

<p>Context:</p> <p>Aldgate Primary is a growing school of 280 students and is nearing capacity. There are 123 students from reception to year 2.</p> <p>The school has 7 students with identified disabilities.</p> <p>Attendance data is a strong 93.6%.</p> <p>Staffing numbers: 24 staff members Teaching Staff FTE 14.4 including a Principal, Deputy Principal and 13 teaching staff.</p> <p>The school has a strong history of environmental awareness and features the motto "Working together for a Sustainable Future".</p>	<p>The Site Improvement Plan:</p> <p>The Aldgate Primary School Site Improvement Plan (SIP) maps the improvement focus of the school for 2015-2018.</p> <p>The plan documents the key strategies and targets for improvement in four focus area;</p> <ul style="list-style-type: none"> • Literacy • Numeracy • Staff Performance & Development • Developing 21st Century Learners <p>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.</p>	<p>Our Vision:</p> <p><i>Currently being developed with the staff and students of the Aldgate community</i></p> <p>Our Values:</p> <p><i>Currently being developed with the staff and students of the Aldgate community</i></p>
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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 DECD 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 Numeracy 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

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 (1min 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.
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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.