

School plan 2018-2020

Yanco Public School 3536



School background 2018–2020

School vision statement

Yanco Public School empowers students to achieve personal excellence through connected, collaborative, creative and high quality learning experiences which challenge and inspire them in a safe and supportive learning environment.

School context

Yanco Public School is located at the 'gateway' of the Murrumbidgee Irrigation Area (MIA) close to the major township of Leeton (5 kilometres south), which the community accesses for the majority of its services. The school is a member of the Leeton Community of Public Schools (LCOPS).

The school services a low–socio economic community and provides a safe, caring and challenging learning environment focused on student–centred learning programs based on the needs of the individual student and the school community. The school is classified as a TP2 with a Teaching Principal and one full–time classroom teacher, one part time School Learning Support Officer, one School Administration Manager, a part time School Chaplain and one General Assistant.

As an Early Action for Success (EAfS) school, an Instructional Leader has been appointed and additional resources have been allocated that enable the school to provide tiered interventions that focus on literacy and numeracy outcomes for all students in Kindergarten to Year 2. The school is working closely with the community to develop priorities in; improving student literacy and numeracy outcomes, ensuring that quality teaching underpins practice in all classrooms, enhancing parent and community participation in the school, developing positive student welfare programs and increasing the engagement of the school community.

The school is supported by RAM equity funding for low socio–economic and Aboriginal background, and rural and remote location.

School planning process

The school undertook extensive planning processes to inform the strategic directions for the 2018–2020 school plan. These processes assisted the school in identifying its strengths and areas of need, the key aspects impacting student learning and determining priorities for future planning. Parent and community consultation took place via parent, community and student surveys.

All parties involved were asked about existing programs within the school what has been working well and what could be improved. Teaching staff completed the Tell Them From Me survey.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 Technology

Purpose:

To inspire and empower the wider school community to improve and develop their skills and knowledge in ICT through professional development, high quality teaching and collaborative learning. Teachers will build their capacity to confidently deliver engaging and challenging ICT programs that prepare the learning community for the influence that technology has on our lives.



STRATEGIC DIRECTION 2 Life-Long Learning

Purpose:

To create a school-wide, collective responsibility for students to be active, informed and self-directed learners who experience personal success in all aspects of school life. Achieved through an integrated approach to quality teaching, learning excellence which is evidence based and responsive in meeting the needs of all students with a focus on literacy and numeracy.



STRATEGIC DIRECTION 3 Wellbeing

Purpose:

To create a safe, caring and supportive teaching and learning environment where the whole school community works together to put in place a comprehensive and inclusive framework to support the cognitive, social, emotional and physical wellbeing of students allowing them to connect, succeed and thrive.

Strategic Direction 1: Technology

Purpose

To inspire and empower the wider school community to improve and develop their skills and knowledge in ICT through professional development, high quality teaching and collaborative learning. Teachers will build their capacity to confidently deliver engaging and challenging ICT programs that prepare the learning community for the influence that technology has on our lives.

Improvement Measures

Most students are able to confidently and effectively engage in online assessments.

Increase in student focus on learning, self-esteem and responsibility resulting in a mindset shift as shown through surveys and observations.

Teaching staff effectively utilising various technology forms in classroom practice.

People

Students

Will develop a range of techniques, skills, methods and processes when engaging with technology and collaborative learning.

Staff

Staff will develop the skills to effectively incorporate technology into the classroom setting through meaningful and engaging lessons promoted through collaborative learning.

Leaders

Will explicitly demonstrate teaching practices and a range of ICT skills that result in effective learning opportunities for all students.

Parents/Carers

Will engage and collaborate with children and encourage the development of ICT skills in the home environment.

Processes

Professional Learning

Develop and implement innovative curriculum pedagogy, technology and infrastructure that is future focused and provides students with the skills and capabilities to thrive in a rapidly changing world.

Collaborative learning

Develop staff knowledge and put in place processes and structures for the implementation of a collaborative learning approach across the school with a focus on the use of technology.

Evaluation Plan

Surveys– Teacher/ Student / parent

Attendance

observations

Classroom observations / videos

External and Internal data

Practices and Products

Practices

Staff and students are able to independently access and use a range of technology enhancing teaching and learning experiences.

Students will be actively engaged in discussions with peers working cooperatively together using effective teamwork and communication skills to solve complex problems with a focus on technology.

Products

High quality learning experiences where the student is the primary focus working through a structured approach to developing solutions to real world problems.

Structures will be in place to support the use of technology and collaborative practices in the classroom environment.

Development of higher-level thinking, oral communication, self-management, and leadership skills.

Strategic Direction 2: Life–Long Learning

Purpose

To create a school–wide, collective responsibility for students to be active, informed and self– directed learners who experience personal success in all aspects of school life. Achieved through an integrated approach to quality teaching, learning excellence which is evidence based and responsive in meeting the needs of all students with a focus on literacy and numeracy.

Improvement Measures

- Students will show growth as evidence through internal and external data.
- Teaching programs show evidence of differentiation to cater for the individual learning needs of students.

People

Students

Students will develop a positive mindset towards learning. They will become resilient, resourceful and reflective learners who display a growth mindset to fuel their performance and academic success. They give and receive feedback and adjust their learning as necessary.

Staff

Staff will develop a positive mindset towards the latest research into teaching practices and use these practices to support and engage students across the school. They will differentiate learning to foster success and self–worth in all individuals.

Leaders

Identify programs and initiatives that are inspiring and encouraging of life –long learning for all students. They will support Staff in seeking change that will lead to improvement in learning outcomes where there is an expectation of improvement in literacy and numeracy standards through students becoming self–directed learners.

Parents/Carers

Parents develop an understanding of how students learn to be self directed learners through goal setting and self–reflection.

Processes

Professional Learning

Develop staff skills and leadership capacity through ongoing research based and targeted professional learning activities aimed at developing staff knowledge with feedback, goal setting, lesson intentions and success criteria, quality teaching practices, use of data to inform teaching, differentiation and leadership skills.

Quality Learning Experiences

Developing staff skills through professional discussion, collaboration and explicit systems creating quality learning experiences through collaborative programming and the use of explicit instruction and active learning.

EAFS/L3 /BNL/Using Data with Confidence

Systems

Develop and update explicit practices in line with DoE policies to support learning across the school.

Feedback / Goal setting / Three way conferencing / Roles and Responsibilities

Evaluation Plan

Surveys /PDP's/ Classroom observations

PLP's / IEP's /Tiered interventions/Data Analysis

Practices and Products

Practices

Students are able to articulate where they are in terms of their learning and are able to set learning goals to facilitate future learning for personal success.

Staff giving and receiving feedback within their classroom and beyond to improve student learning across the school with a focus on literacy and numeracy.

Teachers actively engage in shared professional learning experiences using the expertise of an instructional leader which enables teachers to develop their leadership skills and implement quality teaching and learning programs.

Products

Students actively engaged in learning and producing high quality work samples where they are able to articulate the processes they have used.

All classroom programs are data based, differentiated for student learning needs and demonstrate knowledge of syllabus content and quality teaching practices.

Teaching and learning will reflect from Kindergarten to Year 6 the principles of Early Action for Success where teachers provide timely feedback for students to improve their learning.

Strategic Direction 3: Wellbeing

Purpose

To create a safe, caring and supportive teaching and learning environment where the whole school community works together to put in place a comprehensive and inclusive framework to support the cognitive, social, emotional and physical wellbeing of students allowing them to connect, succeed and thrive.

Improvement Measures

Increase in student attendance across all grades as measured by Scout data.

Increase in student engagement as measured through student surveys.

Demonstrated improvement of student, staff and community wellbeing as evident through external surveys and school based data.

People

Students

Students will build the skills to develop positive relationships and a high expectations mindset. They are supported by parents and carers to achieve skills.

Staff

Staff support students to achieve positive outcomes. Students are taught to accept responsibility for their own behaviour, appropriate to their age and understanding of the school values of Respect, Responsibility, Care and Excellence.

Leaders

Identify initiatives that support student and staff wellbeing within the Wellbeing Framework. Provide links for parents and carers to support services where appropriate.

Parents/Carers

Will develop an understanding of the value and importance of student wellbeing and positive relationships and its effect of student learning and will become active partners in developing and embedding a positive culture of learning across the school.

Processes

Wellbeing Framework

Develop staff and community knowledge of the Wellbeing framework and use the Wellbeing Framework Self Assessment tool to evaluate and update current policies within the framework across the school.

Specialised Programs

Identify and Implement specialised programs targeting the individual needs of identified students. With a focus on social skills development, confidence and self esteem.

Staff Wellbeing

Provide staff with the skills and evidence based strategies with the purpose of improving professional practice, collective efficacy and being better teachers for students through a strategic focus on staff wellbeing.

<http://www.teacher-wellbeing.com.au>

Evaluation Plan

Surveys

Attendance data

Student behaviour incidents

Practices and Products

Practices

Students collaboratively working together with their peers in a respectful and harmonious manner with the capacity to work independently fully engaged in their own learning.

Staff identify students who are targeted through the implementation of evidenced based and holistic programs addressing their individual needs.

A school wide responsibility is evident for wellbeing through staff, student and community engagement.

Products

Positive respectful relationships are evident between students, staff, parents and the wider community which ensure optimum conditions for student learning across the whole school.

Policies and processes will reflect aspect of the Wellbeing Framework.