

School plan 2018-2020

Yass Public School 3549



School background 2018–2020

School vision statement

At Yass Public School we are committed to happy, safe and successful experiences for all.

Our staff have high expectations of our students and our students are encouraged to be creative and confident in their life long journey of learning.

We will provide an environment that fosters caring and sharing; enabling all members of our school community to achieve their potential.

School context

Yass Public School is situated on the northern side of the town and enjoys beautiful grounds and picturesque views of the river and hills. The school is 136 years old having been established as one of the first schools in the district. The beautiful historic buildings are reflective of the school's rich history in education in the district.

The school is currently enjoying growing student numbers and during 2017 sustained a 12th class. This made all our existing classes smaller and all students enjoyed higher teacher to student ratios.

Our school also enjoys a modern Multipurpose Hall that was delivered through the Building the Education Revolution Project and has enabled the school to host many more events on our own school site.

Our school enjoys all the benefits of small student numbers, family atmosphere and caring environment with the expertise and experience of a big school and staff. We are able to staff flexibly and establish innovative programs that meet the needs of our students and their families.

At Yass Public we work with parents, members of the community and community groups to enhance the educational opportunities for our students, providing them with a learning setting that is both positive, comprehensive, caring and stimulating.

School planning process

The School plan 2018–2020 is a result of consultation with the staff, students and the parent community.

Our school has consulted with staff to look at what strategic directions would be important for our school in the 2018–2020 planning period. These strategic directions came from our staff needs and the data collected about our students and our schools situational analysis. The Yass community of schools also shared planning discussions and strategic directions across local schools. The teaching staff were also given the opportunity to complete a survey to share their ideas on current practice and future directions of our school.

A staff member was employed to consult with the parent community and collate responses from teachers, students and parents. All parents were given the opportunity to complete a survey and 87 responses were received. Parents were encouraged to present ideas and future directions for the school as part of the survey. Their responses were collated and aligned with the three strategic directions and then further consultation occurred with the P & C. Surveys were able to be completed online and this gave parents a voice for their aspirations for our school and their children.

Students were encouraged to complete an individual survey to contribute their thoughts and ideas about our school and what they would like to see in the future. More than 200 responses were received and they were also collated and aligned with the strategic directions.

The draft strategic directions and purpose of each direction, including the key improvement measures were given to staff and parents for comment and amendments.

The 5P planning page was developed with all stakeholders with a focus on key priorities and key programs.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Staff are educational leaders, ensuring quality teaching and learning practices.

Purpose:

To ensure that learning for all students is based on quality educational delivery and consistent, high standards and shared professional practices

STRATEGIC DIRECTION 2

Students and staff are successful, confident and creative leaders and learners.

Purpose:

To ensure that all students and staff will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.

STRATEGIC DIRECTION 3

School works in partnerships with parents and the community.

Purpose:

To build collaborative and supportive relationships which support student learning, and further broaden the opportunities available to our students.

Strategic Direction 1: Staff are educational leaders, ensuring quality teaching and learning practices.

Purpose

To ensure that learning for all students is based on quality educational delivery and consistent, high standards and shared professional practices

Improvement Measures

Focus Area

Improved outcomes in standardised internal and external assessment processes including improved results in NAPLAN for all students including Indigenous students. The main focus being writing and the improvement of skill, knowledge and enjoyment.

Quality Teaching

Continued development of effective classroom management where students are engaged in learning and there are high expectations of achievement. All teachers using evidence based strategies such as learning intentions in their lessons.

Action Research

Implementation of evidence-based practices to increase engagement of teachers and students resulting in a positive change in teaching pedagogy associated with the action research project and supported by evidence.

Professional Learning

Improved knowledge and understanding of teachers managing their professional learning logs as well as an increased confidence of the accreditation process. This will result in teachers maintaining

People

Students

- build skills to self-assess utilising writing rubrics and literacy and numeracy progressions with a focus on capabilities and competency.
- take greater responsibility for their own learning, knowing what the goals of the learning program are; understand how they will be assessed; know whether they are on track to achieve success.

Staff

- understand the need to engage in professional learning that is relevant and timely and have the skills to differentiate learning, planning, assessing and reporting.
- understand the benefits of shared responsibility for student improvement and contribute to a learning culture through the observation of each others' practice.
- participate in professional training in writing and implement a writing program across the school.
- understand the need to work beyond their classroom and contribute to broader school programs to enhance learning opportunities for students.

Leaders

- recognise and understand the capabilities required by schools leaders at all levels and support and mentor aspiring leaders.
- support the school executive to adopt a coordinated approach to literacy where the teaching of writing is valued and there is an expectation of improvement

Processes

Focus Area

Implement an explicit teaching methodology in every classroom for writing with allocated time for students to practise skills.

Quality Teaching

Draw on evidence-based feedback including classroom observations, student data and student surveys to improve teacher practice.

Action Research

Draw on research to develop and implement high quality professional learning in teaching practices.

Professional Learning

Build teacher understanding of the Australian Professional Standards for teachers to improve individual practice at relevant points of the accreditation process.

Evaluation Plan

- Progress toward improvement measures observed; school processes and procedures; evaluation of classroom environments and teaching and learning program supervision.
- Through the professional learning program, stage meetings, collaborative planning, professional dialogue, mentoring, peer support and beginning Teacher program.

Practices and Products

Practices

Every teacher uses data to inform and differentiate their teaching and learning by tracking student progress on the learning progressions.

Teaching and Learning programs are data based, differentiated for individual student learning needs and demonstrate syllabus content measured by program review and student work samples, NAPLAN results and diagnostic testing.

Products

Focus Area

Students taught at specific point of need with students of like ability for literacy, with time allocated for writing across the school. Further development of a diverse range of programs to support students in all aspects of learning making programs available for extension.

Quality Teaching

A strong professional learning community is strengthened, with a focus on student learning, collective responsibility and reflective professional inquiry. Group and individual quality instruction drives all learning.

Action Research

Delivery of meaningful, high quality teaching, aligned to the findings of the action research project that results in positive change for our school.

Professional Learning

Strategic Direction 1: Staff are educational leaders, ensuring quality teaching and learning practices.

Improvement Measures

accreditation and seeking continual professional growth.

People

in literacy standards across the school.

- participate in professional learning and assist all staff through mentoring.

Practices and Products

Beginning teacher's are achieving their accreditation or working towards it. All teachers are confident in logging their professional development hours and are able to maintain all requirements to achieve their relevant level of accreditation.

Strategic Direction 2: Students and staff are successful, confident and creative leaders and learners.

Purpose

To ensure that all students and staff will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.

Improvement Measures

Reduce referrals to school counsellor.

Reduce amount of student behaviour referrals.

Increase student attendance.

Improved levels of student wellbeing and proportion of students demonstrating active engagement with their learning.

Increased opportunity for all students to be extended academically, physically and creatively.

People

Students

- understand the need to receive feedback to support their future learning.
- develop appropriate / high expectations for students fostering belief in themselves.
- will each develop strong personal values with the ability to relate well to others, work in teams, collaborate and accept responsibility for their own actions and think creatively.

Staff

- understand the need to use school developed strategies to support students with positive behaviour techniques across the school community.
- understand the processes to confidently assess and record student learning and identify and refer students to the Learning Support Team.
- have the skills to provide explicit, specific feedback to students on how to improve.
- differentiate their teaching to meet students individual learning needs.

Parents/Carers

- work collaboratively to develop learning goals with students and teachers and support students in achieving those goals.
- understand and support Positive Behaviour for Learning expectations and activities.

Processes

Student Wellbeing

Implement a whole school integrated approach to student wellbeing in which students can succeed, connect, thrive and learn at every stage of their schooling.

Personalised Learning

Develop and implement current policies, programs and processes that identify, address and monitor students learning needs. Timely, targeted intervention and feedback for all students reflect best practice and students access tailored support, extension or enrichment to maximise outcomes.

Curriculum and Learning

Deliver a dynamic, quality curriculum that supports high expectations for student learning. Ensure that most students can articulate their learning and understand what they need to learn next to enable continuous improvement.

Evaluation Plan

All data will be analysed collaboratively:

- Student TTFM surveys (Term 1 & 3)
- Internal surveys
- Ongoing review of NAPLAN and PLAN data
- Internal student performance data
- PBL data
- Personalised Learning data (SMART goals)
- Classroom Observations (student engagement)

Practices and Products

Practices

The school community will: engage in student wellbeing program; continue to develop and implement 'Peer Support' program across the whole school; and reignite the Student Representative Council.

Teaching and support staff will develop deeper understanding around student wellbeing through professional development.

Students and staff are involved in continuous use of assessment data to monitor achievements and gaps in student learning and inform planning for quality and pertinent learning experiences.

Products

Students will have increased engagement with their learning and will feel more connected with the school and wider community.

We will see positive and respectful relationships across the school community underpinning a productive and aspirational learning environment. Student and staff make an impact through leadership initiatives in the school.

Students will have increased their engagement in all aspects of school life through tailored learning opportunities including Gifted and Talented, Creative Arts, Sporting Excellence and learning support programs.

Strategic Direction 2: Students and staff are successful, confident and creative leaders and learners.

Processes

- SEF
- Attendance data

Strategic Direction 3: School works in partnerships with parents and the community.

Purpose

To build collaborative and supportive relationships which support student learning, and further broaden the opportunities available to our students.

Improvement Measures

Increase in parents accessing school website and school app subscriptions.
Increase in parents indicating satisfaction between home/school communication as measured by survey.

Increase in the number of parents attending community/school events.

Increase percentage of Indigenous parents involved in the development of their child's personalised learning plan and students feel that they are successful and enjoy school life.

People

Students

- understand the importance of making connections with other students and teachers, and value the positive impact that this has on their learning.

Staff

- understand the importance of increased family parent and community engagement and communication, including the improvement it has on learning outcomes.
- understand the importance of engaging our Indigenous community to build cultural understanding and to work in a collaborative partnership with parents and community members.

Parents/Carers

- are comfortable in communicating with the school and feel supported by staff.
- recognise the value of being involved in school planning and consultation.
- see the value for their children participating in community and school organised events.

Processes

Community engagement

To ensure that relationships between the school, parents, local schools, and local community are developed so that our students have access to a broader range of opportunities and expertise. We will strive to develop a greater sense of belonging in our students as they begin to understand and value their position in the school and wider community.

Communication

To ensure that parents and students are informed about the school's policies, programs and events via a variety of communication methods. The school will collate resources and services from the community for families, students and the school.

Aboriginal links

To ensure that Indigenous students and their families feel supported by personalised learning plans. Students will have opportunities to embrace and connect with their culture and their school.

Evaluation Plan

This plan will be monitored against the milestones every five weeks by the leadership team and every term by the staff. We will use data from:

- The Tell Them From Me survey – Term 1 & 3
- PBL data
- School Stream App registration
- Online surveys

Practices and Products

Practices

The school uses the PLP process to form collaborative relationships with Indigenous families.

The school provides opportunities for Indigenous students to connect with their culture through NAIDOC week celebrations and Indigenous mentors.

The school utilises a range of communication methods, including the School Stream App, digital sign, school website, parent information sessions, meet and greet afternoons and parent/teacher interviews to communicate with parents and the community.

The school will collate and distribute information on services, agencies and courses that are available to help assist our students and families.

The school will be an active participant in the Binit Binit learning community and will provide further opportunities for our students and engage the local community.

The school will improve upon our Kindergarten and High School transition programs.

Products

Parents and community members are informed about school events and policies. Increased website hits, School Stream subscriptions and increased participation in online surveys.

Increased attendance and participation of parents and community members at parent information sessions, school and

Strategic Direction 3: School works in partnerships with parents and the community.

Processes

- SEF

Practices and Products

community events.

Indigenous families involved in the development of PLP's, school events, and all aspects of our school. Achievements are celebrated in school and the wider community.