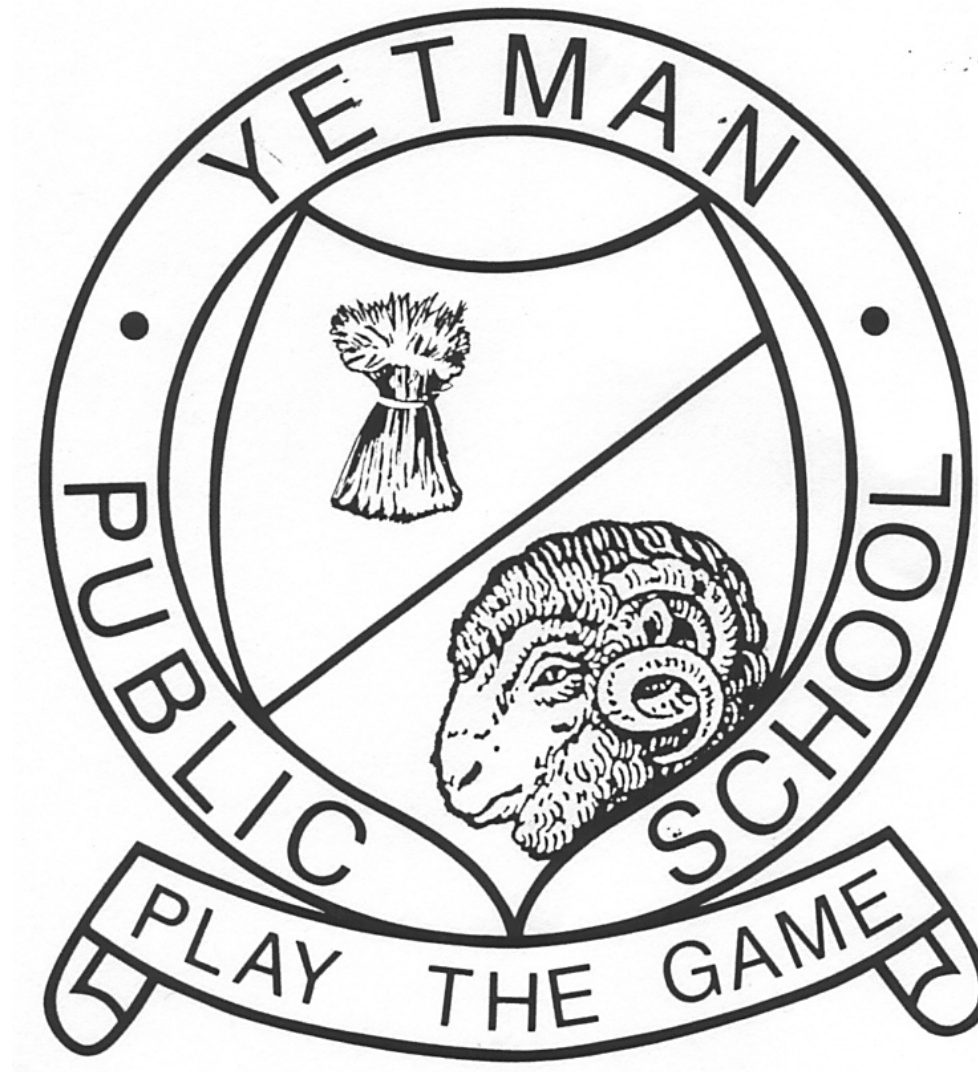


School plan 2018-2020

Yetman Public School 3559



School background 2018–2020

School vision statement

Yetman Public School is a place where exploration, creativity and imagination make learning exciting and where all learners aspire to reach their full potential.

Our staff are innovative and dynamic, providing leadership that inspires academic success.

We work together as a whole school community to prepare our students to be confident, persistent and resilient learners within our ever-changing, challenging world.

School context

The Yetman Public School motto 'Play The Game' promotes the concepts of inclusiveness, social development, dedication to academic improvement and achievement, enthusiastic involvement in sporting contests and the continual growth of the human spirit. The supports children from surrounding areas and the township of Yetman, which is a rural and remote community, approximately 120km from the nearest large town of Inverell.

The school and community have worked collectively to ensure that all students are given the opportunity to develop and achieve their maximum potential. Our enrolment hovers between 20–25 students. We have a highly experienced and dedicated staff that is committed to initiative, quality learning outcomes for all students. We have strong ties with the local mobile preschool, Tharawonga, and high school and through strong transition programs for starting school or for high school.


School planning process

The planning process was led by the Principal and staff who used a variety of data and school evidence and educational research to develop our plan. Research used included:

- 2018–2022 Department of Education Strategic Plan
- 'What works best: Evidence-based practices to help improve NSW student performance'. Centre for Education Statistics and Evaluation (CESE)
- 'High Value-Add Schools: Key Drivers of School Improvement' – CESE
- Australian Professional Standards for Teachers
- PLAN data
- SMART data
- School's Excellence Data
- Melbourne Declaration on Educational Goals for Young People
- The Wellbeing Framework for Schools
- acara and NSW Syllabus Documents
- Quality Teaching in NSW Public Schools

The consultation process that was undertaken by the school included the evaluation of the previous school plan by the School Planning Committee. This committee comprised of the Principal, a classroom teacher, and parent representatives. The committee was developed in consultation with the P&C and remained in close contact throughout the planning process to gauge support, interest and feedback from the wider community group around the school vision, strategic directions and improvement measures. The consultation process included student, parent and staff surveys, informal interviews, observations, analysis of school educational data as well as staff, P&C meetings and Hall and Progress association meetings. The Principal also consulted with the Community of small school over numerous working parties to formulate the two strategic directions for 2018–2020.

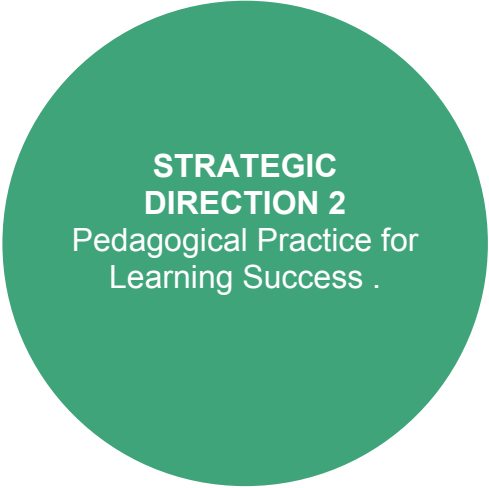
School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Excellence in Teaching and
Learning.

Purpose:

To collaboratively build strong foundations in curriculum, assessment and evaluation for future focused learning, with an emphasis on Literacy and Numeracy skills across all learning areas.



**STRATEGIC
DIRECTION 2**
Pedagogical Practice for
Learning Success .

Purpose:

To lead learning through the implementation of research based pedagogy to develop high quality educational leadership practices for guiding learning.

Strategic Direction 1: Excellence in Teaching and Learning.

Purpose

To collaboratively build strong foundations in curriculum, assessment and evaluation for future focused learning, with an emphasis on Literacy and Numeracy skills across all learning areas.

Improvement Measures

All students are demonstrating expected or above expected growth in literacy and numeracy as indicated by internal measures and the Literacy and Numeracy Progressions.

Learning Intentions and success criteria are embedded in differentiated learning across STEAMEE (Science, Technology, Engineering, Arts, Music and Environmental Education) programs and are aligned with future focussed pedagogies.

Embedded and explicit systems for focused teacher collaboration within and across schools are used to plan, implement and evaluate targeted curriculum areas.

People

Students

Students are creative, critical and engaged learners who are confident to collaborate and use self-assessment skills across all learning areas.

Staff

Staff will demonstrate and apply a comprehensive knowledge of the Australian Curriculum to guide student learning.

Staff

Staff embed Visible Learning into programs and practice leading student understanding and use of feedback to improve learning.

Parents/Carers

Parents value high expectations and will develop an understanding of the learning process to actively support their children.

Community Partners

Community recognises and supports the school in achieving differentiated learning opportunities for all students.

Processes

Draw on solid research to develop and implement high quality and professional learning in literacy and numeracy teaching practice in all curriculum areas for future focused learning.

Use authentic assessment and evaluation strategies to inform future focused teaching and learning.

Design and implement high quality differentiated learning programs that meet syllabus requirements across all curriculum areas.

Evaluation Plan

Pre and post survey data.

Professional Learning reflection and discussion.

Student work and assessment samples.

Classroom observations and feedback.

Collegial discussions about Teaching and Learning Programs.

Data collection procedures and practices.

Student identification of learning goals and assessment.

3 way interviews with student, teacher and parents.

Engagement with school community and community of schools.

Practices and Products

Practices

Students ask for, understand and use feedback to improve learning and growth.

Collaborative practices include learning walks, planning sessions and STEAMEE days, within the school and as a community of schools, to foster collegial discussion on future focused learning.

Every teacher uses assessment data to inform their impact and next steps to develop learning programs based on student learning challenges.

Students engage in challenging work and feel supported to take risks in their learning; particularly Literacy and Numeracy across the curriculum.

Products

Teachers understand their impact and identify mindframes for Visible Learning to demonstrate the progress of students.

Visible Learning strategies are evidenced in teaching and learning practice across all curriculum areas.

Students develop the ability to work collaboratively and independently resulting in quality learning.

Development of STEAMEE program to support future focused pedagogy and learning.

Strategic Direction 2: Pedagogical Practice for Learning Success .

Purpose	People	Processes	Practices and Products
To lead learning through the implementation of research based pedagogy to develop high quality educational leadership practices for guiding learning.	Staff Staff will demonstrate and apply comprehensive knowledge of the Australian Curriculum and effective pedagogy to guide student learning and embed Visible Learning into practice.	Visible Learning: Apply effective pedagogical learning practices, embedded with feedback and evaluation, to assist students to realise learning goals and demonstrate resilience.	Practices Visible Learning Staff apply effective habits of thinking and doing to ensure access to the curriculum for all students.
Learning intentions and success criteria are visible and explicitly used in all settings for continuous improvement.	Students Students have an understanding of the characteristics of an effective learner, learning intentions, success criteria, and authentic assessment across the curriculum.	Wellbeing: Develop and implement a whole school integrated approach to student well-being in which students can connect, succeed and thrive to build leadership capacity.	Staff and students receive, act on and give feedback to track achievement and action learning goals.
Expert use of feedback and formative assessment are observed in all contexts as evidenced through classroom observations and teacher self-reflection data.	Parents/Carers Parents/carers will develop an understanding of the visible learner and how to actively support their child/ren to achieve success.	Visible Learning: Develop aspirational expectations of learning progress and achievement for continual improvement.	Staff, students and parents develop a shared language to facilitate Visible Learning.
Wellbeing surveys indicate high levels of satisfaction in the areas of belonging and engagement.	Leaders Leaders use evidence based pedagogy to provide vision, support and direction to staff and community to enhance effective leadership capacity.	Evaluation Plan Pre and post data and surveys Reflection and reporting on the impact of planned activities Students work samples and assessment Analysis of school-based and external assessment data Observational rounds Teaching programs and discussion at staff meetings Professional discussion through staff PDP process Engagement with community of schools	Wellbeing Develop opportunities that promote and recognise self-efficacy in all students.
			Products Structures are in place to enable regular meetings and opportunities to collaboratively plan, reflect, improve and deliver evidence informed pedagogy. Effective systems in place to maintain accurate records, documentation and assessment data to evaluate and adjust teaching strategies to maximise student achievement . Alliances with like schools are developed and maintained, resulting in the students having improved social skills, broader opportunities and the ability to make adjustments and adapt to situations.