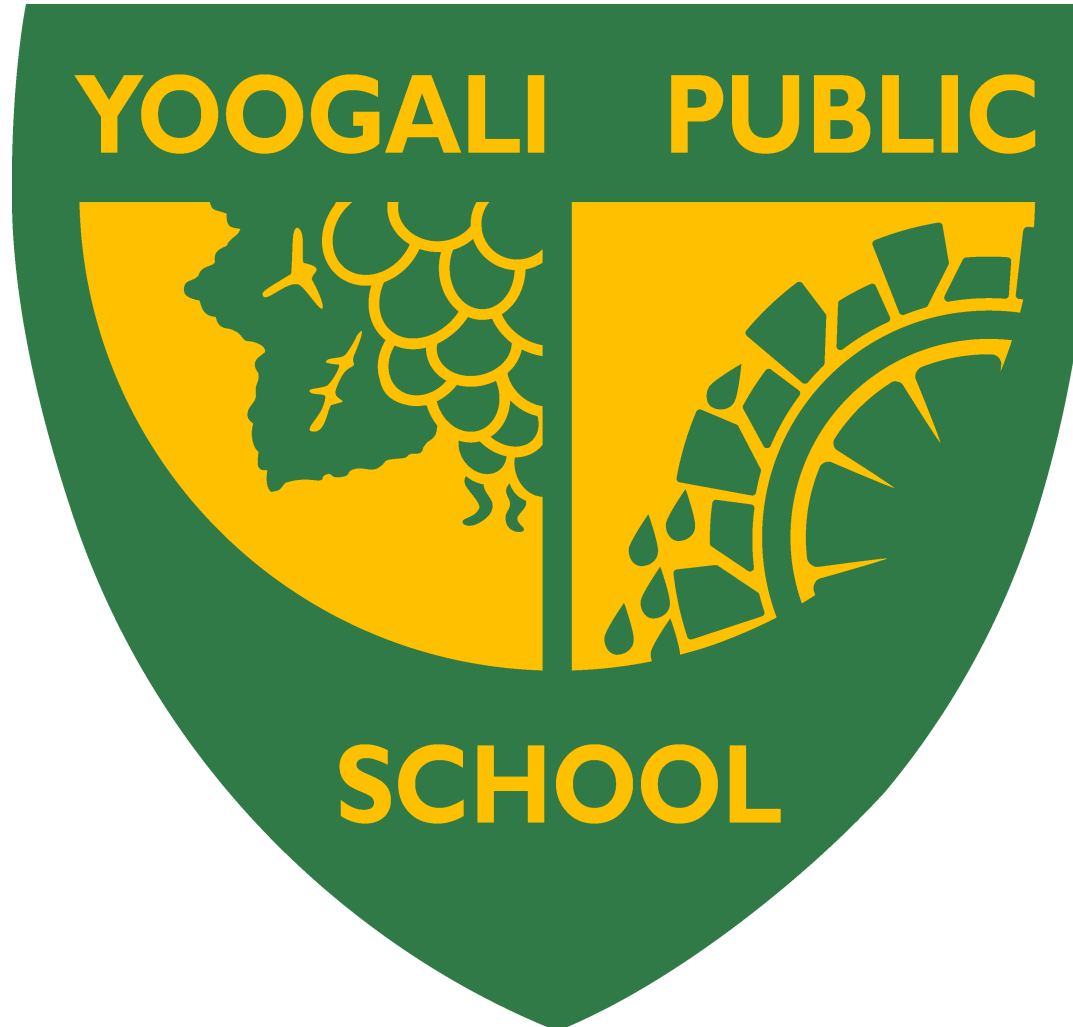


Strategic Improvement Plan 2021-2025

Yoogali Public School 3561



School vision and context

School vision statement

At Yoogali Public School we are committed to providing all students with quality education where they are engaged and willing to take risks with their learning.

Students will be challenged to become successful, confident learners who aspire to reach their maximum potential in our nurturing, inclusive environment.

Working in partnership with our community, dynamic teachers embed an approach of high expectations and strong cultural connectedness for continual improvement in learning and wellbeing for all our students.

School context

Yoogali Public School is a small school located in Yoogali village on the outskirts of Griffith in the Riverina. Yoogali PS is a member of the Griffith Community of Schools. The School is classified as TP2 with a teaching principal and two full-time classroom teachers, one Instructional Leader (0.2FTE) two School Learning Support Officers, one School Administration Manager, a part-time School Chaplain and a General Assistant. Over the past 3 years the enrolment numbers have stabilised around 40. It currently has an enrolment of 42 children.

Our Aboriginal student population is currently 14% of our total enrolment. Our students are from diverse cultural backgrounds and faiths including Thai, Filipino, Ukrainian, Tongan, Italian and Indian. We have seven EAL/D students. Our FOEI is 164 and our ICSEA 882 in a remote rural setting.

We strive to provide a happy, safe and nurturing environment with high expectations and challenges for all students. Specific student needs are met with the support of School Learning Support Officers and specialist teachers.

To support early learning in our community we provide the "Yoogali Young Starters" program which is aimed at enhancing future students' literacy and numeracy skills preparing them for Kindergarten.

Based on the outcome of our Situational Analysis, we have determined that we need to continue to develop our formative and summative assessment practices. Personalised Learning Plans (PLPs) will continue to be used for each student to promote learning and wellbeing growth as well as self-directed learning. Clear processes will be put in place to support students with additional needs. Teachers will evaluate the effectiveness of their teaching practices.

The wellbeing and engagement of our students and their families remains a priority. The Tell Them From Me (TTFM) surveys will provide an ongoing data set pertaining to student voice and community perceptions and expectations around wellbeing and engagement. Engagement with the Wellbeing Framework Self-assessment Tool will provide clarity around where our school needs to focus in developing whole-school processes to support every student being known, valued and cared for.

Planning, programming, assessment and using data for teaching and learning are areas of ongoing improvement. The school will develop systems to monitor and review its curriculum provision to meet changing requirements of the students. The monitoring of student performance data will determine areas of need at an individual and whole-school level to ensure ongoing school and student improvement.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy, the school will employ explicit evidence-based teaching strategies and embed consistent school-wide practices for assessment and data collection that ensures that the needs of all students are met and differentiated.

Improvement measures

Reading growth

Achieve by year: 2023

An increased proportion of students in stage 2 are able to demonstrate growth and achievement in understanding text over the year, using the learning progressions.

Numeracy growth

Achieve by year: 2023

An increased proportion of students in stage 2 are able to demonstrate growth and achievement in additive strategies over the year, using the learning progressions.

Initiatives

Data Skills and Use

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

A whole school approach is developed to support teachers in developing a full range of assessment strategies (formative and summative) to identify the learning needs of individual students.

Effective Classroom Practice

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

Success criteria for this strategic direction

Data Skills and Use

All teaching and learning programs demonstrate differentiation and 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.

Success will be measured by improved students' progress against learning progressions.

Effective Classroom Practice

All teachers consistently teach reading and numeracy to high standards, given time and the right support with reference to the syllabus.

Teachers collaborate within and beyond their school to share evidence based teaching practices, build knowledge and problem solve.

Evaluation plan for this strategic direction

Question: How effective have our explicit based teaching strategies and numeracy and literacy maximised student learning outcomes?

Data: Learning Progressions (PLAN2); NAPLAN; classroom observations; expectations, quality of success criteria, programs are differentiated, staff surveys, professional learning notes

Analysis: During the cycle of this Plan, the data will be analysed and processes and implementation will be monitored.

Implications: Progress monitoring will need to be completed regularly to determine future directions for Yoogali Public School.

Strategic Direction 2: Wellbeing

Purpose

To create a school where every child is known, valued and cared for enabling them all to connect, succeed, thrive and learn as a result of a planned approach to develop whole school wellbeing system.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

Increased percentage of students attending school more than 90% of the time to be at or above the lower bound target of 90.8%

Tell Them from Me

Achieve by year: 2025

TTFM wellbeing data (interest and motivation, belonging and advocacy) improves to be at or above the norm for all NSW schools.

Initiatives

Student Engagement

Embed a whole-school approach to student wellbeing and engagement where there is a collective responsibility for student learning and success.

Development of inclusive systems and practices that value and engage students and parents in teaching, learning, school planning and operations of our school.

High Expectations

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.

The school engages in strong collaboration between parents, students and the community that inform and support continuity of learning for all students.

Success criteria for this strategic direction

Teachers demonstrate increased expertise in teaching students with complex trauma and/or behaviour difficulties.

High functioning Learning and Support processes guide and assist teachers and parents in actively supporting students.

Respectful and positive relationships are evident throughout the school through explicit teaching and reflection of schools values and expectations.

Evaluation plan for this strategic direction

Question: What has been the impact on the whole school student wellbeing systems on improving student wellbeing and the high expectations of our whole school community?

Data: Attendance, suspensions, EBS behaviour records, TTFM surveys, student surveys, Wellbeing Framework Self assessment, teacher and parent feedback.

Analysis: Embedded through progress and implementation. What are the implications for our work? Future directions and next steps.

Implications: Progress monitoring will need to be completed regularly to determine future directions for Yoogali Public School