**School Strategic Plan 2018-2022**

Yarragon Primary School (2178)



Submitted for review by Melissa Rock (School Principal) on 01 December, 2018 at 01:38 PM  
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Awaiting endorsement by School Council President

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| School vision | Yarragon Primary School & Early Learning Centre (ELC) is beautifully situated within the growing rural township of Yarragon. The school is relatively new, being built on the current site in 2014. The school has a purpose built learning hub, extending from the front office area, which includes a central open library and four adjourning classroom spaces. Six portable structures make up a Foundation Unit, middle and senior school hubs. The school has beautiful kept grounds, including garden areas and play equipment, the feature being a large wooden pirate ship. Yarragon Primary School & ELC prides itself on providing students with an enduring and engaging curriculum that develops every child. In 2017 through community consultation the school developed a new vision that drives all school improvement efforts. We aim to develop “confident, caring, respectful learners”.   The school mission clearly states a strong belief about how students learn. “We develop a safe and caring school community where we collaboratively develop each child’s social, emotional and academic skills to enable them to reach their full potential and become a valued member of society”. Comprehensive literacy and numeracy programs are implemented that promote comprehension, critical and analytical thinking skill. The schools pedagogical approach to learning embeds a Gradual Release of Responsibility framework based on the research by Fisher & Frey. This gradual release shift the responsibility from teacher support to student independence with learning. A workshop model is implemented across teaching and learning sessions to allow the Gradual Release of Responsibility framework to be embedded across all curriculum provisions. The workshop model provides sections in time that guide teacher practice. The workshop model includes:  Opening - used to share the learning intention and success criteria, building the "need to know" for the lesson  Mini-lesson - teacher shows the students both 'what' and 'how' to do the work/learning during the work time  Work Time - the students read, write and talk to work with the content and the learning intention / teacher confers with individuals and small groups to learn more about the student and to provide appropriate guidance  Catch - a quick whole-class 'time out' from work time to model or share a strategy that will support students to reengage with the work. This can be planned - to scaffold multiple tasks or texts in a lesson in support of the learning intention. This can be unplanned - used to clarify confusion, misconceptions or share thinking the teacher noticed while conferring  More Work Time - the students read, write and talk to work with the content and the learning intention / teacher confers with individuals and small groups to learn more about the student and to provide appropriate guidance  Debriefing - this includes both a share-time an synthesis of learning linked to the success criteria  A strong performance and development culture with high expectations and support is embedded. The professional growth and development of all staff is highly valued and respected through school and network professional learning, educational research, readings and an inquiry cycle of learning through collaborative teams. The AITSL Standards for Principals and teachers are used to monitor performance and identify areas for future growth.   Parents have an opportunity to be involved in many aspects of the school community. The school's Parents and Friends Association and the Building, Environment & Grounds Committee are very active and contribute to school programs, resources and the planning and development of an outdoor learning landscape design. These partnerships are highly regarded by the School Council, students, staff and wider school community. Participation is widely encouraged. |
| School values | Yarragon Primary School and Early Learning Centre are underpinned by five core values that shape the way students, staff, families and key stakeholders work together - Collaboration, confidence, respect, safety and excellence. These values not only shape the way we work together, but provide a basis for decision making, uphold high expectations for learning and enable the school community to remain focused on what is important.  Leadership development is critically important and a distributed leadership approach is building high expectations across the school community. All teaching and Education Support staff are encouraged to continually renew knowledge and skills and are supported in professional learning that improves productivity, enthusiasm and personal job satisfaction. Reflection against AITSL Standards is an ongoing expectation throughout the year. As this expectation builds, peer reviews will be encouraged. School Leadership prides itself on ensuring decision making is consultative, transparent, informative and creative. The opinion and views of all staff are highly valued and encouraged. Both formal and informal process are in place to allow all staff the opportunity to contribute and participate.   Student leadership is promoted across the school community. Students select Senior Student Leaders, Junior School Council Representatives and a Green Team across the school. Each of these groups drive various programs and events and encourage the participation of all students. Over the period of the new Strategic Plan the DET resource AMPLIFY will be a key resource for continuing to improve student voice and agency.  Collaboration is highly valued across the community. The schools improvement architecture is modelled on the rationale and goals of embedding Professional Learning Communities (PLC's). PLC's through an inquiry process aim to recognize, describe, evaluate and support high quality teaching and learning that is focused on ensuring the successful learning of every child in every classroom. Through the PLC the capacity of every participant is strengthened to improve the learning outcomes for every student through a consistent approach to disciplined, collaborative inquiry. The inquiry cycle has four key phases. All phases relentlessly focus on student growth.  PHASE 1: EVALUATE AND DIAGNOSE What is going on for our learners? How do we know?  PHASE2: PRIORITISE AND SET GOALS What does our evidence tell us? Where will we concentrate our energies to make the greatest impact on learning? How will we measure impact?  PHASE 3: DEVELOP AND PLAN How will we target our teaching to ensure we are meeting all students where they are AT and support where they need to go NEXT? What will we do that will have the greatest impact on student learning? What is currently working, what needs to change and how will we find out more?  PHASE 4: IMPLEMENT AND MONITOR How will we know along the way that our efforts are making enough of a difference on student progress?  The PLC inquiry process enables collective responsibility for all learners to improve. Student learning growth is mapped in an ongoing and transparent way. Data walls at both a whole school level and cohort level, based on the school Annual Implementation Plan are expected for literacy. Over the coming journey of the new Strategic Plan, data walls for numeracy will also be expected. An attendance data wall is present. This is updated regularly. The implementation of data walls enables faces to be placed on the data, building a collective responsibility for all learners.   Updates on school progress is provided regularly to School Council. A current understanding of student outcomes and system level perception surveys and achievement is shared. This enables the goals and strategies of both the Strategic Plan and Annual Implementation Plan to be tracked closely and transparently. The new Panorama Dashboard is enabling open discussions around current school performance. |
| Context challenges | The analysis of the school’s NAPLAN and school-based benchmarking data identified a high proportion of students demonstrating low to medium growth in reading. Additionally, the school's panorama report indicated lower growth compared to like-schools. Reading was therefore identified as areas remaining as foci for the next School Strategic Plan. In 2017, the School Climate domain measures of Collective Efficacy and Academic Emphasis from the Staff Opinion Survey were static and require renewed effort to be high performing.  The analysis of the school’s NAPLAN and school-based benchmarking data identified a high proportion of students demonstrating low to medium growth in numeracy. Additionally, the school's panorama report indicated lower growth compared to like-schools in numeracy over the previous four years. A focus on numeracy has therefore been identified in the next School Strategic Plan. Building teacher knowledge and skills through the development of numeracy learning continuums, observations and professional learning will drive improvement in student outcomes.  If students are consistently challenged and encouraged to take ownership of their learning with feedback built into teacher practice, then students will become more empowered, engaged and resilient. The Attitudes to School Survey (AtoSS) factors that measure student engagement in Stimulating Learning, Sense of Confidence and Effective Classroom Behaviour were in the first or second quartile when compared to other schools. Throughout the new Strategic Plan the school will focus on improving student voice and agency by strengthening the application of skills to real life situations, making learning more authentic. |
| Intent, rationale and focus | At Yarragon Primary School & Early Learning Centre (ELC), we are building a collaborative culture of learning, where staff and students take risks and co-learn in a community that works together with a collective responsibility for all students. A community where staff learning is sought and valued, where staff know the curriculum, know the impact of their practice and know how to engage students in their learning in a responsive and inclusive way catering to individual needs. A community of distributed leadership where knowledge is not siloed, but shared, empowering staff and students to value diversity and strengths. Through this we will succeed together.  By creating ownership, agency and voice in students, they will take an active role in their learning journey. As students become invested in their own learning, they are able to gain a better understanding and purpose of 'readiness to learn' dispositions and what 'successful learning' looks and feels like. This enables them to evaluate their own work and to more purposefully discuss progress and achievement with teachers. When students and staff acknowledge this mutual investment, enhanced learning will take place.  Through the PLC structure, with teachers working as collaborative teams, we will develop staff efficacy and collective accountability. Building staff capacity in curriculum knowledge, and in understanding and use of data, enables staff to develop competence in using this data to drive student improvement; to differentiate and challenge students and ultimately increase student outcomes in literacy and numeracy. When staff are involved in knowledge sharing, there is more support in professional growth and staff will become more engaged knowing they are valued for what they have to offer. The investment in knowledge sharing will pay off when opportunities for learning makes teams more happy and productive. In turn this builds a more trusting and inclusive culture that increases the power of knowledge as a team.   Over the next year, YPS will: 1. Embed current models and practices in reading - through our PLC inquiry model embed the Gradual Release framework by implementing the Workshop Model for literacy with a core focus on instructional approaches for reading. 2. Develop staff understanding in the continuums of learning in Numeracy and implement a Workshop Model 3. Use of student voice to improve engagement.  Following this: - Embed school frameworks and knowledge of curriculum in both reading, numeracy and writing - Build staff capacity in the use of data and a range of assessment strategies to drive differentiated planning. - Continue to build distributed leadership in instructional practices in Literacy and Numeracy. |

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| Goal 1 | To improve growth and achievement for all students in literacy. |
| Target 1.1 | NAPLAN:  The percentage of Year 5 students achieving in the top 2 bands for reading will increase from 25**%** to 50**%.** |
| Target 1.2 | NAPLAN:  The percentage of students achieving high growth in reading will increase from 0% to 30%. |
| Target 1.3 | Staff Opinion Survey:  To improve the School Climate module component mean score for collective efficacy from 70.1% to 90**%** (Principal / teacher only) |
| Target 1.4 | Staff Opinion Survey:  To improve the School Leadership module component mean score for Instructional Leadership from 77 to 90 (Principal / teacher only) |
| Key Improvement Strategy 1.a Curriculum planning and assessment | Develop and build staff capacity to action learning continuums for reading to promote high impact teaching and learning. |
| Key Improvement Strategy 1.b Building practice excellence | Embed professional learning practices that strengthen staff efficacy and collaboration with individual and collective accountability for improving student-learning outcomes. |
| Key Improvement Strategy 1.c Curriculum planning and assessment | Build teacher capacity to use data and a range of assessment strategies to drive differentiated planning. |
| Key Improvement Strategy 1.d Building leadership teams | Develop processes and structures to ensure leadership is distributed within the school to enhance pedagogical practice. |
| Goal 2 | To improve growth and achievement for all students in numeracy. |
| Target 2.1 | NAPLAN:  The percentage of Year 5 students achieving in the top 2 bands for numeracy will increase from 25% to 45% |
| Target 2.2 | NAPLAN:  The percentage of students achieving high growth in numeracy will increase from 10% to 30%. |
| Key Improvement Strategy 2.a Curriculum planning and assessment | Develop and build staff capacity to action learning continuums and numeracy to promote high impact teaching and learning. |
| Goal 3 | To improve students’ connectedness and engagement in their learning. |
| Target 3.1 | By 2022 improve the percentage of positive responses for the following factors on the Attitudes to School Survey:   * Student Voice and Agency factors from 63% to 90%. * Self-regulation and Goal Setting factors from 81% to 95% * Effective Teaching Time factors from 79% to 95%. * Managing Bullying component from 76% to 90%. |
| Target 3.2 | **Attendance**  Reduce the average days absent per student F-6 from 15.5 days to 13.0 days by 2022. |
| Target 3.3 | **Parent Opinion Survey**  Improve the percentage of positive responses in the General Satisfaction factor from 79% to 95% |
| Key Improvement Strategy 3.a Setting expectations and promoting inclusion | Develop and embed a strategy to promote increased levels of student agency utilising goal setting and effective use of feedback. |
| Key Improvement Strategy 3.b Empowering students and building school pride | Instill a sense of pride and community connectedness by embedding the school’s vision, mission and values into all areas of the curriculum. |
| Key Improvement Strategy 3.c Setting expectations and promoting inclusion | Embed a strategy to promote regular school attendance that strengthens student outcomes. |
| Key Improvement Strategy 3.d Setting expectations and promoting inclusion | Ensure that a school wide positive behaviour approach is developed and embedded across the school. |