School Strategic Plan

Yinnar Primary School – 2419

Years 2015-2019

YINNAR PRIMARY SCHOOL

Endorsement by School Principal	Signed…………………………………. Name…Tamina Taylor…………………………………. Date…………………………………………
Endorsement by School Council	Signed…………………………………. Name………Victor De Beer………………………………. Date………………………………………… School Council President's endorsement represents endorsement of School Strategic Plan by School Council
Endorsement by the delegate of the Secretary	Signed…………………………………. Name…………………………………………. Date…………………………………………

School Profile

Purpose	At Yinnar Primary School we are all learners. We guide our younger learners to stretch their minds supporting them as they develop into resilient, reflective and resourceful life-long learners who can learn in both independent and collaborative environments.
Values	Yinnar Primary School core values are Growth Mindset, Respect, Aim High, Curiosity and Enthusiasm (GRACE). Our core values encourage our students to be enthused and curious about their learning and to respect themselves as well as each other. At YPS we move forward together with a growth mindset empowering us to see endless possibilities and reach our highest potential.
Environmental Context	Yinnar Primary is a school of 206 children. The buildings are well maintained with opportunities for collaborative learning amongst both students and teachers. There are 10 classroom spaces, including a large communal space in the BER building, a library and computer room, Art Room and multipurpose room. All rooms are bright and airy with the school values, *GRACE* (Growth Mindset, Respect, Aim High, Curiosity and Enthusiasm), on prominent display. The values are also evident in the language of students and teachers and the artefacts and recognition awards.
	The school is situated in a small town south east of Morwell. Generally the children come from settled homes and the school has an SFO of 0.37. The parents have high expectations of the school and this is welcomed. Parent survey results indicate high levels of satisfaction for the vast majority of indicators in the third or fourth quartiles. Parents actively support classroom programs, attend regular information sessions and support the camps and excursions program and other school community events.
	At Yinnar Primary School we are all learners. We guide our younger learners to stretch their minds supporting them as they develop into resilient, reflective and resourceful life-long learners who can learn in both independent and collaborative environments. The school focuses strongly on the development of growth mindsets in our students, to instill in our children a belief that their intelligence can be cultivated and grown through hard work and personal discipline. We use Guy Claxton's 'Building Learning Power' and James Nottingham's 'Challenging Learning' to develop the learning capacities of our children. We want our children to leave out schools as learners not achievers.
	The Yinnar township has recently opened up two new housing estates, offering in excess of 100 blocks of land, at very attractive and affordable prices. The new growth will impact on the demographics and the size of the school enrolments. In the past 12 months the school has also attracted 19 students, who have enrolled at the school due to its outstanding reputation. With growing numbers of students and therefore teachers, there is a requirement for effective induction into the YPS learning culture. Effective transition processes and practices will be critical to ensure that the school achieves its goals.

Achievement

Theory of Action

If we strengthen the collaborative culture of the school to develop the attitudes, skills and knowledge of students to engage in challenging learning, then there will be a greater consistency of high quality practice between classes.

Goal

All students develop the attitudes, skills and knowledge that enables them to engage in challenging learning, which results in maximum learning growth.

Targets

All students achieve **at least** one year of learning growth for each year of learning in all areas, for all students deemed capable, in school based assessments and against curriculum standards.

NAPLAN results for years 3 and 5 show a school mean at or above state in all areas of reading, writing, mathematics, spelling and grammar.

NAPLAN results reflect high relative growth of 40% of student cohort from Grade 3 to 5 in all areas of reading, writing, mathematics, spelling and grammar.

40% of our students achieve greater than one year's learning growth in 12 months against curriculum standards in all English and Mathematics and critical and creative thinking, personal and social capability domains.

All students have progressed at least two sets of portfolio learning indicators over a 12 month period.

100% of our students, on school based Challenging Learning surveys and in their individual Learning portfolios, indicate that they are moving between the "learning zone" and "practise zone" daily.

Key Improvement Strategies		Actions	Success Criteria
Develop the capacity of teachers to deeply understand the continuum of learning, as a means of differentiating their teaching, in relation to the Victorian Curriculum, (particularly in areas of English, Mathematics, Critical and creative thinking and personal and social capability)	**Year 1 2016**	Provide Professional Learning for staff that includes the structure and overview of the new Victorian curriculum	All teachers have undertaken a self-assessment of their current curriculum planning in English, Mathematics, critical and creative thinking and personal and social capability in relation to the Victorian Curriculum.
		Identify the Professional Learning needs of staff in understanding the development of critical and creative thinking, personal and social capabilities and the connection with BLP, Mindsets and challenging learning.	By the end of 2016, a whole school Professional Learning plan is in place for 2017, which caters for the staff identified needs in relation to the new Victorian curriculum.
		Provide a range of whole school professional learning opportunities to improve teacher's understandings, knowledge and skills to differentiate their teaching.	A whole school action research model (inquiry model) is used for teacher reflective practice.
		Through an action research cycle teachers develop their own classroom practice in relation to differentiation. Coaching opportunities support their inquiries.	Teachers share their action learning beyond their own teaching team, using classroom artefacts (samples of work) as evidence of a shift or depth of thinking in their understandings of differentiation.
		As a whole staff, collaboratively develop a mental model of differentiation	A mental model of teachers understanding of differentiation is documented and used in Professional Learning Team conversations and when planning.

			All teachers Performance and Development Plans have a goal on differentiation.
	Year 2- 3 2017-18	Develop a whole school teaching and learning plan in line with the new curriculum. Develop curriculum area plans in line with the new Victorian curriculum. Develop year level teaching and learning plans in line with the new curriculum, from the student's point of view. Develop unit level teaching and learning plan in line with the new curriculum.	Four levels of curriculum planning documents have been developed (whole school teaching and learning plan, curriculum area plans, unit plans and year level plans) in line with the Victorian Curriculum
		Identify how, where and when the new Victorian Curriculum addresses and connects with Building Learning Power (BLP learning muscles), Mindsets, challenging learning	Teachers can articulate the relationship between BLP, Mindsets, Challenging Learning and the new Victorian Curriculum.
		Develop teacher's knowledge, skills and understandings in identified areas of new Victorian Curriculum, through a range of professional learning opportunities.	All teachers' performance and development plans have goals indicating a requirement for them to demonstrate their knowledge, skills and understandings in identified areas of new Victorian Curriculum. A whole school professional learning plan is in place.
Build teacher capacity to use quality formative assessment to provide feedback, set learning goals and report growth	**Year 1 2016**	Develop shared understanding of "Student self-feedback" towards self-regulating learners.	Teachers are able to articulate their change in understandings and practice in relation to student self-feedback Feedback graphs are shared amongst all staff.
		Develop a consistent approach to formative assessment throughout the school.	Assessment schedule has been updated in light of audit. Students with teachers collaboratively set learning goals.
		Investigate a whole school system to track individual, cohort and whole school learning growth.	Assessment information is used to track all students. Targeted intervention for students achieving below expected AUSVELS levels in English and Mathematics in 2015 or less than one year's growth in one year. (8 students in reading in year 3 or 4 and 18 students below in writing in years 3-6) By the end of 2016 a decision has been made to implement a particular whole school data tracking system.
	Year 2 2017	Implement a whole school system to track individual, cohort and whole school learning growth.	A data tracking system is in place to collate, store and retrieve data efficiently and effectively and evidence is available that it is used regularly to inform teacher planning at a whole school, cohort and class level.
		Identify the teacher's strengths and areas for improvement in relation to data literacy.	All teachers' performance and development plans have goals indicating a requirement for them to demonstrate their knowledge, skills and

			understandings in using data to inform teaching in line with AITSL teacher standards).
		Provide professional learning to improve teachers knowledge and skills to use assessment data to collaboratively plan and set goals with students	Teachers articulate and share evidence of their own learning in relation to data literacy skills and the impact their improve practice has had on student learning.
		Develop agreed understanding of what twelve months learning growth looks like in English, Mathematics and Personal and Social capability and Critical and Creative thinking.	Agreed understandings of twelve months growth are documented with examples and used in regular moderation conversations alongside student work samples.
	Year 3 2018	Provide a range of targeted and differentiated professional learning opportunities to develop teacher capacity in data literacy	Teachers have different goals in their PDP in relation to their level of data literacy.

Engagement

Theory of Action: If we can build the enthusiasm and curiosity of students such that they are successful problem solvers then they will thrive in all environments.

Goal

To develop enthusiastic and curious students who seek challenge in their learning

Targets

Student Attitudes to School survey results show student motivation, teacher effectiveness and school connectedness equal to or above previous year's results.
Yinnar PS *Leaner's at the Core* Survey results show 100% of students in grades 1-6 are *often* at the centre of their learning in all of the eleven areas.

Key Improvement Strategies		Actions	Success Criteria
Use the curriculum to develop teaching and learning plans that enable student directed learning that fosters curiosity	Year 1 2016	Teachers plan and provide high quality tasks which allow students to determine their right level of challenge and create their own action plans to achieve their goals.

Teachers will provide more opportunities for students to be at the centre of their learning.

Teachers explicitly plan challenging learning tasks and provide students with tiered success criteria to set learning goals. | Students can articulate their use of tiered success criteria through high quality learning tasks that allow for differentiation.
Differentiation is evident in planning.
Learners at the Core Survey questions 1,,3,4 and 6 show students are *often* at the centre of their learning.

Students can articulate how they have used the tiered success criteria to set learning goals. |

		The ASK model will be taught specifically in each classroom and reflected in all teacher planning to enable students to consciously develop the attitudes and skill required to be effective learners.	Students can articulate what the attitudes and skills are explicitly taught during the lessons.
		Develop mental models of the learning portfolios for students	A mental model explicitly outlining the purpose of student learning portfolios is documented and used in PLT conversations and when planning.
		Promote the GRACE values throughout the school and in all aspects of school life.	Values of Curiosity and Enthusiasm are evident in teacher planning and are being explicitly taught.
	Year 2 2017	Through professional learning opportunities, staff form a shared understanding of what it means for student to self-direct their learning	Through professional learning opportunities, staff form a shared understanding of what it means for student to self-direct their learning
		Explore ways to improve student use of their learning portfolios to gather and share evidence of their own learning with teachers and parents	Students initiate and articulate their learning progress to parents, using their portfolio as evidence at least four times per year.
	Year 3 2018	Teaching and learning plans in all curriculum areas are audited and modified to reflect the core values	Teaching and learning plans show evidence of core values and they are framed so that they develop a curious mind.
		Concepts within the core values are explored and sequentially developed across the school.	A concept based scope and sequence has been developed and implemented that embraces the schools core values.

Wellbeing

Theory of Action : If we provide an environment in which students flourish then they will contribute to and benefit from membership of communities

Goal: To empower students to take ownership of their learning and of their personal growth

Targets

Students Attitudes to School survey results show a consistent student wellbeing trend in the fourth quartile and growth in the student safety indicator.

Parent Opinion Survey results for school connectedness and connectedness to peers to be in the fourth quartile

Yinnar Primary School Student Wellbeing Survey to show high growth between 2016 and 2019

Key improvement strategies		Actions	Success criteria
Staff and students develop a shared understanding of the elements of a positive learning environment for students to flourish as people and learners	**Year 1 2016**	Build staff and student knowledge, skills and understandings to identify elements of a positive learning environment. Develop a school visual to represent key elements	A documented process for monitoring students at risk, which is understood and used by all teachers. Yinnar Primary School Student Wellbeing Survey will be completed by Grades 1-6 in early Term One and again in Term Three. Two lunchtime clubs or activities will be provided each week by students for students. Staff have collaboratively created a school visual which represents the elements of a positive learning environment
		Students will be exposed to the triggers of a fixed mindset and the responses than can hold them back from moving towards a growth mindset.	
		Review student safety survey questions and results 2015 to identify areas of strength and areas of students concern.	Staff have been briefed on the details behind the 2015 student safety data and an action plan is developed to address areas of concern
	Year 2 2017	Provide teacher professional learning into current research of student wellbeing.	
		Teachers undertake action research into student ownership of learning.	All teachers have a goal in their PDP that related to student ownership of learning and can provide evidence of change in practice as a result of their action research.
	Year 3 2018	Coaching, classroom observation and professional learning is targeted to support the teacher action research projects.	
Extend and enhance student leadership opportunities	**Year 1 2016**	Monitor and track *Learner's at the Core of their Learning* survey, using data collected to inform and improve practice.	Teachers use data from survey to direct leadership opportunities across the classrooms.
		Develop clear documentation of student leadership processes, protocols and practices to ensure consistency and transparency for teachers, students and parents.	All students in all levels will have the opportunity to become leaders. Student leadership roles are highly sought after and are widely spread amongst different student cohorts. 75% of students who are offered opportunity for leadership respond positively.
	Year 2 2017	Develop ways to gather evidence of the impact that the current leadership opportunities make on the student's wellbeing and engagement. Make adjustments to maximise the impact.	Student leaders, staff and parents express confidence in the description and expectations of leadership roles. Student feedback on leadership roles is collected and analysed each year

Productivity

Theory of Action: If the school is effective in its allocation of resources then it will maximise opportunities to meet the learning needs of its students.

Goals

To effectively allocate and use of resources to support the schools goals and priorities

Targets

Staff Survey indicates high collective efficacy, academic emphasis, teacher collaboration and collective focus on student learning

The annual confirmed global budget shows that funding is allocated to the priority areas of the School Strategic Plan

Key Improvement Strategies		Actions	Success Criteria
Develop the capacity of staff and students to become self-regulated learners	**Year 2 2017**	Professional learning undertaken on "Self-regulating learning" Provide Professional Leaning on peer coaching. Shared planning time is timetabled for teaching teams to devote time to self-reflection and to have peer coaching conversations.	Students use their Individual Learning Portfolios to articulate and to provide evidence of their learning growth Teachers are initiating and undertaking focussed classrooms visits at least 5 times per term. Teachers are regularly using their Individual Professional Learning Portfolios to articulate and to provide evidence of their learning growth in their coaching conversations and achievement of PDP goals.
Resources are strategically allocated to enable Professional Learning that is collaborative both within and across schools, future	**2016-19**	All staff have PDP's as per DET guidelines Provide professional learning for all staff on components of PDP process Staff supported in developing individual PDP's Targeted and timetabled PDP discussions at mid cycle and end of cycle for staff to provide reflections and evidence of meeting goals Establish and resource a whole school professional learning plan based upon AIP goals and Identified staff needs	YPS Documented PDP process and annual timetable Completed PDP processes with all staff Timetable document developed and distributed to all staff 2016 funded Professional Learning Plan Money is allocated for CRT release in PL budget
	Year 2 2017	Release staff to develop curriculum plans in line with the Victorian Curriculum and to audit and modify the assessment schedule.	Professional learning budget ensures that teacher action research is supported by a coaching program which is sustainable and continually improved
	Year 3 2018	Resources are allocated to build the capacity of more staff to lead professional conversations and coaching skills.	

The provision of high quality ICT tools and practices across the curriculum to maximise student learning	**Year 1 2016**	Complete the actions to become an Esmart school	School achieves Esmart accreditation
		Audit/ survey staff ICT capacity with their own skills, confidence using ICT with students and understanding the DET guidelines.	Data from staff ICT audit/ survey used by leadership team to plan PL in 2017
	Year 2 2017	Develop an ICT teaching and learning plan and infrastructure plan which provides resources to meet teaching and learning needs into the future	An ICT Action Plan is developed in 2016 that consists of a map of staff capacity and identifies key learning goals. Funds are allocated to action ICT plans
	Year 3 2018	Action research teams investigate the benefits of using current and emerging technologies in schools that positively impact on student learning.	Teachers can clearly articulate and provide evidence of how the use of new and current technologies trialled enhance and improve their learning.
	Year 4 2019	Students in all classrooms have equitable access to ICT resources Investigate and use ICT tools to improve efficiencies and collaboration in curriculum design, pedagogy and assessment. Investigate and implement ways to use technology in new ways to improve the effectiveness and efficiencies in student learning	Each class has participated in one collaborative online project during the year and can articulate and provide artefact that show progress in learning.