

Strategic Improvement Plan 2021-2024

Young North Public School 4131



School vision and context

School vision statement

At YNPS we strive for:

"Equity, inclusivity, innovation and impact through excellence and engagement. Every student, every classroom, every day."

School context

Young North Public School is located on Wiradjuri Country in a rural setting approximately 2.0 hrs from Canberra, Wagga Wagga and Orange. Our school caters for students from a range of socioeconomic backgrounds and cultures with significant populations of Aboriginal and Torres Strait Islander students who are currently at 17% across K-6 and Lebanese-Muslim students currently at 8% across K-6. The school is part of the Early Action for Success initiative. The school enrolments sit at around 300 students within 12 mainstream classrooms and 4 support classrooms.

Young North Public School has a dedicated and diverse staff who strive to ensure they maintain high professional standards and deliver quality learning to their students with a focus on continual improvement and reducing the impact of disadvantage in our rural community. The focus is on educational aspirations through excellence and engagement.

Young North Public Schools embraces Instructional Leadership and uses data to drive the use of high impact strategies such as explicit teaching and feedback, high expectations and individualised learning goals and case management as core components to our quality learning environment pedagogy.

At Young North Public School through an extensive evaluation, a significant school improvement focus in the areas of growth and attainment, building a culture of excellence and engagement at all levels have been highlighted by our thorough situational analysis and current levels of resourcing, as well as, consultation with our aspirational parents, staff and student bodies.

Young North Public School is highly regarded for innovative approaches to student wellbeing, engagement and learning. Our school works in partnership with parents and outside agencies and health professionals to ensure that all students have the greatest possible opportunity to be "successful learners, confident and creative individuals, and active and informed citizens" into the future.

Strategic Direction 1: Student growth and attainment

Purpose

At Young North PS all teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

Our aim is for students to consistently perform at high levels on external and internal school performance measures and equity gaps are closing.

Improvement measures

Target year: 2022

- A min of 40.5% of Year 3 and 5 students achieve in Top 2 Bands in Reading(Upper bound)
- A min of 30.6% of Year 3 and 5 students achieve in Top 2 Bands in Numeracy(Upper bound)

Target year: 2024

Improvement as measured by the **School Excellence Framework**:

Learning:

Element of Student Performance Measures is validated at sustaining and growing (Learning Domain)

Elements of Learning Culture, Curriculum, Assessment and Reporting are validated at excelling (Learning Domain)

Teaching

Elements of Effective Classroom Practice, Data Skills and Use and Professional Standards are validated at sustaining and growing(Teaching Domain)

Target year: 2022

School based Improvement measures:

Reading: At least 90% of students in Year 2 at a text level

Initiatives

EXPLICIT TEACHING AND FEEDBACK

EXPLICIT TEACHING

Embed explicit teaching practices that draw on high impact strategies so that teachers prepare for explicit teaching and explain, model and guide learning.

- Collaboratively plan for the scope and sequence of lessons from the syllabus to systematically build student understanding of skills, concepts and knowledge.
- All teachers provide visual lesson outlines, including the learning intentions, the activities or key instructions and the success criteria for the lesson.
- A school wide bank of high-quality exemplars across reading and numeracy is developed as part of a school wide reading and numeracy strategy, containing detailed annotation, that explain the success criteria. Exemplars could come from students in a previous cohort, or be written each year by classroom teachers.

FEEDBACK

Develop a learning culture that provides students with effective feedback and enables teachers to reflect on and communicate about the learning task with students.

- Devise a repertoire of strategies to ensure all educators acknowledge students' process or effort, either verbally or in the comments made on students' work.
- Establish classroom routines to highlight to students areas for improvement and explain why improvement is needed and provide students with feedback that is timely and then the actionable steps that they can take to improve their learning.

DATA TO INFORM PRACTICE

DATA TO INFORM PRACTICE

Success criteria for this strategic direction

Explicit Teaching

- All lessons are systematically planned as part of a coherent program that has been collaboratively designed with accommodations and adjustments made to suit needs as they arise through the use of daily lesson annotations.
- Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities and is handed over in detail each year.
- A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities and therefore, teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

Feedback

- Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated.

Data to inform practice

- Teachers clearly understand, develop and apply a full range of assessment strategies- assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

Evaluation plan for this strategic direction

Strategic Direction 1: Student growth and attainment

Improvement measures

of 25 and will have achieved within level 6 of Understanding Text elements of the Literacy progressions

Numeracy: At least 90% of students completing Year 2 will have achieved the learning indicators within the Quantifying Number Level of the Numeracy progression markers

Target year: 2022

- Increase the percentage of Aboriginal and Torres Strait Islander students in the top 3 NAPLAN bands in reading and numeracy.

Initiatives

Ensure effective strategies and processes for data analysis so that it informs teaching decisions and monitors students learning progress.

- School leaders use a 5 weekly Inquiry Cycle to work with and support colleagues to use a range of data to improve individual and collective teaching practice by modifying teaching programs and implementing classroom strategies.
- All Educators are impact driven so that they use data to evaluate the effectiveness of teaching practice and moderate practice to meet the learning needs of students across the full range of abilities.
- All educators make connections between different data sources to build up a rounded picture of each student. This can be done by triangulating internal data (such as the results of in-class assessments) and external data sources (such as NAPLAN) to give a clearer and more accurate picture on student learning and identify the faces behind the data.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose?

Data:

YNPS 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 school's future directions:

- NAPLAN data
- Scout-value add data
- Learning sprint data and evidence analysis
- Student work samples matched to graded rubrics
- Internal assessment-PLAN 2, PATR, PATM Diagnostic assessment, reporting grades
- Student PLP's/ILP's
- observations
- focus group work samples
- Surveys-parents, staff, students

Analysis:

Will be embedded within the initiatives through progress and implementation monitoring. annually the school will review progress towards improvement measures. Regular review of data sources through an embedded 5 weekly Inquiry cycle to provide clarity around whether we are on track for achieving improvement measures, as well as some data projection from internal standardised measures.

Implications:

The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

(published in the Annual Report each year and in the newsletter and, therefore, on the school website each year.)

Strategic Direction 2: Build a culture of Excellence

Purpose

At Young North PS the principal is the primary instructional leader in the school. The principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement.

We use an integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students.

Improvement measures

Target year: 2023

- A minimum of 56.9% of students in Year 3 and Year 5 achieving expected growth in Numeracy
- A minimum 57.9% of students in year 3 and Year 5 achieving expected growth in Literacy

Target year: 2024

Improvement as measured by the **School Excellence Framework**:

Learning:

Elements of Curriculum, Assessment and Reporting validated at Excelling(Learning Domain)

Teaching:

Elements of Effective Classroom Practice and Learning and Development validated at excelling(Teaching Domain)

Leadership: Elements of Educational Leadership validated at excelling(Leadership Domain)

Initiatives

INSTRUCTIONAL LEADERSHIP

HIGH EXPECTATIONS

Consistently challenge all students to learn new things and establish a culture with clear and consistent expectations for learning

- All educators provide students with quality examples and exemplars of responses and learning tasks. Work with students to unpack why one response is better than others by interrogating the differences in the standard required to reach higher grade levels.
- Teachers model goal setting and work with students to co-develop goals that are relevant, specific, measurable, challenging and achievable, and aligned to their individual needs. Effort is matched to improved performance.
- All classrooms are safe spaces where all students feel comfortable taking risks, making mistakes and asking questions to clarify their thinking. This can be done by facilitating and modelling classroom expectations about how to be a respectful, responsible and collaborative class member.

ASSESSMENT

Optimize assessment as part of everyday practice and design and deliver high-quality formal assessment tasks to provide students with learning opportunities

- Develop and apply a variety of assessment methods each lesson to check for students' understanding and inform what should be taught next.
- Regular dedication to time to making sure assessment creates learning opportunities for students and that it serves a greater purpose than evaluating performance.
- Collaboratively work with and support colleagues to evaluate the effectiveness of each teacher's assessment methods. Focus on validity, reliability,

Success criteria for this strategic direction

High Expectations

- A demonstrated 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.
- Recognition as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.
- Teaching and learning programs are dynamic showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement. The school's curriculum provision supports high expectations for students learning.
- 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. Teachers involve students and parents in planning to support learning, and share expected outcomes.

Assessment

- Systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement.
- Processes are in place to support teachers' consistent, evidence-based judgement and moderation of assessments.

Collaborative practice and feedback

- Embedded and explicit systems are used that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely

Strategic Direction 2: Build a culture of Excellence

Initiatives

objectivity and inclusiveness. Also consider clarity, syllabus focus, structure and differentiation. eg. create rubrics and accessible tasks for ALL.

COLLABORATIVE PRACTICE

Teacher collaboration is effective through the use of evidence-informed practices, knowledge and problem solving that is directly linked to teacher quality

- Knowledgeable others" are strategically identified and used to draw on collective expertise by actively participating in professional networks and professional learning communities that focus on continuous student improvement and share any professional learning.
 - Educators freely open classrooms to other teachers and are prepared to analyse each other's strengths and areas for improvement and act on the feedback received to refine and improve teaching and learning.
 - Time is dedicated throughout the school year for working with colleagues to plan, develop and refine teaching and learning programs in the context of mutual trust, collective growth and collective efficacy
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Success criteria for this strategic direction

feedback between teachers. This drives ongoing, schoolwide improvement in teaching practice and student results.

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

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose?

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- Student PLP's(Personal Learning Plans)/ILP's(Individual Learning Plans)
- observations
- focus group work samples
- Surveys-parents, staff, students(TTFM, people matter, school formulated)
- Staff Performance Development plans

Evaluation plan for this strategic direction

Analysis:

Will be embedded within the initiatives through progress and implementation monitoring. annually the school will review progress towards improvement measures. Regular review of data sources through an embedded 5 weekly Inquiry cycle to provide clarity around whether we are on track for achieving improvement measures, as well as some data projection from internal standardised measures.

Implications:

The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures(published in the Annual Report each year and in the newsletter and, therefore, on the school website each year.)

Strategic Direction 3: Engagement at all levels

Purpose

At Young North PS, the school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community.

There is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing and, therefore, engagement of all students so they can connect, succeed, thrive and learn.

Improvement measures

Target year: 2022

- **Attendance**-Uplift of 3% of students attending more than 90% of time.

Target year: 2024

Improvement as measured by the **School Excellence Framework**:

Learning:

Elements of Learning Culture and Wellbeing will be validated at excelling.(Learning Domain)

Leadership:

Element of Educational Leadership will be validated at excelling.(Leading Domain)

Target year: 2022

- **Wellbeing**-TTFM data (expectations for success, advocacy and sense of belonging at school) to be above 83.7% of students.

Initiatives

COMMUNITY ENGAGEMENT

HIGH EXPECTATIONS

Planned strategic engagement with parents and carers to encourage them to hold high expectations of their children

- Staff provide parents and carers with positive feedback, and take the opportunity to make 'good news' calls, and do not only make contact to report student misbehaviour or poor attendance.
- Scheduled invitations for parents and carers to view their child's work regularly and discuss their goals, either in person or online, to help them understand and appreciate the expectations the school has of their child.
- Partnerships with parents and carers to support their child's learning at home and attendance at school. Provide parents and carers with advice, tools and information about how students learn and strategies to support attendance and engagement.

COLLABORATION

Partnerships with colleagues and outside agencies to achieve shared collaboration goals and to use collaborative strategies and share with staff across the school, the school community, and other agencies as required, to support the wellbeing of students

- Partner with non-teaching school staff, such as school counsellors, health professionals, NDIS coordinators, early intervention, WHIN, Local AECG to identify student needs and improve learning outcomes and to strengthen individualised learning plans that focus on improving student outcomes alongside targets as in Premier's Priorities for equity groups.
- Implementation of a high potential strategy to ensure we are enabling aspirations for higher education and

Success criteria for this strategic direction

High Expectations

- Demonstrated aspirational expectations by the whole school community of learning progress and achievement for all students, and is committed to the pursuit of excellence.
- Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

Collaboration

- Strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment.
- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

Wellbeing

- Implementation of evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.
- School-wide, collective responsibility for student learning and success, which is shared by parents and students.
- 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.

Classroom Management

- All classrooms and other learning environments managed within a consistent, school-wide approach with data to support evidence of impact.

Initiatives

closing the disadvantage gap between rural and metropolitan peers.

INDIVIDUALISED LEARNING

WELLBEING

Initiate strategies to build a positive learning environment in the classroom characterised by supportive relationships and regular contact with each student

- Select and develop strategies to proactively teach healthy coping strategies, resilience and self-regulation through establish mentoring programs that identify strengths and success as well as build resilience.
- Development of student voice to encourage students to feel connected to their learning. For example, ask for student feedback, conduct surveys, listen to self-evaluations and encourage suggestions. Communicate changes based on this feedback to show students that their opinions and experiences have been considered and are valued and important.
- Case Management is used to discuss students' progress with parents and carers to establish partnerships built on trust and respect. Communication must work both ways so that all sources of support (school staff, specialist staff, parents and carers) for a student are kept informed and can act in a student's best interests at all times.

CLASSROOM MANAGEMENT

Responsive to disengagement and disruptive behaviours and support students to re-engage with learning

- PL with strategies on responding to disengagement and disruptive behaviours and support students to re-engage in learning with specific focus to passive disengagement and what on and off task behaviour looks like.

Evaluation plan for this strategic direction

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Implications:

The findings of the analysis will inform:

Strategic Direction 3: Engagement at all levels

Initiatives

- Implement consistent strategies for corrective feedback across the school alongside schoolwide clear and explicit universal expectations .
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Evaluation plan for this strategic direction

- Future actions
- Annual reporting on school progress measures (published in the Annual Report each year and in the newsletter and, therefore, on the school website each year.)