

# School plan 2018-2020

Yass High School 8334



# School background 2018–2020

## School vision statement

Yass High School is an inclusive environment where quality teaching, personal achievement and healthy wellbeing are all valued. We educate the whole person through personal choice, positive relationships and future focused learning to become good citizens connected to our community and the world.

## School context

Yass High School is a comprehensive country public school with a proud heritage of successfully educating the full range of young people from its growing urban and rural community which increasingly includes commuters to the national capital.

To augment its full academic program, the school features a leading Agriculture/Primary Industries focus, including champion Show Team, an acclaimed Band Program linking partner primary schools, School Choir, Vocal Ensemble and alternating annual Talent Quests or Musicals, exceptional sporting offerings, and effective citizenship opportunities.

All student learning needs are met by differentiated learning opportunities. In addition to the mainstream setting, special needs students are catered for through three multi-categorical classes implementing individual learning programs, extensive learning support including tutor reading, maths club, alternative Pathway experiences for Stages 5 and 6 with a strong School to Work focus, and well-developed integrated and discrete Gifted and Talented programs.

The school is proud of its rigorous Welfare and Wellbeing support structures which include a full Student Leadership Program, Peer Connect, PBL promoting “Respect, Responsibility, Safety and Learning”, Wellbeing Room, Anti-Bullying processes, the Shine and Strength Programs for girls and boys and long-established daily Breakfast Club. The strong community and volunteer focus is evidenced in Stage 5 Community Studies classes and there is an effective Transition Program with partner schools to safeguard student learning continuity and sense of belonging as they enter high school.

## School planning process

An evolving, purposeful and regularly evaluated team structure ensures all staff are involved in collaborative planning and decision-making on every aspect of school life, from the physical learning environment, through to literacy and numeracy programs to the school plan itself. Extensive collaborative processes and relationships with stakeholders ensure a well supported focus and direction for the school. The AECG provides support for planning to meet the educational, cultural and aspirational needs of our Aboriginal students. Parents and carers inform the decision-making processes of the school through their participation in parent information evenings, student and parent surveys and the P&C, which aims to add value to the students' school experiences. The Yass Rotary Club partners with the school to ensure that students at every level of their education can access meaningful learning programs. The input of all members of this network ensures a clearly articulated and supported school plan.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

Strengthening quality teaching

### Purpose:

To build teacher competence, confidence and skills through research-informed professional learning and practice.

To establish and develop quality teaching pedagogy for, as and of learning, based on research and contextual data.

To strengthen collaborative practices within and beyond the school in an environment where risks are taken, failure is learnt from and success is celebrated.

## STRATEGIC DIRECTION 2

Empowering student learning

### Purpose:

To make student learning visible in order to foster high expectations and add value to student achievement.

To promote data-informed, individual learning through setting goals, planning learning, experiencing both success and failure..

To build literacy and numeracy skills in all students..

## STRATEGIC DIRECTION 3

Building strong leaders

### Purpose:

To strengthen leadership capacity within Yass HS.

To encourage and support teachers to undertake higher levels of accreditation.

To develop student leadership skills at all stages.

# Strategic Direction 1: Stenghtening quality teaching

## Purpose

To build teacher competence, confidence and skills through research–informed professional learning and practice.

To establish and develop quality teaching pedagogy for, as and of learning, based on research and contextual data.

To strengthen collaborative practices within and beyond the school in an environment where risks are taken, failure is learnt from and success is celebrated.

## Improvement Measures

Increased numbers of teachers are engaging in professional discourse and implementation of evidence–based practice.

End of year teacher evaluations on professional learning indicate a close alignment with individual, school and system goals.

By the end of 2020, 90% of staff have participated in at least one Quality Teaching Rounds.

## People

### Students

Participate in formative feedback processes as respectful partners.

Risk–taking, misunderstandings and errors are acknowledged and valued as drivers of deep learning.

### Staff

Engage in and develop their understanding and use of pedagogy aligned with current quality teaching research.

### Leaders

Plan whole school professional learning that reflects personal, school and system targets.

Provide targeted opportunities for staff to engage in current research relating to effective pedagogical strategies for best practice.

### Community Partners

Engage in constructive and authentic feedback to positively contribute to student learning opportunities.

Build and embed existing and new professional and community partnerships.

### Parents/Carers

Support students through valuing their learning.

Engage in constructive and authentic feedback to positively contribute to student learning opportunities.

## Processes

Quality evidence–based pedagogy is delivered through learning communities that provide regular opportunities for feedback and to plan and reflect on practice..

Professional learning is mapped to teacher identified goals and the school plan.

Quality Teaching Rounds are growing and sustained to strengthen teacher professional practice.

## Evaluation Plan

- What Works Best reflection guide
- PLAN data
- TTFM surveys
- Bump It Up data
- PDP process discussions
- Classroom observation data
- Teacher reflections
- Minutes from teacher meetings

## Practices and Products

### Practices

Teachers are demonstrating an understanding of current research on quality teaching through their professional discourse and their observed classroom practice .

Teachers are actively involved in delivering and/or participating in professional learning opportunities, leading to membership in professional learning communities within and beyond the school.

Teachers collaborate to share and discuss practice as it relates to the Quality Teaching Framework and the Australian Professional Standards for Teachers.

### Products

Teachers use effective feedback and visible learning processes in their classrooms as, for and of learning to inform teaching practice and student learning.

Strong networks of professional practice are established within and between schools where learning for all is made visible.

The processes of Quality Teaching Rounds are embedded enabling consistent high quality whole school curriculum delivery.

# Strategic Direction 2: Empowering student learning

## Purpose

To make student learning visible in order to foster high expectations and add value to student achievement.

To promote data-informed, individual learning through setting goals, planning learning, experiencing both success and failure..

To build literacy and numeracy skills in all students..

## Improvement Measures

- Improved levels of student attendance, wellbeing and engagement.
- 80% of students will achieve their year appropriate expected growth in literacy and numeracy.
- Increase the proportion of students achieving proficiency in line with the Premier's Priorities.

## People

### Students

Articulate how and why they learn and develop their critical thinking, problem-solving, collaborative and communication skills to achieve their

### Staff

- Make student learning visible through identifying and articulating learning intentions and success criteria.
- Differentiate teaching to meet students' individual learning needs.
- Provide targeted literacy and numeracy intervention.

### Leaders

- Deliver professional learning to enhance teacher capacity to identify learning intentions and describe success criteria for students.
- Strengthen structures and processes to identify, address and monitor student learning needs.

### Parents/Carers

Develop learning goals with students and support students in achieving them.

### Community Partners

Work collaboratively with staff to support student achievement in learning, engagement and wellbeing.

## Processes

Students are able to frame their learning experiences through teachers' use of learning intentions and success criteria.

Data is collected at regularly identified intervals and shared with school teams including the Learning Support Team to differentiate and support individual student learning.

Students are actively engaged in literacy and numeracy 'Bump It Up' lessons.

## Evaluation Plan

- Student TTFM surveys (T1 and 3)
- Focus groups and internal surveys
- Wellbeing self assessment tool
- Personalised Learning data (eg SMART goals)
- Ongoing review of NAPLAN, PLAN and Scout data
- Internal student performance data
- Classroom observations (student engagement)

## Practices and Products

### Practices

Students are engaged and informed learners. They can explain what they are learning, how they are going, and 'where to next' in their learning.

Students and staff are involved in the continuous use of relevant data to monitor achievement and gaps in student learning and inform planning for quality and relevant learning experiences.

Students receive direct instruction for literacy and numeracy and engage in purposeful, data-driven learning.

### Products

Students know how to give and receive feedback to understand and inform their learning.

Learning is data driven and based on formative assessment and learning continuums.

Literacy and numeracy data is collected at regular intervals to inform teaching and learning strategies..

# Strategic Direction 3: Building strong leaders

## Purpose

To strengthen leadership capacity within Yass HS.

To encourage and support teachers to undertake higher levels of accreditation.

To develop student leadership skills at all stages.

## Improvement Measures

Increasing numbers of staff apply for and run leadership projects.

Increasing numbers of students seek out formal and informal leadership opportunities..

Teachers participate in professional learning on higher levels of accreditation.

Teachers apply for lead and highly accomplished accreditation..

Strengthened local networks and community partnerships provide students with opportunities to develop their leadership skills.

## People

### Students

Identify and take up leadership opportunities in the school.

### Staff

Lead teams that align with the school's strategic directions.

### Parents/Carers

- Support students in their leadership projects.
- Provide feedback.

### Community Partners

- Provide support networks to enable student leadership opportunities..
- Provide active support for the leadership development of teachers and students in the school.

## Processes

Teacher and student leaders identify leadership opportunities and build successful initiatives.

Teachers collect evidence which reflects their leadership practice at Highly Accomplished and Lead Standards to plan for and work towards growing leadership practice.

Community partnerships

Strengthen connections with local community groups eg interagency, local council, business groups and employers to authenticate learning experiences, build mutually beneficial networks and create informed and connected citizens.

## Evaluation Plan

- InTouch surveys.
- TTFM
- Student surveys of leadership capacity
- Student evaluations of leadership initiatives
- Staff reflection on Leadership Projects
- Leadership project evaluations

## Practices and Products

### Practices

Leadership is visible in school initiatives led by teachers and students.

Teachers use the Highly Accomplished and Lead Standards to plan for and work towards growing leadership practice.

Student leaders are identified and supported in the development of leadership skills at every stage.

### Products

Leadership projects involve teachers and students in authentic professional leadership development.

Teachers apply for higher levels of accreditation.

Significant teams and projects have visible student leaders with identified teacher mentors.