

# Strategic Improvement Plan 2021-2025

## Yarrawarra Public School 4298



# School vision and context

## School vision statement

The Yarrawarra Public School learning community values the individuality and wellbeing of each student. Through high expectations, evidence-based practices, explicit teaching and a knowledge-based curriculum, we provide educational excellence and develop the potential of all students.

## School context

Yarrawarra Public School was established in 1969 and is built on the traditional lands of the Dharawal speaking people. Yarrawarra PS has a student population of approximately 250 and is organised into 10 classes. Our school has a strong emphasis on sustainability and the environment, enjoying a native bush setting and close knit community.

Our students are taught by dedicated teachers with high expectations, who work collaboratively to create a learning community that focuses on continuous improvement. Teachers use evidence-based practices school-wide and address the target areas of literacy and numeracy through explicit teaching and an engaging knowledge-based curriculum. As a learning community we are collaboratively working to ensure we are delivering a unified vision for teaching and learning across the whole school.

Teachers have a deep understanding of cognitive load theory and teach a knowledge-based curriculum. They are continuously upskilled through in-depth professional learning to ensure our pedagogical practices are based on current research. Continual monitoring of student performance data determines our areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

Children are at the centre of all decision making. Each student is valued and cared for by all members of the school community and supported to ensure they meet their potential. Staff nurture professional relationships with students which are safe, respectful and supportive. We are a Be You school where staff are trained in helping children achieve their best possible mental health. Our PBL program creates a positive learning environment for all students and supports our school values Be Safe, Be Respectful, Be an Active Learner. Our school has a supportive and nurturing school culture that fosters confident and resilient learners whereby positive and respectful relationships thrive. Students are motivated to deliver their best for continual improvement.

All classrooms across the school are fitted with the latest interactive whiteboards; "CommBoxes" and access to quality technology to enrich learning and allow all students to develop the high level of technological skills expected of school leavers. We have a well-resourced STEM flexible learning space to ensure that every child has access to resources that engage and extend students in the study of STEM.

# Strategic Direction 1: Student growth and attainment

## Purpose

With high expectations, effective data use and evidence-based practices, we will attain a positive trend in value-added NAPLAN results and students will meet or exceed expected growth in reading and numeracy.

## Improvement measures

### Improved reading outcomes

Increase % of students achieving growth in reading

Achieve by year: 2024

Students in Years 2 to 6 can demonstrate reading growth and achievement from Term 1 to Term 4, using PAT as a key data point.

### Improved numeracy outcomes

Increase % of students achieving growth in numeracy

Achieve by year: 2024

Students in Years 2 to 6 can demonstrate numeracy growth and achievement from Term 1 to Term 4, using PAT as a key data point.

## Initiatives

### Data Use

Regularly use school-wide student assessment data to identify achievement and progress while informing and reflecting on teaching effectiveness.

- Develop and effectively use a school-wide assessment schedule. The schedule is used to implement regular targeted assessments, guide moderation, assist analysis and drive teaching and planning.
- Establish a Data Analysis Team to build the capacity of all teachers to regularly and effectively analyse data to guide teaching. The Data Analysis Team analyses data collected from the assessment schedule and any additional assessments. They feedback to the executive, their departments, stages and the Learning Support Team (LST).
- LST decisions are driven by data provided by the Data Analysis Team and formative assessment conducted in classrooms. Data analysis will be used to develop plans to ensure that progress and achievement of equity groups, including Aboriginal and Torres Strait Islander students and High Potential and Gifted (HPGE) students, within our school is equivalent to the progress and achievement of all students in our school.
- Review and adapt whole-school assessment practices to ensure reliable formative, ongoing and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement. Teachers regularly collaborate with the school community to use student progress and achievement data to implement plans for continuous improvement.

## Success criteria for this strategic direction

- Assessments are administered in accordance with the school-wide assessment schedule. Data collected from these assessments is used to drive teaching and planning.
- The Data Analysis Team collects, analyses and distributes data to stakeholders. All teachers will use data to improve, evaluate and assess the effectiveness of individual and collective teaching practice and drive continuous improvement.
- Teachers will monitor and reflect on the progress of every student (including Aboriginal and Torres Strait Islander and HPGE students) to identify strengths and gaps in learning and develop plans in consultation with the Learning Support Team.
- Teachers make connections between different data sources to build up a rounded picture of each student. This can be done by triangulating internal data and external data sources to give a clearer and more accurate picture on student learning.
- Consistent teacher judgement is evident across the school in literacy and numeracy.

## Evaluation plan for this strategic direction

**Q** - To what extent has high expectations, effective data use and evidence-based practices lead to students meeting or exceeding expected growth on reading and numeracy? Have we attained a positive trend in value-added NAPLAN results in reading and numeracy?

**D** - The school will use the following data sources to regularly analyse the effectiveness of the practices in achieving the purpose and improvement measures of the strategic direction.

- PAT Reading and Numeracy
- NAPLAN data
- Best Start - entered on PLAN 2
- Phonics screener - entered on PLAN 2
- Phonological awareness screener - entered on PLAN 2

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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- Scout - Value added data
- Student work samples
- Unaided Writing Assessments

**A** - Analysis will guide the school's future directions and be embedded within the project through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

**I** - The findings of the analysis will inform:

- Future directions and amendments to the plan and annual progress measures.
- Annual reporting on school progress measures (published in the Annual Report each year and in the newsletter throughout the year).

The evaluation plan will involve:

- Regular review of all 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 team and whole staff reflective sessions.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

## Strategic Direction 2: Explicit, quality teaching and learning and continuous improvement culture

### Purpose

By building a whole-school, integrated approach to quality, high-impact teaching, curriculum planning and delivery, we will establish a learning community focused on continuous improvement.

### Improvement measures

Achieve by year: 2025

Explicit teaching and literacy and numeracy focus validated in External Validation process to be excelling.

Achieve by year: 2025

Curriculum provision, teaching and learning programs, and differentiation validated in External Validation process to be excelling.

Achieve by year: 2025

High expectations culture validated in External Validation process to be sustaining and growing.

### Initiatives

#### Continuous Improvement

Commit to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

- Engage in explicit professional learning (PL) to build the capacity and expertise of all teaching staff in literacy and numeracy. As a school, we will teach using a knowledge-based curriculum and evidence-based pedagogical practices.
- Staff will collaboratively plan and teach using evidence-based literacy practices through Jo-Anne Dooner's instructional leadership to facilitate whole school improvement.
- Continue to develop a whole school core program. This will contain and effectively use whole-school scope and sequences from the syllabus to systematically build student understanding of skills, concepts and content knowledge in alignment with current requirements of the curriculum in literacy and numeracy.
- Continue to refine and improve systems that facilitate; educational leadership, professional learning, teacher improvement and development, professional dialogue, collaboration, modelling of effective practice through a well-defined, documented professional development framework, teacher observations and shadow mentor program.

### Success criteria for this strategic direction

- Teachers will use a school-wide knowledge-based curriculum. Teachers will use their deep knowledge, understanding and expertise in literacy and numeracy to plan and deliver quality teaching and learning programs.
- Teachers employ evidence-based pedagogical practices in literacy to facilitate whole school improvement. Effective literacy practices are identified, promoted and modelled with the assistance of an instructional leader.
- Teachers will follow a whole school core program to ensure a continuity of learning year to year. All staff will collaboratively design lessons that are systematically planned based on whole-school scope and sequences.
- Teachers will continuously improve their teaching practice through achieving targets set as a school and their personal goals.

### Evaluation plan for this strategic direction

**Q** - To what extent has a whole-school, integrated approach to quality, high-impact teaching, curriculum planning and delivery established a learning community that is focused on continuous improvement?

**D** - The school will use the following data sources to regularly analyse the effectiveness of the practices in achieving the purpose and improvement measures of the strategic direction.

- Whole school core program
- Whole school scope and sequences
- Teaching and Learning programs
- Planning and Teaching documents
- Professional Development Plans
- Professional Learning Schedules
- NESA Teacher Professional Learning Log

## Strategic Direction 2: Explicit, quality teaching and learning and continuous improvement culture

### Evaluation plan for this strategic direction

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## Strategic Direction 3: A planned approach to wellbeing

### Purpose

In developing whole-school wellbeing processes, we will support the cognitive, social, emotional, physical and spiritual wellbeing of students so they can connect, succeed, thrive and learn.

### Improvement measures

#### Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

The attendance rate for the school is increased to 94.3%

Achieve by year: 2025

A planned approach to wellbeing validated in External Validation process to be excelling.

### Initiatives

#### Connectedness Initiatives

Embed a whole-school approach to student wellbeing and engagement where there is a collective responsibility for student learning and success. This will be achieved through:

- Reviewing current wellbeing processes and their levels of alignment with the data from the Wellbeing Framework Self-assessment findings to establish focus areas around whole-school wellbeing reform.
- Updating whole-school approach to wellbeing processes to ensure monitoring, analysis and evaluation of student behaviour, attendance, wellbeing, learning and engagement data is evidenced through regularly updated IEPs and PLPs.
- Establishing Positive Behaviour for Learning, Got It and Be You Teams to bring together the whole school community to contribute to developing a positive, safe and supportive learning culture. Creating school values and clear behaviour expectations in consultation with the whole school community.
- Continuing to source feedback on learning community wellbeing from a variety of platforms including: Tell Them From Me survey, focus groups, questionnaires and locally designed surveys. This feedback is used to drive school development and continuous improvement. Including targeted parent workshops and school community events.

### Success criteria for this strategic direction

- Regular and ongoing planning, monitoring and evaluation of the whole-school approach to student wellbeing and engagement.
- 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.
- Signage displaying expectations around the school develops consistency of language throughout the school.
- Feedback is used to drive school development and continuous improvement. Including targeted parent workshops and school community events.

### Evaluation plan for this strategic direction

**Q** - To what extent has developing whole-school wellbeing processes supported the cognitive, social, emotional, physical and spiritual wellbeing of students?

**D** - The school will use the following data sources to regularly analyse the effectiveness of the practices in achieving the purpose and improvement measures of the strategic direction.

- Personal Attendance Plans
- Incident Reports
- Extra Curricular Groups
- TTFM Surveys - Student wellbeing, family satisfaction.
- Student Voice - SRC, Leadership opportunities
- PLPs and IEPs (regularly reviewed).
- Be You and Got It program involvement and interventions to develop social, emotional learning.
- Anti Bullying Policy and Behaviour Policy. reviewed and updated.
- PBL SET survey and evaluation tools.

## Strategic Direction 3: A planned approach to wellbeing

### Evaluation plan for this strategic direction

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