
Culture	Transition	Establish routines for the enrolment of new student to induct effectively	Sparks
Culture	Uniform	Enforce the OWS expectations of the uniform	Teachers
Culture	Uniform	Increase vigilance in monitoring of school uniform	DP HOYS
Culture	Behaviour	Away for the Day implementation	DP HOYS
Culture	Operations	Recruit staff with braille and other skills to deliver coded programs	BM Houghton
Learning	Reading	Routines - ASPIRE, vocab, SCORE, QAR used in classrooms	Teachers
Learning	Thinking	Feedback - to determine impact of teaching	Teachers
Learning	Reading	Reading Cycles in English, Humanities, Science	JS HOD teachers
Learning	RWT	Routines - Utilise data plan to inform practice and planning	All staff
Learning	Writing	Routines - teach academic writing, genres and vocabulary	All content areas
Learning	Learning Memory	Routines - teach six strategies for learning	All content areas
Learning	Differentiation	Establish timetable to meet learning needs of at-risk students	HOUGHTON
Learning	Differentiation	Structural differentiation in Mathematics with teacher aide support	SPARKS
Learning	Differentiation	Transition ICP classes, support teachers and NCCD processes	Atkinson Sparks
Learning	Differentiation	Consolidate support for students as required (sensory, physical, cognitive, social/emotional with learning needs)	Houghton
Learning	Differentiation	Continue to develop coaching and co teaching to increase confidence in differentiation	All content areas
Learning	Differentiation	Target personalised learning in content areas	All content areas
Learning	Curriculum	Review subject offerings	HODs
Learning	Curriculum	Develop targeted sets of data to support better teacher judgements in content area	HOD, Data Support
Learning	Curriculum	Develop appropriate faculty targets	HOD
Learning	Teacher engagement	Continue learning in the ASOT – HUBS, MPL and PLC	Principal
Learning	Teacher engagement	Continue to engage in productive professional learning through action learning and learning sprints	Teachers
Learning	Teacher engagement	Continue to engage in professional learning through lesson observations	HODs

Learning	Teacher engagement	Utilise Coaching and mentoring as appropriate for content areas	HODs
Learning	Teacher engagement	Teachers participate in appropriate moderation, calibration processes	HODs
Learning	Maths and Numeracy	Utilise structured differentiation to deliver 8-10 curriculum	HOD DP Timetable
Learning	Maths and Numeracy	Provide structured mathematics tutorials	HOD
Learning	Maths and Numeracy	Use profile sheets and LOA data to track effectiveness of transitions from year to year (7-8; 8-10; 10-11)	HOD
Learning	Maths and Numeracy	Use profile sheets and LOA data to place students and guide subject selection Allocation of teacher aides based on need identified through targeted testing and planned intervention programs	HOD BM
Learning	Maths and Numeracy	Support student attainment in numeracy	BM
Learning	English and Literacy	English subject coordinator in 7-9 to support differentiation for literacy interventions	Sup Teach Num
Learning	English and Literacy	Continue to develop subject area teams to enhance teacher precision	HOD
Learning	English and Literacy	Use e-write to support improvements in writing	HOD
Learning	English and Literacy	Support student attainment in literacy	HOD
Learning	Science	Differentiate classes for transition to senior secondary	HOD
Learning	Science	Focus on Bookwork and appropriate learning behaviours with technology 7-10	HOD
Learning	Science	Explicit teaching academic writing skills	HOD
Learning	HUMS	Focus on Bookwork	HOD
Learning	ARTS	Teaching for retention the key content knowledge of the Arts	HOD Teachers
Learning	ARTS	Build student engagement in Media	Teachers JS HOD Teachers
Learning	Junior Secondary	Year 7 Mathematics line of sight to next phase of learning	HOD
Learning	SS/VET	Classroom routines and procedures for safety	Teachers
Learning	SS/VET	Checkpoints for student assessment	Teachers
Learning	Attendance	Extend school year to include weeks 9 and 10 for those at risk	DP HOY
Learning	Attainment	Target setting and monitoring targets	Teachers
Learning	Attainment	Review and enact school data plan	All staff
Learning	Attainment	Explicitly teach cognitions for syllabus	Teachers Teachers, DP, HOD, HOY
Learning	Attainment	Student tracking - QCE and ATAR	Teachers, DP, HOD, HOY
Learning	Attainment	Student tracking - LOA/NAPLAN	Teachers, DP, HOD, HOY
Learning	Attainment	Transition assessment to prepare students for EA	HODs Teachers
Learning	Attainment	Provide content area tutorials and Homework Club	HODs, HOY, DP
Learning	Attainment	Continue Academic Achievers Program	Atkinson
Learning	Attainment	Consolidate Academic Mentoring	Miller
Learning	Attainment	Year 9 Careers Day and Year 10 Work Experience	Butwell

Learning	Attainment	QCE Student tracking - numeracy and literacy	Hopes
Learning	Attainment	Monitoring First Nations	Miller
Learning	Operations	Improve the work flow of Schools Officers	BM Facilities
Learning	Operations	Recruit staff who are able to provide specific support for high challenge mathematics	Principal
Learning	Data Plan	Appoint a data officer to support provision of timely data	Principal

5. Data Plan (appendix)



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