



St Leonards Primary School Site Improvement Plan 2019-2021



Government of South Australia
Department for Education

Our Values: Respect . Resilience . Readiness

Our Vision: Building a community that inspires curious, creative and innovative thinkers.

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 in reading comprehension from years 3-7.	To increase the number of high achieving students in numeracy from years 3-7.
Target 2019	Target 2019	Target 2019
When moderating work samples, students in all year levels will have shown growth in the area of writing the end of the year.	All year 1 students achieve the phonics screening benchmark of 28 Increase in reading comprehension in year 2 RR results. Increase the number of students achieving an A or B in years 6-7 English.	All students will demonstrate at least 12 months growth in PAT Maths 2019
Challenge of Practice	Challenge of Practice	Challenge of Practice
If we develop and implement a common, evidence-based approach to the teaching of writing across all learning areas in a dialogic classroom environment then we will improve student achievement in writing.	If we develop individual reading goals for students and work in year level teams to collaboratively design a reading program that caters for the students in their year levels, then there will be an increase in student achievement in reading.	If we use the data and learning design to develop a differentiated Mathematics curriculum that aims to elevate, gain and retain students, then the number of students in the top levels in Numeracy will be increased.
Actions	Actions	Actions
To complete a literacy audit and create, and implement, a whole school writing agreement, which is based on evidence.	To complete a literacy audit and implement a whole school reading agreement, which is based on evidence. This will include minilit, macqlit & multilit.	Develop a whole school community that uses data to inform practice. Teachers use 3 waves of intervention to support progress for all students.
For all staff to participate in ongoing professional development on writing.	To audit reading materials across the site and buy more decodable readers and have a consistent approach to phonics.	Establish expectations that all teachers provide clear learning intentions for students that foreground the numeracy success criteria as part of their learning design.
All students to produce writing samples across all learning areas and for teachers to moderate these samples each semester.	All teachers to build knowledge and skills in Phonemic Awareness, Phonics, Oral language	Teachers identify, retain, regain, and elevate students in their classes. They track, monitor & respond to individual data & reflect throughout the year.
To create a writing continuum and a collection of high level student writing samples.	Professional development around the Big 6 in Reading, Scootle and the understanding the PAT data & using it to inform practice, and PAT Resources.	Develop a whole school numeracy agreement, which includes STEM. Teachers reflect on how they stretch students in numeracy, and how they teach measurement.
Investigate the best way to teach spelling and grammar in context, so that there is a consistent whole school approach. (To trial in 2020).	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.	Establish expectations that all teachers provide clear feedback to move students forward and for students to be leaders in their own learning.
To develop teachers' abilities in creating a dialogic classroom.	Activate parent understanding and participation in reading -workshops -targeted reading at home (eg types of comprehension questions) -volunteers in school	All classroom teachers to provide students with intellectual stretch and transferable skills in Mathematics.
Success Criteria	Success Criteria	Success Criteria
Students have an increased understanding and use of vocabulary. Students are aware of the purpose of different texts and audience. Students are able to use correct structure, spelling, punctuation and grammar in their writing. Students have progressed through the writing progressions. Students are active participants in classroom dialogue	Students have increased phonics and phonemic awareness. Students have increased vocabulary. Students understand the structure and purpose of different text types. Students have an understanding of, and the ability to use, different comprehension strategies.	Students are able to make different visual representations and comprehend visual representation questions. Students are able to use mathematical language effectively. Students are able to solve problems and use reasoning, particularly in geometry. Students have a good understanding of the concepts in measurement and can apply their understanding to different contexts.