### Context:
Aldgate Primary is a growing school of 280 students and is nearing capacity. There are 123 students from reception to year 2.

The school has 7 students with identified disabilities.

Attendance data is a strong 93.6%.

Staffing numbers: 24 staff members  
Teaching Staff FTE 14.4 including a Principal, Deputy Principal and 13 teaching staff.

The school has a strong history of environmental awareness and features the motto “Working together for a Sustainable Future”.

### The Site Improvement Plan:

The Aldgate Primary School Site Improvement Plan (SIP) maps the improvement focus of the school for 2015-2018.  

The plan documents the key strategies and targets for improvement in four focus area:  
- Literacy  
- Numeracy  
- Staff Performance & Development  
- Developing 21st Century Learners

The Aldgate Primary School Site Improvement Plan reflects key DECD improvement imperatives and will be monitored regularly during the year as part of an on-going process of self-review.

### Our Vision:
Currently being developed with the staff and students of the Aldgate community

### Our Values:
Currently being developed with the staff and students of the Aldgate community

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**SITE IMPROVEMENT PLAN 2015 - 2018**
LITERACY

**Context:**
NAPLAN A significant proportion* of students achieved the NMS. Data showed 80% of students achieved medium to upper growth from years 3-5 and 71% medium to upper growth from years 5-7.

PAT-R A significant proportion* of students achieved the Pat-R SEA scaled score requirement.

RUNNING RECORDS showed 67% of students achieved DECED SEA requirement.

There has been a significant growth in student population in recent years which could have an impact on the Accuracy of the data.

**TARGETS**
All students to achieve literacy benchmarks.

- NAPLAN – The progress of students between Literacy tests shows an increase to 80% of students who demonstrate medium and upper growth.
- PAT- R – A 10% growth in students achieving SEA scaled score requirement.

**STRATEGIES**
- Develop whole school Literacy agreement.
- **WRITING**
  - Continued development of genre writing supported by whole school approach to teaching of text types, grammar and punctuation.
- **SPELLING**
  - Implement a whole school spelling programme years 4-7 -Words Their Way building on from Jolly Phonics R-3.
- **READING**
  - Continued development of reading comprehension strategies based on Sheena Cameron's approach. Initial focus on interpreting and inferential comprehension.
- **RUNNING RECORDS**
  - Continued resourcing of Running Records specialist teacher to support teachers and students.
- **DATA**
  - Data is used to inform practice.
  - NAPLAN and PAT – R data is analysed and PLTs develop strategies to address areas of concern.
  - PLTs use a cycle of continuous improvement to continually address areas of concern.

**ENHANCING PEDAGOGY**
- Develop consistency of teacher judgement through moderation of tasks, teacher observation and feedback.
- Professional Development focus – Words their Way and Stephen Graham approach to genre development.

**INTERVENTION**
- Specialist Reading teacher supports identified students to improve reading level.

**EVALUATION/ MEASURE**
- Teacher practice reflects whole school Literacy agreement.
- Targeted areas in NAPLAN, PAT-R and Running Records show improvement.
- Cycle of Improvement is incorporated into professional practice.
- Assessment tasks moderated in Term 2 and 3.
- Professional Development is actioned into daily classroom practice and incorporated in Professional Development plans and discussions.

*see relevant data

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NUMERACY

**Context:**
NAPLAN All students achieved the NMS. Data showed a significant proportion of students achieved lower than average growth from years 3-5 and 5-7.

PAT- M A significant proportion of students in year 5-7 achieved the PAT-M scaled score requirement. Year 4 students showed a reasonable proportion achieving the scaled score PAT-M requirement. Year 3 requires further development to achieve a significant proportion of students achieving the PAT-M scaled score requirement.

There has been a significant growth in student population in recent years which could have an impact on the Accuracy of the data.

**TARGETS**
- NAPLAN – The progress of students between Numeracy tests to show an increase to 75% of students who demonstrate medium and upper growth.
- PAT- M – A 20% growth in students achieving SEA scaled score requirement.

**STRATEGIES**
- Develop, document and implement a whole school Numeracy agreement regarding mathematics practice and pedagogy (e.g. 300 minutes/week).
- Develop automaticity through implementing basic Mental Computation continuum.
- **DATA**
  - Data is used to inform practice.
  - NAPLAN and PAT – M data is analysed and PLTs develop strategies to address areas of concern.
  - PLTs use a cycle of continuous improvement to continually address areas of concern.

**ENHANCING PEDAGOGY**
- Develop consistency of teacher judgement through moderation of tasks, teacher observation and feedback.
- Teachers use Self-Assessment rubric based on Professional standards for Teachers to establish individual areas for development.
- Professional Development focus – differentiating the curriculum to ensure all learners are challenged.

**INTERVENTION**
- Continued use of Quicksmart Maths for Year 4-6 identified students form NAPLAN and PAT-M data.

**EVALUATION/ MEASURE**
- Teacher practice reflects whole school Numeracy agreement.
- Targeted areas in both NAPLAN and PAT-M show improvement.
- Data (1imin tests, NAPLAN and PAT-M) reflects improvement in basic mental computational skills.
- Cycle of Improvement is incorporated into professional practice.
- Assessment tasks moderated in Term 2 and 3.
- Teacher Self-Assessment Rubric completed in Term 1 each year.
- Professional Development is actioned into daily classroom practice and incorporated in Professional Development plans and discussions.
### DEVELOPING 21 CENTURY LEARNERS

**Context:**
Aldgate needs to prepare students with the necessary skills to be successful in the twenty first century.

**TARGETS**
- All teachers utilise Play is The Way programme.
- Consistent use of Play is The Way language is used across the school.
- All classes display Play is The Way posters.
- Improvement in student social and emotional well-being.
- Students become more confident and autonomous problem solvers and thinkers.

**STRATEGIES**
- Provide PD on Play is The Way in 2015
- PD on incorporating the AC General Capabilities of Personal and Social Capability and Critical and Creative Thinking.
- Teachers’ plan and programme opportunities for students to develop the skills to use critical and creative thinking purposefully as part of an integrated curriculum.

**EVALUATION/MEASURE**
- Teachers’ programmes reflect Play is The Way programme.
- A consistent approach to Play is The Way will be reflected in classroom displays and use of language.
- Play is The Way Program will be adequately resourced to support implementation.
- Teacher’s programmes incorporate the AC General Capabilities of Personal and Social Capability and Critical and Creative Thinking.
- Survey students - social and emotional well-being.

### STAFF PERFORMANCE AND DEVELOPMENT

**Context:**
Aldgate introduced the Australian Standards for Teachers as a framework for supporting teacher performance and development in 2015. There needs to be an ongoing focus on performance and development to continue to support a culture of teacher quality, feedback and growth for all teachers within the school.

**TARGETS**
- All teachers engage in self-assessment and identify areas for development and improvement.
- All teachers develop a Performance and Development Plan by end term 2.
- All teachers gather evidence of professional engagement & improvement.
- All staff seek and receive performance feedback.

**STRATEGIES**
- Develop and implement a P-12 Performance & Development professional learning program that targets whole school & personalised learning needs.
- All teachers demonstrate evidence of strategies to address Site Improvement priorities.
- Target professional learning for the leadership team using the AITSL framework for leaders with a focus on providing quality feedback.
- Establish Performance Development policy in line with DECD policy.
- Staff sharing and leading learning at whole staff professional learning days/meetings.

**EVALUATION/MEASURE**
- Teachers Professional Development plan reflects the Australian Standards for Teachers.
- Teachers maintain records and evidence that supports their professional development.