



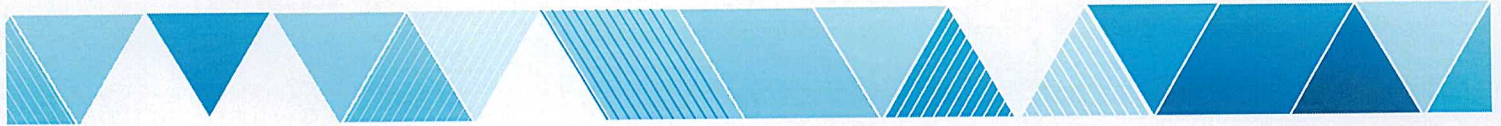
# Aviation High School Annual Implementation Plan 2025

## School Improvement Priorities 2025

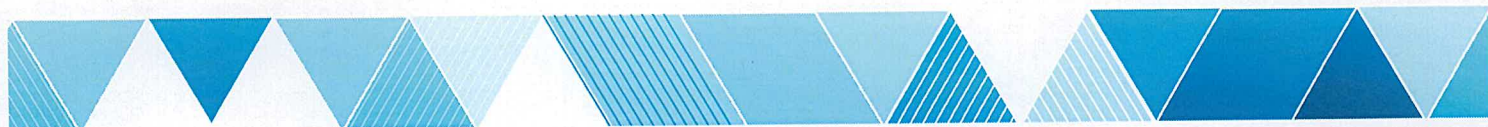
Improvement priority: Literacy

Strategy- Reading-			
<ul style="list-style-type: none"> <li>Increase NAPLAN U2B</li> <li>Increase Student Academic Achievement U2B level to 70%</li> </ul>			
Actions	Targets	Timelines	Responsible Officer/s
Embed Reading strategies in learning support programs. Working with key identified teachers – English/Humanities teachers and literacy/numeracy teachers in year 7, 8 and 9	All learning Support PD	Year 7 – 9 planning completed in 2025	English HOD DP Junior Sec 2IC Learning Support
Continue USSR/ USSW to begin 5 mins/all lessons every day. Staff to model reading where possible	Improved NAPLAN/LOA achievement data see below	Ongoing	English HOD J/S /DP All teachers
Continue Accelerated Reader in Junior school	100+ millionaires by end of year	Ongoing	English HOD J/S/ DP
Junior school literacy, numeracy and cognitive verbs identified and embedded in all plans	7-9	2025	All HODS
Best practices identified through coaching model to improve the individual and whole school performances in achieving A standard in Literacy and Numeracy	100%NMS(7) 100%NMS(9) 30%U2B(7&9) LOA Data >96% A – C	ongoing	DP Junior Sec
Strategy – Improve Literacy U2B focus and critical thinking			
Actions	Targets	Timelines	Responsible Officer/s
Thinking team- how do we engage with students	U2B	2025	HOD Maths/Key staff





<p>Writers tool box program to improve U2B in writing</p>	<p>Writing 95%NMS(7,9)  Y9-65% Strong to Exceed  (currently- 92.4%NMS- U2B-61%)  Y7-75% Strong to Exceed  (currently- 92%NMS- U2B-67%)</p>	<p>ngoing</p>	<p>Junior Secondary DP</p>
<ul style="list-style-type: none"> <li>• Upskill new staff (2 day ASOT workshop PD)</li> <li>• Online Writing Toolbox PD – all staff</li> <li>• ATAR Writing Session</li> <li>• Y7 NAPLAN Writing Session</li> <li>• Y9 NAPLAN Writing Session</li> <li>• Improving Assessment Writing</li> <li>• Writing in Science</li> <li>• Coaching days</li> <li>• USSW- wellbeing classes</li> </ul>	<p>Writing 95%NMS(7,9)  Y9-65% Strong to Exceed  (currently- 92.4%NMS- U2B-61%)  Y7-75% Strong to Exceed  (currently- 92%NMS- U2B-67%)</p>	<p>ngoing</p>	<p>All HODs/DPs/ All teachers</p>
<ul style="list-style-type: none"> <li>• Embed Values of inquiry for feedback</li> <li>• Relook at Proficiency Scales</li> </ul>	<p>U2B</p>	<p>2025</p>	<p>Key teacher leader</p>
<ul style="list-style-type: none"> <li>• Embedded developed questioning frameworks – QAR, Types of questions, Q-Matrix</li> <li>• Thinking Routines</li> </ul>	<p>U2B</p>	<p>2025</p>	<p>Key teacher leaders/ HODs</p>
<p>Strategy- Literacies in Numeracy- Shared practice that is sustainable and evident across all faculties</p>			
<p>Actions</p>	<p>Targets</p>	<p>Timelines</p>	<p>Responsible Officer/s</p>
<p>translation of word sentences to mathematical sentences</p>	<p>100% NMS</p>	<p>Year 7 &amp; 9</p>	<p>All HODs</p>



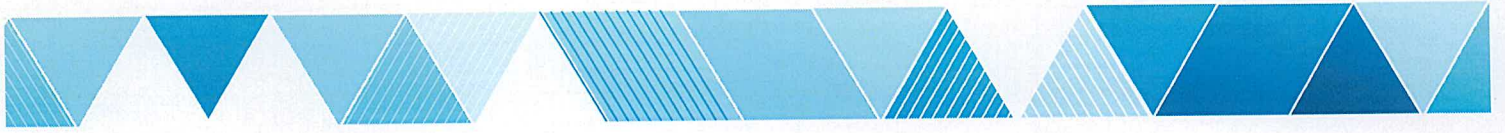
Literacy, Numeracy and Cognitive verbs requirements identified and embedded in all junior school units of work and assessment pieces evidence in all faculties	30% U2B	2025	
Numeracy requirements identified and embedded in all junior school units and assessment items evidence across faculties			

*Improvement priority: Differentiation*

Strategy- Junior Secondary			
Actions	Targets	Timelines	Responsible Officer/s
<ul style="list-style-type: none"> <li>The curriculum documents available for access on G Drive</li> <li>Ensure <b>all students are engaging with the Australian Curriculum V9</b> in all learning areas</li> <li><b>Moderation process</b> for teachers of year 7-9</li> <li>Year level <b>Achievement Standard</b> used to track student performance in all learning areas.</li> </ul>	plan and moderate units	Ongoing	HODs and Junior Secondary DP
Case management with key school partners- see use of data	U2B/ probe testing for tail	2 years	DP/ Junior Secondary
<p><b>Content Differentiation:</b> based on student readiness, interests and learning profile, teachers provide varied information and ideas, enabling students to reach their learning goals</p> <p><b>Process Differentiation:</b> based on student readiness, interests and learning profile, teachers vary delivery depending on how students understand and engage with the content</p> <p><b>Product Differentiation:</b> based on student readiness, interests and learning profile, teachers provide students diverse opportunities to show what they know, understand, and can do</p> <p><b>Affect/ Environment Differentiation:</b> based on student readiness, interests and learning profile, teachers adjust the climate or tone of the classroom</p>	Students learn in different ways/ improve teacher efficacy	2 year plan	All HODs/ DPS
<p>Strategy- Teaching and Learning Group ( Explicit Feedback Policy)</p> <ul style="list-style-type: none"> <li><b>Moving students in their learning by more than a year's growth</b></li> <li><b>Students reflecting on their learning behaviours</b></li> <li><b>Students reflecting on their learning of the content/curriculum</b></li> <li><b>Build teacher Efficacy through explicit pedagogy</b></li> </ul>			
Actions	Targets	Timelines	Responsible Officer/s

Feedback / reflection- developing a shared understanding and Aviation High's feedback model	Differentiation consistency/ own and faculty data	2025	HODs and Junior Secondary DPs
Teachers creating and using learning progress trackers that include behaviour and curriculum learning with classes	Teacher Efficacy	Ongoing	
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?	Reflecting approach in unit planning	Ongoing	English HOD
Curriculum audits conducted		ongoing	All HODS
<b>Strategy- Use of Data to know your student- Case management/coaching</b>			
<b>Actions</b>	<b>Targets</b>	<b>Timelines</b>	<b>Responsible Officer/s</b>
Staff given in-service on looking at Data to 'know your student' more effectively. Teachers use data to determine which strategies work best for which students and plan accordingly.	Increase A standard 30% plus across the school	Ongoing	DPs/HODs
Teachers share anecdotes and data re common students to improve student outcomes	Sharing at/across faculties	2025	DP, Teaching and Learning Team
Current coaching model IMPACT Cycle/ Michelle Loch ( Leading Humans)	Improve Pedagogical conversations	2025	HODs and key teacher leaders
PAT-R results to inform case management discussions	Improve U2B	2025	T&L/ Junior Secondary DP
Establish knowledge and understanding of how to write an effective marking guide  Building word banks for staff to use as a starting point when writing marking guides	Improve teacher efficacy	2025	All HODS
Students reflecting in the learning progress.	Student dispositions	ongoing	All staff



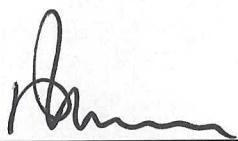


**Improvement priority: U2B**

Strategy- NASOT Design DQ 1&2/ 4&5- Deep Learning/ Thinking Routines			
Actions	Targets	Timelines	Responsible Officer/s
Use of values of inquiry to build deep thinking	U2B/ DATA/ Consistency/ Differentiation	2025	Principal/DPs/HODs
problem solving task-this helps to set goals, identify obstacles or constraints to reaching the goal, predict, find solutions, test solutions or predictions, examine results, evaluate and reflect			
Structure practices spaced close together- chunking information to build fluency. Cooperative Learning Groups to build on listening, thinking and sharing. Real-world learning tasks and peer critiquing	U2B/ DATA/ Consistency/ Differentiation	2025	Principal/DPs/HODs
Thinking Routines	U2B	2025	All staff
Strategy- Explicit Teaching – consistency of practice			
Actions	Targets	Timelines	Responsible Officer/s
Warm ups	Continue to embed these is the AHS classrooms in Practice	Embedded	Classroom teachers HODs
Learning Goals			
I Do, We Do, You Do It together, You do it alone			

**Endorsement**

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



David Munn  
Principal



Kylie Van Haren  
President P and C

Paul Pengelly

Principal Supervisor

(ARD not required for IPS)

