

School plan 2018-2020

Yenda Public School 3554



School background 2018–2020

School vision statement

At Yenda Public School we will empower learners by working in a partnership within and beyond our school in a collaborative, strategic and accountable way. We will inspire the development of resilient, confident, engaged and innovative individuals, fostering an environment of creative, critical and resourceful thinkers. We will work toward our shared vision of educational excellence through quality teaching, learning and leadership.

School context

Yenda Public School is in the Riverina Region of New South Wales and has been in operation since 1920. Since the school first established, we have seen many generations of families educated at our school. We have a proud tradition of teaching children to be safe and respectful learners in a positive environment.

The school has a student population of 119 students ranging from Kindergarten through to Year 6, across five classes. We are a school that endeavours to provide excellence in teaching and learning programs, particularly in the areas of Literacy and Numeracy. All students are provided with teaching and learning experiences that cater for their individual needs.

At Yenda Public School we have an experienced and committed staff who undertakes regular and relevant Professional Learning, in order to improve student outcomes.

There is a demonstrated commitment within the school community to strengthen and deliver on school learning priorities, with constructive levels of student, staff and community engagement.

School planning process

The school undertook an extensive planning process to inform the strategic directions for the next three year school plan. This process assisted the school in identifying its strengths and areas of need, the key aspects impacting student learning and determining priorities for future planning. As part of the planning process:

- Executive staff liaised with Department of Education personnel to analyse school and state data, evaluating the impact of the previous school plan
- Teaching staff took part in professional learning around measuring impact and evaluative thinking in order to critically evaluate the previous school plan, and determine new areas of need for the school
- Data was analysed and an in-depth Situational Analysis was completed and discussed with executive and teaching staff. From this the three strategic goals were identified and discussed with the community.
- The executive, staff and parents worked collaboratively to develop the 5P approach across all strategic directions. The draft plan was shared with all staff and parents to ensure collective understanding and efficacy
- A draft Plan was distributed through school communication methods for parent/community feedback
- The executive and staff worked together to develop the milestones section of the plan

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Quality Teaching

Purpose:

Create a stimulating and engaging learning environment, underpinned by effective, explicit, and research based teaching methods aimed at differentiating and optimising learning for all students across the school underpinned by high expectations and quality teaching practices.

STRATEGIC DIRECTION 2 Learning Excellence

Purpose:

Develop an integrated approach to quality teaching, curriculum planning and delivery, and assessment that promotes learning excellence and is responsive to the needs of all students allowing them to excel by working in partnership with families.

STRATEGIC DIRECTION 3 Wellbeing

Purpose:

To provide a school environment that collectively nurtures the growth and development of all students with a focus on building trusting and respectful relationships that allow all students to connect, succeed and thrive across all settings.

Strategic Direction 1: Quality Teaching

Purpose

Create a stimulating and engaging learning environment, underpinned by effective, explicit, and research based teaching methods aimed at differentiating and optimising learning for all students across the school underpinned by high expectations and quality teaching practices.

Improvement Measures

Increase the number of teachers who are confident practitioners of visible learning strategies in their classrooms.

All students have goals which are set in collaboration with their parents and teachers, based on their personalised learning data.

People

Leaders

School executive adopt a coordinated approach to data informed practice, where reflective practice amongst teachers is valued and there is an expectation of improvement in literacy and numeracy standards across the school.

Staff

Develop staff skills and a positive mindset towards the use of Visible Learning, Data skills and Instructional Rounds through collaboration to optimise student learning.

Parents/Carers

Parents and Carers develop an understanding of and value the theories and models of learning that underpin the school's educational philosophy. They demonstrate support for the school's position with their children and in the community and are active partners in embedding this into the school's culture.

Students

Students will develop the skills and mindsets to give and receive effective feedback to develop goals to optimise their learning in the classroom setting.

Processes

Data Skills and Use

Develop staff skills in the collection, analysis and use of data to differentiate student learning and inform future focused learning for all students, leading to consistent school wide practices.

Instructional Rounds

Develop staff knowledge of Instructional Rounds to develop a shared understanding of the purpose and the process in schools. Put in place structures and processes to support implementation of Instructional Rounds across the school.

Visible Learning

Develop staff knowledge through professional learning around the key components of visible learning. Develop processes and structures for the implementation of Visible Learning strategies across the school including effective feedback, lesson intentions, success criteria and goal setting.

Evaluation Plan

Progress towards improvement measures will be evaluated through monitoring and evaluating the effectiveness of Visible Learning strategies and its effect on student literacy and numeracy standards through NAPLAN data, internal achievement data, student achievement reports and progress against the literacy and numeracy progressions.

Practices and Products

Practices

Teachers and students using feedback to develop and reflect on learning in the classroom and using this to set goals for future learning.

All teachers participate in professional learning that promotes deep understanding of visible learning, data driven practice and the use of Instructional Rounds which is evident in every day classroom practice.

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

Products

100% of Teaching programs are data based, differentiated for individual student learning needs and demonstrate syllabus content

The learning goals for students are informed by analysis of internal and external student progress and achievement data and feedback. Progress towards goals is monitored and reported through collection of quality, valid and reliable data.

There are structures and processes in place for the collection and analysis of data to inform student learning.

Strategic Direction 2: Learning Excellence

Purpose

Develop an integrated approach to quality teaching, curriculum planning and delivery, and assessment that promotes learning excellence and is responsive to the needs of all students allowing them to excel by working in partnership with families.

Improvement Measures

Increase the percentage of students demonstrating expected growth as triangulated by NAPLAN, ACER and Continuum data.

Increase the proportion of students in the top two NAPLAN bands by eight per cent by 2019.

People

Leaders

Leaders provide individualised support to all staff members to embed evidence based pedagogy and curriculum understanding into their classrooms.

Staff

Staff develop the skills and knowledge to implement evidence based pedagogy and curriculum knowledge across the school that allow for students to be critical, reflective and individual learners.

Students

Students are able to identify their own progress in learning and their future direction. They are reflective learners who value goal setting.

Parents/Carers

Parents and Carers understand their child's role in their own learning and support their child and the school in the achievement of their learning goals.

Processes

Evidence Based Pedagogy

Review, evaluate and implement evidence based programs and strategies through professional learning and classroom practice to increase student achievement in literacy and numeracy.

Curriculum Development

Develop an integrated approach to quality teaching, curriculum planning and assessment to meet the needs of all students through differentiated programs.

Evaluation Plan

Progress toward improvement measures will be evaluated through:

- student surveys
- evaluation of consistent use of school processes and procedures
- evaluation of classroom environments
- teaching and learning program supervision
- NAPLAN data
- ACER data

Practices and Products

Practices

Teachers differentiate curriculum delivery to meet the needs of all students, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement.

Students can articulate their learning and understand what they need to learn next to enable continuous improvement where they reflect on their learning and actively engage in goal setting with the support from families.

Products

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

Parents and carers are regularly informed of their child's learning journey with evidence of achievement provided.

Strategic Direction 3: Wellbeing

Purpose

To provide a school environment that collectively nurtures the growth and development of all students with a focus on building trusting and respectful relationships that allow all students to connect, succeed and thrive across all settings.

Improvement Measures

Increase the percentage of students who identify that they are actively connected to their learning socially and emotionally as measured through the ACER Wellbeing Survey and Tell Them From Me.

Increase the percentage of students who feel respected, valued and have established positive relationships within the school.

Evaluate the effectiveness of PBL programs through the use of self evaluation tools.

People

Leaders

The school executive adopts a coordinated approach to student, staff and community wellbeing where the teaching of positive behaviour is valued.

Staff

Staff understand the value of teaching positive behaviours to support learning, and establish positive and respectful relationships with all stakeholders.

Students

Students are invested in their learning at school, and value the whole school approach to wellbeing. They are secure in their relationships at school, and understand that whole school processes are in place to support their achievement.

Parents/Carers

Parents and Carers are aware of and value the whole school approach to wellbeing, and support the implementation of programs through school and home involvement.

Processes

Positive Behaviour for Learning

Implementation and embedding of Positive Behaviour for Learning processes across the school.

Wellbeing Framework

Develop staff and community understanding around aspects of the Wellbeing Framework. Evaluate current policies and practices using the Wellbeing Self Assessment Tool and update and develop policies using the Wellbeing Framework.

Staff Wellbeing

Provide staff with the skills and evidence based strategies with the purpose of improving professional practice, collective efficacy, and being better teachers for students through a strategic focus on staff wellbeing.

Evaluation Plan

Progress toward improvement measures will be evaluated through;

- school behaviour and attendance data
- evaluation of consistent use of school processes and procedures
- Positive Behaviour for Learning data
- community, staff and student satisfaction surveys.

Practices and Products

Practices

Shared school wide responsibility for student wellbeing is evident through explicit implementation of Positive Behaviour for Learning practices

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

Products

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning allowing students to connect, succeed and thrive.

There is a school wide collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by holistic evidence based information about each students wellbeing and learning needs in consultation with parents and carers.