

# School plan 2018-2020

## Yoogali Public School 3561



# School background 2018–2020

## School vision statement

At Yoogali Public school we are committed to providing all students with a quality education where they are engaged and willing to take risks with their learning.

Students will be successful, confident learners who aspire to reach their full potential in a nurturing environment with dynamic teachers working in partnership with the whole school community.

## School context

Yoogali Public School is a small school located in Yoogali village on the outskirts of Griffith in the Riverina. Yoogali PS is a member of the Griffith Community of Schools. The School is classified as TP2 with a teaching principal and two full-time classroom teachers, two School Learning Support Officers, one School Administration Manager, a part-time School Chaplain and a General Assistant. It currently has an enrolment of 37 children with 2 multi stage classes.

We strive to provide a happy, safe and nurturing environment with clear expectations and challenges for all students. Specific student needs are met with the support of School Learning Support Officers and specialist teachers.

The school is an Early Action For Success school and has the support of an Instructional Leader to foster student learning and raise teacher capacity to improve both Literacy and Numeracy outcomes for children in Kindergarten to Year 3.

To support early learning in our community we have established “Yoogali Young Starters” program which is aimed at enhancing future students’ literacy and numeracy skills preparing them for Kindergarten.

The school attracts equity funding to support the needs of students based on;

Socio-economic-background

Aboriginal background

Low level adjustment for disability.

## School planning process

Consultation was an important aspect of the current school planning process. A number of different opportunities were given to involve all stakeholders in the planning process.

All staff members were involved in discussions and meetings during each stage of the process. They have analysed data including, student assessments, observations and responses, to identify the strategic directions for the school plan.

Students were consulted via surveys and brainstorm sessions about their school and their expectations for the future.

Parents and Community members and our local Aboriginal community have been consulted throughout the process via surveys and meetings. The P&C was also consulted throughout the process.

Visitors to the school were asked to identify core values and directions for improvement using a tally board to collect data.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1 Learning

### **Purpose:**

To provide a whole school approach to the delivery of quality learning experiences that are focussed and differentiated thereby enabling students to develop strong identities as self-directed learners motivated for success.

## STRATEGIC DIRECTION 2 Teaching

### **Purpose:**

To create and maintain a stimulating and engaging professional environment for educators, supported by a positive collaborative culture that develops skilled and high performing teachers and support staff who are able to reflect on practices to meet the diverse needs of the students.

## STRATEGIC DIRECTION 3 Wellbeing

### **Purpose:**

To create a planned whole school approach to student, community and staff wellbeing that supports the needs of all to connect, succeed and thrive in a supportive environment enabling our students to be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.

# Strategic Direction 1: Learning

## Purpose

To provide a whole school approach to the delivery of quality learning experiences that are focussed and differentiated thereby enabling students to develop strong identities as self-directed learners motivated for success.

## Improvement Measures

NAPLAN reading and numeracy results show an increase of 8% of students achieving in the top 2 bands by 2020.

All students to demonstrate improved literacy and numeracy capabilities as evidenced by continued progress against the Learning Progressions.

## People

### Students

Students will develop the skills needed to become motivated, resilient and resourceful learners based on collaboration and creative and critical thinking.

### Staff

Staff will develop the knowledge to create quality teaching and learning experiences based on the evidence based learning progressions and current research into the way students learn.

### Leaders

Leaders will increase the staff capacities to understand and implement the most effective explicit teaching practices that reflect student progress and achievement data.

### Parents/Carers

Parents and carers will become partners in their child's education and collaborate with the school community to develop a shared vision for the education of their child.

## Processes

### Quality Learning Experiences

Develop staff and student capacity through targeted professional learning, professional discussion, collaboration and the development of explicit systems.

### Learning and Support team

Develop and implement a comprehensive system to identify monitor and review student learning needs

## Evaluation Plan

Progress towards our improvement measures will be evaluated through:

Student TTFM surveys (Terms 1 & 3)

Personalised Learning Data (SMART goals)

Ongoing review of NAPLAN and PLAN data

Internal student performance data

Classroom observations (student engagement)

Spiral of Inquiry action plan

## Practices and Products

### Practices

Learning experiences for all students are differentiated according the needs of the individual students. Students are able to articulate where they are in terms of their own learning and understand where to next.

Students are able to articulate where they are in terms of their learning and are able to set learning goals to facilitate future learning.

Creating quality learning experiences through collaborative programming, the use of explicit instruction and active learning.

### Products

Teaching programs will reflect an understanding of student learning goals and differentiating experiences to cater for student needs.

All students demonstrate improved literacy and numeracy capabilities as evidenced by continued progress against the Learning Progressions and by reaching or exceeding end of stage progressions.

# Strategic Direction 2: Teaching

## Purpose

To create and maintain a stimulating and engaging professional environment for educators, supported by a positive collaborative culture that develops skilled and high performing teachers and support staff who are able to reflect on practices to meet the diverse needs of the students.

## Improvement Measures

100% of teaching and learning programs are data based, differentiated for student learning needs and demonstrate syllabus content measured by program review and student work samples.

## People

### Students

Students will experience a dynamic and engaging learning environment where high expectations and differentiated learning will give them the skills to self-direct their learning.

### Staff

Staff will develop a positive mindset towards the latest research into teaching practices to provide engaging learning experiences and improve student outcomes.

### Leaders

Leaders will actively support change that leads to improvement in teaching practices by providing effective feedback.

### Parents/Carers

Develop an understanding and value of the school's educational provision through regular communication via newsletters, meetings, school websites, P&C meetings.

## Processes

### Professional Learning

Build capacity of our teaching team with targeted professional learning that develops pedagogical and syllabus knowledge, and knowledge of research that underpins innovative and effective, instructional practices to develop quality teaching and learning programs and further develop teaching skills.

### Quality Learning Experiences

Develop staff skills through professional discussion, collaboration and explicit systems (Early Action for Success).

## Evaluation Plan

Progress towards our improvement measures will be evaluated through:

PDPs

Student surveys (feedback)

Teaching surveys

Internal & external data

Classroom observations

Staff Professional Development Plans

## Practices and Products

### Practices

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

Teachers give and receive feedback from peers and students adjusting their programs and teaching practices accordingly.

Teachers actively engaging in shared professional learning experiences using the expertise of the instructional leader which enables teachers to develop their leadership skills and implement quality teaching and learning programs.

### Products

100% of teaching and learning programs are data based, differentiated for student learning needs and demonstrate syllabus content measured by program review and student work samples.

Teaching and learning will reflect from Kindergarten to Year 6 the principles of Early Action for Success where teachers provide timely feedback for students to improve their learning.

The leadership team maintains a focus on modelled, distributed instructional leadership to sustain a culture of effective, evidence-based teaching.

Quality learning environments will be created through collaborative programming and the use of explicit instruction and active learning.

# Strategic Direction 3: Wellbeing

## Purpose

To create a planned whole school approach to student, community and staff wellbeing that supports the needs of all to connect, succeed and thrive in a supportive environment enabling our students to be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.

## Improvement Measures

Decrease in the number of behaviour incidents recorded in the playground behaviour forms.

Improved attendance rates across all grades as measured through SCOUT data which is currently at 91% to remain above state average.

Increase in parental attendance at school events

## People

### Students

Students will build the skills to develop positive relationships using the Positive Behaviour for Learning (PBL) matrix and a high expectations mindset and are supported by teachers, parents and carers to achieve them.

### Staff

Staff will develop a deep understanding of the wellbeing framework and how this develops and shapes the character and wellbeing of children and young people. Staff are committed to maintaining their own wellbeing leading to improved professional practice, supporting teacher collective efficacy.

### Leaders

Identify initiatives that support student and staff wellbeing within the Wellbeing Framework. Provide links for parents and carers to support services where appropriate.

### Parents/Carers

Develop a shared understanding of the importance of student wellbeing and the integral role it plays in learning.

## Processes

### Wellbeing Framework

Develop staff and community knowledge of aspects of wellbeing and the Wellbeing Framework and align policies and practices to the framework.

### Positive Behaviour for Learning

Implement and embed Positive Behaviour for Learning practices across the school.

## Evaluation Plan

TTFM,

exit surveys

wellness audit data

community participation

attendance rates

behaviour / discipline data

## Practices and Products

### Practices

Students have positive, respectful relationships with peers and teachers allowing them to connect, succeed and thrive.

Explicit behaviours and values taught and modelled within the PBL framework.

Staff, community members and students have a working knowledge of the Live Life Well @ School program which is embedded in every day living.

A school wide responsibility is evident for wellbeing through staff, student and community engagement.

### Products

Policies and processes will reflect aspects of the Wellbeing Framework.

The school will have in place a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students, which measurably improves individual and collective wellbeing.

All students will develop fundamental movement skills building capacity for further sporting opportunities through the Live Life Well @ School program.