

School plan 2018-2020

Young North Public School 4131



School background 2018–2020

School vision statement

Young North Public School:

Equity, inclusivity, innovation and impact.

Every student, Every classroom, Every day.

School context

Young North Public School is located in a rural setting approximately 2.0 hrs from Canberra, Wagga Wagga and Orange.

Our school caters for students from a range of socioeconomic backgrounds and cultures with significant populations of Indigenous students and Lebanese–Muslim students.

The school has a dedicated and diverse staff who strive to ensure they maintain high professional standards and deliver quality learning to their students.

The school is supported by parents and the broader community and has experienced growing student enrolments over the past four years due to community engagement and trust. Young North PS is highly regarded for innovative approaches to student wellbeing, engagement and learning.

School planning process

The school ensured broad and deep consultation measures were utilised to develop the attached plan including:

- Surveys.
- Focus group discussion and feedback sessions.
- Anecdotal record keeping.
- Transparent school program, documentation and classroom program reviews.
- Creation of an inclusive school plan team with all stakeholders represented.
- Gathering of a balance of qualitative and quantitative data.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 Learning

Purpose:

Students are empowered to become activators of their own learning. Learning is visible and impact focused.



STRATEGIC DIRECTION 2 Learning Support and Wellbeing

Purpose:

Students are supported to be empowered, resilient, empathetic and respectful citizens through an innovative and contextual approach to wellbeing and learning.

- Positive Behaviour for Learning (PBL)
- Learning Support Team (LST)
- Functional Based Assessment (FBA)



STRATEGIC DIRECTION 3 Teaching

Purpose:

Teachers work collaboratively as change agents and expert facilitators who activate learning by using high impact, evidence based strategies to support all learners.

Strategic Direction 1: Learning

Purpose

Students are empowered to become activators of their own learning. Learning is visible and impact focused.

Improvement Measures

1. Student NAPLAN and internal growth data displays at or above state average growth data in all measurement areas in Literacy and Numeracy 3–5 and 5–7.

2. Students are on track as measured against the syllabus outcomes and Learning Progressions.

3. All staff and students are able to effectively articulate the disposition of an effective learner.

4. Student growth data is on track for achievement of Premier's Priorities.

a. Increase the percentage of students in Top 2 bands by 8 percent 2019.

b. Increase the portion of Aboriginal students in the Top 2 bands Literacy & Numeracy by 30 percent 2019.

People

Students

Students will have high expectations of their own learning and be able to:

- State their current level of performance, set realistic learning goals and monitor their success.
- Use learning intentions and success criteria to self-assess and guide future learning.
- See themselves as activators of their own learning, identify and use effective learning dispositions and a common language of an effective learner.

Staff

- Use a school wide language of learning through learning intentions, success criteria and by providing targeted feedback to students.
- Will engage with high quality, targeted professional learning in a culture of consistent school and personal improvement.
- Will work collaboratively to evaluate the impact of their teaching pedagogy, student engagement and learning growth.
- Will see themselves as learners and make learning visible in every classroom/every day.

Parents/Carers

- Parents will become active and aligned participants in their child's learning.
- Parents will be empowered by the common learning culture and language of visible learning.

Processes

1. Build a whole school culture and common language of what an effective learner is and does.
2. Embed a culture of impact-focused teaching and learning that includes learning intentions, success criteria and effective feedback in every classroom for every student.

Evaluation Plan

3. Embed a culture of collective efficacy that uses data to make impact focused class, stage and whole school decision making/resourcing.

Practices and Products

Practices

1. Data collection and analysis, differentiated learning and quality direct instruction is embedded practice in all learning environments.
2. Staff provide targeted feedback linked to the Learning Intentions and Success Criteria to ensure students are competent activators of their own learning.

3. Visible Learning is evident across the school with self-assessment, feedback, goal setting and common school wide language evident.

Products

1. Student NAPLAN and internal growth data displays at or above state average growth data in all measurement areas in Literacy and Numeracy 3–5 and 5–7.

2. Students on track as measured against the syllabus outcomes and Learning Progressions.

3. All staff and students are able to effectively articulate the disposition of an effective learner.

Strategic Direction 1: Learning

People

Community Partners

- Collaborative partnerships will be strengthened to add value and enrich school learning culture, pedagogical practices and learning outcomes for students.

Strategic Direction 2: Learning Support and Wellbeing

Purpose

Students are supported to be empowered, resilient, empathetic and respectful citizens through an innovative and contextual approach to wellbeing and learning.

- Positive Behaviour for Learning (PBL)
- Learning Support Team (LST)
- Functional Based Assessment (FBA)

Improvement Measures

1. School PBL data reflects a positive school culture with data at or above PBL whole school goal levels.

2. PBL SAS (School Assessment Survey) data positively reflects annual PBL action plan goal achievement.

3. All staff have received coaching feedback, set goals against, reflected upon and are achieving improved outcomes against the 10 essentials skills of classroom management and Functional Based Assessment benchmarking.

People

Students

- Students feel valued and supported by the intensive interventions and proactive strategies that are strongly embedded into the school's procedures and student welfare programs.
- Students are self-aware, build positive relationships and actively contribute to the school, the community and the society in which they live.

Staff

- Staff consistently implements a whole-school approach to well-being that has clearly defined behavioural expectations and creates a positive teaching and learning environment.
- School Leadership Team demonstrates instructional leadership, promoting and modelling effective, evidence based practise.
- Teachers incorporate data analysis and work collaboratively to support one another in their planning and learning.

Parents/Carers

- Opportunities are embedded for parents to be engaged and empowered in their role of supporting their child's academic and social and emotional development.

Community Partners

- Individual learning is supported by the effective use of school, system and community expertise and resources through contextual decision-making and planning.
- The school establishes active

Processes

1. Consolidate and expand effective partnerships to support student well-being and school learning support systems.
2. Consolidate and make sustainable current Tier 1 & 2 Positive Behaviour for Learning (PBL) intervention strategies and add Tier 3 intensive level supports.
3. Build teacher capacity and strong whole school systems to differentiate for both behaviour and learning.

Evaluation Plan

Practices and Products

Practices

1. FBA approach to behaviour and related data informs School wide PBL team and LST selection of intervention for individual or groups of student not responding to Universal preventative strategies.
2. Formalised partnership agreements are implemented to ensure sustainable-brokered service delivery and staffing for the school's wellbeing and learning support programs.
3. Staff participate actively and reflect upon their classroom management and embed FBA assessment strategies to support student engagement.

4. School learning support resourcing allocations occur through the LST and are underpinned by student performance and behaviour data reflection/evidence based decision making.

Products

1. School PBL data reflects a positive school culture with < 5% of students represented in the red zone, <10% of students in the yellow zone and minimum 85% in the green zone on PBL data triangle.
2. PBL SAS (School Assessment Survey) data positively reflects annual PBL action plan goal achievement.
3. 100% of staff have received coaching feedback, set goals against and are achieving 100% positive indicators against the 8 effective classroom management model.

Strategic Direction 2: Learning Support and Wellbeing

People

partnerships and works collaboratively with key stakeholders to ensure continuity of learning for students.

Strategic Direction 3: Teaching

Purpose

Teachers work collaboratively as change agents and expert facilitators who activate learning by using high impact, evidence based strategies to support all learners.

Improvement Measures

1. Strong evidence of achievement and personal development (referenced/tracked to The Australian Professional Standards for Teachers and Australian Professional Standards for Principals) is evident for all staff.

2. Teaching staff survey data indicates that:

- High quality and strategic Professional Learning is provided.
- High quality Coaching & Mentoring is delivered to all.
- Instructional Leadership has impacted teacher capacity.
- Regular feedback has been provided to all staff.

3. Early Action for Success benchmarks are met and all Tier 2 and 3 students (support needed) have in place interventions as a result of robust 5 weekly data analysis and planned intervention meetings.

People

Students

- Will develop strong student to teacher relationships that foster student engagement, commitment to learning and student wellbeing.
- Students will see themselves and teachers as activators of their learning.

Staff

- Staff demonstrate a collective cultural commitment to continued personal improvement by data driven evidence based learning.
- Staff develop and use high level knowledge and skills in what is high impact teaching and assessment.

Parents/Carers

- Understand and support the school's commitment to:
 1. Growth focused learning
 2. Teacher capacity building
 3. Students as activators of their learning

Community Partners

- The school will continue to grow their strong state-wide, regional and local partnerships in education and with external agencies. We also openly share our best practice with others.

Leaders

- Leaders will continue to develop highly effective coaching and mentoring capacities using the Instructional Leadership model to build teacher

Processes

1. Expanding current instructional leadership across K–6 through:

- Effective research based practices.
- Regular data analysis to measure impact of teaching.
- Strong coaching and mentoring for all staff K–6 with personal goal and data focused accountabilities structured in.

2. Targeted professional learning using the Timperley Spiral of Inquiry Model to build the capacity of the teachers and leaders to drive an impact culture.

3. Develop a strong focus on consistent teacher judgement that uses the learning progressions as the standard student measure K–6 supports reflection of progress and achievement against syllabus outcomes.

Evaluation Plan

Practices and Products

Practices

1. Timperley Cycles of Inquiry and Knowledge building for teachers and school leaders embedded in professional learning and planning.
2. Weekly Coaching and Mentoring is timetabled and implemented with a focus on data driven impact focused decision making, goals setting and accountabilities.
3. Learning progressions are actively used to track student performance and achievement of syllabus outcomes.

Products

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2. Teaching staff survey data indicates that:
 - High quality and strategic Professional Learning is provided.
 - High quality Coaching & Mentoring is delivered to all.
 - Instructional Leadership has impacted teacher capacity.
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Strategic Direction 3: Teaching

People

capacity resulting in improved student outcomes and a strong staff culture of collaborative practice.

Practices and Products

meetings.