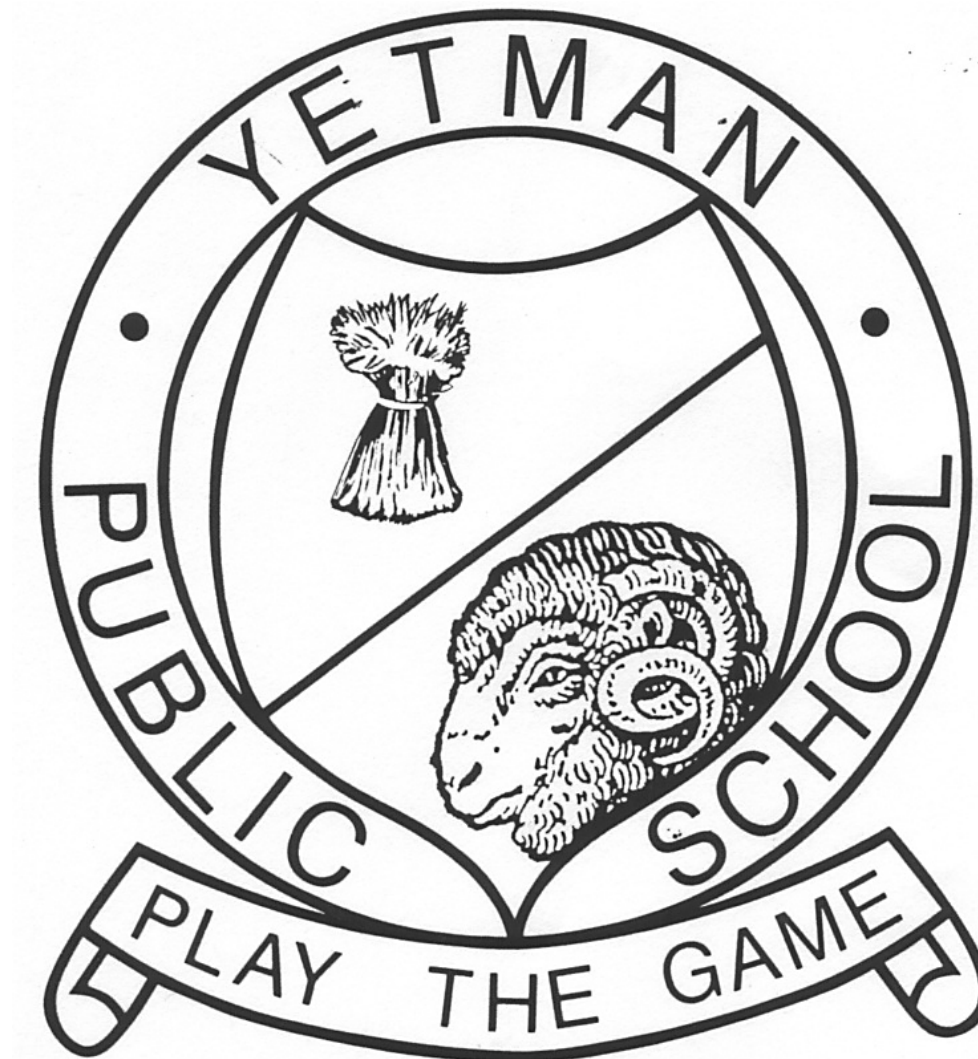


Strategic Improvement Plan 2022-2026

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 School's motto 'Play The Game' promotes the concepts of inclusivity and 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.

The school enjoys community support to collectively ensure that all students are given the opportunity to develop and achieve their maximum potential. We have 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, and External Validation process in 2021, 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, lesson planning and assessment.
- The You Can Do It Framework and Smiling Minds. Student wellbeing and behaviour will continue to be underpinned by the YCDI framework which is valued by students and teachers. Analysis of school, wellbeing and behaviour data has shown that students value the YCDI program and feel connected to the school. There is a need for further explicit teaching around resilience in learning and relationships for students.
- Explicit teaching and learning for reading and numeracy in line with Department of Education targets.

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

SEF Assessment

Achieve by year: 2026

SEF - Assessment

The school will validate itself as Excelling by using the School Excellence Framework in the Element of Assessment.

Reading growth

Achieve by year: 2023

Understanding Texts

50% of students attain stage standard in Understanding Texts measured against the Literacy Progressions.

Numeracy growth

Achieve by year: 2023

Number and Place Value

70% of students achieve their stage standard in Place Value and Number Sense using the departments assessment tools.

Initiatives

Curriculum Reform and Implementation

Build strong foundations in literacy and numeracy with new English and mathematics syllabuses.

- Identify and engage in whole school professional learning to support effective implementation of new curriculum reforms.
- The Assistant Principal Curriculum & Instruction will work with the Principal and colleagues to plan, teach and evaluate the impact of evidence-informed teaching strategies for improved student outcomes in literacy and numeracy across the curriculum.
- Formative and summative assessment practices are an integral and responsive part of daily instruction in every classroom.
- Strategic skills to strengthen the capabilities of teachers and leaders to progress school wide literacy and numeracy priorities through effective collaboration and networking in the local community.

Highly Effective Leadership

School leaders create and sustain a culture of continuous professional learning for themselves and others, that is underpinned by a shared vision for school improvement, based on curriculum reform and student data driven practices.

- School capabilities to use data to inform practice will be developed through professional learning in assessment, feedback collection and evaluation, and through a suite of diagnostic tools with feedback available.
- Build teacher capability to implement literacy and numeracy requirements of the syllabus through professional learning and trialling practices in the classroom.
- Understanding the impact of professional learning on student data for progress and achievement in order to drive ongoing improvement in teaching and learning.

Success criteria for this strategic direction

- Professional learning in curriculum reform has been identified, planned for, resourced and undertaken as new syllabuses are released.
- The school has adopted an evidence approach to literacy and numeracy in alignment with syllabus outcomes and teachers are trialling practices in the classroom.
- Teachers expertly apply a range of formative and summative assessment strategies to inform teaching and learning that lead to measurable improvements in literacy and numeracy outcomes for students' expected growth.
- Executive staff are working in partnership with all school staff to support and develop the implementation plan for the curriculum reforms and have a plan to evaluate the effectiveness of new syllabus implementation.
- All students articulate, understand and achieve their literacy and numeracy goals through personal learning plans with families included in this process.
- The school is engaged in networking opportunities and collaboration to develop professional learning, collaborative planning, resource development and evaluation.

Evaluation plan for this strategic direction

- A professional learning plan in the curriculum reform syllabuses is developed, implemented, monitored and evaluated.
- Curriculum reform is evident in Professional Development Plans.
- Whole school data collection procedures and practices.
- Student identification of learning goals and assessment in PLPs.
- Student data from NAPLAN and DoE student diagnostic tools.
- Scout data

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- National Literacy and Numeracy Learning Progressions.
- SEF SaS.

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

Achieve by year: 2024

Internal data shows at least 80% of students regularly report a high sense of school satisfaction and commitment to their learning.

Achieve by year: 2023

Attendance data shows 60% of students attend 90% or more of the time.

Attendance (>90%)

Achieve by year: 2023

Attendance

The proportion of students attending school at least 90% of the time will be at or above the system-negotiated lower bound target of 70%.

SEF Wellbeing

Achieve by year: 2026

SEF - Wellbeing

The school will validate itself as Excelling by using the School Excellence Framework in the Element of Wellbeing.

Initiatives

Student Wellbeing Framework

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

- students' connection to their learning through meaningful, engaging and rewarding personalised learning experiences.
- the delivery of a differentiated Social and Emotional Learning Framework (SEL) through the Kids Creating Space program.
- the You Can Do It program will reflect a focus on values using the 5 keys.
- parent, and the broader school community, active participation in supporting and reinforcing student learning.

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 (Science Technology Eating Art Mathematics Music Environmental Education) program in a way that is meaningful to each student. STEAMMEE's integrated curriculum supports literacy and numeracy outcomes, 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.
- Programs in STEAMMEE are inclusive of all students and build social-emotional learning and student agency.
- Evidence of literacy and numeracy outcomes are mapped across the STEAMMEE program and build students' cognitive, emotional, physical, social and spiritual wellbeing.
- Students' academic and social growth is celebrated throughout the school community.

Evaluation plan for this strategic direction

- Reporting against personalised learning goals is strength-based and includes information about age-appropriate curriculum content and growth in student learning and social/emotional goals.
- 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.
- PLSP's show evidence of adjustments that are inclusive of all students and builds social-emotional learning and student agency which are discussed with students and parents.