

Strategic Improvement Plan 2021-2025

Yass Public School 3549



School vision and context

School vision statement

Our vision is to work in a partnership with families, teachers and the students to empower them to become confident, resilient, motivated and successful learners. We hold high expectations for our students and teachers and promote a positive safe environment where every student is known, valued and cared for.

School context

Yass Public School is a rural school located in the South West of the state. We are situated in Yass which has a town population of over 18 000. We have a student population of 350. The school culture is that of pride, rich traditions and inclusivity. Our students have developed a sense of belonging and deep care for all. Family is valued and the individual is celebrated. Our families and the wider community work together and support the school to promote continual improvement and adapts to meet the changing needs of the community.

At Yass Public School we believe that every student should be challenged to live rewarding lives and be engaged with their community. They should be supported with their learning and develop a continual improvement mindset which will support them in life. We support the development of the whole student with a focus on wellbeing, student academic growth and social understanding.

As our community changes so too do our students and families. We have an increasing number of EALD students, as families move from the major cities to our growing rural town. We have pockets of low socio-economic areas as well as many farming families which have recently experienced drought and natural disasters. There is increasing demands within our district on health and service industries and therefore the school is seen as a hub for accessing many of these services. We have been challenged to provide services within our school for school counselling. We have had to adapt and develop a wellbeing role within our staff to address the increasing student population with mental health issues and rising anxiety as we support our students' individual needs.

Our school community and wider community is very supportive of Yass Public School, and we have an active P & C group which meets monthly and fundraises to support many projects within the school. We work hard to foster caring and supportive relationships with families and have open lines of communication between school and home. We regularly seek parents' perspective on their aspirations for their children and their satisfaction of Yass Public School..

As a rural school we are committed to providing opportunities to develop the whole child and foster a love of learning and creativity within our school. We are part of the Binit Binit learning community and work together with ten schools to support students in writing camps, performance concerts, dance workshops and interschool science fairs. PSSA sports carnivals in cross country, swimming and athletics are annual events and opportunities to represent in a wide range of sports across our region. Leadership opportunities for students are offered in sporting house captains and our Student Representative Council. We have a very successful buddy program for our new kindergarten students which promotes leadership, empathy and smooth transitions to school. We also run a buddy reading program, whereby older students support and encourage younger students to read and share books.

Our situational analysis has identified reading across our school as an area for development, this will also support our students to improve writing. We have developed maths small group instruction and students grouped to best meet their point of need learning. Student wellbeing has also been highlighted as an area for development in terms

School vision and context

School vision statement

School context

of supporting students to access services they need in a small rural community. We are also working towards consistency across our school in promoting positive behaviours and analysing student learning data to plan for learning experiences that meet the individual needs of our students.

Our school is well resourced and has both beautiful well-maintained grounds and buildings as well as a team of enthusiastic and dedicated teachers and support staff. We continually struggle with the lack of physical learning spaces to support programs within the school, for teachers to work as collegial groups and spaces to support visiting specialists to support students. Our classrooms are looked after but are small and our student numbers are growing. We have a very well-resourced maths program which has had continual positive results in student data. This program is supported by extra teachers, dedicated curriculum time in our school timetable and resource allocation.

Yass Public School has developed significant partnerships within our community. Our service clubs have donated time and funds to support our breakfast program and resources and spaces to hold leadership events. Local businesses and services have been instrumental in supporting student programs and our students have also had an impact in our community in supporting health workers and our aged population to help promote citizenship and partnerships of support. We have a mentoring program with our community which matched students with external mentors who support the students and their academic and social growth. Yass High School has partnered with our school to provide our Indigenous students with mentors from the high school to develop identity and foster a growing cultural awareness.

Yass Public School has an Aboriginal student population of 6% this year, but this fluctuates 10% in any year. We have participated in many programs external of our school to support our Indigenous students including the Centre for Effective Reading and the Indigenous Reading Program. We have an across stage team that plans and monitors the learning experiences and analyse the success of these programs. We have a Support teacher allocation of 3 days per week but also add to this to provide a comprehensive support strategy into our school using the Learning support team to identify, plan and monitor for the success of all students that require additional support.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success by further developing and refining data-informed and evidence-based teaching practices that are responsive to the learning needs of all students.

Improvement measures

Reading growth

Achieve by year: 2023

READING

Increase the percentage of students achieving expected growth in reading as evidenced by school based assessment data.

Numeracy growth

Achieve by year: 2023

NUMERACY

Increase the percentage of students achieving expected growth in numeracy as evidenced by school based assessment data.

Initiatives

Effective Classroom Practice in Numeracy

In numeracy, we will embed sustainable and whole school processes for collecting and analysing data. To ensure effective classroom practice when teaching numeracy, we will:

- Undertake professional learning in data analysis and the use of data to inform teaching and planning, enabling us to analyse and address gaps in student learning.
- Expertly use student formative and summative assessment data to reflect on teacher effectiveness and provide differentiated and responsive learning.
- Professional learning on the use of numeracy progressions to embed a culture that enables students to achieve their learning goals and understand their learning pathways.
- A planned approach to developing deeper understanding around teaching numeracy with Professional learning around the Reading and Numeracy Hub, additive strategies workshop and the Literacy and Numeracy professional learning website.

Effective classroom Practice in reading

Ensure effective processes for data analysis and reflection on evidence-based strategies are used for responsive curriculum delivery.

Reading

In reading, we will embed sustainable and whole school processes for collecting and analysing data. To ensure effective classroom practice when teaching literacy, we will:

- Undertake professional learning in data analysis and the use of data to inform teaching and planning, enabling us to analyse and address gaps in student learning.
- Expertly use student formative and summative

Success criteria for this strategic direction

- A whole school approach to collecting and analysing data and providing/using feedback to inform effective teaching practice and learning experiences for students.
- All teachers identify effective teaching methods, promote and model them with students'. Learning improvement will be monitored demonstrating growth and improvement measures.
- Assessment data is collected in reading and numeracy on a regular and planned basis and used responsively as an integral part of classroom instruction to individualise and differentiate learning.
- Whole school reading and numeracy data informs future school directions.
- Consistent assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by our teachers.
- A whole school approach to undertake professional learning to embed the new K-2 Curriculum.

Evaluation plan for this strategic direction

Question

To what extent have we refined data-informed and evidence-based teaching practices to maximise student learning in reading and numeracy?

How responsive have we been to the learning needs of all students?

Data

Yass Public school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the schools future directions:

- NAPLAN data/ best start kindergarten / Check in

Strategic Direction 1: Student growth and attainment

Initiatives

- assessment data to reflect on teacher effectiveness and provide differentiated and responsive learning.
- Professional learning on the use of literacy progressions to embed a culture that enables students to achieve their learning goals and understand their learning pathways.
- A planned approach to developing deeper understanding around teaching reading with professional learning around the Effective Reading documents, Scarborough's Reading Rope and the Reading and Numeracy Hub.
- Professional learning in What Works Best (explicit teaching, effective feedback, use of data to inform practice and assessment), reflect on practice, improve practice and apply new learning.

New K-2 Curriculum - Numeracy

In Numeracy we will embed the new K-2 Curriculum into our Infants classes.

- Online Professional learning by the Curriculum Reform - K-2 syllabus implementation (Term 3).
- Online Professional learning by the Curriculum Reform Mathematics K-2 (mini micro modules 13 in total). **(Has a \$ component to this)**
- Trail implementation of Maths units Term 4 - Weeks 8, 9 and 10 in the Infants classrooms.
- Staff Development Day Term 4 - Week 11. New K-2 Numeracy Curriculum focus. Feedback given regarding trial implementation of the Maths Units.

New K-2 Curriculum - English

In English we will embed the new K-2 Curriculum into the Infants classes.

- Curriculum Group looking at new K-2 English Curriculum: how to implement new curriculum but also to see what we are already doing.
- New AP for ??? Appointed and working one day a week for Term 4. **(Has a \$ component to this)**

Evaluation plan for this strategic direction

assessment

- Scout Data
- Student work samples, SENA , running records
- Literacy and Numeracy PLAN2 data
- Student PLP's / Student IEP's
- Consistent teacher judgement. Formative and summative assessment data
- What works best toolkit pre and post data.

SCHOOLS EXCELLENCE FRAMEWORK ELEMENTS:

Data use in teaching, data use in planning, feedback, Improvement of practice, Professional learning

WHAT WORKS BEST: explicit teaching, effective feedback, use of data to inform practice, assessment

Analysis

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive theme and whole staff reflective sessions.
- Term by term review and triangulation of data sources including qualitative and quantitative, internal and external data to corroborate conclusions

Implications

What are the implications for our work, next steps and future directions?

What does the new K-2 Curriculum units look like in the Infants classrooms?

How did the teachers find the new K-2 Curriculum Numeracy Units?

How does this change the way we teach?

Strategic Direction 1: Student growth and attainment

Initiatives

- The Curriculum Reform Micro online units English available for staff to start. (10 out of 11 units available to access).

Strategic Direction 2: Learning and Wellbeing

Purpose

To foster a school culture which is strongly focused on learning, the building of educational aspirations and ongoing performance improvement throughout the school community. We will have a strategic and planned approach to developing a whole school wellbeing process that supports all students so that they can connect, succeed, thrive and learn.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

Increase the % of students attending 90% of the time to the lower bound system negotiated target of 84.8%.

Wellbeing

Achieve by year: 2023

Enhance student wellbeing at Yass Public School so that 86.3% of students achieve the lower bound system negotiated target of advocacy, belonging and high expectations.

Initiatives

High Expectation Culture

Yass Public School community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.

- Attendance- embed sustainable whole school processes for collecting and analysing attendance data to inform appropriate whole school systematic process to support improved student attendance.
- Professional Learning in effective classroom management and wellbeing to improve our practice to meet our wellbeing and attendance targets..
- Professional Learning in Trauma Informed Practices as a whole school approach, for common language, building relationships and student wellbeing.
- PBL- Behaviour expectations are explicitly taught to students, promoting student wellbeing and positive relationships.
- Personalised learning goals for students are created by students and teachers. so that feedback drives learning goals and progress.
- Parents, carers, community and educational partners work collaboratively to share expertise with school staff to support student achievement in learning, engagement and wellbeing.
- School events such as Grandparents Day, Bookweek and NAIDOC week are held where family and community members are invited to share and participate in the event, to promote a sense of belonging for the students and their families and the school community.
- Effective PLP's that improve Aboriginal student outcomes in literacy, numeracy and in attendance. Effective partnership with families and AECG to drive aspiration targets and to strengthening a connection for our aboriginal students to their culture.

Success criteria for this strategic direction

- Attendance data is regularly analysed and is used to inform planning. Teachers parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.
- Positive respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.
- The school has an evidence- informed approach to whole school practice to support wellbeing and engagement in learning.
- Teachers directly and regularly engage with parents to improve understanding of student learning. Reporting to parents is responsive to feedback.
- Schools and families work in partnership to build knowledge and understanding of Aboriginal Australia. students have a deeper understandings of Aboriginal histories, cultures, languages and perspectives.
- Learning is personalised and comprehensive providing detailed clear and specific information about student learning, growth and their next steps.

Evaluation plan for this strategic direction

Question

To what extent is our school culture focused upon learning, high aspirations and improvement?

To what extent do we support students to connect, succeed and thrive through a whole school approach to wellbeing?

Data

Yass Public school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the

Strategic Direction 2: Learning and Wellbeing

Evaluation plan for this strategic direction

strategic direction. This analysis will guide the schools future directions:

- Wellbeing Framework data
- Tell them from Me data
- Evaluations of programs and Initiatives
- Surveys, questionnaires, exit slips, student reflections and learning intensions.
- Matrix and rubric use
- Personalised Learning pathways documents and progress evaluation
- Lesson plans teaching , classroom observations and teacher reflections
- What works best toolkit pre and post data.

SCHOOLS EXCELLENCE FRAMEWORK ELEMENTS:

Attendance, A planned approach to Wellbeing, parent engagement, behaviour, Parent engagement

WHAT WORKS BEST: Classroom management and wellbeing

Analysis

- Regular review of these data sources to provide clarity around whether wee on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Term by term review and triangulation of data sources including qualitative and quantitative, internal and external data to corroborate conclusions.

Implications

What are the implications for our work, next steps and future directions?

Strategic Direction 3: Educational Leadership

Purpose

The principal and the school leadership team model instructional leadership and support community engagement and continuous improvement resulting in sustained and measurable whole school positive development.

Improvement measures

Achieve by year: 2022

The school will move from 'commencing' to 'developing' in key practices 1 and 4 of the Instructional Collaboration Matrix.

Achieve by year: 2025

The school will be maintaining 'sustaining' descriptors in Dimension 7: Participation of the Strengthening Family and Community engagement matrix.

Initiatives

Continuous Improvement

Our teachers will have a cycle of self-reflection whereby they analyse data, research evidence-based practices and make informed decisions to plan for the continual improvement of Instructional Leadership for our students and our school.

- Teachers monitor their accreditation and maintenance, recording their professional learning and ensuring they are meeting the required hours.
- Research and evidence-based practice- Teachers explore evidence-based research to ensure their programs are current and innovative.
- Teachers identify improvement goals to support their PDP, collect evidence and complete teaching observations based on their goals. Observations and reflections drive improvement in explicit and effective classroom practice.
- Teachers expertly implement the new curriculum. Teaching and learning programs show evidence of adjustments based on feedback on teaching practices and a deeper understanding and application of new syllabus.
- Teachers have high expectations and build collaborative networks within our school so that there is a shared understanding and a clear focus on improving student progress and achievement.

Community engagement

Our school will collaboratively share pedagogies and practices and create professional learning networks, using expertise in our community to work collaboratively and support student achievement in learning, engagement and wellbeing.

- Increase partnerships across and beyond the school including parents, community, educational partners and the local Indigenous community to promote a shared responsibility for school and student improvement.

Success criteria for this strategic direction

- Our school is recognised as excellent and responsive by our community because it uses best practice to embed a culture of high expectations and effectively caters for a range of equity issues within the school.
- Our school is recognised as a leader for its impact on learning progress, its effective practices and continuous improvement, and it's active support of improvement in other schools.
- Our school demonstrates a high performance culture with a clear focus on student progress and achievement and high quality service delivery. All students are taught by high performing teachers and the leadership team supports the recognition of this through the teacher accreditation process.

Evaluation plan for this strategic direction

Questions

To what extent does the principal and the school leadership team model instructional leadership?

How has supportive community engagement influenced continuous improvement that has resulted in sustained and measurable whole school positive development?

Yass Public school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the schools future directions:

- Teaching and Principal professional standards
- Evaluation of initiatives
- What Works Best Reflections guide
- Lesson plans, teaching programs, classroom observations, meeting minutes, teacher reflections.
- Student work samples , rubrics, assessment tasks, exist slips, student reflections

Strategic Direction 3: Educational Leadership

Initiatives

- Assess current family and community engagement practices and evaluate progress to strengthen community partnerships.

Evaluation plan for this strategic direction

- Surveys, questionnaires, most significant change exist slips, Focus groups and internal data
- Tell them from me parents and teachers surveys

SCHOOLS EXCELLENCE FRAMEWORK ELEMENTS:

High Expectations Culture, Continuous improvement, community satisfaction, professional standards, learning and development

WHAT WORKS BEST: High Expectations, Collaboration.

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive theme and whole staff reflective sessions.
- Term by term review and triangulation of data sources including qualitative and quantitative, internal and external data to corroborate conclusions.

Implications

What are the implications for our work, next steps and future directions?