

Aviation High School Annual Implementation Plan 2026

Educational achievement

Belonging and engagement



School priority 1	School priorities are an aspiration or goal for improvement. Project Zero Thinking - Teacher Mindset- 0.62 (Hattie)	Monitoring See website for colour coding of Strategic Plan 2026-30	School priority 2	Strategy- Teaching and Learning-(Explicit Feedback- 0.82) <ul style="list-style-type: none"> Moving students in their learning by more than a year's growth Students reflecting on their learning behaviours Students reflecting on their learning of the content/curriculum Teacher Efficacy through explicit pedagogy 	Monitoring See website for colour coding of Strategic Plan 2026-30
		Term 1 Term 2 Term 3 Term 4			Term 1 Term 2 Term 3 Term 4
Link to school improvement strategy:	Focus on student dispositions – the Aviation High Graduate Meta cognitive processes students can identify Teachers as thinkers		Link to school improvement strategy:	Build collective teacher Efficacy through improved pedagogical practices- underpinned by Coaching and Best Practice AARMA: Growing Future-Ready Learners (Awareness/ Acceptance/ Regulation/Motivation/Accountability- Mindsets)	
Strategies	<ul style="list-style-type: none"> Build strategy banks for teachers to develop thinking in the classroom Student learning journals – tracking student thinking Consistency of language Embedded developed questioning frameworks – QAR, Types of questions, Q-Matrix Cognitively complex tasks Develop errors in reasoning Meta cognitive WALT & WILF structures.Strategies are evidence and data-informed approaches to achieve the priority. 		Strategies	<ul style="list-style-type: none"> Embed Values of Inquiry for feedback Feedback / reflection- developing a shared understanding and Aviation High's feedback model through Best Practice Work with staff / T&L and HODs to embed model for Jim Knight- Impact Cycle Knowing what we know now, how do we continue to embed high yield reflective and evaluative practices / strategies into our teaching and coaching processes? How are we measuring this? <p>AARMA (better me)</p> <ul style="list-style-type: none"> Ensuring clear expectations to students on the importance of self-reflection as a 21st century skill and a key to personal success Establish an inclusive culture where students have ownership and can track their learning to improve outcomes. First Wellbeing lesson AARMA is introduced Subsequent lessons AARMA mindsets used in Warm Up activities Plan for implementing into curriculum classes Accolades for staff and students 	
Actions: including Responsible role(s)		Resources	Actions: including Responsible role(s)		Resources
COLTS- NASOT/ Fleming (classrooms in action) HODS- Coaching/ Thinking/ Feedback/ Partnerships/ WTB DPs -Data/ Inclusivity/ First Nations		Writers Toolbox /Harvard University and Leading Humans Michelle Lock- NASOT Dr Janelle Wills	COLTS- NASOT/ Fleming (classrooms in action) HODS- Coaching/ Thinking/ Feedback/ Partnerships/ WTB DPs -Data/ Inclusivity/ First Nations/ AARMA (student dispositions)		Writers Toolbox /Harvard University and Leading Humans Michelle Lock- NASOT Dr Janelle Wills

End of Year Success Criteria	Measures	<p>Performance: Effective teaching practices Targets-2026</p> <ul style="list-style-type: none"> As =>35% A + B => 75% D, E, NR < 10% <p>Strategies – Every student can be successful</p> <ul style="list-style-type: none"> Implementation of Aviation High School explicit teaching model – NASoT and Fleming - WALT; WILF; TIB; Warm-ups; I Do; We Do; You Do it together; You Do it alone; Reflection and feedback. Effective feedback for students including - student classwork; individual progress; assessment (pre-testing, formative and summative); criteria expectations; written and oral feedback; strategies to improve learning outcomes negotiated with students. High expectations with targets set for every student based on data – Case Management: - use One School/ Track ED to analyse data; all students set personal targets for every subject; teachers set targets for students for each subject and discuss and negotiate with students; students know rank in class and discuss strategies to improve performance; parents are provided with feedback on student achievement of goals All teachers negotiate targets with HODs Differentiation applied to all students in all learning areas by all teachers – use data on students to tailor learning experiences; provide regular feedback in a variety of forms to support student learning; use a variety of teaching focuses (strategies) to match different learning styles Peer Mentoring/Coaching practices to be implemented to encourage professional learning to improve teaching practices. 	End of Year Success Criteria	Measures	<p>Performance:</p> <ul style="list-style-type: none"> Focus on student dispositions- Perseverance, Reflection, self-motivation, - to raise the U2B Build student self-reflective skills as life-long learners, feedback to self Ensure rise in academic results due to improved Effort, Behaviour and Curriculum knowledge reflection, self-feedback Ensure that there is a whole school efficacy, due to common language over all curriculum areas Improvement in Effort and Behaviour will ensure students reaching their potential; a rise in achievement data- feedback to self for self-awareness and improvement in results Raise the results due to the rise in Industry and Concentration in class Align to curriculum with VOI and Cognitions Curriculum content knowledge will pinpoint to students where they need extra support- self referral to tutoring and asking questions for clarification Feedback to self- independent learning- self regulators; expert learners
		<p>Behaviour A culture that promotes learning in every classroom: Targets</p> <ul style="list-style-type: none"> 10% reduction in School Disciplinary Absences (SDAs) 10% reduction in behaviour referrals 20% increase in Positive Behaviour entries <p>Strategies – Every minute of every lesson counts</p> <ul style="list-style-type: none"> Clear focus on positive belief in each student – ongoing feedback to support growth Consistent school wide routines for all classes – Being on time to class; being prepared for class; identifying lesson goals; respect the learning environment. (Teachers must model these routines before students will do them.) Teachers focus on knowing your students –Case Management, individual conversations; gather data using One School Dashboard; build relationships through mutual respect; students are people first Build student leadership – opportunities for students to lead in classrooms, leadership positions in all junior classrooms Parent/Teacher Relationships – building on partnerships with parents to promote learning- sharing learning goals with parents; engage parents in the child’s learning; ask parents for feedback; parents informed regularly on student progress; no surprises in report cards (parents must be made aware of a less than satisfactory result); communication through planners; emails; phone calls; parent-teacher interviews. 			<p>Behaviour</p> <ul style="list-style-type: none"> Professional self -reflection, supportive teams, collegial coaching and mentoring in the implementation of the NEW ASOT- writing, thinking and feedback Lead teachers to mentor and support new and beginning teachers- best practices and experiences Priorities in developing coaching, mentoring and explicit feedback to staff and ultimately students- use of Leading Humans/ Impact Cycle ICT breakfast Hub Writers Toolbox sessions demonstrated at Staff briefings- weekly Staff Best Practice demonstrated at Staff meetings- fortnightly <p>AARMA:</p> <ul style="list-style-type: none"> Consistently identified by employers and industry as essential qualities Strongly linked to personal and professional success Not fixed traits -they are skills that can be explicitly taught, practiced, and strengthened in our students Most useful for their futures

Passion for Aviation High School
(OSMR) Our School My Responsibility

Vision 2023 - 2030

Feedback - 0.82 ES
ASOT Design Question 1 & 2:

- Multiple modes of feedback (between student, teacher and parent)
- Data Tracking
- Learning Apps

Future Pathways
Aviation Careers
Further Education
Work Experience
Alternate Pathways

Thinking - 1.29 ES
ASOT Design Question 4 & 5:
We are all thinkers — as individuals and as a collective

- Questioning Techniques (Types of Questions + QAR)
- Thinking moves to build understanding (8 moves)
- Learning is an outcome of thinking and occurs at the point of challenge

School Priorities

Targets - 0.6 ES

- 35% A
- 75% U2B
- 96% A-C
- 10% down SDAs
- 95% attendance

Data & U2B

- Case Management
- NCCD
- Writing
- NAPLAN

Consistency - 1.44 ES

- Classrooms in Action (Fleming Model)
- ESCMs
- High Expectations
- Student Management

Inclusion & Differentiation - 0.61 ES

- Student Support
- Adjusted Assessment
- Faculty Differentiation Strategies
- Club/Extra Curricular/Tutoring

Coaching - 1.01 ES
JIM KNIGHT - Impact Cycle

- Video
- Leading Humans
- Coaching Groups

Pedagogy - 0.57 ES

- ASOT

Best Practice - 1.34 ES

- Sharing and Collaboration
- Collective Efficacy

Culture is Teacher Mindset - 0.62 ES

- Growth
- Professionalism
- Respect
- Thinking / Challenges

- Collaboration
- Learning
- Acceptance
- Value

- Modelling
- Learning Community
- Collegiality
- Relationships

Integrity

- School Values
- Learning
- Communication
- Wellbeing
- Student Graduate

Respect

Our School

My Responsibility

Accountability

- SCHOOL SPIRIT
- COMMITMENT
- DISCIPLINE
- LEADERSHIP
- RESILIENCE
- DECISION MAKING
- TIME MANAGEMENT

Motivation

- FEEDBACK
- MODELLING
- PEER MENTORING
- PROBLEM SOLVING
- COLLABORATION
- REFLECTION & ACTIONS
- CRITICAL & CREATIVE THINKING

Regulation

- GOALS
- MINDSET
- FEELINGS
- MOTIVATION
- ENGAGEMENT
- MORAL COMPASS
- COMMUNICATION

Awareness

- CURIOSITY
- DIVERSITY
- ENVIRONMENT
- INDEPENDENCE
- REASONING
- DECISION MAKING
- EMOTIONAL INTELLIGENCE

Acceptance

- ROUTINES
- ETIQUETTE
- INITIATIVE
- PERSISTENCE
- PUNCTUALITY
- RELATIONSHIPS
- MULTICULTURALISM

Passion for Aviation High School

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

There is an expectation that during school terms the average hours per week for a teacher is approx.42 hours. Face to face teacher time with students is approx. 25 hours. We support our staff in utilising this to for

PD, curriculum preparation, marking, wellbeing, tutoring, clubs (music, sports and Aviation) staff meetings and staff briefings. No teacher works more unless they volunteer.

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

