

# School plan 2018-2020

Yagoona Public School 3869



# School background 2018–2020

## School vision statement

At Yagoona Public School we inspire future focused learning through quality teaching, learning and leadership.

We value and enhance positive relationships within our school community to promote engagement, inclusivity and wellbeing.

***"Embracing potential to empower learning"***

## School context

Yagoona Public School is a primary school with a multicultural and socially diverse student population. We provide equal opportunity for all students in academic, cultural, sporting and enrichment. Yagoona Public School fosters an inclusive environment that supports learning, teaching and friendship. We value our relationships with Canterbury Bankstown Council, Settlement Services International and Community Hubs Australia.

## School planning process

Yagoona Public School consulted all key stakeholders when creating our new school plan. We held informal meetings, staff professional learning sessions and conducted SWOT analysis to include our student's ideas and directions. This process was conducted over two terms and has resulted in our strategic directions, processes, practices, products and our milestones.

Leaders: Executive staff met to discuss the template, attended professional learning, consulted Melbourne Declaration and other NSW DEC directions and goals. Leaders discussed template with stages, colleagues and led small working parties.

Staff: Teachers collaboratively reflected on current practices and highlighted areas for future development using the School Excellence Framework. Teachers identified areas for professional development to drive their Performance and Development Plans and the schools weekly TPL sessions.

Students: Students were consulted using a SWOT matrix. Their ideas and opinions were analysed and assisted in the formation of our school plan.

Parents: Community consulted using informal and formal discussions, through surveys and with interpreter services to ensure all voices were heard. We have continued to share ideas and directions through our weekly school newsletter.

Processes: We are going to assess and report on students understanding, skills and individual growth. We will use the National Literacy and Numeracy Progressions to assist with tracking student progress. To ensure engagement we will facilitate structured lessons and ensure feedback is given.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

Quality Teaching and Learning

### Purpose:

To improve student outcomes through quality school-wide, evidence based literacy, numeracy and future focused programs.

## STRATEGIC DIRECTION 2

Raising Professional Capacity

### Purpose:

To provide a diverse and relevant range of professional learning opportunities to raise the capacity of all staff leading to effective, high quality teaching and learning practices.

## STRATEGIC DIRECTION 3

Positive Relationships and  
Wellbeing

### Purpose:

To create a collaborative, trusting and transparent culture where all stakeholders are valued and high expectations are maintained.

# Strategic Direction 1: Quality Teaching and Learning

Purpose	People	Processes	Practices and Products
To improve student outcomes through quality school-wide, evidence based literacy, numeracy and future focused programs.	<b>Staff</b> Utilise professional learning in Creative & Critical thinking to adapt teaching strategies and resources for its effective implementation.	Utilise literacy progressions to inform the programming of evidence based pedagogy to deliver quality literacy lessons to all students.	<b>Practices</b> Every teacher understands and utilises the learning progressions to track and monitor student progress to inform point of need teaching.
Improvement Measures	<b>Staff</b> Adopt a common approach to improving literacy and numeracy outcomes/standards across the school. Teachers will receive targeted PL in progression data collection and application.	Numeracy – Coordinate a school wide focus to implement evidence based numeracy pedagogy to improve student outcomes.	All teachers are trained in and utilising evidence based numeracy strategies. Students will be engaged in short, sharp, focused numeracy lessons explicitly based on current need.
All classroom numeracy programs will reflect evidence based pedagogy. Students will be able to articulate mathematical thinking.	<b>Leaders</b> Adopt a coordinated approach to the delivery of literacy & numeracy.	Develop Critical, Creative, Communicative and Collaborative Thinking (4C's) opportunities for students to explore through the introduction of the Minds Wide Open program.	Teachers implement NSW syllabus based teaching and learning activities underpinned by critical and creative thinking strategies.
Students will demonstrate the use of Critical, Creative, Communicative and Collaborative (4C's) thinking strategies throughout their learning.	<b>Students</b> Adopt a growth mindset for the challenge of attempting new learning. Students use the language of the National Learning Progressions to articulate learning and set personal academic goals.	<b>Evaluation Plan</b> To evaluate progress in Literacy, we will: <ul style="list-style-type: none"> <li>• collect and enter student literacy progression data every five weeks.</li> <li>• engage in stage based data talks every five weeks.</li> <li>• ensure the embedding of progressions into classroom practice through AP monitoring, supervision and feedback.</li> </ul> To evaluate progress in Numeracy, we will: <ul style="list-style-type: none"> <li>• conduct ongoing staff professional learning including TPL sessions, demonstration lessons and collegial feedback opportunities.</li> <li>• enter student numeracy data every five weeks to inform next step planning and instruction.</li> </ul> To evaluate progress in Critical and Creative Thinking, we will: <ul style="list-style-type: none"> <li>• conduct staff professional learning and implementation support such as</li> </ul>	<b>Products</b> Teachers can input, analyse and implement ALAN data to inform teaching and learning directions. Students will demonstrate improved confidence and deeper understanding of mathematical concepts. Students and teachers will demonstrate future focused learning skills aligned to NSW syllabus outcomes.

# Strategic Direction 1: Quality Teaching and Learning

## Processes

- demonstration lessons, micro teaching and collegial feedback opportunities.
- regularly collect student data including surveys and problem based assessments.

## Strategic Direction 2: Raising Professional Capacity

Purpose	People	Processes	Practices and Products
<p>To provide a diverse and relevant range of professional learning opportunities to raise the capacity of all staff leading to effective, high quality teaching and learning practices.</p>	<p><b>Staff</b></p> <p>Network with professional learning communities to facilitate and provide relevant professional learning experiences for all staff.</p>	<p>Create an open professional community where expertise is shared and explicitly coached through demonstration lessons, team teaching, collegial feedback and professional dialogue between staff.</p>	<p><b>Practices</b></p> <p>Staff will give open feedback and share skills through opportunities to participate in and facilitate a variety of professional learning experiences.</p>
Improvement Measures			
<p>All staff will participate in authentic Performance and Development Plan [PDP] goal setting processes to support learning and growth.</p>	<p><b>Leaders</b></p> <p>Coordinate an equitable, consistent and transparent approach to professional learning.</p>	<p>Embed Professional Learning Communities where all staff will collaborate within expert groups to utilise their collective genius and facilitate relevant professional learning to raise teaching and learning standards within the school.</p>	<p>We will value and enhance staff skills and knowledge through the formation of Professional Learning Communities, creating opportunities for staff to share expertise to enhance teaching and leadership potential.</p>
<p>Teachers actively engage in Professional Learning Communities and share their professional knowledge within the school community.</p>	<p><b>Staff</b></p> <p>Participate in relevant professional learning related to Performance and Development Plan [PDPs] goals.</p>	<p>Coaching and mentoring opportunities will be available to staff relevant to all career levels through a variety of methods, such as:</p>	<p>We will formalise procedures to assist in the mentoring and coaching of staff at all stages in their teaching career.</p>
<p>All staff receive professional collegial feedback on their performance and specific professional learning aligned to higher AITSL standards.</p>	<p><b>Leaders</b></p> <p>Provide mentorship and effective feedback to staff at all stages of their career.</p>	<ul style="list-style-type: none"> <li>• early career teacher mentoring</li> <li>• accreditation (beginning and higher levels)– aspiring leaders– collaborative networking within Professional Learning Communities– linking problems of practice with expert teachers.</li> <li>• professional learning to build the leadership capabilities of existing and aspiring leaders.</li> <li>• encourage teachers at all levels to design PDPs and learning goals that align with higher AITSL standards.</li> </ul>	<p><b>Products</b></p> <p>Teachers demonstrate higher confidence levels and engage in a wide variety of professional learning opportunities. These experiences are evident in classroom practice and lead to improvements in student outcomes.</p> <p>Teachers actively engage in Professional Learning Communities to create engaging professional learning relevant to the school community.</p> <p>Teachers engage in mentoring and coaching opportunities relevant to their career level and professional goals.</p>
		Evaluation Plan	
		<p>To monitor progress towards Improvement Measures, we will:</p> <ul style="list-style-type: none"> <li>• collate PDP goals to identify professional learning directions.</li> <li>• create and monitor a formalised process for collegial feedback.</li> <li>• conduct ongoing staff surveys and feedback sessions regarding the</li> </ul>	

## Strategic Direction 2: Raising Professional Capacity

### Processes

- development and relevance of professional learning experiences.
- create and monitor mentoring and coaching procedures.
- professional Learning Communities will facilitate TPL sessions which will be followed up by Stage Supervisors to ensure classroom integration.
- map against the AITSL standards with an increase of staff moving into higher levels.

# Strategic Direction 3: Positive Relationships and Wellbeing

Purpose	People	Processes	Practices and Products
To create a collaborative, trusting and transparent culture where all stakeholders are valued and high expectations are maintained.	<b>Staff</b>  Building staff knowledge, skills and understanding of the NSW DoE Wellbeing Framework.	Expand the Yagoona Public School's Wellbeing Framework to include all elements of the DoE Wellbeing framework.	<b>Practices</b>  Provide staff with regular, professional learning around the DoE Wellbeing framework to expand Yagoona Public School policy and procedure.
Improvement Measures	<b>Staff</b>  Actively engage in and talk about growth mindset principles for both teachers and students.	Create a school environment that embraces Growth Mindset principles. Support all staff to embed Growth Mindset principles in classrooms to change the culture of student learning.	Staff and students develop and implement growth mindset language and strategies to support student's learning goals.
Yagoona Public School's Wellbeing policies and procedures reflect DEC Wellbeing framework elements and support students at all stages of development.	<b>Leaders</b>  Adopt a coordinated approach towards delivering and embedding growth mindset principles to enable staff and students to regulate and pursue learning goals.	Develop positive, open and transparent communication strategies across the entire school community and continue to build productive and valuable partnerships with all stakeholders.	Improved communication through: <ul style="list-style-type: none"> <li>• reporting</li> <li>• Facebook</li> <li>• parent/teacher interviews and workshops to allow for clear and consistent communication between all stakeholders.</li> </ul>
Increased student self esteem and positive attitudes towards school and learning using data from Pupil Attitudes to Self and School [PASS] assessments and TTFM surveys.	<b>Staff</b>  Clear and consistent approach when reporting to parents through the refinement of reporting procedures and communication via technology.	<b>Evaluation Plan</b>  To evaluate progress towards implanting Wellbeing Framework and Growth Mindset strategies: <ul style="list-style-type: none"> <li>• staff surveys including Tell them From Me [TTFM]</li> <li>• student surveys including beginning and end Pupil Attitudes to Self and School [PASS] assessments and TTFM surveys.</li> </ul>	<b>Products</b>  Clear understanding and consistent implementation of all elements of the DoE Wellbeing Framework as reflected through Yagoona Public School's Wellbeing policies and procedures.
Increased staff and parent interactions using school communication methods such as; reporting, parent/teacher interviews and online communication tools to build a culture of transparency and effective communication.	<b>Parents/Carers</b>  Share a common language around school expectations and learning through clear and consistent communication.	To evaluate progress towards clear communication we will: <ul style="list-style-type: none"> <li>• create and evaluate a new reporting format</li> <li>• consistent evaluation of Facebook and newsletter content</li> <li>• analyse Facebook data and traffic.</li> </ul>	School community that approaches issues with resilience, reflection and positivity.
			Clear and consistent communication between all stakeholders within the school community to ensure student achievement and wellbeing.