

St Leonards Primary School SIP 2019-21

Goal 1	Goal 2	Goal 3
To improve student achievement in writing across the whole site.	To increase the number of students in the top levels of achievement in reading.	To increase the number of high achieving students in numeracy.
Target 2020	Target 2020	Target 2020
90% achievement of NMS in NAPLAN Writing. Year 5 and 7 cohorts retain the same percentage of Higher Bands Achievement as 2018 (6% and 29% respectively).	80% yr 1 students achieve the phonics screening benchmark of 28 Increase in reading levels in year 2 RR results. 90% achievement of SEA in NAPLAN Reading. 50% HB in Yr 3, 44% HB in Yr 5, 30% HB Yr 7	Identified students are retained in the higher bands with 45% in Yr 5 and 22% in Year 7 NAPLAN Maths.
Challenge of Practice	Challenge of Practice	Challenge of Practice
If we develop and implement a consistent, evidence-based approach to the teaching and assessment of writing then we will improve student achievement in writing.	If we design learning based on the development of quality individual reading goals that are informed by assessment, we will increase student achievement in reading.	If we build teacher capacity to use evidence-based pedagogy while implementing the Australian Curriculum in Mathematics then the number of students in the higher bands will increase.
Actions	Actions	Actions
Develop a shared understanding of the best pedagogy to improve student writing.	To undertake a deep analysis of current and evidence-based best practice of how students learn to read, and how to be responsive to their needs.	Build the skills of teachers and students to engage in dialogue that improves learning, with a focus on the capacity of teachers and students to use effective questioning strategies.
Build capacity of teachers and students to use assessment tools to provide targeted feedback for student progress in writing.	To build the skills of teachers and students to engage in dialogue that improves learning.	Deconstruct the Australian Curriculum Mathematics and Numeracy standards to ensure a shared understanding and effective learning design.
To build the skills of teachers and students to engage in dialogue that improves learning.	Build the capacity of teachers to deliver evidence-based best practice for teaching and learning.	Provide support for all teachers to be able to assess and moderate against the Australian Curriculum
Build capacity of teachers to implement evidence-based teaching of all the elements of writing as prescribed in the Australian Curriculum.	Implement a clearly developed 3 wave intervention plan that supports all student progress.	Identify evidence based best practice to enable differentiation
	Teachers develop student voice and agency, by sharing individual PAT-R data and students setting own goals. Teachers work in year level teams to differentiate/ target student learning.	
Success Criteria	Success Criteria	Success Criteria
Students participate in improvement cycles. They respond to feedback to: <ul style="list-style-type: none"> Develop and articulate their writing goal Practise identified strategies to achieve it Know what it looks like when they've achieved it. 	Students have phonics knowledge, phonological awareness skills and vocabulary appropriate to their level of development. Students talk about what they have read across the curriculum to demonstrate understanding.	Students pose questions that challenge each other. Students use mathematical language to explain and justify their thinking.