

# School plan 2018-2020

Yeoval Central School 3555



# School background 2018–2020

## School vision statement

At Yeoval Central School, we inspire all to be responsible, respectful learners. Working together to achieve and grow.

- Together we INSPIRE
- Together we LEARN
- Together we ACHIEVE

## School context

Yeoval Central School is a comprehensive school with 119 enrolments from K–12, 18% identify as Aboriginal. Our values of respect, responsibility and cooperation permeate throughout our school. Yeoval Central School's vision is to inspire all to be responsible, respectful learners, working together to achieve and grow.

Our students bring with them a respect and understanding of their diverse backgrounds. They demonstrate high expectations of themselves and their peers both academically and socially. Tolerance, resilience and an appreciation of their opportunities underpins student behaviour and achievements.

We have a diverse, committed and stable staffing mix who are dedicated to all students. They give their personal best to ensure all students learn and are committed to their own learning.

We collaborate with other schools to enhance our curriculum offerings, sharing students and expert teachers in Stage 6 with Peak Hill, Tottenham, Trangie, Trundle and Tullamore Central Schools as part of the Western Access Program. School-based apprenticeships and traineeships have had proven success with students completing Year 12. Languages such as Wiradjuri and Stage 5 electives are extensive for a small school, providing our rural students with a diverse curriculum. Our expectations of learning and behaviour are high, ensuring all students achieve. Students will each have an individualised learning map developed collaboratively with their families and support staff. These include the year advisor, transition advisor, youth worker, learning and support teacher and school counsellor. Teachers are supported by instructional leaders in technology, literacy, numeracy and evidenced-based practices.

Being a K–12 school, students experience a nurturing yet future-focused learning environment where emphasis is placed on literacy, numeracy and mastering employability skills. Our transition program is supported by our transition

## School planning process

Yeoval Central School involved all students, staff, P&C and community members to create our new school vision. Community consensus was sought after a period of three months to gauge our commitment to the new vision statement. Members of teaching and non-teaching staff, students, parents and community members were involved in two workshops to develop the strategic directions and 5Ps. The Learning Inspiration Team (LIT) created the school plan based on these workshops and the milestones for 2018. The draft school plan was shared with all the key stakeholders of the school community for feedback prior to 2018.

# School background 2018–2020

## School vision statement

## School context

advisor who works individually with students from pre2post school. Transition points occur at preschool into Kindergarten, Year 6 into Year 7, Year 10 into Year 11 and Year 12 to post–school. We provide social and emotional support through our Wellbeing Model encompassing resilience training and positive behaviour for learning (PBL).

Our varied extra–curricular activities give students breadth of exposure to sport, fitness, music, agriculture, community service performing arts, hospitality, public speaking and leadership.

We have strong community partnerships creating dynamic opportunities for engaging with our preschool, aged care facility, PCYC, local farmers and business owners. Our school is a satellite host for a martial arts centre, providing opportunities for students and community members to engage in sport.

Our excellent facilities include an upgraded administration area, large primary classrooms, trade training centre for metal and engineering, commercial kitchen bay, gym, agricultural farm and large playgrounds with fixed play equipment. Our learning centre encompasses a flexible learning space adapted to meet the needs of creative and critical thinkers. We have a robust wireless network and students support the BYOD (bring your own device) program, using collaborative learning tools to complement their learning.

We are proud of all learning occurring within and outside of the classroom for all staff and students at Yeoval Central School, working together to inspire, learn and achieve.

## School planning process

# School strategic directions 2018–2020



**STRATEGIC  
DIRECTION 1**  
Learning for the future

**Purpose:**

To provide a holistic approach to the delivery of quality learning experiences that are focused and differentiated to develop confident, creative, collaborative and self-directed learners for a complex and dynamic future.



**STRATEGIC  
DIRECTION 2**  
Inspirational leaders

**Purpose:**

Inspirational leaders utilise current educational research to create a challenging and holistic learning environment. They meaningfully engage with the school community establishing strong and productive relationships, which impacts positively upon student outcomes.



**STRATEGIC  
DIRECTION 3**  
Innovative connections

**Purpose:**

To build real world connections that develop future citizens with meaningful relationships, which are culturally and socially sustainable. Through positive risk taking these relationships will foster resilience, employability skills and personal values.

# Strategic Direction 1: Learning for the future

## Purpose

To provide a holistic approach to the delivery of quality learning experiences that are focused and differentiated to develop confident, creative, collaborative and self-directed learners for a complex and dynamic future.

## Improvement Measures

All teachers are using evidence-based teaching strategies and analyse their students assessment data to inform and improve practice.

Every student has a working Learning Map linked to their goals that have been developed collaboratively with key staff and their families.

Every student achieves at least a year's worth of growth for a year's worth of learning.

## People

### Students

- are reflective learners who can be coached in achieving their learning goals
- practice being self-reflective, aspirational and informed

### Staff

- are educating the individual as well as the collective
- use assessment data, use of strategies to enable all students to learn
- are skilled and confident users of assessment data

### Leaders

- have a deep understanding of evidence-based strategies for

### Parents/Carers

- have an understanding of the learning maps process for their children
- are informed of the changing nature of education to better prepare their children for a dynamic future

## Processes

Expand the variety of modes of delivery to increase the literacy and numeracy skills base in students that enable enrichment and improvement.

Ensure that all learning experiences are flexible, conducive to collaborative learning and inviting.

Students engage in ongoing self-reflection with their parents and teachers to build learning goals tailored to meet their individual needs.

## Evaluation Plan

- PDP timeline includes feedback on effectiveness of strategies, reflection and use of data in programs.
- analysis of surveys, internal assessment data, attendance, TTFM, NAPLAN, PAT, ACER School Life questionnaire, PLAN2.

## Practices and Products

### Practices

Teachers provide creative, innovative and cross-curricula opportunities.

Whole school approach to utilising What Works Best to Improve student outcomes, with priority given to evidence-based teaching strategies.

Individualised student Learning Maps include literacy and numeracy, learning styles and future goals.

### Products

Teaching and learning programs are dynamic, include evidence-based strategies, show evidence of reflection, and use of student assessment data.

Effective implementation of quality feedback for both staff and students.

Students experiencing explicit, differentiated teaching.

Students demonstrate skills for greater employability.

The external entry area is engaging, evolving and attractive.

# Strategic Direction 2: Inspirational leaders

## Purpose

Inspirational leaders utilise current educational research to create a challenging and holistic learning environment. They meaningfully engage with the school community establishing strong and productive relationships, which impacts positively upon student outcomes.

## Improvement Measures

All teachers are maintaining their accreditation. Their PDPs reflect the standards and areas for development and continual improvement.

Professional learning is contemporary and relevant and has a measurable impact on changed practice.

Increase the number of staff and students involved in leadership opportunities.

## People

### Students

- work collaboratively with staff to engage in activities that support their wellbeing
- students engage in meaningful discussions regarding improving our school

### Staff

- maintain professional accreditation and value the standards as part of our profession
- engage in professional learning to achieve the school's strategic directions
- are instructional leaders to sustain the school culture of ongoing improvement

### Leaders

- work with staff to create meaningful professional learning opportunities that allow staff to reach their PDP goals and maintain accreditation

## Processes

1. Build the wellbeing capacity of students that allows all students to connect, thrive and succeed.
2. Build the professional capacity of all staff to achieve the strategic directions.

## Evaluation Plan

- TTFM surveys
- attendance data
- internal surveys
- attendance

## Practices and Products

### Practices

Educational leaders have a positive impact on teaching, learning and wellbeing.

Whole school culture is strongly focused on learning and ongoing improvement.

Strategic and planned leadership to support the wellbeing of students who connect, succeed, thrive and learn.

Instructional leadership becomes sustainable and focuses on every student making measurable improvement.

### Products

Strategic implementation of our wellbeing model. Staff understand and work towards developing the 'whole' child.

All members of our school are resilient and have ownership of our future success.

All teachers take personal responsibility for maintaining and developing their professional standards.

Professional learning is aligned with the school plan and it's impact is evaluated.

# Strategic Direction 3: Innovative connections

## Purpose

To build real world connections that develop future citizens with meaningful relationships, which are culturally and socially sustainable. Through positive risk taking these relationships will foster resilience, employability skills and personal values.

## Improvement Measures

All students have a post-school transition plan.

Positive feedback from community about our practices and improved parent/caregiver involvement.

## People

### Students

- engage in post-school transition planning
- understand that opportunities may be presented to them where risks are needed to expand their skills and employability

### Staff

- learn about opportunities available to students
- become skilled in communication practices to engage our families and community

### Leaders

Provide opportunities for stakeholders to engage with the school and community to build the capacity and development of students.

### Parents/Carers

- give accurate and timely feedback when requested

### Community Partners

- support our school by providing opportunities to prepare our students for post-school

## Processes

1. Track students post-school in order to build ongoing connections with industry, business and the tertiary sector and to gather evidence about our current programs.
2. Institute regular meaningful community consultation and engage in diverse snapshots of school life.
3. Create real-world connections for students and teachers that are new, challenging and sustainable.

## Evaluation Plan

- internal surveys
- focus groups
- TTFM

## Practices and Products

### Practices

Pre2post school transition planning for all students.

Use of industry experts and exemplar environments to create positive connections that broaden staff and student learning.

Using engaging communication practices to connect with our families and our community.

### Products

Sustainable student mentoring program that enables them to seek pathways post-school including their role and place in the community.

The school community is informed and supports learning for all students.

Teachers are implementing best practice and YCS is recognised for its positive impact on learning progress, effective practice and continuous improvement.