

Strategic Improvement Plan 2021-2024

Yenda Public School 3554



School vision and context

School vision statement

At Yenda Public School, we inspire respectful, responsible, resilient students who are creative, critical and resourceful thinkers. We aim to strengthen authentic community partnerships to support individual learning needs. We strive for educational excellence through quality teaching, learning and leadership.

School context

Yenda Public School is in the Riverina Region of New South Wales and has been in operation since 1920. The school has a student population of 109 students, ranging from Kindergarten through to Year 6, across five classes. Students come from a variety of socio-economic backgrounds with 10% of the students coming from an Aboriginal background and 2% of the students coming from English as an Additional Language or Dialect (EAL/D) background.

Extra-curricular activities are provided for students, particularly in Sport and Creative and Performing Arts.

The school promotes and values all children to be respectful, responsible and resilient learners in a positive learning environment.

From information gathered in the situational analysis, it has been identified that our school needs to focus on effective data skills and use, and assessment procedures to ensure that we are catering to the individual learning needs of all students. There will be a focus on ensuring that lesson intentions, success criteria and feedback are embedded. School Positive Behaviour for Learning and Learning Support systems will continue to be refined to ensure differentiated practice and wellbeing needs are being met. The school has system negotiated targets for improvement in reading and numeracy.

Targeted, planned Professional Learning will be timetabled and implemented (including utilising an English expert), to develop increased professional knowledge and teacher capacity in reading, writing and numeracy.

Internal and external student data will be triangulated to ensure the effectiveness of Professional Learning and teaching programs.

There is a demonstrated commitment within the school community to strengthen and deliver on school learning priorities. The school constantly aims to promote and improve student, staff and community engagement. The 2021-2024 Strategic Improvement Plan has been developed in collaboration with staff and in consultation with the school community.

Strategic Direction 1: Student growth and attainment

Purpose

Improve student achievement in literacy and numeracy by developing a thorough understanding of student assessment and data analysis to inform where to next in the classroom teaching and learning cycle.

Improvement measures

Target year: 2022

Students in Year 3 and 5 achieving in the top 2 NAPLAN bands in reading increases by 8.3% (system-negotiated target)

Target year: 2022

Students in Year 3 and 5 achieving in the top 2 NAPLAN bands in numeracy increases by 8.14% (system-negotiated target)

Initiatives

Know our students and where to next

Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching and inform next steps in teaching and learning.

Success criteria for this strategic direction

The leadership team and teachers thoroughly analyse student progress and achievement data and discuss for insights into student learning.

All teachers contribute to gathering and analysing data and implement future focuses in all classrooms and teaching programs.

Literacy and numeracy assessment data is collected, analysed and then used to guide future classroom practice.

Assessments are developed/sourced and used regularly across the school to help promote consistent and comparable judgement of learning, monitor student learning progress and identify skill gaps for improvement and areas for extension.

Evaluation plan for this strategic direction

The following sources will be used to determine the effectiveness of the initiative

NAPLAN data, PLAN 2 data, internal assessment data (such as PAT-R, PAT-Maths, SENA, and Think It Write It), staff analysis of data and assessment tasks, evidence of "where to next" from data analysis and assessment tasks in teacher programs, student work samples and assessment tasks, student and parent focus groups of school practices, school Professional Learning schedule (time evident for data and assessment analysis).

Strategic Direction 2: High expectations culture for continuous improvement

Purpose

Build capacity of staff to be instructional leaders through collaboration, using a high impact professional learning model to continuously improve classroom practice.

Improvement measures

Target year: 2023

Students achieving expected NAPLAN growth in reading increases by 8.14% (system-negotiated target)

Target year: 2023

Students achieving expected NAPLAN growth in numeracy increases by 14.96% (system-negotiated target)

Initiatives

Collaborating for effective classroom practice

Explicit systems for collaboration and feedback to sustain quality teaching practice and evidence-based teaching strategies.

Success criteria for this strategic direction

Teachers demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary content knowledge and use effective teaching strategies.

Whole school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers, by expert teachers.

The leadership team establishes a professional learning community which is focused on the continuous improvement of teaching and learning.

Our school is recognised as excellent and responsive by the community because it uses best practice to embed a culture of high expectations in teaching.

Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, with a focus on demonstrating growth.

Evaluation plan for this strategic direction

The following sources will be used to determine the effectiveness of our initiative:

NAPLAN data, PLAN 2 data, staff analysis of data and assessment tasks, evidence of "where to next" from data analysis and assessment tasks in teacher programs, programming checks performed by school executive, student work samples and assessment tasks, student and parent focus groups of school practices, school Professional Learning schedule, staff surveys (of Professional Learning effectiveness), examples of lesson intentions, success criteria and feedback, student learning goals.

Strategic Direction 3: Positive wellbeing

Purpose

Build educational aspiration through a planned approach to wellbeing, embedding a culture of school community engagement to provide optimum conditions for students to connect, succeed, thrive and learn.

Improvement measures

Target year: 2022

Whole-school percentage of students attending over 90% increases
by 5.42% (system-negotiated target)

Target year: 2024

Tell Them From Me results in
students experiencing a positive sense of belonging
increases by 5%

Initiatives

Sense of belonging to be successful learners

Our school culture is strongly focused on learning, building educational aspiration through supportive wellbeing frameworks to support individual learners.

Success criteria for this strategic direction

Implementing evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

Positive, respectful relationships are evident and widespread among students and staff and the school community.

Teachers, parents and the community work together to support consistent processes that ensure student absences do not impact on learning outcomes.

There is 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 in consultation with parents, carers, teachers and the student.

Evaluation plan for this strategic direction

The following sources will be used to determine the effectiveness of our initiative:

Student attendance data, student work samples and assessment tasks, student and parent focus groups of school practices, staff surveys, student Tell Them From Me data, ILPs and PLSPs, Learning Support programs, communication from the school to the community.