

# School plan 2015 – 2017

**Yass Public School 3549**





## School vision statement

At Yass Public School we are committed to happy, safe and successful experiences for all.

Our staff have high expectations of our students and our students are encouraged to be creative and confident in their life long journey of learning.

We will provide an environment that fosters caring and sharing; enabling all members of our school community to achieve their potential.

## School context

Yass Public School is situated on the northern side of the town and enjoys beautiful grounds and picturesque views of the river and hills. The school is 136 years old having been established as one of the first schools in the district. The beautiful historic buildings are reflective of the school's rich history in education in the district.

The school is currently enjoying growing student numbers and during 2015 sustained a 10<sup>th</sup> class. This made all our existing classes smaller and all students enjoyed higher teacher to student ratios.

Our school also enjoys a modern Multipurpose Hall that was delivered through the Building the Education Revolution Project and has enabled the school to host many more events on our own school site.

Our school enjoys all the benefits of small student numbers, family atmosphere and caring environment with the expertise and experience of a big school and staff. We are able to staff flexibly and establish innovative programs that meet the needs of our students and their families.

At Yass Public we work with parents, members of the community and community groups to enhance the educational opportunities for our students, providing them with a learning setting that is both positive, comprehensive, caring and stimulating.

## School planning process

Our school has consulted with staff to look at what strategic directions would be important for our school in the 2015 – 2017 planning period. These strategic directions came from our staff needs and the data collected about our students and our schools situational analysis. The Yass community of schools also shared planning discussions and strategic directions across local schools.

All parents were surveyed and then invited to attend a strategic planning meeting at the school. Parents were encouraged to present ideas and future directions for the school and these were discussed in detail at that meeting and further in P & C meeting and further surveys. Surveys gave parents that are unable to attend meetings a voice for their aspirations for our school and their children.

The draft strategic directions and purpose of each direction, including the key improvement measures were given to staff and parents for comment and amendments.

The 5P planning page was developed with all stakeholders with a focus on key priorities and key programs.



This page identifies the 3 Strategic direction and the purpose of each one. Each strategic direction will:

- define the key improvements which combine for the school to achieve excellence
- represent a high level and future-focused educational priority which is evidence based and data informed
- be a succinct statement that drives the development of the schools educational and organisational leadership culture
- make explicit links to the dimension of the school excellence framework

## STRATEGIC DIRECTION 1

Staff are educational  
leaders, designing  
and delivering a  
quality curriculum.

### **Purpose:**

To ensure that learning for students across our community of schools is continuous K-12 and is based on quality educational delivery and consistent, high standards and shared professional practices.

## STRATEGIC DIRECTION 2

Students are  
successful, confident  
and creative leaders  
and learners.

### **Purpose:**

To support all students to become competent and creative learners and leaders.

## STRATEGIC DIRECTION 3

School works in  
partnerships with  
parents and the  
community.

### **Purpose:**

To enhance positive, caring relationships to identify needs and drive continuous improvement while supporting an inclusive, vibrant school culture responsive to change.  
To build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices.

# Strategic Direction 1: Staff are educational leaders, designing and delivering a quality curriculum.

## Purpose

To ensure that learning for students across our community of schools is continuous K-12 and is based on quality educational delivery and consistent, high standards and shared professional practices.

## Improvement Measures

- ❖ Whole school data reflects improved learning outcomes for all students through diagnostic testing and NAPLAN results.
- ❖ All students are able to monitor their growth against PLAN

## People

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

### Students;

- Engage students in being a quality learner of literacy and numeracy in the class and home environments.
- Develop appropriate / high expectations for students fostering belief in themselves.
- Develop understanding of how you learn and plan for the future.
- Engage in transitional programs designed to support students moving from one school setting to the next in a supportive, enthusiastic way.
- Develop student skills in working collaboratively and independently to achieve their personal learning goals.

### Staff;

- Create individual professional learning schedules and goals.
- Consistent teacher judgement feedback.
- Familiarise staff with the quality teaching framework including assessment strategies K -6.
- Staff share expertise when it has been identified and utilised across whole school.
- Participate in further professional development to understand the learning continuum so as to plot student development.

## Processes

How do we do it and how will we know?

- Learning support teams to work together with whole school staff to monitor student progress and develop PLP's for students not progressing to expectation or exceeding expectation.
- Parental engagement and support is established to provide parents with a better understanding of what is being taught in our school and how they can support their child's learning.
- All students having an understanding of their learning plans using the Literacy and numeracy continuums.
- All teachers understand and use the quality teaching framework.
- Staff have thorough knowledge of the curriculum that they teach and have been supported through quality opportunities.
- Strands of Mathematics and English taught in like ability groups.

### Evaluation Plan:

Refer to staff meeting etc:

- External validation - Engage the services of a critical friend to review the quality and effectiveness of the implementation approach across the school.
- Analysis of all data to

## Products and Practices

What is achieved and how do we know?

### Products:

- Whole school data reflects improved learning outcomes for all students through diagnostic testing and NAPLAN results.
- Teaching and learning driven by assessment data and differentiated to meet the needs of all students.
- Staff have thorough knowledge of the curriculum that they teach and have been supported through quality opportunities.

### Practices:

- Consistent measurement and recording where students are at against the standard.
- Students are able to map their progress against the literacy and numeracy continuums.
- Consistent teacher judgement across the whole school.
- Collection of assessment data is ongoing and analysed regularly.
- Teachers collaborating in whole school data analysis to inform teaching and learning programs.



- Leaders;
- Establish executive meetings to oversee implementation and monitoring of planned process.
  - Visit other schools to gather ideas and see processes in action.
  - Participate in professional learning and assist all staff through mentoring.

determine future improvement and ongoing progress.	
• Seek feedback from all stakeholders.	

## Strategic Direction 2: Students are successful, confident and creative leaders and learners.

Purpose	People	Processes	Products and Practices
<p>To support all students to become competent and creative learners and leaders.</p> <p><b>Improvement Measures</b></p> <ul style="list-style-type: none"> <li>❖ Parent / staff and student satisfactions surveys and evaluation of programs reflect engagement and enthusiasm of all stakeholders. 95% of year 5 and 6 students reading at independent level</li> </ul>	<p>How do we develop capabilities of our people to bring about transformation?</p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• Students develop their mindset and capabilities to be creative, critical thinkers and be able to communicate and collaborate effectively</li> <li>• Students feel valued as school citizens and are advocates for their own learning.</li> </ul> <p><b>Staff:</b></p> <ul style="list-style-type: none"> <li>• Engage in regular reflection of their performance and the performance of our wider school community.</li> <li>• Staff are able to use data to shape their instruction and differentiate learning activities.</li> </ul> <p><b>Leaders:</b></p> <ul style="list-style-type: none"> <li>• Develop and impart consistent learning expectations.</li> <li>• Develop and initiate the implementation of differentiated Learning Groups.</li> <li>• Leaders role model leadership skills and responsibilities.</li> </ul>	<p>How do we do it and how will we know?</p> <ul style="list-style-type: none"> <li>• Positive Behaviours for Success – evaluate student welfare initiatives and implement best practice strategies.</li> <li>• Leadership skills are developed within the senior students and they are given opportunities to be involved in genuine decision making processes within the school.</li> <li>• Student representative Council operates to give students a voice in the changing directions of our school to improve all aspects of Yass Public.</li> <li>• Learning Support Team teachers establish an Intensive Literacy program within the school to support senior students that will soon transition to high school.</li> <li>• Gifted and Talented programs that add diversity to students needs in music and all creative arts.</li> <li>• Provide quality professional development opportunities to foster curriculum development embedded in best practice to teachers that they are able to share with staff in collegial groups.</li> </ul> <p><b>Evaluation Plan:</b> Refer to staff meeting etc:</p>	<p>What is achieved and how do we know?</p> <p><b>Products:</b></p> <ul style="list-style-type: none"> <li>• Students will be enthusiastic, diverse leaders within the school.</li> <li>• Students will have an impact on ideas and change for improvement at our school.</li> <li>• Students know how to behave in the playgrounds and are respectful to all others.</li> <li>• The SLST has detailed evidence of how the team has supported the learning needs of targeted students.</li> <li>• Students will be enthusiastic, diverse leaders within the school and will contribute to school improvement</li> </ul> <p><b>Practices:</b></p> <ul style="list-style-type: none"> <li>• Students have developed personal learning goals that reflect their learning needs.</li> <li>• Students and staff reflect and report on their achievement of their own learning goals.</li> <li>• Student take responsibility for their behaviour and their learning.</li> <li>• All successes and growth are celebrated.</li> </ul>

		<ul style="list-style-type: none"> <li>• External validation - Engage the services of a critical friend to review the quality and effectiveness of the implementation approach across the school.</li> <li>• Analysis of all data to determine future improvement and ongoing progress.</li> </ul> <p>Seek feedback from all stakeholders.</p>	
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# Strategic Direction 3: School works in partnerships with parents and the community

## Purpose

To enhance positive, caring relationships to identify needs and drive continuous improvement while supporting an inclusive, vibrant school culture responsive to change.

To build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices.

- ❖ Conduct other surveys involving school culture/ student wellbeing.
- ❖ Improved engagement and participation in class and playground activities.
- ❖ Increase parent numbers becoming involved in our school functions and supporting in classes.

## People

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

### Parents:

- Engage P&C executive in consultative decision making and planning processes.
- Engage parents in forums and meetings so that there is a broad understanding of, and support for, school expectations and aspirations for improving student learning across the school community.
- Provide parents different ways of communicating with the school and providing feedback.

### Staff:

- Participate in professional development with a focus on building partnerships and consultative planning.
- Establish a sound rapport and communications system between all staff, students, parents and the wider Yass community.
- Encourage open communications with parents and extended families.

### Leaders:

- Include parents in school planning and implementation of our strategic strategies within our school.
- Access community expertise to complement the strategic directions of our school.
- Highlight and encourage school

## Processes

How do we do it and how will we know?

- Research other well-being and resilience based programs such as Bounce Back, Resilience Doughnut and Positive Relationships PDHPE teaching Kit.
- Maintain a shared understanding of mutually respectful partnerships with the P & C and community groups.
- Participate in school and community events reinforcing shared values and citizenship.
- Promote Yass Publics unique and excellent programs to the wider community
- Forge links with government and non-government agencies so as to resource and support programs that meet the needs of our school.
- Explore opportunities to engage the broader community in school based activities.

### Evaluation Plan:

Conduct base line data surveys for comparison each year.

Refer to staff meeting etc:

- External validation - Engage the services of a critical friend to review the quality and effectiveness of the implementation approach across the school.
- Analysis of all data to determine future improvement

## Products and Practices

What is achieved and how do we know?

### Products:

- 10% increase of students, staff and parents meaningfully connecting with learning programs, extra-curricula activities and decision making practices within the school
- NESB parents are involved and supported in their child's education.
- Students are resilient and have skills to cope with positive and negative life situations.
- Effective transitions from preschool to school and on to high school.
- Improved liaisons between the indigenous community and the school.

### Practices:

- Expertise of parents and community have been identified and utilised to support student learning and engagement.
- A positive culture of learning and engagement across students, staff and parents is established.
- Indigenous mentoring forms part of all school programs including attendance, engagement and learning.





partnerships with local council,  
AECG, P&C, Department of  
Veterans Affairs, Preschools,  
Department of Community  
Health and Community of  
Schools.

and ongoing progress.  
Seek feedback from all stakeholders.

