



ST LEONARDS PRIMARY SCHOOL SITE IMPROVEMENT PLAN 2017-2020

Learning Together

Building a community that inspires curious, creative and innovative thinkers

Respect . Resilience . Readiness



	Targets	Strategic Actions	Indicators of Success
<p>Quality Teaching and Learning</p>	<p>We aim to have all teachers aligning practice to TfEL throughout the school as an agreed and consistent pedagogy.</p> <p>We aim to have our students gain satisfactory or better achievement within the Australian Curriculum:</p> <ul style="list-style-type: none"> • At Foundation standard in each learning area/subject (Reception) • Achievement at 'C' or above in each Australian Curriculum learning area/subject (Year 1 – Year 7) 	<p>Upskill teachers in the use of collaboration and de-privatisation of classrooms which enables teachers to:</p> <ol style="list-style-type: none"> 1. Implement Australian Curriculum (AC) using pedagogy aligned to Teaching for Effective Learning (TfEL) and using current educational thinking. 2. Design and moderate tasks that have high expectations of students in all classrooms providing experiences which 'challenge and stretch' students, and an understanding that we need to take time to promote deep learning. 3. Provide purposeful play/inquiry based learning opportunities. 4. Utilise skills and expertise of parents and the wider community in our learning programs. 5. Inform and engage parents and the community C21 learning approaches. 6. Staff commitment to successful Professional Learning Teams (PLTs). 	<ol style="list-style-type: none"> 1. Implementation (AC) <ol style="list-style-type: none"> 1.1. High quality programming, consistent assessing and reporting by all staff. 1.2. Use of Performance Support meetings to moderate and evaluate teaching aligned to Australian Professional Standards for teachers. 2. Design and Moderate Tasks <ol style="list-style-type: none"> 2.1. Teachers collaborate to design and moderate student learning. 2.2. Use of data to measure appropriate individual student growth. 3. Play/inquiry approaches implemented and is evident across the school. 4. Parent and community involvement is evident to enrich student learning. 5. Information is available from a variety of mediums to parents and the wider community. 6. Successful PLTs <ol style="list-style-type: none"> 6.1. Align Australian Professional Standards for Teachers to teaching practice through performance support meetings and observations. 6.2. Processes and policies continually updated as required, involving transparency and consultation

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<p>Student Wellbeing and Engagement</p>	<p>1. Attendance: We aim to have our student attendance data above 95% (In line with current DECD standard of educational achievement).</p> <p>2. Opportunities: Students are curious and innovative thinkers with genuine student voice.</p> <p>3. Empowerment: Students are empowered to maintain a sense of wellbeing.</p>	<p>1. Attendance: 1.1. Adhere to the school Attendance Policy. 1.2. Create a safe and secure environment. 1.3. Build and maintain positive relationships between the school, students and families.</p> <p>2. Opportunities: 2.1. Provide opportunities to explore ideas and develop as global citizens.</p> <p>3. Empowerment: 3.1. Implement DECD, whole school wellbeing strategies, linked to whole school values and regular wellbeing initiatives to enhance our school values. 3.2. Raise awareness and acceptance of diversity within our school community.</p>	<p>1. Attendance: 1.1. Greater attendance participation than 95% (In line with current DECD standard of educational achievement). 1.2. High levels of engagement evident 1.3. Positive reflection evident in student/parent surveys and data Engagement with school via Facebook. Volunteering in school community.</p> <p>2. Opportunities: 2.1. Students have the skills to act upon and develop the skills to act upon their ideas and provocations.</p> <p>3. Empowerment: 3.1. School values are articulated and demonstrated by students. Whole school programs are evident in classrooms. 3.2. Respectful and harmonious relationships and accepting of diversity. Students demonstrate an understanding of difference, celebrate an understanding of difference and show mutual respect. Students display inclusive behaviours. 3.3. Teachers design and provide an inclusive curriculum.</p>

	Targets	Strategic Actions	Indicators of Success
<p>Literacy and Numeracy</p>	<p>We aim to have 90% of our students achieving the DECD standard of education targets:</p> <p>NAPLAN Year 3 - Band 3 and above Year 5 - Band 5 or above Year 7 - Band 6 and above</p> <p>PAT-R Comprehension Year 3 - 100 or above Year 4 - 110 or above Year 5 - 115 or above Year 6 - 120 or above Year 7 - 124 or above</p> <p>PAT Maths Year 3 - 110 or above Year 4 - 115 or above Year 5 - 120 or above Year 5 - 124 or above Year 7 - 125 or above</p> <p>Running Records Instructional reading levels Reception - 5 or above Year 1 - 13 or above Year 2 - 21 or above</p>	<ol style="list-style-type: none"> 1. Review and implement a Literacy and Numeracy Agreement. 2. Implement the DECD Numeracy and Literacy Results Plus by: <ol style="list-style-type: none"> 2.1. Tracking and monitor every learner's growth. 2.2. Having a numeracy and literacy improvement cycle. 2.3. Enacting changes in pedagogical practice 2.4. Identifying and enacting clear intervention processes 3. Analyse and manage data at a classroom and site level. 4. PD with Partnership Schools in literacy and numeracy (Learning design and moderation). 5. Parent workshops developing an understanding of literacy and numeracy. 6. Using staff expertise to upskill staff in the use of such tools as: EALD scaling and Running Records. 	<ol style="list-style-type: none"> 1. High quality, consistent approaches in literacy and numeracy. 2. Students meet targets in the DECD Educational Achievement Standards and compare favourably to like schools. 3. Maintain high growth in a range of assessments including Running Records, PAT-R, PAT-M, Westwood, and NAPLAN with increased percentage of students in higher bands. 4. All staff use Literacy and Numeracy data to inform their practise and to improve student learning outcomes. Planning, programming and assessment practices are consistent amongst Partnership sites with clear understanding of year level expectations and benchmarks. 5. Parents are kept informed of current pedagogies. 6. Have a consistent approach in literacy and numeracy across year levels. 7. English as an additional language or dialect (EALD) levels.

Site Improvement Plan

Each public school is required by DECD to have a Site Improvement Plan (SIP). This plan aims to guide our improvement in student learning over the next four years. St Leonards Staff and Governing Council have been working on our new plan during the term.

Our Site Improvement Plan has four main focus areas:

- Quality Teaching and Learning
- Literacy and Numeracy
- Student Wellbeing and Engagement

Each of our teachers are part of what we call a professional learning team (PLT). Each PLT works on professional learning throughout the year aligned to our SIP.

Each PLT has a representative in the Site Improvement Team. This team is responsible for overseeing the SIP, Developing Annual Operation Plans and reviewing policy