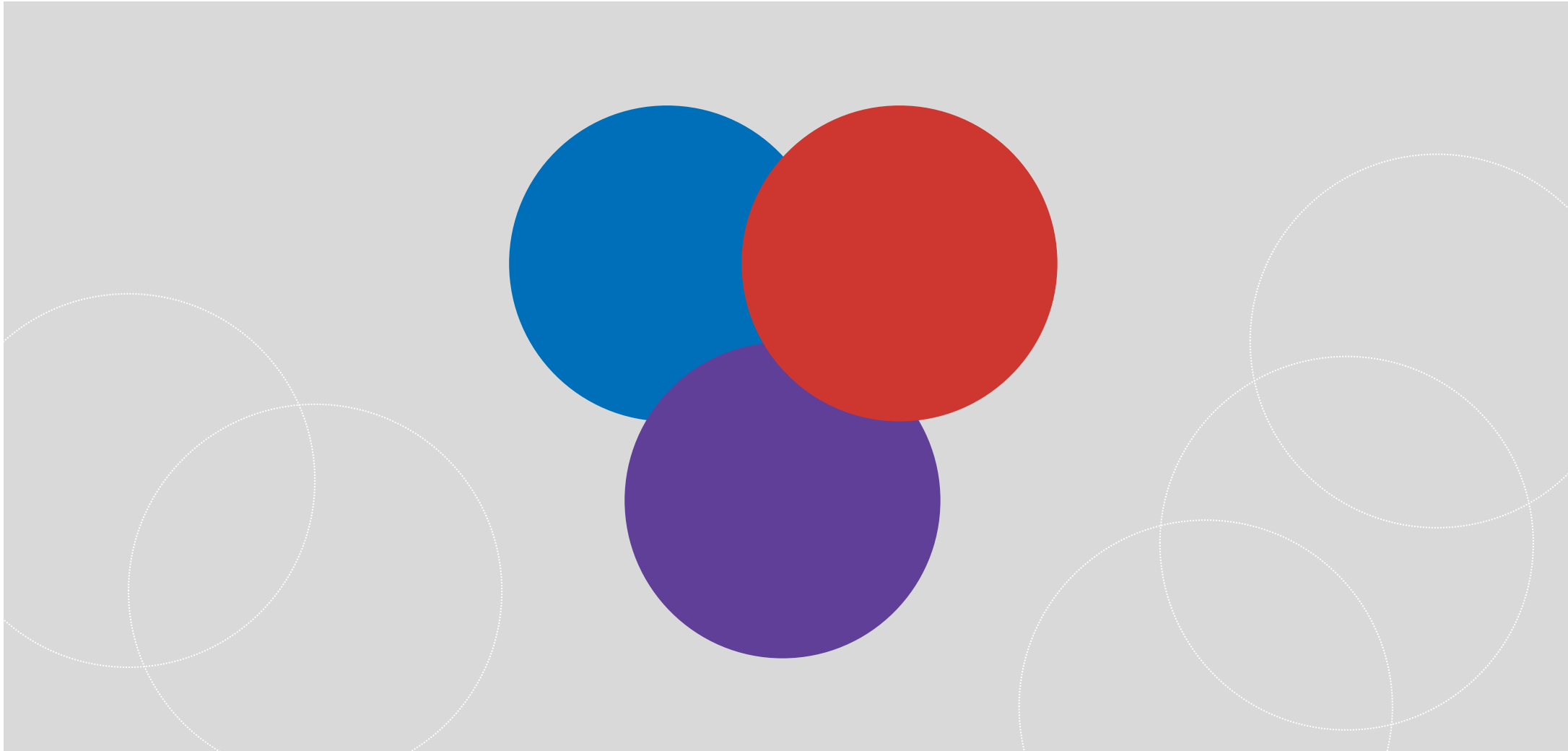


School plan 2015 – 2017

YANDERRA PUBLIC SCHOOL 3537





School vision statement

Yanderra Public School has a strong focus on developing learning skills to meet every students' needs. We strive to establish a learning culture with parents and the wider community. A priority of the school is to develop social skills for our young people. We view the implementation of information communication technology as a foundation to future possibilities.

School context

Yanderra Public School is a small, family orientated school situated approximately 6km from Bargo. The school has a Teaching Principal and a small team of dedicated staff. The local environment is semi-rural offering a quiet lifestyle for its residents. The school plays an important role in the community providing a site for local council programs and a meeting place for local residents. We encourage our school community to be part of our learning and value open and effective communication as a key focus of a successful school. A small community park is located next to the school which provides a meeting place for parents and students after school.

School planning process

In 2014 the school sought the opinions of community, students and staff in preparation for developing a new school plan. Each group were asked to reflect on what they felt the school did well, what they believed we should teach, how we could cater for the future needs of students and how we could strengthen our community links. 28% of families, all staff and a group of six students responded to the questions. All responses were collated and common threads identified for consideration in planning our strategic directions. Following a lengthy discussion strategic directions were presented to the community for further comment.



STRATEGIC DIRECTION 1

Quality teaching and
learning

Purpose:

To improve aspects of learning for all students leading to improved student learning outcomes as measured by school based data. To increase the professional capacity of staff through high quality professional learning.

STRATEGIC DIRECTION 2

A positive culture for
all

Purpose:

To build stronger relationships between the school and community, through a collaborative culture based on effective communication, participation and respect.

STRATEGIC DIRECTION 3

Engaging and
dynamic learning
activities

Purpose:

To enhance student learning experiences that develop students' abilities to collaborate and self-regulate their learning. To provide opportunities for Information Communication Technology to be used as a powerful tool for knowledge construction and real world problem solving and innovation.

Strategic Direction 1: Quality teaching and learning

e

Purpose	People	Processes	Products and Practices
<p>To improve aspects of learning for all students leading to improved student learning outcomes as measured by school based data. To increase the professional capacity of staff through high quality professional learning.</p> <p>Improvement Measures</p> <ul style="list-style-type: none"> ❖ To increase the number of students achieving stage appropriate clusters from 25% to 60% as measured by the Literacy Continuum. ❖ Whole school approach to monitoring students on the Numeracy Continuum improves from 60% to 100%. 	<p>How do we develop capabilities of our people to bring about transformation?</p> <p>Students: Quality teaching and learning results in students making connections between their reading and writing. Students are supported in their numeracy skills and engaged in programs that assist them move along the continuum. A greater understanding of 'where they are' allows students to set learning goals. Aboriginal students make connections between literacy and numeracy learning through Personalised Learning Plans.</p> <p>Staff: Through targeted professional learning staff develop knowledge and confidence in a range of diverse teaching strategies to support literacy and numeracy learning. A better understanding of the continuums and pedagogies allows staff to differentiate teaching and learning and develop goals for all students. Student progress is celebrated through professional dialogue.</p> <p>Parents: Parents and staff are actively involved in professional learning to understand and support improved learning. Aboriginal and non-Aboriginal community members are engaged in the progress of students through support of learning goals.</p>	<p>How do we do it and how will we know?</p> <p>Implementation of Early Action for Success (L3)</p> <p>Literacy teaching is strengthened through quality professional learning with a focus on reading and writing in the early years. An Instructional Leader works with staff to develop teaching and learning strategies and use of the Literacy Continuum in tracking and monitoring student progress. Students develop an understanding of setting learning goals to monitor and improve their learning. School community stakeholders are provided with high-quality professional learning to support the successful implementation of L3.</p> <p>Continued Implementation of Targeting Early Numeracy (TEN)</p> <p>Student progression through numeracy is a focus of teaching programs from Kindergarten to Year 6. Learning is differentiated to cater for the diverse needs of all students. Professional dialogue and sharing amongst staff is enhanced to better understand the link between the syllabus and continuum. Assessment tasks matched to the continuum lead to the accurate monitoring of student learning.</p> <p>Evaluation Plan:</p> <p>Students learning is monitored every five weeks and progress is matched to learning continuums.</p> <p>Classroom observations and programs demonstrate differentiated learning.</p>	<p>What is achieved and how do we know?</p> <p>Products:</p> <ul style="list-style-type: none"> To increase the number of students achieving stage appropriate clusters from 25% to 60% as measured by the Literacy Continuum. Whole school approach to monitoring students and differentiating learning on the Numeracy Continuum improves from 60% to 100%. <p>Practices:</p> <ul style="list-style-type: none"> Consistent quality teaching and learning practices demonstrated and supported across the school through programs, assessment and teacher performance to improve student learning outcomes. Increased professional capacity of staff through high quality professional learning related to Early Action for Success.

Strategic Direction 2: A positive culture for all

Purpose

To build stronger relationships between the school and community, through a collaborative culture based on effective communication, participation and respect.

Improvement Measures

- ❖ The school will have 100% of parents accessing direct smartphone school to parent communication.
- ❖ Improved student welfare data from 19% of students receiving gold awards to 75% over the next three years.

People

How do we develop capabilities of our people to bring about transformations?

Students: Improved school communication allows students to promote learning and school events with their families. Students are supported and engaged in their learning and promote family involvement. Students are supported and engaged in transition programs throughout their learning.

Staff: Staff promote a variety of ways to connect with the immediate and wider community through increased understanding of the needs of the community. Student progress and success is communicated through purposeful communication with the community. Staff demonstrate a consistent approach to teaching respect through modelling positive expectations and promoting respectful behaviour by students.

Parents: Parents and staff are actively involved in communicating the progress and success of the school and students through responding to smartphone alerts and approaches to showcase achievement. Support for respectful behaviour is reinforced as community stakeholders recognise its importance in improving school culture and learning.

Processes

How do we do it and how will we know?

School Communication Strategy

School communication is strengthened to include a smartphone application providing immediate communication with community stakeholders. This will result in a greater number of stakeholders informed and involved in school matters. Staff create structures to connect with the immediate and wider community through the promotion of student learning. Students encourage community participation through learning environments that showcase student achievement.

Respectful Relationship Strategy

Behaviours that promote respect are a focus of the school learning environment. In consultation with the community, respectful behaviours are identified and displayed for all stakeholders to implement. Students are rewarded for their efforts in displaying respect and communication with the community promotes respect and highlights its importance in achieving positive learning outcomes.

Evaluation Plan:

Survey students, staff and parent/community to evaluate communication and feedback processes across the school.

Review welfare data and trends to reflect on the effectiveness of the reward system.

Products and Practices

What is achieved and how do we know?

Products:

- The school will have 100% of parents accessing direct smartphone school to parent communication.
- Improved student welfare data from 19% of students receiving gold awards to 75% over the next three years.

Practices:

- Clear and consistent school wide approach to communication to develop the capacity of staff, community and parents.
- Community views are regularly sought and utilised to drive school planning and programming with parents and students.
- The school environment consistently demonstrates respect between all stakeholders and learning outcomes reflect improved welfare data.

Strategic Direction 3: Engaging and dynamic learning activities

Purpose	People	Processes	Products and Practices
<p>To enhance student learning experiences that develop students' abilities to collaborate and self-regulate their learning. To provide opportunities for Information Communication Technology to be used as a powerful tool for knowledge construction and real world problem solving and innovation.</p>	<p>How do we develop capabilities of our people to bring about transformation?</p> <p>Students: Collaborative activities which form part of student learning become an integral component of the classroom learning environment. Students develop skills through explicit and systematic teaching and apply those skills to their own learning and development.</p> <p>Staff: Staff support collaborative learning through an increased understanding of the needs of students to work together. Through a deeper understanding of continuums and student learning staff are better able to develop learning goals to assist student in self-regulation of learning. Targeted professional learning in the use of ICT to construct knowledge is provided for staff.</p> <p>Parents: Parents and staff develop a shared understanding of the importance of collaborative learning and the use of ICT in developing student learning outcomes. Community stakeholders are invited to share in student learning success.</p>	<p>How do we do it and how will we know?</p> <p>Self-Regulated and Collaborative Learning</p> <p>Learning is strengthened through the implementation of collaborative learning skills amongst students. Programs to support collaboration are developed across all Key Learning Areas. Students have shared responsibility of the outcome and their work is interdependent. Learners take responsibility for their work and their ongoing learning. School community stakeholders are provided with high-quality professional learning to support both collaborative learning and self-regulation.</p> <p>Information Communication Technology</p> <p>Use of ICT is enhanced when it is used to construct knowledge or solve real world problems and innovations. Student knowledge construction is supported through ICT when linked to learning goals associated with an activity. Professional learning to support knowledge construction through ICT is explored and delivered to all stakeholders.</p> <p>Evaluation Plan:</p> <p>Survey students, staff and parent/community on the effectiveness of collaborative learning approaches to solve real world problems.</p> <p>Community and parent consultations evenings to provide feedback on the strategic directions.</p>	<p>What is achieved and how do we know?</p> <p>Products:</p> <ul style="list-style-type: none"> 66% classroom programs show evidence of planning to include learning activities that require collaboration. 80% of students demonstrate evidence of self-regulation in their learning allowing them to achieve success. <p>Practices:</p> <ul style="list-style-type: none"> Teaching and Learning Programs demonstrate a deep understanding of collaborative learning which is supported by all stakeholders. Students share and demonstrate their learning goals and successes with the wider community. Community understanding of the use of ICT to construct knowledge is improved and sustained by all.
Improvement Measures			
<ul style="list-style-type: none"> ❖ 66% classroom programs show evidence of planning to include learning activities that require collaboration. ❖ 80% of students demonstrate evidence of self-regulation in their learning allowing them to achieve success. 			