

School plan 2018-2020

Young Public School 3563



School background 2018–2020

School vision statement

The Melbourne Declaration on Educational Goals sets out the moral imperative on which Young Public School's ethos and collective vision is based. All teachers and staff at Young Public School are committed to developing children to become successful learners, confident and creative individuals, and active and informed citizens.

School context

Young Public School serves the communities in the Young District. Situated in the South–West Slopes, Young is four hours south–west of Sydney and two hours from our nearest major centres of Canberra and Wagga Wagga. Major industries and employers include agriculture, viticulture, horticulture, retail, construction, engineering, and services. We are part of the Southern Tablelands School Network. Twenty mainstream classes and two support classes cater for the needs of approximately 540 students.

Distinctive attributes of the school include: our school band and music program, our range of wellbeing programs, and the commitment and engagement of staff to ongoing professional development. This includes participation in evidence–based programs Best Start, L3, Focus On Reading, Teaching Early Numeracy (TEN), BounceBack! and the implementation of the MultiLit suite of programs.

Our students benefit from our inclusive and nurturing approach which develops the wellbeing of our students to ensure successful learning.

Young Public School has developed and maintained partnerships with Young High School, Young North Public School, through the HOOPS network; Young Small Schools, Young Regional School of Music and Young Shire Council.

School planning process

Young Public School is committed to the practice of consultative decision–making.

Consultation with our stakeholders, including HOOPS Network partners, AECG, Young Regional School of Music, is ongoing and encompasses a diverse range of processes including surveys, fact sheets, social media and websites, open days, forums, meetings, interviews, and newsletters.

Our ongoing consultation process has identified strengths and opportunities for growth. Our future directions have been informed by our student voice, parental aspirations, and the input of our professional staff guiding and implementing transformational change.

School strategic directions 2018–2020



Purpose:

Students are equipped to be 21st Century learners.

Our purpose is to develop the cognitive skills as well as non-cognitive dispositions in all children, in order to develop lifelong 21st century capable learners.

Purpose:

Effective use of data leads to improved teaching efficacy.

Our purpose is to develop a school-wide practice of data collection and analysis, in order to identify student achievements and progress and to inform teaching practice.

Purpose:

Developing teacher capability makes the greatest difference to student learning.

Our purpose is to foster teacher capability through developing a positive collaborative culture that develops skilled and high performing teachers.

Strategic Direction 1: Empowering our Learners

Purpose

Students are equipped to be 21st Century learners.

Our purpose is to develop the cognitive skills as well as non-cognitive dispositions in all children, in order to develop lifelong 21st century capable learners.

Improvement Measures

Most students achieve in the top two bands for NAPLAN reading, writing and numeracy.

Students are aware of and are showing expected growth on internal student achievement data.

Improved levels of student learning and engagement.

People

Students

Students can articulate their learning goals – what they are learning and why.

They can explain their learning strategies.

Students can describe and model the 21st Century non-cognitive skills that support their social and emotional development.

Students participate in STEM opportunities from K–6.

Staff

Staff support students to become self-directed and capable learners, through the explicit teaching of the characteristics of visible learners, as well as the ongoing implementation of evidence-based positive psychology program, BounceBack.

K–6 STEM opportunities are developed.

Leaders

Leaders establish processes and professional learning to develop the characteristics of Visible Learners, as well as the ongoing implementation of BounceBack., and access for all students to STEM opportunities.

Parents/Carers

Parents and carers engage in shared communication around Visible Learning, BounceBack, STEM, and the supporting evidence base.

Community Partners

Processes

Curriculum and Learning

Development of visible learners who can articulate how they learn, whilst setting and achieving learning goals.

STEM learning supports development of empowered students.

Non-cognitive skills are developed through ongoing implementation of BounceBack.

Collaborative Practice

Develop and strengthen shared practice within the HOOPS (Hilltops Organisation of Public Schools) network to enhance transition.

Engage and build capacity of parents and community to support student learning.

Evaluation Plan

All data will be analysed collaboratively:

- Student wellbeing engagement survey
- Student focus groups
- Internal student performance data (PAT, Dalwood)
- External student performance data (NAPLAN, PLAN)
- Classroom observations (Student engagement)
- K–6 STEM opportunities

Practices and Products

Practices

Explicit teaching of cognitive skills through explicit teaching of Visible Learning, as well as non-cognitive skills through ongoing implementation of BounceBack.

Students demonstrate the characteristics of visible learners. They have metacognitive skills, are capable of self-assessment, can respond to feedback, are reflective and set mastery goals.

Collaborative practice across the HOOPS network builds teacher capacity.

Products

Learning intentions, success criteria in every classroom, every day. All students have learning goals.

All students in K–6 engage in quality STEM opportunities.

Strategic Direction 1: Empowering our Learners

People

Our community partners, in particular the HOOPS Network and AECG, continue to develop a shared language with regards to developing visible learners, and wellbeing of all children.

Strategic Direction 2: Data informs practice

Purpose

Effective use of data leads to improved teaching efficacy.

Our purpose is to develop a school-wide practice of data collection and analysis, in order to identify student achievements and progress and to inform teaching practice.

Improvement Measures

All teaching staff engaged in data collection and collaborative analysis, leading to modified practice in response to student need, as identified through programs and observations.

Increasing the number of students in the top two bands of NAPLAN. All students make one year's growth in literacy and numeracy.

People

Students

Students can explain the assessments they take and the significance of these assessment in terms of their progress.

Staff

Staff collect and analyse data to monitor the impact of teaching practices.

Leaders

Leaders establish processes to build the school community's capacity to collect and analyse data, leading to improved teaching efficacy through responsive teaching practices.

Parents/Carers

Parents and carers engage in information sharing activities regarding assessment practices and how data is utilised to improve student achievement.

Processes

Evaluative Practice

Develop consistent data collection, analysis and evaluation in order to respond to student learning needs.

Collaborative Practice

Personalised Learning: Develop collaborative processes to ensure consistent teacher judgement and learning based on formative assessment practices and timely, targeted intervention and feedback for all students

Evaluation Plan

- All data will be analysed collaboratively:–
- PLAN data every 5 weeks
 - NAPLAN data – Term 3
 - Classroom observation data – each semester
 - PAT and Dalwood data – each semester
 - Instructional leadership data

Practices and Products

Practices

Student assessment data is routinely collected and collaboratively analysed.

Teachers use data and evidence to respond to student learning needs.

Tracking of student progress is ongoing and reflected in programming adjustments.

Products

Systems implemented to enable collaborative analysis and evaluation of student achievement data.

Teachers use data to evaluate their efficacy.

Strategic Direction 3: Developing a culture of Instructional Leadership

Purpose

Developing teacher capability makes the greatest difference to student learning.

Our purpose is to foster teacher capability through developing a positive collaborative culture that develops skilled and high performing teachers.

Improvement Measures

Increased use of evidence-based teaching practices.

Improvement in Learning Development and Effective Classroom Practice as seen in School Excellence Framework v.2.

All students will achieve their year-appropriate expected growth in literacy and numeracy.

People

Students

Student feedback is actively encouraged, as a means to empower student learning; and to teacher-student relationships.

Staff

Teachers work collaboratively with their mentor to refine practices to increase student learning.

Leaders

Leaders establish a culture of instructional leadership to develop capacity through the use of evidence-based pedagogy, professional learning and teaching practices.

Strengthen relational trust in order to enhance collaborative practices.

Processes

Evaluative Culture

Implement systematic mentoring to develop high quality, research-informed teaching practices.

Professional Learning

Mentoring involves setting clear goals, monitoring student progress, managing curriculum, evaluating teaching and learning, and allocating resources to promote student learning and growth.

PDP process supports professional development of all staff.

Evaluation Plan

All data will be analysed collaboratively:

- Inspired & passionate teachers survey
- Effective feedback observation
- Parent, student survey
- NAPLAN
- Meeting minutes from mentoring
- Lesson plans/programs
- Classroom observations

Practices and Products

Practices

Teachers regularly receive feedback from an instructional leader to develop capability of teachers to set goals and targets based on student achievement data and feedback.

Instructional leaders improve teacher capacity through deliberate focus on strategies based on research that leads to improved student learning.

Products

Effective feedback and mentoring improves teacher quality.

Relational trust is high and enhances collaborative practice.