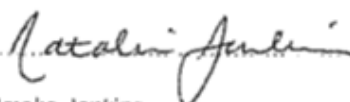
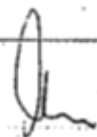
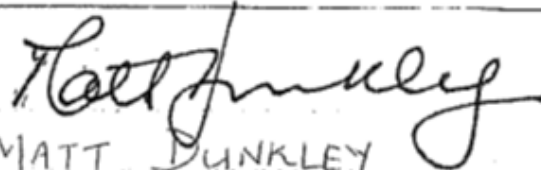


School Strategic Plan for St Leonards Primary School

No. 0866

2014 - 2017

Endorsements

Endorsement by School Principal	Signed...  Name: Natalie Jenkins Date: 8.12.2014
Endorsement by School Council	Signed...  Name: Greg Lee Date: 8-12-2014 School Council President's endorsement represents endorsement of School Strategic Plan by School Council
Endorsement by the delegate of the Secretary	Signed...  Name: MATT DUNKLEY Date: 18/12/14
Legislative context for endorsement Section 2 3.24, subsection (2) of the act states that "A school plan, prepared under subsection (1) must be signed by both the president of the school council and the principal and must be submitted to the Secretary for approval within the period specified in a Ministerial Order." Ministerial Order 470 states that "the requirements for the school plan are set out in guidelines produced by the Department of Education and Early Childhood Development." This template forms the guidelines.	

School Profile

Purpose	<p>St. Leonards Primary School is committed to providing high quality programs that allow all students to achieve their personal best in a caring and supportive environment.</p>
Values	<p>The school philosophy is based on the belief that every student has the ability to learn, and that this is best achieved in a happy, safe and positive environment. The delivery of high quality programs maximises student outcomes in all areas of the curriculum.</p> <p>St Leonards Primary School promotes:</p> <ul style="list-style-type: none"> • a friendly, safe purposeful learning environment in which all students are valued and enjoy learning; • a true sense of worth for all, encompassing positive self-esteem and connectedness to school; • tolerance and respect for others and their contributions; • an expectation of continuing academic achievement for all students; • development of social skills, resilience and a healthy lifestyle; • a sharing and cohesive community; • respect and care for the environment.
Environmental Context	<p>St Leonards is situated on the tip of the Bellarine Peninsula, 135 km from Melbourne and 35 kms from Geelong. Students are drawn from the townships of St Leonards and Indented Heads. St. Leonards Primary School has provided education and a focus for these communities since the 1870's. The school prides itself on its level of community participation, and the individual attention it is able to provide to students.</p> <p>The school enrolment has remained relatively stable from 2009 - 2013, a trend that the school community will work vigorously to maintain. In the past there has been low cost rental accommodation available, but with rising real estate prices and the increased popularity of the 'sea change' lifestyle, this is disappearing and many families are having to move to other areas to find this type of accommodation. As a result there is a gradual change in the socio - economic demographics of the school. The school has a Student Family Occupation (SFO) of 0.7247.</p>

<p>Service Standards</p>	<p>General</p> <ul style="list-style-type: none"> • The school fosters close links with parents and the broader school community through its commitment to open and regular communications. • The school commits to the active sharing of its vision and goals to ensure school community engagement in the school’s strategic plan. • The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life. • The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential. • All students will receive instruction that is adapted to their individual needs. <p>Specific</p> <ul style="list-style-type: none"> • The school will respond to all communication by parents and caregivers. • Parents and students will be provided with information so that they understand the school’s expectations. • All teachers will provide timely and targeted feedback to students on their work.

Strategic Direction

	Goals	Targets	Key Improvement Strategies
Achievement	Student achievement in Literacy and Numeracy is optimized for each student.	Each year level will achieve an average of at least one year's growth in one year in reading, writing and number. High performing students will achieve more than expected growth each year.	➤ Build teacher capacity in curriculum knowledge, best practice and using data to differentiate the teaching and learning so that it is at point of need for each student.
Engagement	Students will have high levels of engagement in their learning and connectedness with their peers, their teachers, their school and community.	Improvement in means on POS in School Connectedness from 5.66 to 5.8 and Connectedness to Peers 5.74 to 5.9. At each year level, student absences will be equal to or below the State Mean.	➤ Create a stimulating learning environment where students are active learners who collaborate, explore and connect with the school and wider community.
Wellbeing.	Students will experience a school culture of positive learning in a safe and inclusive environment.	Mean scores on ATSS improve: <ul style="list-style-type: none"> • Student Morale 5.19 to 5.9 • School Connectedness 4.13 to 4.8 • Student Safety 4.20 to 4.8 	➤ Plan and implement School Wide Positive Behaviour Support (SWPBS)
Productivity	To monitor, maintain and manage resources to ensure the long term sustainability of the school.	Enrolments increase over the period of the Strategic Plan.	➤ To enhance communication strategies to improve the profile of the school with a view to growing enrolments.

School Strategic Plan 2014- 2017: Indicative Planner

		Actions	Achievement Milestone
<p>Achievement</p> <p>Goal: Student achievement in Literacy and Numeracy is optimized for each student</p> <p>Key Improvement Strategies</p> <ul style="list-style-type: none"> ➤ Build teacher capacity in curriculum knowledge, best practice and using data to differentiate the teaching and learning so that it is at point of need for each student. 	Year 1	<ul style="list-style-type: none"> ▪ Professional Learning focus Number – Michael Ymer ▪ Data analysis – NAPLAN, On demand, AUSVELs ▪ Develop numeracy continuums – counting, numeration ▪ Introduce PAT maths online for data comparison ▪ Identify high performing students ▪ Identify low performing students 	<ul style="list-style-type: none"> ▪ Benchmark average year level growth 2013 using AusVELS teacher judgements ▪ Teachers’ Professional Learning related to maths ▪ Documented numeracy continua ▪ Data analysis resource shows growth ▪ Students in years 3 – 6 track their own On Demand data ▪ PAT benchmark data for maths and reading collected ▪ Individual learning plans developed for under performing students ▪ High and low performing students identified
	Year 2	<ul style="list-style-type: none"> ▪ Professional learning focus writing ▪ Develop annual scope and sequence for spelling ▪ Annual plans link to term and weekly plans ▪ Peer observations ▪ Data analysis – triangulate data 	<ul style="list-style-type: none"> ▪ Compare average year level growth with benchmark ▪ Documented scope and sequence for spelling ▪ Teachers’ professional learning documented ▪ Data analysis resource includes growth in PAT comprehension ▪ Individual learning plans for under performing students ▪ High performing students show growth greater than the mean in number and reading on PAT tests
	Year 3	<ul style="list-style-type: none"> ▪ Professional learning focus maths ▪ Review annual plan ▪ Data analysis ▪ 	<ul style="list-style-type: none"> ▪ Compare average year level growth with benchmark ▪
	Year 4	<ul style="list-style-type: none"> ▪ Professional learning focus reading, Anne Bayetto’s Big 6 ▪ Review annual plan ▪ Data analysis 	<ul style="list-style-type: none"> ▪ Compare average year level growth with benchmark ▪

<p>Engagement</p> <p>Goal: Students will have high levels of engagement in their learning and connectedness with their peers, their teachers, their school and community.</p> <p>Key Improvement Strategies</p> <ul style="list-style-type: none"> ➤ Create a stimulating learning environment where students are active learners who collaborate, explore and connect with the school and wider community. 	Year 1	<ul style="list-style-type: none"> ▪ Promote the need to attend regularly to parents in newsletters, at events ▪ Promote attendance with students at assemblies, in class ▪ Student ownership of learning – data, conferences, goal setting 	<ul style="list-style-type: none"> ▪ Benchmark School Connectedness and Connectedness to Peers on POS. ▪ Benchmark average student absences at each year level ▪ Newsletter articles
	Year 2	<ul style="list-style-type: none"> ▪ Review Attendance Policy ▪ Review absences, implement processes for repeat absentees ▪ Awards for students with 100% attendance each term ▪ Student ownership of learning – data, conferences, goal setting 	<ul style="list-style-type: none"> ▪ School Connectedness and Connectedness to Peers on POS improves. ▪ Compare average student absences at each year level with benchmark ▪ Students keep their own attendance data
	Year 3	<ul style="list-style-type: none"> ▪ Promote attendance ▪ Review absences, implement processes for repeat absentees ▪ Awards for students with 100% attendance each term 	<ul style="list-style-type: none"> ▪ Compare mean scores with benchmarks for School Connectedness and Connectedness to Peers on POS ▪ Compare average student absences at each year level with benchmark
	Year 4	<ul style="list-style-type: none"> ▪ Promote attendance ▪ Review absences, implement processes for repeat absentees ▪ Awards for students with 100% attendance each term 	<ul style="list-style-type: none"> ▪ Compare average student absences at each year level with benchmark ▪
<p>Wellbeing</p> <p>Goal: Students will experience a school culture of positive learning in a safe and inclusive environment.</p> <p>Key Improvement Strategies</p> <ul style="list-style-type: none"> ➤ Plan and implement School Wide Positive Behaviour Support (SWPBS) 	Year 1	<ul style="list-style-type: none"> ▪ Introduce School Wide Positive Behaviour Support framework (SWPBS) ▪ Gather data for SWPBS ▪ Establish school values for SWPBS ▪ Consult parents and students ▪ Begin to develop matrix ▪ Establish baseline data on incidents 	<p>Benchmark 2013 mean scores on Student Attitudes to School Survey:</p> <ul style="list-style-type: none"> ▪ Student Morale ▪ School Connectedness ▪ Student Safety
	Year 2	<ul style="list-style-type: none"> ▪ Develop SWPBS matrix using school values ▪ Publicise SWPBS within the school ▪ Implement reward system for SWPBS ▪ Compare incident data 	<p>Compare mean scores with benchmark scores for</p> <ul style="list-style-type: none"> • Student Morale • School Connectedness • Student Safety

	Year 3	<ul style="list-style-type: none"> ▪ Use SWPBS matrix, rewards ▪ Compare incident data 	<p>Compare mean scores with benchmark scores for</p> <ul style="list-style-type: none"> • Student Morale • School Connectedness • Student Safety
	Year 4	<ul style="list-style-type: none"> ▪ Use SWPBS matrix, rewards ▪ Compare incident data 	<p>Compare mean scores with benchmark scores for</p> <ul style="list-style-type: none"> • Student Morale • School Connectedness • Student Safety
<p>Productivity</p> <p>Goal: To monitor, maintain and manage resources to ensure the long term sustainability of the school.</p> <p>Key Improvement Strategies</p> <ul style="list-style-type: none"> ➤ To enhance communication strategies to improve the profile of the school with a view to growing enrolments. 	Year 1	<ul style="list-style-type: none"> ▪ School visits for prospective families ▪ Contact with local kinders ▪ Kinder to prep transition program ▪ Liaise with CoGG re kinder ▪ Promote the school within the community ▪ Maintain school grounds and playing spaces ▪ Ensure learning areas are well equipped and maintained ▪ Maintain at least 1:2 ratio of ipads and notebooks to students and ensure IT resources are current and meet needs ▪ Review extra curricula activities such as Brass Band, AASC, Breakfast Club each year and introduce new activities as needed or available. 	<p>Enrolments at prep level</p> <p>Ratio of students to ipads/notebooks</p> <p>Numbers attending information sessions and orientation programs</p>
	Year 2		
	Year 3		
	Year 4		