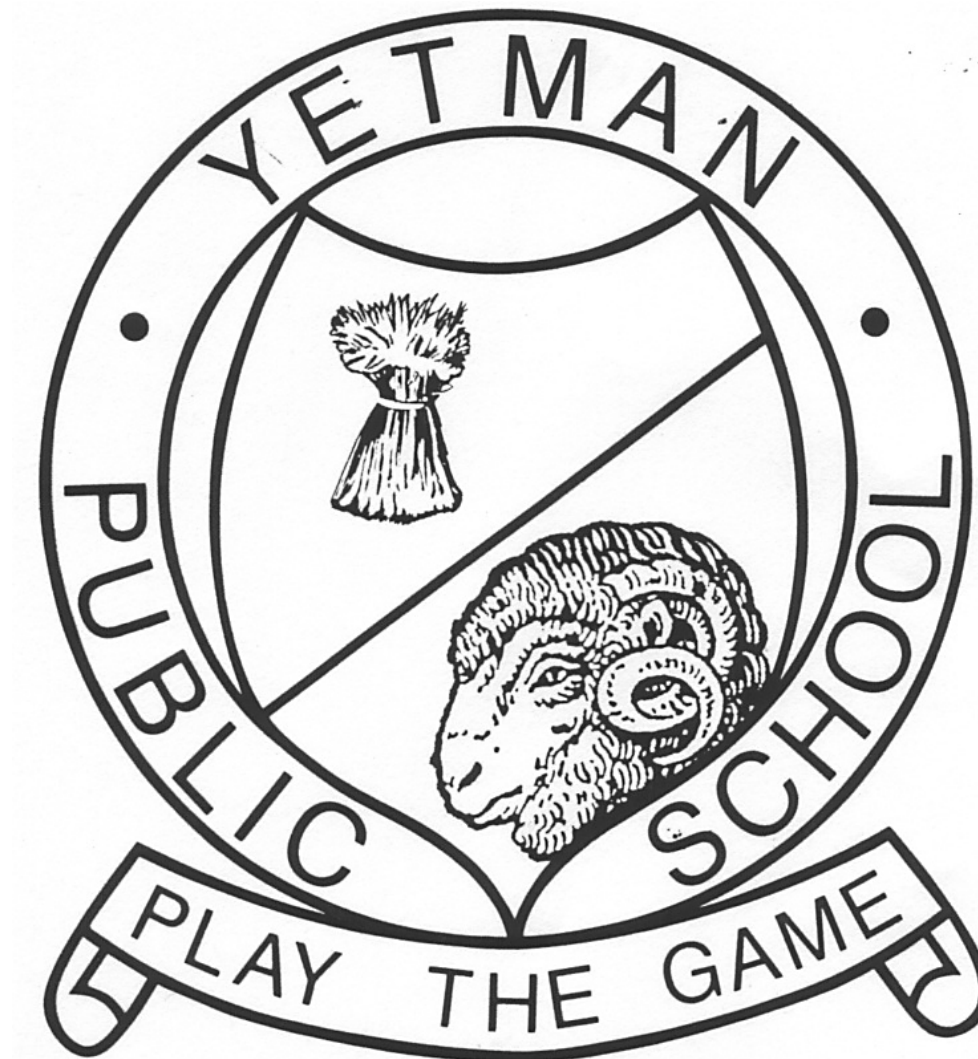


Strategic Improvement Plan 2021-2024

Yetman Public School 3559



School vision and context

School vision statement

Yetman Public School is a place where exploration, creativity and imagination make learning exciting and where all learners aspire to reach their potential. Our staff are innovative and dynamic, providing leadership that inspires academic success. We work together as a whole school community to prepare our students to be confident, persistent and resilient learners within our ever-changing, challenging world.

School context

Yetman Public Schools' motto 'Play The Game' promotes the concepts of inclusiveness, social and academic development so that all students can reach their full potential. It demonstrates a dedication to an enthusiastic involvement in sporting experiences and the continual growth of the human spirit. The town of Yetman is a Rural and Remote community approximately 120km from the nearest large town of Inverell. Our current enrolment currently sits at 14 students and is made up 8 boys and 6 girls from Kindergarten to year 6. Enrolment has fluctuated between 14-22 students over the past few years.

The school enjoys community support to collectively ensure that all students are given the opportunity to develop and achieve to their maximum potential. We have a highly experienced and dedicated staff who are committed to innovative, quality learning outcomes for all students. The local mobile preschool, Tharawonga, resides in the school on Mondays and we have developed strong connections and transition programs with staff and preschoolers. Staff collaboratively liaise with the local high school, Warialda High School, in order to ensure students are prepared for high school.

As a result of a thorough Situational Analysis, the school has identified key areas for development. These include:

- Growing on the Visible Learning strategies that have been implemented across the school and have resulted in improvement for all students. The teaching staff will continue to develop and implement a consistent learning culture across the school including language, resources and lesson planning.
- The YCDI Framework and Smiling Minds. Student wellbeing and behaviour will continue to be underpinned by the You Can Do It framework which is valued by students and teachers. Feedback from the TellThemFromMe survey and teacher behaviour data has shown that students value the YCDI program and felt connected to the school. There is a need for further learning around resilience in learning and relationships for students.
- Reading, literacy, writing and mathematics. Writing will continue to be a focus across the school with data suggesting there is a need to focus on vocabulary, contextual information, grammar and sentence structure in reading and writing in all curriculum areas.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure students grow in their learning through explicit, consistent and evidence based teaching and learning programs.

Improvement measures

Target year: 2023

Expected growth of students completing NAPLAN reading is equivalent to one year's growth.

Target year: 2023

Expected growth of students completing NAPLAN numeracy is equivalent to one year's growth.

Target year: 2022

In line with the Premier's Priorities for small schools, 60% of students will achieve the top two bands in NAPLAN Reading and Numeracy, if we have 10 students or more sitting NAPLAN.

Initiatives

Initiative 1: Data Skills and Use

Build teacher capabilities to ensure data collection is used to differentiate curriculum, inform teaching and provide feedback to students so that learning is maximised for all.

- Teacher Professional Learning on use of, and systematic analysis of, the literacy and numeracy progressions to personalise student learning and understanding.
- Expertly use student assessment data to reflect on teaching effectiveness and provide explicit, differentiated and responsive learning opportunities.

Initiative 2: A Culture of Assessment Capable Visible Learners

Teacher use a pedagogical base for whole school teaching and learning that promotes assessment capable visible learners by:

- Amplifying the use of Teaching Sprints to target explicit teaching, improve teacher judgement and align whole school teaching practice and staff professional growth.
- using feedback and goal setting with students, to build assessment-capable visible learners.

Success criteria for this strategic direction

Initiative 1: Data skills and use

- All teaching and learning programs are responsive to the needs of all learners, showing evidence of revisions based on feedback on teaching practices, student assessment and continuous tracking of student progress and achievement.
- The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement.
- The school has processes in place to support teachers' consistent, evidence based judgement and moderation of assessments.
- The school has identified the expected growth for each students in reading and numeracy.

Initiative 2: A Culture of Assessment Capable Visible Learners

- Assessment and feedback is used flexibly and responsively as an integral part of daily classroom instruction.
- Students and parents understand the assessment approaches used in the school and their benefits for learning.
- Teachers use Teaching Sprints for analysis of teaching practices to improve student outcomes.

Evaluation plan for this strategic direction

The extent to which students are assessment capable visible learners, and who are aware of their own progress, along with data directing future learning, will be determined by using the following data sources to analyse the effectiveness of initiatives:

- Whole school data collection procedures and practices.

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- Student progress checked and monitored against progressions and syllabus standards using PLAN2 using reading and mathematics assessment data.
- Network of small schools data analysis and consistent teacher judgement
- Teaching programs show evidence of data informing classroom practice with ongoing adjustments.
- Student identification of learning goals and assessment.
- Student work samples demonstrate personalised success criteria and build on prior learning..
- Student voice evidenced in goal setting, knowledge and understanding of success criteria.
- Classroom observations and feedback.

Strategic Direction 2: Students Connect, Succeed, Thrive and Learn

Purpose

To ensure that all of our students are able to connect, succeed, thrive and learn through high levels of wellbeing and engagement.

Improvement measures

Target year: 2022

Attendance data shows 50% of students attend 90% or more of the time.

Target year: 2022

Internal data shows at least 60% of students regularly report a high sense of school satisfaction and commitment to their learning.

Target year: 2024

Survey data from students, parents and staff shows that STEAMMEE is important for developing social and emotional capabilities, as well as strengthening relationships and engagement, for all students.

Initiatives

Initiative 1: Smiling Minds

Embed a whole-school approach to student wellbeing and engagement where there is a collective responsibility for student learning and success. A differentiated Social and Emotional Learning Framework (SEL) will be implemented through the Smiling Minds program.

Initiative 2: STEAMMEE Program (Science Technology Engineering Art Music Mathematics Environmental Education)

Students are provided with a variety of opportunities to succeed and connect through the STEAMMEE program in a way that is meaningful to each student. STEAMMEE develops whole school leadership and expands students' social and emotional communication within the 'You Can Do It' framework.

Success criteria for this strategic direction

- Respectful and positive relationships are evident throughout the school through explicit teaching and reflection of schools values and expectations.
- Regular and ongoing planning, monitoring and evaluation of the whole school approach to student wellbeing and engagement.
- Evidence of programs that build cognitive, emotional, physical, social and spiritual wellbeing in students mapped across the school.
- Students' academic and social growth is celebrated throughout the school community.

Evaluation plan for this strategic direction

- Wellbeing Framework Self Assessment pre and post data.
- Attendance data.
- Teaching and learning programs that meet the learning and wellbeing needs of all students.
- Student voice and feedback in surveys.
- SEL mapped across school: implementation plan and analysis.
- Student results show growth in learning and social and emotional goals.
- Student reflection on parent reports.
- Analyse data to determine student connection and success against the *School Excellence Framework* and the *Wellbeing For School Excellence Framework*.