

School plan 2018-2020

Yarrawarrah Public School 4298



School background 2018–2020

School vision statement

To create and maintain a future focussed, dynamic educational setting with high academic aspirations where all contributions are valued in an environment where we learn, play and grow in partnership with our community.

School context

Yarrawarra Public School is a progressive school with the friendly atmosphere of a country school. The student population of approximately 300, work and play together as a cohesive K – 6 unit. The core values: Responsibility, Excellence, Acceptance, Cooperation and Honesty (REACH) underpin all that we do and are embedded into our three school rules: Look after yourself, Look after each other and Look after our school. We make good use of our unique bush land setting to provide opportunities for students to engage in environmental and sustainability initiatives such as our veggie patch, chook run, native gardens and waste reduction programs. Committed experienced staff, with the support and encouragement of parents, strive to provide a quality education for all students at our school. Learning programs are offered that cater for a wide range of student abilities, talents and skills, always with the aim of developing the whole child.

School planning process

All stakeholders within the Yarrawarra Public School community were given opportunity to provide input for the formation of this plan. School Planning parent forums were hosted by the executive team. Members of the community were also given the opportunities to reflect on current practices and set future goals in P&C meetings, Parent Pow Wows and the Tell Them From Me survey. Staff engaged in several opportunities to reflect during professional learning sessions and when completing surveys. We conducted a detailed assessment of where the school was performing using the School Excellence Framework to determine our required focus. After the data was collected and analysed, three broad areas were clearly identified as directions for the school plan which aligned with the School Excellence Framework. The executive team then engaged in a rigorous process of looking at these broad areas and defining how the school will plan and implement these directions while taking into account the perspectives of all stakeholders.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

LEARNING – A strong focus on learning, the building of educational aspirations and insights for ongoing improvement.

Purpose:

To nurture and engage all students to become confident, creative and motivated individuals. To provide student-centred, innovative learning environments where every student's progress is monitored to ensure a year (or more) growth for a year's learning.

STRATEGIC DIRECTION 2

TEACHING – A commitment to effective, explicit teaching methods prioritising evidence based teaching strategies.

Purpose:

To provide a supportive environment that facilitates professional dialogue; collaboration; reflective practice and data analysis to inform teaching and learning. To ensure the school has high performing teaching staff whose capacities are continually built to ensure every student experiences high quality teaching.

STRATEGIC DIRECTION 3

LEADING – A passionate and supportive leadership team which models effective practices and fosters community engagement.

Purpose:

To have transparent systems and processes embedded in school practices which promote shared ownership through valuing and responding to community feedback. To have effective leaders who model high expectations with a clear focus on student progress and achievement and high quality service delivery.

Strategic Direction 1: LEARNING – A strong focus on learning, the building of educational aspirations and insights for ongoing improvement.

Purpose	People	Processes	Practices and Products
<p>To nurture and engage all students to become confident, creative and motivated individuals. To provide student-centred, innovative learning environments where every student's progress is monitored to ensure a year (or more) growth for a year's learning.</p>	<p>Students</p> <p>Students will undergo standardised testing at the beginning of each academic year. Students will model appropriate behaviour centred on school values. Students will engage in innovative programs reflecting high expectations and creativity while developing a growth mindset.</p>	<p>Innovative Learning Spaces– Strategically plan and deliver student centred innovative learning environments reflecting future focussed learning strategies.</p>	<p>Practices</p> <p>Students and teachers engage in quality teaching and learning experiences using flexible techniques within authentic rich tasks, utilising creative and critical thinking skills collaborating within innovative, flexible learning environments.</p>
<p>Improvement Measures</p> <p>Observations and reflection show increased use of flexible learning spaces and innovative teaching practices.</p> <p>Wellbeing Assessment Tool and TTFM surveys show increased levels of students who are connected, thriving and succeeding.</p> <p>Increased proportion of students in the top two bands in NAPLAN and overall data showing increased growth using internal and external measures.</p>	<p>Staff</p> <p>There will be a change in staff mindset around administering and evaluating assessment data, including Plan 2, continuously tracking student progress from beginning of year through to year end. Every teacher will utilise data to inform and differentiate their teaching practice. Staff will model behaviours that reflect school values and shared ownership of all students.</p>	<p>Nurtured Supported Students– Implement a whole school, integrated approach to student wellbeing in which students can connect, succeed and thrive.</p> <p>TABS and Consistent Assessment and Reporting– Embed refined and consistent, whole school assessment strategies and practices into teaching and learning programs which enables student growth to be tracked and enhanced.</p>	<p>All teachers have shared ownership of all students in terms of wellbeing. A consistent whole school behaviour model centred on school values and <i>With All Due Respect</i> that allows for consistency and transparency in a nurturing and supportive environment.</p> <p>Students responding to feedback, taking responsibility for their learning, in order to reflect on their achievement. Each student's progress is actively and consistently monitored with the data used to track growth.</p>
	<p>Leaders</p> <p>Leaders will drive and monitor quality teaching and learning and assessment practices. Leaders will coordinate stage discussions on student progress ensuring consistent teacher judgement and support for class teachers.</p>	<p>Evaluation Plan</p> <p>Tell Them From Me Survey</p> <p>NAPLAN</p> <p>ACER Assessment Data</p> <p>Wellbeing Framework Assessment Tool</p> <p>PLAN 2</p> <p>Observations of Practice</p>	<p>Products</p> <p>Construction and implementation of internal and external, innovative learning environments occur, resulting in high engagement by all stakeholders.</p> <p>A supportive and nurturing school culture that fosters confident and resilient students whereby positive and respectful relationships thrive and students are motivated to deliver their best for continual improvement.</p> <p>Students achieving their potential, ensuring at least a year's growth for a years learning.</p>
	<p>Parents/Carers</p> <p>Parents engage with the school to build understanding and knowledge of their child's learning, behaviour and progress. Parents will actively support school decisions that are made to benefit their child.</p>		

Strategic Direction 2: TEACHING – A commitment to effective, explicit teaching methods prioritising evidence based teaching strategies.

Purpose	People	Processes	Practices and Products
<p>To provide a supportive environment that facilitates professional dialogue; collaboration; reflective practice and data analysis to inform teaching and learning. To ensure the school has high performing teaching staff whose capacities are continually built to ensure every student experiences high quality teaching.</p>	<p>Students</p> <p>Students will value, participate, engage in and reflect on high quality teaching and learning programs. Students will engage in targeted intervention and tailored instruction to support their learning.</p>	<p>Quality Mentoring (Instructional Leadership)– Targeted delivery of instruction which improves teacher pedagogy resulting in innovative, collaborative and supported teachers.</p>	<p>Practices</p>
<p>Improvement Measures</p>	<p>Staff</p> <p>Staff will use a growth mindset to build on skills, knowledge and understanding of best practice through ongoing professional development and learning. The APSfT will continue to be reflected in staff PDP's supported by high quality professional learning.</p>	<p>Data Dialogue and Analysis – Implement a whole school approach to data collection, analysis and use.</p>	<p>Teachers employ evidence based, effective teaching strategies through ongoing mentoring and professional learning. The school trials innovative practices and has processes in place to evaluate, refine and scale success.</p>
<p>Lesson observations show improved use of evidence based effective teaching strategies and enhanced understanding of the Australian Professional Standards for Teachers.</p> <p>Clearly defined systems and schedules continuously embedded in practice for data collection, analysis and use.</p> <p>Teaching programs increasingly responsive to student data analysis and show evidence of targeted differentiated teaching to drive school wide improvement.</p>	<p>Leaders</p> <p>Leaders will facilitate high quality staff development through mentoring, professional dialogue and team teaching to build shared expertise across the school. Leaders will support staff to achieve PDP goals. Aspiring leaders will be given opportunities to develop and refine skills and leadership.</p>	<p>Quality Literacy and Numeracy– Prioritise high quality, evidence based practises in teaching literacy and numeracy which are reflective of our school context. (Learning Sprints)</p>	<p>Teachers effectively collect and analyse quality, valid and reliable data to inform planning, identify interventions and modify teaching practice.</p>
	<p>Parents/Carers</p> <p>Ongoing communication with parents to inform them of staff professional learning and the role of the instructional leader.</p>	<p>Evaluation Plan</p>	<p>Teachers draw on their knowledge and understanding of student assessment and data and use this to inform assessment, programming and student goals.</p>
	<p>Community Partners</p> <p>Foster collaborative and proactive partnerships through the sharing of high quality programs and professional learning with our Community of Schools on the Park, including local high schools and prior to school setting providers.</p>	<p>Lesson Observations</p> <p>Quality Professional Learning</p> <p>Mentoring Reflections</p> <p>TTFM surveys</p> <p>Staff evaluations and reflections</p> <p>Comparative Report Grading</p> <p>PLAN 2 Data</p> <p>Growth Charts</p> <p>Performance and Development Plans (PDP's)</p> <p>Learning Sprints data</p>	<p>Products</p>
			<p>All teachers have expert and contemporary content knowledge and deploy effective teaching strategies.</p> <p>All teachers have a sound understanding of student assessment and data concepts. They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.</p>
			<p>Clearly defined grade expectations are embedded within an achievement continuum, driving ongoing school wide improvement in teaching practice and student results.</p>

Strategic Direction 3: LEADING – A passionate and supportive leadership team which models effective practices and fosters community engagement.

Purpose	People	Processes	Practices and Products
<p>To have transparent systems and processes embedded in school practices which promote shared ownership through valuing and responding to community feedback. To have effective leaders who model high expectations with a clear focus on student progress and achievement and high quality service delivery.</p>	<p>Students</p> <p>Students have a say in decision making communicated through the Student Representative Council (SRC) and have their achievements acknowledged and celebrated through various channels such as Facebook; newsletter and assemblies.</p>	<p>Building Community Connections– Actively utilise feedback from all stakeholders and provide opportunities to build a shared sense of ownership and community engagement.</p>	<p>Practices</p> <p>Students, staff, parents and the wider community work cohesively in shared ownership to create a sense of belonging.</p>
Improvement Measures	<p>Staff</p> <p>Staff confidently engage in regular evaluation and reflection on school systems and practices in order to refine and improve. Staff use tools such as Class Dojo and Google Classroom to engage the community in learning. Staff conduct parent workshops on learning to build content knowledge and a sense of shared ownership of student learning.</p>	<p>Improving Systems and Practices– Review, refine and develop policies to reflect current school context in consultation with all stakeholders.</p>	<p>School leaders develop policies in consultation with the community which reflect effective practices.</p>
<p>Student, staff and parent satisfaction surveys show increasingly positive feedback.</p> <p>Policies are developed and implemented which enhance service delivery and customer, parent and or student experience.</p>	<p>Leaders</p> <p>Leaders reflect on feedback from all stakeholders to devise and implement action plans for whole school improvement. Leaders continually initiate opportunities for community engagement and model effective practices.</p>	<p>Evaluation Plan</p> <p>TTFM survey</p> <p>Policy collection, monitoring and adjusting.</p> <p>Parent workshops and reflections</p> <p>360 Customer Satisfaction Tool</p>	<p>Products</p> <p>All stakeholders are a part of a trusting and respectful environment where all opinions are valued within a transparent school culture.</p>
	<p>Parents/Carers</p> <p>Parents respond to opportunities to provide feedback and engage in aspects of school life.</p>		<p>Clearly defined policies and procedures determine all decision making.</p>
	<p>Community Partners</p> <p>Community partners engage with school leaders and provide feedback to assist with improving system practice.</p>		