

ASPLEY STATE SCHOOL - WHOLE SCHOOL IMPROVEMENT AGENDA 2015

Focus Areas For Improvement	Reading	Writing	Spelling & Grammar and Punctuation	Numeracy	Professional Learning Community
Targets	<ul style="list-style-type: none"> Aspley State School students are comparable to and above 'like school' in both performance in every aspect of NAPLAN data analysis. Teachers provide meaningful and timely feedback to students on EIA focus areas. Teachers know their students strengths and weaknesses and have documented the explicit focus they have for each child's improvement. Students understand their current performance levels and can articulate their focus area in reading. 	<ul style="list-style-type: none"> Aspley State School students are comparable to and above 'like school' in both performance in every aspect of NAPLAN data analysis. Teachers provide meaningful and timely feedback to students on EIA focus areas. Teachers know their students strengths and weaknesses and have documented the explicit focus they have for each child's improvement. Students understand their current performance levels and can articulate their focus area in writing. 	<ul style="list-style-type: none"> Aspley State School students are comparable to and above 'like school' in both performance in every aspect of NAPLAN data analysis. Teachers provide meaningful and timely feedback to students on EIA focus areas. Teachers know their students strengths and weaknesses and have documented the explicit focus they have for each child's improvement. Students understand their current performance levels and can articulate their focus area in spelling and grammar and punctuation. 	<ul style="list-style-type: none"> Aspley State School students are comparable to and above 'like school' in both performance in every aspect of NAPLAN data analysis. Teachers provide meaningful and timely feedback to students on EIA focus areas. Teachers know their students strengths and weaknesses and have documented the explicit focus they have for each child's improvement. Students understand their current performance levels and can articulate their focus area in Numeracy. 	<ul style="list-style-type: none"> All year levels work collaborative and collectively to focus on improving instruction. All year levels work collaborative and collectively to focus on improving performance of students. All year levels work collaborative and collectively in planning and implementing units of work. All year level teams are engaged in collective and personal research and development.
Data Analysis	<ul style="list-style-type: none"> NAPLAN Report Card (Distribution of Scores) PAT R Classroom Data Data spreadsheet QAR and or Cars and Stars Data. 	<ul style="list-style-type: none"> NAPLAN Report Card (distribution of scores) Data spreadsheet 	<ul style="list-style-type: none"> NAPLAN Words their Way Report Card (Distribution Scales) 	<ul style="list-style-type: none"> NAPLAN PAT M Report Card (Distribution Scale) 	<ul style="list-style-type: none"> PDP Meetings School Opinion Survey (Staff)
Assessment	<ul style="list-style-type: none"> Classroom Assessment data Whole School Assessment Policy Observations and anecdotal notes 	<ul style="list-style-type: none"> NAPLAN Writing Matrix Minimum of one common assessment task in writing per term per year level directly relating to national curriculum outcomes and moderated. 	<ul style="list-style-type: none"> NAPLAN Words their way Focused Analysis of writing tasks. 	<ul style="list-style-type: none"> Minimum of one common assessment task in mathematics per term per year level directly relating to national curriculum outcomes and moderated. Implementation of C2C Program (or equivalent) in Maths 	<ul style="list-style-type: none"> NA
Planning	<ul style="list-style-type: none"> Continue QAR program drilling deeper into the meta-strategies of each of the 4 type of questions. Implementation of school Reading Program Implementation of Jolly Phonics in P-2 in 2013. Year level planning to focus on strategies to achieve identified targets. A balanced reading program exists in every classroom. Cars and Stars in full implementation across Year 2-7 Trial of whole school individual reading targets and feedback sheets. 	<ul style="list-style-type: none"> Daily writing opportunities, utilising seven steps program. Analysis of NAPLAN data and student's performance in all criteria areas. Personal target sheets for all students 3-6 	<ul style="list-style-type: none"> Full implementation of words their way Every staff member has a full understanding of chapter one of WTW and can articulate that understanding. Explicit teaching of grammar 3 times per week as per ACARA Scope and Sequence. 	<ul style="list-style-type: none"> Year Level Analysis of Data to inform focus areas Pretesting Maths Units Year level planning to focus on strategies to achieve identified targets. Focus on number fact strategies across the whole school with all classes undertaking daily instruction in number facts. 	<ul style="list-style-type: none"> Expectation that streaming opportunities across year levels to assist differentiation. Further consolidation of The Aspley Way Continued allocated time for year level planning and year level meetings.
Timetabling	<ul style="list-style-type: none"> 10 hours per week dedicated to English. A balanced reading program evident in every classroom. QAR and cars and stars utilised throughout the school. Continued focus on ensuring one informal inventory prose in undertaken for each child in year 4-6 per semester. 	<ul style="list-style-type: none"> Daily writing opportunities, utilising seven steps program. 	<ul style="list-style-type: none"> As per words their way recommendations. 3 X per week for grammar and punctuation. 	<ul style="list-style-type: none"> 5-7 hours per week Numberfacts – DAILY opportunities Problem solving – explicit teaching of school strategies. 	<ul style="list-style-type: none"> Year Level Meetings
Professional Development	<ul style="list-style-type: none"> Balanced Reading Program Data analysis PD School spreadsheet PD 	<ul style="list-style-type: none"> Seven Steps refresher or training 	<ul style="list-style-type: none"> ACARA Scope and Sequence Words their Way refreshers Analysing NAPLAN Data Spelladrome 	<ul style="list-style-type: none"> School Problem solving support booklet Data Analysis Maths Resources Mathletics 	<ul style="list-style-type: none"> MBTI
Resourcing	<ul style="list-style-type: none"> HOC DP Principal Year Level Co-ordinators and Team Leaders SMG Master Teacher 	<ul style="list-style-type: none"> HOC DP Principal Year Level Co-ordinators and Team Leaders SMG Master Teacher 	<ul style="list-style-type: none"> HOC DP Principal Year Level Co-ordinators and Team Leaders SMG Master Teacher 	<ul style="list-style-type: none"> HOC DP Principal Year Level Co-ordinators and Team Leaders SMG Master Teacher Paul Clark 	<ul style="list-style-type: none"> All Staff
Community Involvement	<ul style="list-style-type: none"> Newsletter articles on helping your child with reading. Clear communication between home and school about year level expectations with reading and curriculum updates/parent info sessions. 	<ul style="list-style-type: none"> Newsletter articles on seven steps. Clear communication between home and school about year level expectations with writing and curriculum updates/parent info sessions. 	<ul style="list-style-type: none"> Newsletter articles on words their way. Parent info sessions as required. 	<ul style="list-style-type: none"> Parent information sessions Class competitions in numberfacts 	<ul style="list-style-type: none"> Sharing of learnings.
Accountability	<ul style="list-style-type: none"> Developing Performance Framework Year Level Planning Year Level Moderation Distance Travelled Data Individual Programs Children can articulate their focus areas 	<ul style="list-style-type: none"> Developing Performance Framework Year Level Planning Year Level Moderation Distance Travelled Data Individual Programs Children can articulate their focus areas 	<ul style="list-style-type: none"> Developing Performance Framework Year Level Planning Year Level Moderation Distance Travelled Data Individual Programs Children can articulate their focus areas 	<ul style="list-style-type: none"> Developing Performance Framework Year Level Planning Year Level Moderation Distance Travelled Data Individual Programs Children can articulate their focus areas 	<ul style="list-style-type: none"> Developing Performance Framework Year Level Planning Year Level Moderation Distance Travelled Data Individual Programs Children can articulate their focus areas