This is an agreement about what our site’s priorities will be for the specified three years.

The agreement summarises the school/preschool’s contribution to improving student learning at their site through a focus on learning targets based on DECS priorities and other areas of local significance that are critical to learners’ achievements and well-being.

The school/preschool will report annually on progress toward learning targets. Where relevant, subsequent learning targets may be adjusted in consultation with the Governing Council. A Review Report will address the achievements of the Site Learning Plan.

A copy of the Site Learning Plan will be provided to the District Director to inform the District Learning Support Plan that will align district operational activities to supporting sites in achieving their learning targets.

____________________________________ Governing / School Council Chairperson

____________________________________ Principal / Preschool Director
### THREE YEAR STRATEGIC LEARNING DIRECTIONS: BLYTH PRIMARY SCHOOL

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<th>STRATEGIC PRIORITIES</th>
<th>KEY FINDINGS FROM DATA that inform strategic targets (updated annually)</th>
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| **LITERACY**         | Year 5 literacy average scores in State literacy test have been below the state average score for the past 3 years and the gap seems to be getting wider  
Several students not progressing in Spelling as we would expect  
Student Reading is stronger than Writing, Spelling, Speaking & Listening and Viewing  
17% of student population are on NEPs | 2008: Downward trend in Spelling shown by some students halted.  
2008: Year 5 State Literacy Test results closer to state average | Student National Literacy Test results as for state average or better in all areas in all year levels  
All students achieve national benchmark for literacy |
| **NUMERACY**         | Staff confident in teaching the Number strand of Mathematics  
Numeracy results above state average in Year 3 and Year 5 but Year 3 markedly stronger in number  
17% of student population are on NEPs | 2008: Year 3 students stronger in space and measurement | Student National Numeracy Test results as for state average or better in all strands in all year levels  
All students achieve national benchmark for numeracy |
| **SCIENCE**          | Although interested in Science, not all teachers have the knowledge for teaching “just in time” when occasions arise  
Staff would like more training in Science  
Staff most confident in teaching Life Systems and Earth and Space.  
Blyth Grasslands somewhat neglected in 2006 and 2007 | 2008: All Science Strands taught in depth  
2009: Blyth Grasslands a part of the Science curriculum in all year levels, signs for plants in place | Student progress through Science standards even across the strands |
| **MUSIC**            | No students participate in instrumental music at school  
Some students learning piano privately  
Whole school singing introduced in 2007  
Students singing in public – Drought Family Picnic, School Concert  
Music not a teaching strength in the school | 2008: Students playing percussion instruments as a part of the music program, Year 5/6/7 students participating in an instrumental music program  
2009: Class teachers confidently teaching music | All students regularly participating in a classroom music program which includes music making, singing and instrumental music. |
| **WELLBEING**        | Excellent student attendance both at school and in AASC activities  
Bullying of students remains low  
Improved student satisfaction in annual student opinion survey  
Very high staff satisfaction as indicated in annual opinion survey  
Staff managing curriculum change and teaching students with specific learning and behavioural difficulties successfully  
Improved facilities and airconditioning have created more comfortable learning environments (classroom, outdoor, virtual) | 2008: Students can articulate how they can keep themselves safe in given situations  
2008: Improved student satisfaction in annual opinion survey | High Student attendance rate maintained (95% or above)  
Improved student health and fitness.  
High staff morale maintained  
Upper Primary students have Growth and Development lessons delivered by their classroom teacher |
| **QUALITY TEACHING AND LEARNING** | High level of satisfaction in community in the quality of teaching  
Performance Standards introduced in 2007 – teachers readily identifying professional standards and career stages  
Student feedback indicates a request for more frequent feedback about how students “are going”. | 2008: All students and teachers maintain a learning journal or similar goal setting/reflective journal or chart  
2009: Some teachers accredited as AST1 | Teachers have moved further through career stages towards being teacher leaders in the domains of practice, relationships, knowledge and values leading to improved student wellbeing and learning outcomes |
| **SUSTAINABLE FUTURES** | Wipe Out Waste program in its infancy in the school – cartridges, drink cartons, note paper and newspapers recycled  
Compost not used in gardens  
Local council does not have recycling bins | 2008: Recycling routines established  
2009: Additional sustainable practices in place e.g. solar power, collection of run-off | Recycling and reusing of materials is a part of the school culture |