Our Vision
To ‘face the challenge’ in all that we do.

<table>
<thead>
<tr>
<th>We will:</th>
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<tbody>
<tr>
<td>» Promote equity and excellence</td>
<td>» Ensure that all students become successful learners, confident and</td>
<td>» Build the capacity of the ‘whole child’ to meet their academic as well</td>
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<tr>
<td></td>
<td>creative individuals and active and informed citizens</td>
<td>as social and emotional developmental needs</td>
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OUR SCHOOL
Leda Primary School is a large, modern, educational facility catering for students in Years K-6, located in the suburb of Leda in the South Metropolitan Region.

The school became an Independent Public School in 2015. The school is part of the Kwinana Federation of Schools which also comprises:

- Leda ESC;
- Calista Primary School;
- Medina Primary School;
- North Parmelia Primary School;
- Orelia Primary School;
- Bertram Primary School; and
- Gilmore College.

OUR BUSINESS PLAN
The Business Plan references and implements the Department of Education Corporate Framework including the Strategic Plan for WA Schools and the Director General’s Classroom First Strategy. The plan outlines an overview of the strategic intent of the school towards quality improvement strategies within academic and non-academic areas.

It has been informed by school performance data; student, staff and community feedback. The plan forms part of a suite of documents including annual Operational Plans, Learning Area Plans, Annual Report, Workforce Plan and the Delivery and Performance Agreement.

OUR SELF-ASSESSMENT
As part of our self-assessment we use the National School Improvement Tool (ACER 2013) to make judgments about where we are at on our improvement journey, to set goals and design strategies for improvement, and to monitor and demonstrate improvement over time. Our focus areas are explicitly aligned to the nine domains from the National School Improvement Tool. Successful students are at the core of our school improvement, with both academic and social and emotional standards the central focus. All operations at Leda Primary School are ultimately evaluated in relation to their impact on student achievement and progress.

Our vision is underpinned by a professional learning community foundation, which is driven by the following three elements:

1. Learning
   All children can succeed and staff demonstrate a commitment to support both student learning and their own professional growth.

2. Collaboration
   Success for all students and staff requires a collaborative and collective effort.

3. Results
   To assess our effectiveness the school focuses on results and uses that evidence to inform and improve our professional practice.
# Focus 1
**An explicit improvement agenda**

Leda Primary School has established and is driving a strong improvement agenda, grounded in evidence from research and practice and expressed in terms of improvements in measurable student outcomes.

Explicit and clear school-wide targets for improvement have been set and communicated to parents and families, teachers and students, with accompanying timelines.

## WE WILL:
- Develop an annual Operational Plan and Learning Area Plans aligned to the focus areas.
- Have an agreed non-negotiable whole school teaching program in literacy and numeracy, set clear literacy and numeracy targets each year and monitor progress towards them.
- Systematically evaluate initiatives and programs in relation to their effectiveness in producing desired improvements in student and staff learning and performance.

# Focus 2
**Analysis and discussion of data**

A high priority is given to school-wide analysis and discussion of systematically collected data on student outcomes, including academic, attendance and behavioural outcomes, and student wellbeing. Data analyses consider overall school performance as well as performance of individual students, evidence of improvement/ regression over time, performances in comparison with similar schools and measures of growth across the years of schooling.

## WE WILL:
- Collect, analyse and use a consistent range of student achievement and well-being data to track both individual student and whole school achievement and progress to increase student connection to their learning and achieve higher whole school targets.
- Continue to build staff capacity to use analysed data to inform their programs.

# Focus 3
**A culture that promotes learning**

Our school is driven by a deep belief that every student is capable of successful learning. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents. There is a strong collegial culture of mutual trust and support among teachers and school leaders and parents are treated as partners in the promotion of student learning and well-being. Our school works to maintain a learning environment that is safe, respectful, tolerant, inclusive and that promotes intellectual rigour.

## WE WILL:
- Provide and promote a safe, respectful, tolerant and inclusive environment that reflects our high standards and challenges both staff and students to progress in their learning.
- Place a high priority on student and staff well-being with programs and processes in place to support professional, academic, and social and emotional learning.
**Focus 4**  
**Targeted use of school resources**

Our school applies its resources in a targeted manner to meet the learning and social and emotional needs of all students.

*It has school-wide policies, practices and programs in place to assist in identifying and addressing student needs. Flexible structures and processes enable the school to respond appropriately to the needs of individual learners.*

**WE WILL:**  
» Allocate all human, physical and financial resources to best meet the needs of our school community and optimise learning in alignment with the Business Plan.

» Engage with the broader community (where applicable) as a resource in the development and delivery of learning.

» Invest in in high quality evidence based whole school approaches which have clear links to school priorities that are targeted on areas of need.

**Focus 5**  
**An expert teaching team**

Leda Primary School has built a school-wide, professional team of highly able teachers, including teachers who take an active leadership role beyond the classroom.

*Strong procedures are in place to encourage a school-wide shared responsibility for student learning and success, and to encourage the development of a culture of continuous professional improvement that includes classroom-based learning, mentoring and coaching arrangements.*

**WE WILL:**  
» Formulate a strong induction and support program for new and existing staff.

» Target professional learning in all learning areas to whole school needs.

» Build and promote a strong learning community that focuses on collaboration, mentoring, modelling and coaching.

**Focus 6**  
**Systematic curriculum delivery**

Leda Primary School has a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations and a clear reference for monitoring learning across the year levels.

*The plan, within which evidence based teaching practices are embedded, and to which assessment and reporting processes are aligned, has been developed and refined collaboratively to provide a shared vision for curriculum practice.*

**WE WILL:**  
» Implement the Australian Curriculum on advised timelines.

» Continue to develop an explicit, non-negotiable, coherent, sequenced plan for curriculum delivery to ensure seamless transition from K – 6 and on to high school.
<table>
<thead>
<tr>
<th>Focus 7</th>
<th>Focus 8</th>
<th>Focus 9</th>
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<tbody>
<tr>
<td>Differentiated teaching and learning</td>
<td>Effective pedagogical practices</td>
<td>School - community Partnerships</td>
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<tr>
<td><strong>Leda Primary School places a high priority on ensuring that, in their day-to-day teaching, classroom teachers identify and address learning needs of individual students, including high achieving students.</strong></td>
<td><strong>Leda Primary School recognises that highly effective teaching is the key to improving student learning throughout the school.</strong></td>
<td><strong>Leda Primary School actively seeks ways to enhance student learning and well-being by partnering with parents and families, other education and training institutions, local businesses and community organisations.</strong></td>
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<tr>
<td>Teachers are encouraged and supported to monitor closely the progress of individuals, identify learning difficulties and tailor classroom activities to levels of readiness and need.</td>
<td>The School encourages the use of research based teaching practices in all classrooms to ensure every student is engaged, challenged and learning successfully.</td>
<td>Parents and families are recognised as part of the school community and valued as partners in their children’s education.</td>
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<td><strong>WE WILL:</strong> » Continue to provide support for students at risk by using a student services team and to challenge students in their learning at all levels. » Monitor the progress of individual students and continually adjust teaching practices, in the form of individual education plans and behaviour plans, in curriculum delivery in response to individual’s progress.</td>
<td><strong>WE WILL:</strong> » Promote and support collaboration and reflection on teaching practices between year group and phase of learning teachers. » Continue development and implementation of a teaching and learning culture to establish and communicate clear, consistent understandings of expectations concerning the use of highly effective teaching strategies throughout the school.</td>
<td><strong>WE WILL:</strong> » Continue to seek opportunities to develop community, education and business partnerships to support improved student achievement and/or well-being. » Continue to promote the Leda School / Community Expo.</td>
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Our Targets

*The School has developed a robust process of annual self-assessment that is based upon collaborative use of evidence related to the strategic improvement targets.*

The inclusion of specific targets encompassing all learning areas, years of schooling and dimensions of student learning (achievement, progress and engagement) is an approach that continues to build a shared responsibility and a whole school improvement culture.

### STUDENT ACADEMIC IMPROVEMENT TARGETS

<table>
<thead>
<tr>
<th>NAPLAN</th>
<th>ON ENTRY</th>
<th>STUDENT ACHIEVEMENT 1 - 6</th>
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<tbody>
<tr>
<td>National Assessment Program Literacy and Numeracy</td>
<td>» On entry achievements from PP – Y1 and from Y1 to Y2 will be at or above the expected progression rate.</td>
<td>» Increase the % of students achieving A and B grades in all learning areas</td>
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<td>» In 2017 NAPLAN achievement will be above ‘like schools’ in all five test areas</td>
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<td>» Decrease the % of students achieving D and E grades in all learning areas.</td>
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<td>» Decrease the % of students below the national minimum standard in all test areas</td>
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### STUDENT NON ACADEMIC IMPROVEMENT TARGETS

<table>
<thead>
<tr>
<th>ATTENDANCE</th>
<th>ENGAGEMENT</th>
<th>SOCIAL AND EMOTIONAL WELL-BEING</th>
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<tr>
<td>» Increase numbers of students achieving 98% or above attendance rate each term.</td>
<td>» Increase % of students achieving ‘Consistently’ in Attitude, behaviour and effort rating.</td>
<td>» Maintain and improve student well-being as measured by student, parent and staff surveys</td>
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<tr>
<td>» Decrease the % of students in the 60-80% attendance category</td>
<td>» Decrease % of students achieving ‘seldom’. In all ABE data.</td>
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### STAFF IMPROVEMENT TARGETS

<table>
<thead>
<tr>
<th>PERFORMANCE AND DEVELOPMENT</th>
<th>USE OF ICT</th>
<th>SOCIAL AND EMOTIONAL WELL-BEING</th>
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<td>» Staff use highly effective teaching practices as evidence through staff and student surveys.</td>
<td>» Continue to increase % of staff using innovative technological practices to enhance their curriculum delivery by providing targeted training.</td>
<td>» School survey data reflects a high degree of satisfaction in all areas</td>
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<td>» Staff set high performance expectations in their Performance Management goals in term 1 and reflect on their achievement of them in term 4.</td>
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### COMMUNITY TARGETS

| | |
| » Maintaining positive parent satisfaction as evidenced in survey data | » School Board raises awareness within the parent group and wider school community of its role and operations |
| » Maintain the numbers of agencies attending the community expo. | |