

Strategic Improvement Plan 2021-2024

Yanco Public School 3536



School vision and context

School vision statement

Yanco Public School strives to ensure students are valued and supported in an inclusive learning environment. The school culture prioritises explicit quality educational experiences and has high expectations for all students.

School context

Yanco Public School is located on Wiradjuri land at the 'gateway' of the Murrumbidgee Irrigation Area (MIA) close to the major township of Leeton (5 kilometres south), which the community accesses for the majority of its services. The school is a member of the Leeton Community of Public Schools (LCOPS).

The school provides a safe, caring and challenging learning environment focused on student-centred learning programs based on the needs of the individual students and the school community. Yanco Public School is committed to strengthening our local partnership with the Leeton AECG (Aboriginal Education Consultative group) to provide an inclusive learning environment.

The school is classified as a TP2 with a Teaching Principal and one full-time classroom teacher, three part-time teachers, one learning support teacher, two part time School Learning Support Officers, one School Administration Manager, a part time School Chaplain, part time school librarian and one General Assistant.

The school currently has 45 enrolments. Student numbers have remained steady for the past three years.

An Instructional Leader has been appointed and additional resources have been allocated that enable the school to provide tiered interventions and differentiation in learning focusing on literacy and numeracy outcomes for all students in Kindergarten to Year 2 and beyond where required. The school is working closely with the community to develop priorities in; improving student literacy and numeracy outcomes, ensuring that quality teaching underpins practice in all classrooms and enhancing parent and community participation in the school. Developing positive student welfare programs and increasing the engagement of the school community is a high priority at Yanco Public School.

Based on the outcome of our situational analysis, a need for ongoing learning support opportunities as required will continue to ensure growth in literacy and numeracy understanding for all students. Our focus is to build a learning culture of high expectations for students and teachers. Professional learning will focus on the importance of challenging students through explicit learning opportunities encouraging further development in problem solving skills and the ability to learn independently.

The school regularly reviews its progress in achieving our strategic improvement plan and makes adjustments to ensure every child can maximise their potential.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise the learning outcomes for every student in reading and numeracy, explicit evidence based teaching practices will be embedded in response to thorough knowledge of data analysis and curriculum.

Improvement measures

Target year: 2022

Top two bands in reading and numeracy

The percentage of students achieving in the top two bands in NAPLAN increases by 8% in reading.

The percentage of students achieving in the top two bands in NAPLAN increases by 9% in Numeracy.

Target year: 2023

Expected Growth Reading and Numeracy

The percentage of students achieving expected growth increases by 18% in numeracy

The of students achieving expected growth increases by 5% in reading

Target year: 2024

Writing growth and Attainment

The percentage of students achieving in the top two bands in NAPLAN increases by 9% in writing.

The percentage of students achieving expected growth increases by 18% in writing.

Initiatives

Data Informed Practices

Consistent school-wide practices in using assessment to monitor, plan and report on student learning in reading and numeracy will be a focus.

Strategies will be identified and implemented to ensure student assessment data is regularly used to determine teaching effectiveness and inform future directions.

Effective Classroom Practice

Structured professional learning will be provide for all teachers to enable them to identify, understand and implement the most effective explicit teaching strategies to support student learning in reading and numeracy.

Teachers will focus on an integrated approach to teaching, planning and delivery in meeting the needs of all students.

Success criteria for this strategic direction

Data informed practices

Systematic and reliable assessment information is collected to evaluate student learning over time in reading and numeracy and implement changes in teaching that lead to measurable improvement.

Teachers clearly understand, develop and apply a full range of assessment strategies to determine teaching direction. Processes are in place to support consistent evident based judgement linked to the Mathematics and English syllabus..

Effective Classroom Practice

A whole school approach ensures the most effective evidence-based teaching methods in reading and numeracy to optimise learning progress for all students, across the full range of abilities.

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.

Evaluation plan for this strategic direction

What has been the impact of using explicit, evidence based teaching methods on individual student academic success?

How has the full range of assessment strategies improved the teaching and individual outcomes within the classroom?

The school will use external and internal data to regularly analyse the effectiveness of the initiatives in place to satisfy this strategic direction. This data will include, reading data graphs, phonics screening checks, NAPLAN, teaching programs and classroom observations.

Regular analysis and review of these data sources and teacher practices will be evident to provide clarity around

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

whether we are on track for achieving the intended improvement measures. Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

After analysing the data a determination will be made as to the future direction, in collaboration with school staff, students and community.

Strategic Direction 2: Learning Culture

Purpose

Teachers, parents and the community work together to support effective partnerships resulting in improved student learning outcomes. Building the capacity for students to demonstrate motivation and enthusiasm to deliver their best, continually striving for improvement.

Improvement measures

Target year: 2022

Attendance

The percentage of students attending school for greater than 90% of time increases by 6%

Target year: 2023

Parent survey data from Tell them from me indicates a high level of satisfaction of parent in relation to their involvement in learning.

Initiatives

Wellbeing

The school utilises a strategic and direct approach to develop whole school wellbeing processes that support the wellbeing of all students so that they can connect, succeed, thrive and learn.

Strategies to support positive respectful relationships will be identified and implemented to ensure optimum conditions for student learning across the whole school.

Learning Culture

The school will employ evidence based strategies so that the whole community will work in partnership to demonstrate aspirational expectations of learning progress and achievement for all students.

The school demonstrates a commitment to the pursuit of excellence by enhancing processes to develop authentic engagement between the school and community.

Success criteria for this strategic direction

Wellbeing

Teachers, parents and the community work together to support consistent strategies in behaviour expectations and student attendance.

The school has implemented evidence based change to whole school practices resulting in measureable improvements in wellbeing and engagement.

School wide collective responsibility for student learning and success which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs.

The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential.

Learning Culture

The school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement for all members of the learning community.

Teachers collaborate with the school community to use student progress and achievement data to identify priorities, and develop and implement personalised plans for continuous improvement.

Evaluation plan for this strategic direction

How effective have the student wellbeing programs been in supporting student engagement and learning?

How have partnerships with the school community had a positive impact on attendance and learning outcomes?

The school will use external and internal data to regularly analyse the effectiveness of the initiatives in place to

Evaluation plan for this strategic direction

satisfy this strategic direction. This data will include, attendance data, student and community surveys., engagement in community events and participation in informal and formal parent/teacher discussions.

Regular analysis and review of these data sources and teacher practices will be evident to provide clarity around whether we are on track for achieving the intended improvement measures. Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

After analysing the data a determination will be made as to the future direction, in collaboration with school staff, students and community.

Strategic Direction 3: Wellbeing

Purpose

All members of the school community have a role in empowering students to meet their full learning potential. Wellbeing initiatives will prioritise individual circumstances and focus on improving attendance.

Improvement measures

Target year: 2022

% of students attending school for greater than 90% of time increases by 6%

Target year: 2022

Increase % of students demonstrating positive levels of engagement to support learning and improve outcomes.

Target year: 2023

Attendance and engagement will identify that students are actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.

Initiatives

A planned Approach to Caring For Students

Student Behaviour Expectations

Success criteria for this strategic direction

In schools that excel, there is a planned approach to develop whole school wellbeing processes that support the wellbeing of all students to focus, connect, succeed, thrive and learn.

Evaluation plan for this strategic direction

Positive, respectful relationships are evident and widespread among students and staff. Promoting student wellbeing to ensure optimum conditions for student learning across the whole school.