**YANCO PUBLIC SCHOOL 3536**

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| **School Vision Statement** |  | **School Context** |  | **School Planning Process** |
| Yanco Public School will ensure that all students have the opportunity to achieve their full potential as creative, resilient self-directed learners and enable them to take their place in the world confidently through the promotion of equity and the core values of respect, responsibility, care and excellence. |  | 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 focussed 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 two full-time classroom teachers, 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. |  | The school undertook extensive planning processes to inform the strategic directions for the 2015-17 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. As part of the planning process;  • The principal, school staff, parents and the school community worked collaboratively to develop a school vision statement and identify three strategic goals.  • Parent and community consultation took place, including parent interviews and consultation meetings and a meeting with parents and the community for feedback on the draft plan where the plan was discussed and changes made where required.  • Teaching staff took part in professional learning in developing the new school plan, with support from external personnel, including the Principal, School Leadership.  • Data analysis of student and school outcomes against performance measures and targets was undertaken and discussed with teaching and regional staff.  • A comprehensive and in depth Situational Analysis was completed and baseline data collected.  • The principal and staff worked collaboratively to develop the 5P approach across all strategic directions. The draft plan was shared with all staff to ensure collective understanding and efficacy. |
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| **Purpose**  To improve literacy and numeracy outcomes through high quality teaching, personalised learning and explicit, high expectations, with curriculum programs and teaching practices that effectively develop the knowledge, understanding and skills of all students, using evidence-based and innovative teaching practices.  Systematic policies, programs and processes to identify and address student learning needs with learning opportunities that support student development and are strongly aligned with the school’s vision and priorities underpins this purpose. |  | **Purpose**  To improve student wellbeing through a whole-school approach that has clearly defined behavioural expectations and creates a positive teaching and learning environment, with the school having in place a comprehensive and inclusive framework to support the cognitive, emotional, social, and physical wellbeing of students.  Students caring for self, contributing to the wellbeing of others and the wider community and creating a positive school environment underpins this purpose. |  | **Purpose**  The school works collaboratively with its community, who is committed to the school’s strategic directions with a broad understanding and support for school expectations and aspirations, with positive and respectful relationships across the school community creating a productive learning environment and strengthening parental engagement.  A school-wide, collective responsibility for student learning and success, supporting an inclusive school culture with high levels of student, staff and community engagement and the promotion of positive and respectful relationships underpins this purpose. |

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| Strategic Direction 1: Quality Teaching and Learning | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| To improve literacy and numeracy outcomes through high quality teaching, personalised learning and explicit, high expectations, with curriculum programs and teaching practices that effectively develop the knowledge, understanding and skills of all students, using evidence-based and innovative teaching practices.  Systematic policies, programs and processes to identify and address student learning needs with learning opportunities that support student development and are strongly aligned with the school’s vision and priorities underpins this purpose. |  | **Students:** Will be engaged in being successful quality learners of literacy and numeracy within both the class and home environments by their knowledge and understanding of how to use higher order learning skills to enhance learning outcomes.  **Parents/Carers:** Will support the collaborative learning community by working closely together with staff and students on developing Personalised Learning Plans for all students.  **Community Partners:** Will haveopportunities to interact with staff and students and establish community learning alliances across schools to support innovative teaching practices**.**  **Staff:** Will participate in on-going, evidence based professional learning provided to teachers to develop and refine teaching practices. Staff will embed evidence based practices that accelerate learning and the use of learning intentions, success criteria and effective student feedback.  **Instructional Leader:** Will work directly with the teachers to identify and provide teacher professional development and classroom based coaching and assist with the early identification of levels of attainment in literacy and numeracy of individual students.  **Leaders:** Will work collaboratively to promote a culture of high expectations and an environment that fosters quality teaching and learning, utilising current pedagogical research and practice to support relevant and practical learning in literacy and numeracy. |  | **Evidence and Analysis of Data**  The school will use qualitative and quantitative assessment data to inform and improve teaching and learning with the collection, analysis and tracking of student progress, including SMART, literacy and numeracy continuums and PLAN data used to review student and school performance annually.  **Early Action for Success**  Tiered interventions are provided for students ‘at risk’ and will involve integrated and intensive support in literacy and numeracy. Personalised learning is provided for all students through the on-going, close monitoring of individual student progress against continuums and planning for differentiated instruction.  **Innovative Teacher Practice**  The school will embed explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes.  **Evaluation**  The school will closely monitor NAPLAN, school based assessment, literacy and numeracy continuums and PLAN data to review performance. Staff will participate in the annual Performance and Development Framework and self-assessment to demonstrate implementation and reflection of current teacher practices. |  | **Products**   * Student progress on literacy and numeracy continuums is collected and entered into both PLAN software and data wall every 5 weeks. * All continuum plotting by staff and students is supported by strong evidence. * Strong analysis of data to provide evidence that teaching and learning is effective.   **Practices**   * Language, Learning and Literacy (L3) strategies embedded and daily practice in K-2 classroom. * Focus on Reading (FoR) strategies embedded and daily practice in 3-6 classroom. * Targeting Early Numeracy (TEN) strategies embedded and daily practice in K-2 and Year 3-6 classroom. * Use of Acer Online Reading Comprehension and PAT Mathematics assessments to plot students, track progress and further data based evidence. * Low Socio-economic and Aboriginal Background discretionary school equity funds are allocated to improve literacy and numeracy outcomes for students, with school programs and targeted interventions for students requiring additional support. |
| **Improvement Measures** |  |
| * 85% of students at or above cluster/year expectations in all aspects of literacy and numeracy continuum data. * 8% increase in the proportion of students in the top two NAPLAN bands. * 30% increase in Indigenous students represented in proficiency bands in NAPLAN assessments. * Differentiated teaching is implemented as a strategy for ensuring that every student is engaged and learning successfully and individual learning plans have been developed for all students. * Performance for equity groups within school cohorts is comparable to, or better than, the performance of all students in the school |  |

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| Strategic Direction 2: Wellbeing | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| To improve student wellbeing through a whole-school approach that has clearly defined behavioural expectations and creates a positive teaching and learning environment, with the school having in place a comprehensive and inclusive framework to support the cognitive, emotional, social, and physical wellbeing of students.  Students caring for self, contributing to the wellbeing of others and the wider community and creating a positive school environment underpins this purpose. |  | **Students:** Will understand the core values of being a respectful, responsible, and caring citizen and learner.  **Staff:** Will demonstrate a common understanding of appropriate student learning and social skills and behaviours and have high expectations of both student learning and behaviours.  **Parents/Carers:** Will establish a collaborative learning community by supporting and reinforcing the values promoted through the implementation of core values and student welfare policies and procedures both in and outside of school.  **Community Partners:** Will fosterlinks with both the school and other external agencies to enable support to be accessed for students and their families to build their resilience and coping mechanisms.  **Leaders:** Will create a powerful, positive school culture by working with the community in build their capacity to implement changed processes and by encouraging the development of high expectations and increased community wellbeing. |  | **School Welfare**  The school will develop and establish comprehensive and systematic procedures, initiatives and programs that will drive all aspects of whole school wellbeing, aligned to the Student Wellbeing Framework.  **Student Welfare**  Students will be taught to accept responsibility for their own behaviours as appropriate to their age and level of understanding and participate in explicit values education lessons.  **Early Learning**  The school will implement a year-long transition program to provide early learning experiences for 3-5 year olds based on the Early Years Learning Framework.    **Evaluation**  Analysis and monitoring of Behaviour Referral data.  Comparison of Little Learners and Kindergarten enrolment data.  Analysis and monitoring of Merit Award data.  Monitoring of Low Socio-economic and Aboriginal Background discretionary school funding budgetary allocations and effectiveness of allocations. |  | **Products**   * The school has an inclusive holistic wellbeing policy/framework which is highly practical and will be consistently implemented by all staff and students. * The school places a high priority on student and community wellbeing and has processes in place to address individual needs. * Interactions are focused on the learning and wellbeing of students and on continually improving the school’s ability to meet the needs of all students.   **Practices**   * Values and social skills lessons embedded into school activities, with a reward system for positive behaviours being implemented. * The school has clear strategies to promote appropriate behaviour, including agreed responses and consequences for both positive and negative student behaviours. * The school will consult with the community to undertake a review of the Student Welfare and Discipline Policy and align it with current practices and trends. |
| **Improvement Measures** |  |
| * Kindergarten enrolments demonstrate higher school readiness based on Best Start and/or AEID data and have access to early learning experiences. * All students will demonstrate considerable improvement in their behaviour, social, leadership and citizenship choices. * Students from equity groups within school have reduced impact of socio-economic status by the provision of low-cost, highly accessible learning experiences to facilitate cultural awareness, citizenship, interpersonal relationships and pride. |  |
| Strategic Direction 3: Community and Engagement | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| The school works collaboratively with its community, who is committed to the school’s strategic directions with a broad understanding and support for school expectations and aspirations, with positive and respectful relationships across the school community creating a productive learning environment and strengthening parental engagement.  A school-wide, collective responsibility for student learning and success, supporting an inclusive school culture with high levels of student, staff and community engagement and the promotion of positive and respectful relationships underpins this purpose. |  | **Students:** Will demonstrate respectful and caring relationships, which are reflected in the ways in which students interact and in the language they use in both formal and informal settings.  **Staff:** Will demonstrate an understanding of the importance of positive and caring relationships to successful learning, and work to build mutually respectful relationships across the school community.  **Parents/Carers:**  Will focus strongly on involvement throughout all school programs, with parents to be trained in using strategies to support and assist their children across all Key Learning Areas in both class and home based activities.  **Community Partners:** Will be utilised to make deliberate and strategic use of partnerships with families, local businesses, government and non-government agencies and community organisations to access intellectual, physical and/or other resources not available within the school for the purposes of improving student outcomes  **Leaders:** Will develop positive and respectful relationships across theschool community to create a productive learning environment and support students’ development, with practices and processes which are responsive to school community feedback and provideexplicit information about theschool’s functioning. |  | **School Consultation**  Establish consultation procedures within the school, developing innovative ways to support improved family and community connections and involvement in school life.  **School Vision**  Consult the school community in developing and driving an explicit and detailed school vision and improvement agenda, aligned with local, school and state improvement priorities.  **Community Links**  Utilise home, school and community communication links to celebrate student achievement and proactively encourage opportunities for home, school and community interaction. Parents and community members will have the opportunity to engage in a wide range of school-related activities.  **Evaluation**  Parent, student and community responses to interviews and surveys and collection and analysis of data on parental attendance at school functions  Collection and analysis of data on parental attendance and involvement in Personalised Learning Plan and Individual Education Plan preparation.  Monitoring and analysis of school attendance data. |  | **Products**   * The school will directly inform and support comprehensive and innovative communication systems across the school and beyond. * School practices are aligned to community engagement, school development and open reporting to the community. * Parents, students, school leadership and teachers work together in mutually supportive ways, with parents and families engaged as partners in student learning.   **Practices**   * Parent information sessions to provide them with the skills and strategies to support and assist their children across all Key Learning Areas both at home and school. * Parents to be explicitly involved in the development of student Personalised Learning Plans and Individual Learning Plans. |
| **Improvement Measures** |  |
| * There will be a significant increase in parent/carer and community participation and involvement in school events, school planning and evaluations and discussions about student learning. * All members of the school and wider community will know the school’s strategic directions and educational opportunities and will increasingly contribute in positive ways to achieve the school’s vision. * Attendance of parents/carers for equity groups within school cohorts is comparable to the performance of all students in the school. |  |