

# Strategic Improvement Plan 2021-2024

## Yeoval Central School 3555



# School vision and context

## School vision statement

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At Yeoval Central School, we inspire all to be responsible, respectful and cooperative learners.

Working together to achieve and grow.

Together we INSPIRE.

Together we LEARN.

Together we ACHIEVE.

## School context

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Yeoval Central School is a comprehensive K-12 school with 101 enrolments. 29% of students identify as Aboriginal. We are proudly located on Wiradjuri land.

Our stated values of respect, responsibility and cooperation permeate throughout our school.

The school's vision is to inspire all to be responsible, respectful and cooperative learners, working together to achieve and grow.

Our students bring with them a respect and understanding of the diversity of backgrounds that exists among them. We encourage our students to demonstrate high expectations of themselves and their peers academically, emotionally and socially. Tolerance, resilience and an appreciation of their opportunities underpin student behaviour, character and achievements.

An advantage of having a small rural setting is that it allows for all students to be known, valued and cared for by our diverse and dedicated staff.

We collaborate with other schools to enhance our curriculum offerings, sharing students and expert teachers in Stage 6 with Peak Hill, Tottenham, 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. Wiradjuri language and Stage 5 electives are examples of an expansive curriculum available in such a small school. An alternative curriculum model exists in Stage 4 with an emphasis on project-based learning. K-6 students are encouraged to be self-reliant, resilient and autonomous learners.

Our expectations of learning and behaviour are high, ensuring all students strive to achieve their personal learning goals. Support structures include Year Advisors, Transition Advisor, Wellbeing Leader, Youth Worker, Learning and Support Teachers, and a School Counsellor. Teachers support each other in the areas of technology, literacy, numeracy, and evidence-based teaching practices.

Students experience a nurturing, future-focused K-12 learning environment where emphasis is placed on literacy, numeracy and mastering employability skills. Our transition program is supported by our Transition Advisor, who works with students from pre2post school.

Students are supported in alternative post-school options outside of the traditional transition points, including TAFE, apprenticeships, traineeships, and employment.

The school provides social and emotional support through our Wellbeing model, encompassing resilience training and Positive Behaviour for Learning (PBL). We have a strategic and holistic approach to wellbeing supported by our Wellbeing Leader, Year Advisors, Youth Worker and School Counsellor. There are strong links with Allied Health providers for individual students. The Yeoval Central School Wellbeing model also provide support for our local families and the wider community.

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Our varied extra-curricular activities give students breadth of exposure to sport, fitness, music, agriculture, community service, performing arts, hospitality, public speaking, and leadership. A newly appointed Activities Coordinator will ensure that these opportunities are meaningful and beneficial.

We have strong community partnerships that create dynamic opportunities for engagement with our local preschool, aged care facility, Red Cross branch, Community Health staff, local farmers and business owners. Our school facilities support local extra-curricular opportunities such as dance and exercise classes, providing opportunities for students and community members to engage in regular structured physical activity.

Our excellent facilities include an upgraded administration area, large Primary classrooms, a Trade Training Centre for Metal and Engineering, a commercial kitchen space, a fully equipped gym, an Agricultural farm, an undercover multipurpose court, and large playgrounds with two fixed play equipment areas. Our Learning Centre is a flexible space adapted to facilitate activities that encourage creative and critical thought. We have a robust wireless network, and students support the BYOD (Bring Your Own Device) program, using collaborative learning tools to complement their learning.

After extensive consultation with the school community in 2020, the 2021-2024 Strategic Improvement Plan will focus on:

- improving student growth and attainment by building staff capacity in data analysis and high impact teaching strategies
- wellbeing and engagement practices, that allows all members of our school community to connect and thrive

Our aspirational targets embed our high expectations as we proudly celebrate the learning that occurs within and outside the classroom. Staff, students and community at Yeoval Central School are working together to inspire, learn and achieve.

# Strategic Direction 1: Student growth and attainment

## Purpose

To build staff capacity in supporting individual student progress by using effective data analysis that drives high impact teaching and learning practices.

## Improvement measures

### Target year: 2022

22% of primary students achieve in the top two bands in NAPLAN Numeracy

26% of secondary students achieve in the top two bands in NAPLAN Numeracy

### Target year: 2022

23% of primary students achieve in the top two bands in NAPLAN Reading

18% of secondary students achieve in the top two bands in NAPLAN Reading

### Target year: 2024

20% of primary students achieve in the top two bands in NAPLAN Writing

25% of secondary students achieve in the top two bands in NAPLAN Writing

### Target year: 2022

A growth of 19% of Year 12 students receive top 2 bands in the HSC in WAP

A growth of 12.7% of Year 12 students receive top 3 bands in the HSC in WAP

### Target year: 2023

25.1% more Aboriginal students attain the HSC in WAP

Increase the proportion/number of Aboriginal students attaining the HSC whilst maintaining their cultural identity

## Initiatives

### Use of Data to Inform Practice

**Develop** staff skills and understanding of assessment data and **collaboratively** interrogate the data to **inform** professional learning, planning, interventions and modify teaching practice.

A system of best practice will be **developed** that **identifies** focus areas and **monitors** our improvement measures.

### Aboriginal Education

Through the **establishment** of an Aboriginal Education Team:

- **build** and **strengthen** connections with our Aboriginal students' families and community
- **build** staff understanding and cultural awareness to **drive** high quality programs to **support** improvement in educational outcomes for Aboriginal students
- **build** the capabilities of all staff to **embed** Aboriginal perspectives and contextually relevant learning into all areas of the curriculum.

### Learning and Teaching

School leaders will support the growth of teacher impact by **reviewing** current practices, developing a **deep understanding** of evidence-based practices to **implement** the most effective explicit teaching methods.

Our diverse curriculum **supports** future-focused learning and **builds** the employability skills of all students.

We will **embed Reading, Writing and Numeracy** learning across the whole school by **analysing** student assessment data, **providing** professional learning for teachers to **improve** student growth and **supporting** the delivery of high quality lessons.

### Western Access Program

## Success criteria for this strategic direction

Assessment data is used regularly to identify student progress, professional learning needs of staff, the impact of that professional learning and future focus areas. It is used in decision making.

Through education, every Aboriginal student at YCS achieves their potential and our staff will be provided with cultural and community knowledge and understandings by walking together and working together with our Aboriginal community.

Professional learning is aligned to the 2021-2024 strategic improvement plan and its impact is evaluated.

Staff are involved in collaborative practices and are provided with effective feedback on their teaching practice.

Ongoing improvement will be focused on learning. The expected growth of each student is known and equity gaps will be reduced.

Teachers will maintain and develop their professional standards and explicitly teach literacy and numeracy in all subjects areas with measured growth across the school.

In WAP, student progress and achievement in the HSC continues to be above SSSG results. Student progress and achievement from identified equity groups is in line with that of all students. WAP teaching practices and future directions are informed by scheduled and regular analysis of student assessment data.

## Evaluation plan for this strategic direction

### QUESTION:

Has the impact of professional learning and data analysis of student assessment allowed us to achieve our targets?

### DATA:

- Best Start K and 7

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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and contribute to the Mitchell Network system negotiated lower bound target of 58.3%

## Initiatives

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Authentic and ongoing **collaboration** between WAP staff is **planned** and **supported** to **develop** evidence-based approaches to:

- **Embed** ongoing analysis of HSC data to **inform** planning, intervention strategies and teaching programs
- **Establish** individual learning goals for all Stage 6 students
- **Identify** strategic priorities for continuous improvement that are **underpinned** by best practice and include ongoing **monitoring** of student progress
- **Develop** and **implement** a range of assessment strategies (Assessment for/of/as learning) to support genuine **reflection** and **determine** teaching directions.

## Evaluation plan for this strategic direction

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- Phonological Awareness Diagnostic
- Phonics Screening
- Benchmarking
- NAPLAN
- PAT
- Check-In Assessments
- Writing Samples
- VALID
- HSC Minimum Standards
- % Aboriginal students attaining a HSC, ATAR and post-school pathways
- HSC RAP Data

### ANALYSIS:

The triangulation of assessment data is analysed regularly to determine the impact of our initiatives.

### IMPLICATIONS:

This analysis will determine revisions of our student growth and attainment initiatives.

# Strategic Direction 2: Connecting and Thriving

## Purpose

To create an opportune environment that enables the school community to be healthy, happy, engaged and successful. To promote our school and engage our wider community to build strong partnerships in learning at all transition points from preschool to post-school.

## Improvement measures

### Target year: 2022

80% of students attend school 90% of the time in primary

75% of students attend school 90% of the time in secondary

### Target year: 2022

93% of primary students have positive wellbeing

80% of secondary students have positive wellbeing

## Initiatives

### Wellbeing

A **planned** approach to wellbeing for our whole school community will **support** students engagement and wellbeing.

Innovative and evidence-based approaches **ensure** all members of our school community **maintain** healthy coping strategies, resilience skills and self-regulation.

Personalised learning **ensures** student growth is **shared** by all parents and students. Our learning environments are **engaging** and **well-managed** classrooms **promote** optimum learning conditions.

### Engagement

Supporting student success is **enabled** by offering rich activities to **build** confidence, sense of belonging and measurable improvements in wellbeing. The opportunities **provided** to students extend beyond YCS and allow them to **connect** to our school, their family and our community.

Students at YCS and our partner primary schools will be **supported** at all pre2post transition points.

Students' sense of belonging is **strengthened** through the positive publicity amongst our whole school community and **shared** ownership of our high expectations and vision.

Our attendance strategies are a whole school approach to **improve** and **support** regular attendance showing **growth** in attendance data compared to SSSG and State data.

## Success criteria for this strategic direction

Our planned and strategic approach to whole school wellbeing practices supports families, staff and students so together we can connect, succeed and thrive.

YCS has implemented evidence-based practices that support wellbeing, engagement and students' sense of belonging to achieve their potential.

There is a collective responsibility for student learning and success, as all members of our school community work together to support improved attendance, retention and connections.

## Evaluation plan for this strategic direction

### QUESTION:

Has the impact of our wellbeing and engagement initiatives allowed us to meet our targets?

### DATA:

- attendance
- surveys
- Sentral Wellbeing
- TTFM
- Student Profiles - progress and achievement
- Rates of participation

### ANALYSIS:

The triangulation of our SCOUT and local data is reviewed to determine the impact of our initiatives.

### IMPLICATIONS:

This analysis will determine revisions of our connecting and thriving initiatives.