

School plan 2015-2017

Yerong Creek Public School 3556



School background 2015–2017

School vision statement

At Yerong Creek Public School students, staff and the community unite to provide a challenging, stimulating and supportive learning environment that motivates all to reach their full potential; academically, emotionally and socially. We foster the development of successful learners, confident and creative individuals and active and informed citizens.

School context

Yerong Creek Public School is 40 kilometres south of Wagga Wagga and is part of the Lockhart Shire which is predominately a farming community. It is a small rural school with high expectations and quality programs. The school provides education for students drawn predominantly from the semi-rural and surrounding rural areas of the Yerong Creek village. The school values the development of the whole student: social cultural, academic and sporting. Yerong Creek is a proud member of the Greater Kengal Network which includes two other small schools; Boree Creek and Pleasant Hills.

School planning process

The planning process in 2014 began with staff, students and parents giving feedback around current practices and linking these with the goals of the Melbourne Declaration. The National School Improvement Tool was also used by staff to evaluate current practice. Greater Kengal Network staff collectively analysed current practice and created some shared directions that could be incorporated into each individual school plan. In 2015 the community responded to open ended questions such as Academically this year I would like to see my child work on... Socially this year I would like to see my child work on... The goals I have for my child this year are... What would you like to be able to say about Yerong Creek Public school by the end of the year... These were then further discussed at individual parent/ teacher meetings and the information gained used to further inform the School Vision Statement and Strategic Directions. The School Vision Statement and Strategic Directions were presented at a P&C meeting for discussion and feedback. A survey was sent to all families about what each direction meant for them; which in turn informed whether the purpose was being achieved. The School Planning Committee (Principal, staff and 3 parents) then reviewed this feedback and adjusted the directions and purposes as needed. The final plan will be placed on the School Website at the beginning of Term 2 and will be presented at the May P&C meeting.

School strategic directions 2015–2017

STRATEGIC DIRECTION 1

Students will be successful learners.

Purpose:

To provide a learning environment that is positive and engaging where high expectations are set to achieve students' full potential. To create a powerful learning culture where students are taught about learning and ways they can help themselves to achieve their full potential.

STRATEGIC DIRECTION 2

Staff will be high performing and collaborative.

Purpose:

To provide high standard educational practices; informed through assessment and enhanced through professional learning that is purpose driven.

STRATEGIC DIRECTION 3

Our school community will be inclusive, informed and engaged.

Purpose:

To develop strong partnerships between school and community that empowers all to engage and contribute positively to the school and support student learning.

Strategic Direction 1: Students will be successful learners.

Purpose

To provide a learning environment that is positive and engaging where high expectations are set to achieve students' full potential. To create a powerful learning culture where students are taught about learning and ways they can help themselves to achieve their full potential.

Improvement Measures

Quality Teaching is underpinned by assessment and feedback processes which empower students to be successful learners demonstrated by;

- Achieving proficient NAPLAN results (top two bands)
- Expected growth on the Literacy and Numeracy continuums and internal annual assessments.

People

Students

Develop their understanding and skills of the HOW2Learn strategy to become resilient, engaged, independent and collaborative learners.

Staff

Engage all staff in professional learning that develops their deep understanding of where students are at in their learning in order to deliver quality and relevant learning experiences around HOW2Learn, L3, TEN, TOWN.

Parents/Carers

Build understanding in the new innovative programs in order to be engaged with their children's learning.

Processes

EVIDENCE BASED TEACHING PRACTICES

A whole school approach to evidence based teaching practices that incorporate the dimensions of the Quality Teaching Framework such as;

- TEN/ TOWN
- L3
- HOW2learn
- ICT integration

ASSESSMENT

Assessment (as of and for learning) embedded in classroom practice through the utilisation of a variety of strategies

- Literacy / numeracy continuums
- Tracking using PLAN software
- Learning intentions / Success criteria

EMPOWERING STUDENTS AS LEARNERS

Strategies to empower students as learners are an integral part of the school culture through the incorporation of the HOW2learn strategy and visible learning.

- I can... statements
- Feedback, Goal setting
- Personal reflection, Self-assessment

WELLBEING

Wellbeing for all is enhanced through the consistent implementation of the Wellbeing Framework and supporting initiatives.

Practices and Products

Practices

EVIDENCE BASED TEACHING PRACTISES

Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence based teaching practices and innovative delivery mechanisms where appropriate.

(SEF- LEARNING- Curriculum and Learning)

ASSESSMENT

Teachers regularly review learning with each student ensuring all students have a clear understanding of how to improve their learning. **(SEF-TEACHING- Effective Classroom Practice)**

EMPOWERING STUDENTS AS LEARNERS

Students use reflection on assessment and reporting processes and feedback to plan learning. **(SEF- LEARNING- Assessment and Reporting)**

WELLBEING

Positive and respectful relationships across the school community underpin a productive learning environment, and support students' development of strong identities as learners.

(SEF- LEARNING- Learning Culture)

Products

PRODUCTS (Improvement measures)

Strategic Direction 1: Students will be successful learners.

Improvement Measures

People

Processes

- Blueearth
- Live Life Well at School

Evaluation Plan

Which evidence based teaching practices are having most impact?

How is assessment being used to inform teaching and learning programs?

Which strategies to empower student learning are being used consistently? What are the challenges?

What strategies incorporate the Wellbeing Framework?

Practices and Products

Quality Teaching is underpinned by assessment and feedback processes which empower students to be successful learners demonstrated by;

- Achieving proficient NAPLAN results (top two bands)
- Expected growth on the Literacy and Numeracy continuums and internal annual assessments.

Strategic Direction 2: Staff will be high performing and collaborative.

Purpose

To provide high standard educational practices; informed through assessment and enhanced through professional learning that is purpose driven.

Improvement Measures

- Data analysis is consistent, valid and used to inform differentiation in learning.
- Peer Coaching, including classroom observations, demonstrates professional growth and supports the achievement of PDP goals.

People

Students

Develop their understanding and skills at using self / peer assessment, feedback and reflection to enhance their learning.

Staff

Capabilities will be developed by designing and implementing professional learning that is purposeful and relevant to school/ individual needs.

Parents/Carers

Build awareness and understanding amongst parents and carers of professional learning activities, the impact they will have on student outcomes and how they can contribute to the success of it.

Processes

DATA ANALYSIS

Formative and summative assessment tools are used to track student growth and inform classroom practice..

PROFESSIONAL LEARNING

Capacity of staff to be high performing is built through professional learning which is informed through identified needs to ensure the continual development of best practice

COLLABORATIVE PRACTICE

Peer Coaching, including classroom observations, is embedded in school culture and supports the achievement of PDP goals.

Evaluation Plan

How is data being used to inform and address the learning needs of students?

What are the challenges staff still face with data analysis and using it to inform practice?

How has collaborative practice been used to enhance professional learning?

Practices and Products

Practices

DATA ANALYSIS

Assessment data to monitor achievements and gaps in student learning are used extensively to inform planning for particular student groups and individual students.

(SEF- LEARNING-Assessment and Reporting)

PROFESSIONAL LEARNING

The teaching staff of the school demonstrate and share expertise have very high levels of contemporary content knowledge and teaching practices and rely on evidence based teaching strategies.

(SEF- TEACHING- Professional Standards)

COLLABORATIVE PRACTICE

The school has embedded and 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.

(SEF-TEACHING- Collaborative Practice)

Products

PRODUCTS (Improvement measures)

- Data analysis is consistent, valid and used to inform differentiation in learning.
- Peer Coaching, including classroom observations, demonstrates

Strategic Direction 2: Staff will be high performing and collaborative.

Improvement Measures

People

Processes

Practices and Products

professional growth and supports the achievement of PDP goals.

Strategic Direction 3: Our school community will be inclusive, informed and engaged.

Purpose

To develop strong partnerships between school and community that empowers all to engage and contribute positively to the school and support student learning.

Improvement Measures

- All parents attend 3 way conferences in Term 1 and 3.
- Feedback from the school community is used to inform and enhance decision making.

People

Students

Engage parents to support and enhance their learning.

Staff

Establish positive and productive practices that develop strong partnerships where all are valued.

Parents/Carers

Build strong partnerships between home and school so all members feel included, informed and engaged.

Processes

INFORMED & ENGAGED

Parents are regularly informed of, and engage with, their child's learning progress.

- Clear procedures/ timeline
- Student led conferences
- Reporting format
- Seesaw portfolio
- P&C
- Newsletter
- Website
- Facebook
- Assemblies
- Parent information sessions to support student learning at home

STRONG PARTNERSHIPS

Opportunities for regular feedback from the school community are provided to support strong partnerships between home and school.

Evaluation Plan

How are parents/ carers involved in student learning?

What feedback was sought from the school community? What were the positives / negatives?

Practices and Products

Practices

INFORMED AND ENGAGED

Practices are embedded for parents to be engaged and understand the learning progress of their child and how to effectively support them to learn. **(SEF-LEARNING- Assessment and Reporting)**

STRONG PARTNERSHIPS

The school uses collaborative feedback and reflection to promote and generate learning and innovation. **(SEF- LEADING- School Planning, Implementation and Reporting)**

Products

PRODUCTS (Improvement measures)

- All parents attend 3 way conferences in Term 1 and 3.
- Feedback from the school community is used to inform and enhance decision making.