School Strategic Plan for Yarram PS

693

2016-2019

## **Endorsements**

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| Endorsement by School Principal | Signed:  Name: Penelope Earle  Date: 30/11/2015 |
| Endorsement by School Council | Signed:  Name: Julie Travers  Date : 30 November 2015  School Council President’s endorsement represents endorsement of School Strategic Plan by School Council |
|  | Signed:  Name:  Date: |
| **Legislative context for endorsement**  Section 2.3.24, subsection (2) of the act states that “A school plan prepared under subsection (1) must be signed by both the president of the school council and the principal and must be submitted to the Secretary for approval within the period specified in a Ministerial Order.”  Ministerial Order 470 states that “the requirements for the school plan are set out in guidelines produced by the Department of Education and Early Childhood Development.” This template forms the guidelines. | |

## **School Profile**

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| **Purpose** | ***Learn, Share be Happy***  To continue to develop a learning environment which supports individuals to achieve their full potential; academically, emotionally and physically to equip them to contribute productively in a global community. |
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| **Philosophy** | Our mission is to continue to develop a learning environment which supports individuals to achieve their full potential; academically, emotionally and physically to equip them to contribute productively in a global community.  At Yarram Primary School we;   * believe all children have the capacity and right to learn in a safe inclusive environment * recognise and plan for different learning styles and abilities to support children to reach their full potential * implement curriculum through programs that are relevant and make meaningful connections to student lives * make a strong commitment to student learning, supported by quality teaching practice, regular team planning and ongoing professional learning by our dedicated team * develop genuine connections with students to make them feel both valued and important to the fabric of our school * acknowledge and embraces diversity within our school, the broader and global community * inspire our students to be active contributors to their community, take pride in their involvement and, in turn welcome support from our community.   The enactment of this policy is seen in all documents, in all practice by students and teachers, in work with the School Council and the community, in all teaching and learning programs, in all school initiatives, in all internal and external interactions and in all organisational structures and practices.   * Community consultation, newsletters and forums * Staff professional development and induction processes * Ongoing curriculum development * Parent and family support structures   The mission of the school will sit at the centre and there will be expectations about all work aligning with the school mission and values. Regular evaluation processes will be in place to measure performance in all areas of the school with respect to the implementation of the mission statement and the values of the school. |
| **Values** | The values are embedded into the school through its curriculum and interactions between stakeholders. We promote the values in the wider community and involve all our stakeholders in the development of our educational philosophy.  At Yarram Primary School we value;   * **Respect and trust** * **Teamwork** which provides support and features cooperation between students, staff, parents and the broader educational and general community * **Learning** with high, realistic expectations, that strive for excellence and works towards continual optimal improvement * **Having fun** to promote a work/life balance and a spirit of cooperation and enjoyment in a safe and secure environment that honours/nurtures diversity. * **Professional commitment** by all staff to ensure high professional and ethical standards * **Local school and community traditions** i.e. Welcome BBQ, active contribution to the Yarram Schools Cluster and involvement in special events such as the Tarra Festival, the Yarram Eisteddfod and Yarram Show and continue to promote community involvement within our school. |
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| **Environmental Context** | Yarram Primary School provides a positive learning environment and a 21st century skill base. This supports individuals to achieve their full potential; academically, emotionally and physically, to equip them to contribute productively in a global community. Located within the township of Yarram, 220 km southeast of Melbourne in the Wellington Shire, Yarram Primary School (YPS), No. 693 has educated the local children from Yarram and District since 1861. The school is the centrepiece of the community and is proud of what it offers in a small rural town. Our current enrolment has grown to 175 students.  YPS has 15.96 equivalent full-time staff: 1 Principal class, 11 classroom teachers, 4 specialist teachers, 2 office administration staff and 6 Education Support Staff. We have a dynamic mix of experience amongst our staff which has undergone a 50% turnover recently, largely due to staff undertaking Family Leave. A highly experienced and capable Education Support team work alongside our teachers to deliver timely and targetted interventions. We have continued to achieve our strategic vision for the school due to embedded processes and structures.  We have an SFO of .62 which impacts on the entry level skills of many of our students. There is a growing diverse cultural representation amongst our school community which reflects a similar trend in our local community. We continue to build supportive practice to ensure successful transitions for students and families in and out of the school. We also have a significant element of transience amongst our student population. In the last four years, 93 students have enrolled outside the traditional Prep intake- a factor we manage very well.  Students who receive PSD funding are well supported socially and academically to achieve their potential. 43% of students travel to school by bus.  Current initiatives include the School-wide Positive Behaviour approach, international collaboration between our students and our sister schools - Colegio Ward in Argentina and Yizhuang Primary School in China and a highly engaging curriculum from P-6 including languages education - Indonesian, a specialist visual arts, music and physical education program. Additional music lessons are outsourced to private professional instrumental teachers. Our Library is timetabled for class access and open for students at lunchtimes. It is well maintained by our passionate ES staff.  At Yarram Primary School we continually update ICT tools to ensure our equipment is contemporary, useful and relevant to curriculum delivery.  Administration and most classes are located in an aging cream brick veneer building. We are in Design Development for the modernisation of our learning spaces and administration area. This process should conclude by September 2015. A multipurpose facility houses a half basketball court, cooking area, disabled facilities, library, music facility and general purpose area and is available to school and community groups. We also have a terrific art facility, basketball / netball courts, a barbecue area, four separate play areas, productive vegetable garden, chooks, large oval and covered sandpit which has a ready supply of fabulous equipment available to children at recess and lunchtime.  Student Voice is a strength with nominated students from years 3-6 forming a Junior School Council. It has a welfare/ wellbeing focus. House Captains and Vice Captains take a more formal role including meeting and greeting visitors, leading assemblies and school events where appropriate.  Parent and community partnerships provide a strong support network, rich in extra curricula opportunities and two way interactions. Local traditions include active participation in the annual Tarra Festival, Yarram Eisteddfod, Anzac/Remembrance Day, Landcare and the Yarram Show. We also participate in educational initiatives such as the Premiers Reading Challenge, Naidoc week, Education Week and Children’s Book Week. We visit local nursing homes and perform for Probus and the elderly annually. |

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| **Service Standards**  **(optional)** | **Drafting note:** In accordance with the school’s purpose and values, this section provides an opportunity to clearly articulate to the community what standards of service the school will hold itself to.  Service standards typically describe who the school is serving, the services the school will provide, and the standards of quality and responsiveness with which the school will provide the services.  ***Examples:***  *General*   * *The school fosters close links with parents and the broader school community through its commitment to open and regular communications.* * *The school commits to the active sharing of its vision and goals to ensure school community engagement in the school’s strategic plan.* * *The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life.* * *The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential.* * *All students will receive instruction that is adapted to their individual needs.*   *Specific*   * *The school will respond to all communication by parents and caregivers within 2 working days.* * *Parents will be engaged regularly when their child does not behave in a socially acceptable manner.* * *Students will play an active part in the development and review of the school’s behaviour policies.* * *All teachers will provide timely and targeted feedback to students on their work.* |
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| **Achievement**  Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.  While recognising that literacy and numeracy are essential foundations for students’ success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students’ co-curricular achievements. | | **Key improvement strategies**  Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school’s Annual Implementation Planning process. |
| **Goals**  Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school’s purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes. | To optimise student learning growth in literacy and numeracy. | To further develop, adopt and document a whole school instructional model that embeds excellent teaching and learning  To further develop our knowledge of what constitutes high quality Literacy and Numeracy programs F-6 by building on and refining existing good practice  To implement and further develop whole school consistent approaches to assessment, moderation, tracking and management of data and how these data inform shared planning. |
| **Targets**  Targets are defined measures of the successful achievement of the school’s goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students. | * Year 3 and 5 NAPLAN – no student will achieve at or below the NMS for Reading, Writing or Numeracy by 2018. * 90% of matched cohort growth to be medium growth or high growth by 2018 in Numeracy and 80% in Reading. |
| **Theory of action (optional)**  The Theory of Action explains the rationale behind the key improvement strategies, i.e. how the strategies will achieve the goals articulated in the Plan. | When the school commits to a whole school instructional model and refine an evidenced based approach to planning and practice in Literacy and Numeracy then increased student outcomes are likely to occur. |  |

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|  | **Actions**  Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail. | **Success criteria**  Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school’s monitoring of progress, only a limited number of success criteria should be set. |
| **Year 1**  To further develop, adopt and document a whole school instructional model in literacy and numeracy.  To further develop our knowledge of what constitutes high quality Literacy and Numeracy programs.  To implement and further develop whole school consistent approaches to assessment, moderation, tracking and management of data and how these data inform shared planning. | * Revisit recent work in agreed whole school literacy practices and documents together – i.e. Oral Language, guided reading, Writing and VCOP * Continue to develop agreed practices in other Literacy areas then progress to Numeracy * Ensure the whole school instructional model in Literacy is understood – including   \*Learning Intentions,  \*Success Criteria,   * Whole staff professional learning on how to develop/identify learning intentions and success criteria. * Audit current practice, research and adopt best practice in Literacy and Numeracy instruction * Adopt/develop and document binding agreements in Literacy and Numeracy. * Document agreed practices including scope and sequences * Teachers knowledge and understanding of Victorian Curriculum is current * Develop culture of sharing and learning together to support adoption of agreed practices e.g. ‘Learning Walks’, observation. * Source a data tracking program. * Apply formative data knowledge to develop point of need instruction and quality learning in area teams. * Moderate assessment against standards and across year levels using a breadth of curriculum to raise staff confidence in making teacher judgments. | * Agreed whole school practices pulled together into a reference for staff- initially in Literacy, then progress on to Numeracy. * Research and development activities for LI’s and SC during WALP – Minutes * WALP lead by CT2 * Learning intentions and success criteria included in Term planning/ weekly programs and displayed in classrooms * Induction of new staff * Agreed sequence of instruction developed for each area in Literacy and Numeracy * Agreed Literacy and Numeracy practices implemented including oral language, VCOP/ Big Write, reading- Big 6, Words Their Way and synthetic phonics * Evidence of Victorian Curriculum in all planning documents * CT2 with responsibility to lead literacy and another to lead numeracy P-6 * Learning Walks, observational practice investigated and agreed protocols and processes scheduled and implemented * School assessment schedule implemented. * Continue partnership with Yarram Secondary College (Yarram SC) to share teacher knowledge and understandings of student progress * Student Tracking sheets up to date * Data tracking system investigated and acquired * Moderation scheduled on a term by term basis * Analysis of teacher judgements based on evidence gained from the assessment schedule show alignment. |
| **Year 2**  To further develop, adopt and document a whole school instructional model in literacy and numeracy.  To further develop our knowledge of what constitutes high quality Literacy and Numeracy programs.  To implement and further develop whole school consistent approaches to assessment, moderation, tracking and management of data and how these data inform shared planning. | * Implement the whole school instructional model with;   \* Learning Intentions,  \* Success Criteria,   * investigate and develop   \* feedback and  \* goal setting to achieve quality learning tasks with high expectations   * Continue to research and implement best practice. * Implement binding agreements * Implement agreed practices including scope and sequences * Continue to build teachers knowledge and confidence of Victorian Curriculum * Continue culture of sharing and learning together about agreed practices e.g. ‘Learning Walks’, observation. * Implement data tracking program. * Apply formative data knowledge to inform point of need instruction and quality learning in area teams. * Moderate assessment against standards and across year levels using a breadth of curriculum to raise staff confidence in making teacher judgments. | * Learning Intentions and Success criteria included in term plans/ weekly programs and displayed in classrooms * Continue Research and development activities during WALP * Induction of new staff * Victorian Curriculum Scope and sequence implemented * Agreed sequence of instruction developed/implemented for each Area in Literacy and Numeracy * Agreed Literacy and Numeracy practices implemented including oral language, VCOP/ Big Write, reading- Big 6, Words Their Way and synthetic phonics * CT2 with responsibility to lead literacy and another to lead numeracy P-6 * Learning Walks, observational practice investigated and agreed protocols and processes developed and implemented * Assessment schedule reviewed and implemented. * Continue partnership with Yarram Secondary College (Yarram SC) to share teacher knowledge and understandings of student progress. * Tracking sheets up to date \*\*if still relevant * Data tracking system investigated and acquired. * Moderation scheduled on a term by term basis * Interpretation of data to inform accurate teacher judgements |
| **Year 3**  To further develop, adopt and document a whole school instructional model.  To further develop our knowledge of what constitutes high quality Literacy and Numeracy programs.  To implement and further develop whole school consistent approaches to assessment, moderation, tracking and management of data and how these data inform shared planning | * Implement the whole school instructional model with;   \* Learning intentions,  \* Success Criteria,  \* feedback,  \* goal setting to achieve quality learning tasks with high expectations   * Continue research and implement best practice. * Implement binding agreements. * Implement agreed practices including scope and sequences and binding agreements. * Continue to build teachers knowledge and understanding of Victorian Curriculum * Continue culture of sharing and learning together about agreed practices e.g. ‘Learning Walks’, observation. * Implement data tracking program. * Apply formative data knowledge to inform point of need instruction and quality learning in area teams. * Moderate assessment against standards and across year levels using a breadth of curriculum to raise staff confidence in making teacher judgments. | * Learning Intentions and Success criteria included in term plans/ weekly programs and displayed in classrooms * Continue Research and development activities during WALP * WALP lead by CT2 * Induction of new staff * Victorian Curriculum Scope and sequence implemented * Sequence of instruction followed for each Area in Literacy and Numeracy * Literacy and Numeracy practices implemented including oral language, VCOP/ Big Write, reading- Big 6, Words Their Way and synthetic phonics * CT2 with responsibility to lead literacy and another to lead numeracy P-6 * Learning Walks, observational practice investigated and agreed protocols and processes developed and implemented * School assessment schedule implemented. * Sharing of student progress with YSC * Tracking sheets up to date \*\*if still relevant * Data tracking system implemented. * Moderation scheduled on a term by term basis * Interpretation of data to inform accurate teacher judgments * Assessment monitored by CT2 with responsibility for support whole school assessment practices and tools |
| **Year 4**  To further develop, adopt and document a whole school instructional model.  To further develop our knowledge of what constitutes high quality Literacy and Numeracy programs.    To implement and further develop whole school consistent approaches to assessment, moderation, tracking and management of data and how these data inform shared planning. | * Implement the whole school instructional model with;   \* Learning intentions,  \* Success Criteria,  \* feedback,  \* goal setting to achieve quality learning tasks with high expectations   * Continue research and implement best practice. * Implement binding agreements. * Implement agreed practices including scope and sequences and binding agreements. * Continue to build teachers knowledge and understanding of Victorian Curriculum * Continue culture of sharing and learning together about agreed practices e.g. ‘Learning Walks’, observation. * Implement data tracking program. * Apply formative data knowledge to inform point of need instruction and quality learning in area teams. * Moderate assessment against standards and across year levels using a breadth of curriculum to raise staff confidence in making teacher judgments. | * Learning intentions and success criteria included in term plans/ weekly programs and displayed in classrooms * Continue Research and development activities during WALP * WALP lead by CT2 * Induction of new staff * Victorian Curriculum Scope and sequence implemented * Sequence of instruction followed for each Area in Literacy and Numeracy * Literacy and Numeracy practices implemented including oral language, VCOP/ Big Write, reading- Big 6, Words Their Way and synthetic phonics * CT2 with responsibility to lead literacy and another to lead numeracy P-6 * Learning Walks, observational practice investigated and agreed protocols and processes developed and implemented * School assessment schedule implemented. * Sharing of student progress with YSC * Tracking sheets up to date \*\*if still relevant * Data tracking system implemented. * Moderation scheduled on a term by term basis * Interpretation of data to inform accurate teacher judgments |

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| **Engagement**  Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.  Engagement spans students’ motivation to learn, as well as their active involvement in learning.  Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work. | | **Key improvement strategies**  Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school’s Annual Implementation Planning process. |
| **Goals**  Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school’s purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes. | To build self-regulated learning confidence to better enable students to engage with their learning. | To create opportunities for student voice as it pertains to their learning e.g. in choice of learning style, investigations, goal setting.  To develop a shared understanding of what high expectations look like, feel like and sound like in working with students, teachers and parents.    To provide students with the opportunity to develop 21st century competencies and skills through engagement in broader and global community. |
| **Targets**  Targets are defined measures of the successful achievement of the school’s goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students. | By 2018 ATS Survey results – dimensions relating to Teaching and Learning to progressively improve over 2016–2018 to reach the following by 2018:   |  |  |  | | --- | --- | --- | | **Dimension** | **From** | **To** | | Stimulating Learning | 4.60 | 4.75 | | Student Motivation | 4.69 | 4.75 | | Learning Confidence | 4.29 | 4.30 | | School Connectedness | 4.51 | 4.55 | | General Satisfaction | 6.15 | >6 | |
| **Theory of action (optional)**  The Theory of Action explains the rationale behind the key improvement strategies, i.e. how the strategies will achieve the goals articulated in the Plan. | When teachers engage students in deep learning through implementing new pedagogies and increase student voice within the learning community, then the engagement and understanding deepens. |
|  | **Actions**  Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail. | **Success criteria**  Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school’s monitoring of progress, only a limited number of success criteria should be set. |
| **Year 1**  To create opportunities for student voice as it pertains to their learning.  To develop a shared understanding of what high expectations look like, feel like and sound like in working with students  To provide students with the opportunity to develop 21st century competencies and skills through engagement in broader and global community. | * Research, develop, adopt and document guidelines for student voice to ensure consistency of practice. * Survey students (school designed surveys) to measure stimulating learning, student motivation and learning confidence. * Opportunity for student negotiation/voice in goal setting, learning investigation and learning styles * Teachers and students engage in dialogue about learning experiences. * Students to provide feedback to teachers as to achievement against success criteria. * Continue to provide opportunities for student voice within the school:   + Junior School Council.   + House Captains.   + Buddies.   + Responsibilities.   + SWPBS. * Continue to provide students with the opportunity to reflect on their behavior (SWPBS). * Ensure all members of learning community commit to the school’s vision and values. * Unpack ‘High Expectations’ with staff and students to ensure consistency of expectations. * Continuing with opportunities to appreciate cultural diversity. * Foster links with Yarram SC, Learning Local Learning Global (LLLG) and continue to explore communities beyond local community – city excursions (Melbourne/Ballarat). * Foster international collaboration when appropriate and strengthen sister school relationship through new Pedagogies for Deep Learning curriculum framework. * Explore opportunities to engage students in deep learning (New Pedagogies – 6 C’s). * Studies of Asia. * Further extension of Languages Program: Indonesian P-Year 2 | * Guidelines documented * Surveys developed and conducted beginning and end of year P-6 * Students have opportunities for choice in learning- learning styles, elements of interest- in Throughlines and other learning areas as appropriate * Rubrics to include student self-assessment and peer assessment where appropriate * Junior School council scheduled and minutes kept * House Captains appointed and fulfilling roles * Buddy grades established at start of year and program includes balance of social and academic learning * Student rostered for responsibilities such as bins, sand pit, chooks etc. * Opportunity created for positive alternative leadership program- “school crew” * School Behaviour Matrix implemented and processes for good and misbehavior followed. Documentation collected and collated * Values revisited. * Student awards linked to values * Matrix reviewed in light of “high expectations” * Leadership involvement in Learning Local Learning Global Network * Country Kids/ City Kids program- Yr 5/6 * Collaboration harnessing 21st century competencies with sister schools * Teachers harnessing New Pedagogies for Deep learning in Throughline Inquiry units- communication , collaboration, critical thinking, creativity, citizenship, communication and character via learning partnerships, varied learning environment, leveraging digital and a fusion of pedagogical practices. * Indonesian Language extended through year levels- up one each year.- Yr 5 by 2019 |
| **Year 2**  To create opportunities for student voice as it pertains to their learning.  To develop a shared understanding of what high expectations look like, feel like and sound like in working with students  To provide students with the opportunity to develop 21st century competencies and skills through engagement in broader and global community. | * Develop, adopt and document guidelines to ensure consistency of practice. * Survey students (school designed surveys) to measure stimulating learning, student motivation and learning confidence. * Opportunity for student negotiation/voice in goal setting, learning investigation and learning styles * Teachers and students engage in dialogue about learning experiences. * Students to provide feedback to teachers as to achievement against success criteria. * Continue to provide opportunities for student voice within the school:   + Junior School Council.   + House Captains.   + Buddies.   + Responsibilities.   + SWPBS. * Continue to provide students with the opportunity to reflect on their behavior (SWPBS). * Implement school’s vision and values. * Continue ‘High Expectations’ with staff and students * Continuing with opportunities to appreciate cultural diversity. * Continue links with Yarram SC, Learning Local Learning Global (LLLG) and communities beyond local community – city excursions (Melbourne/Ballarat). * Continue international collaboration when appropriate and strengthen sister school relationship through new Pedagogies for Deep Learning curriculum framework. * Engage students in deep learning (New Pedagogies – 6 C’s). * Studies of Asia. * Further extension of Languages Program: Indonesian Prep- Year 3 | As above |
| **Year 3**  To create opportunities for student voice as it pertains to their learning.  To develop a shared understanding of what high expectations look like, feel like and sound like in working with students  To provide students with the opportunity to develop 21st century competencies and skills through engagement in broader and global community. | * As above and * Further extension of Languages Program: Indonesian Prep- Year 4 | As above |

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| **Year 4**  To create opportunities for student voice as it pertains to their learning.  To develop a shared understanding of what high expectations look like, feel like and sound like in working with students  To provide students with the opportunity to develop 21st century competencies and skills through engagement in broader and global community. | * As above and * Further extension of Languages Program: Indonesian Prep- Year 5 | As above |

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| **Wellbeing**  Students’ health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students’ positive learning experiences. | | **Key improvement strategies**  Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school’s Annual Implementation Planning process. |
| **Goals**  Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school’s purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes. | To strengthen our whole school approach to wellbeing which supports students as collaborative learners to share, be happy and to learn. | To continue to develop and implement SWPBS structures.  To develop, adopt and document, implement and embed a whole school approach to teaching social skills.  Further develop, explore and implement common understandings and consistent language to support students’ transitions to, through and from school. |
| **Targets**  Targets are defined measures of the successful achievement of the school’s goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students. | By 2018 ATS Survey results – Dimensions relating to Student Relationships and Wellbeing to progressively improve over the 2016 – 2018 to reach the following by 2018:   |  |  |  | | --- | --- | --- | | **Dimension** | **From** | **To** | | Classroom Behaviour | 3.92 | 4.00 | | Connectedness to Peers | 4.35 | 4.50 | | Student Safety | 4.42 | 4.50 | | Student Distress | 6.22 | 6.50 | |
| **Theory of action (optional)**  The Theory of Action explains the rationale behind the key improvement strategies, i.e. how the strategies will achieve the goals articulated in the Plan. | When the school espouses an explicit approach to student wellbeing and behaviour then student performance in terms of behaviour and academic growth is positively affected. |
|  | **Actions**  Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail. | **Success criteria**  Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school’s monitoring of progress, only a limited number of success criteria should be set. |
| **Year 1**  To continue to develop and implement SWPBS structures.  To develop, adopt and document whole school approach to teaching social skills.  Further develop and explore opportunities to build common understanding and consistent language to support students’ transitions to, through and from school. | * Annually revisit and promote behaviour matrix to ensure consistency across the school. * Investigate a data management system to monitor social development and behaviours. * Monitor interventions and strategies to ensure that they are based on appropriate data. * Audit of current social skills programs taught. * Research, develop and adopt agreed Yarram PS social skills programs P-6. * Continue to strengthen partnerships with preschool settings and Yarram SC. * Develop consistent language - Student learning, pedagogy, assessments, wellbeing and social skills. * Monitor and track students (tracking system). | * Matrix reviewed and displayed throughout school * Data tracked initially manually then electronically and presented to staff each term * “High fliers” have individual behaviour management plan developed * Social skills programs audited, identified and documented on curriculum plan * Social capabilities identified at key transition points- K-P and 6-7. * Professional alignment of language documented in staff handbook. * Students tracked and data reported on with staff and parent partnerships. |
| **Year 2**  To continue to develop and implement SWPBS structures.  To develop, adopt and document whole school approach to teaching social skills.  Further develop and explore opportunities to build common understanding and consistent language to support students’ transitions to, through and from school. | * Revisit and promote behaviour matrix to ensure consistency * Implement data management system to monitor social development and behaviours. * Monitor interventions and strategies to ensure that they are based on appropriate data/evidence * Social skills programs taught. * Continue to engage in partnerships with preschool settings and Yarram SC. * Use consistent language - Student learning, pedagogy, assessments, wellbeing and social skills. * Monitor and track students (tracking system). | * Matrix reviewed and displayed throughout school * Data tracked and presented to staff each term * “High fliers” have individual behaviour management plan developed and regular support team meetings * Social skills programs implemented * Social capabilities identified at key transition points- K-P and 6-7. * Peer Leader Program commenced Term 4 with YSC for current year 6 students. * Professional alignment of language documented in staff handbook. * Students tracked and data reported on with staff and parent partnerships. |
| **Year 3**  To continue to develop and implement SWPBS structures.  To develop, adopt and document whole school approach to teaching social skills.  Further develop and explore opportunities to build common understanding and consistent language to support students’ transitions to, through and from school. | * Revisit and promote behaviour matrix to ensure consistency * Implement data management system to monitor social development and behaviours. * Monitor interventions and strategies to ensure that they are based on appropriate data/evidence * Social skills programs taught. * Continue to engage in partnerships with preschool settings and Yarram SC. * Use consistent language - Student learning, pedagogy, assessments, wellbeing and social skills. * Monitor and track students (tracking system). | * Matrix reviewed and displayed throughout school * Data tracked and presented to staff each term * “High fliers” have individual behaviour management plan developed and regular support team meetings * Social skills programs implemented * Social capabilities identified at key transition points- K-P and 6-7. * Professional alignment of language documented in staff handbook.   Students tracked and data reported on with staff and parent partnerships. |
| **Year 4**  To continue to develop and implement SWPBS structures.  To develop, adopt and document whole school approach to teaching social skills.  Further develop and explore opportunities to build common understanding and consistent language to support students’ transitions to, through and from school. | * Revisit and promote behaviour matrix to ensure consistency * Implement data management system to monitor social development and behaviours. * Monitor interventions and strategies to ensure that they are based on appropriate data/evidence * Social skills programs taught. * Continue to engage in partnerships with preschool settings and Yarram SC. * Use consistent language - Student learning, pedagogy, assessments, wellbeing and social skills. * Monitor and track students (tracking system). | * Matrix reviewed and displayed throughout school * Data tracked and presented to staff each term * “High fliers” have individual behaviour management plan developed and regular support team meetings * Social skills programs implemented * Social capabilities identified at key transition points- K-P and 6-7. * Professional alignment of language documented in staff handbook. * Students tracked and data reported on with staff and parent partnerships. |

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| **Productivity**  Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.  Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets. | | **Key improvement strategies**  Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school’s Annual Implementation Planning process. |
| **Goals**  Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school’s purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes. | To allocate resources (human, financial, time, space and materials) to optimise student learning outcomes | To build a community of reflective learners focused on continual school improvement.   * To prepare staff and students to utilise flexible learning spaces. |
| **Targets**  Targets are defined measures of the successful achievement of the school’s goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students. | Professional Learning Survey – Component scores School Level support for Professional Learning, Feedback and Coherence to trend up over the life of the plan.  Over the review period the overall mean score for Professional Learning to trend upwards. |
| **Theory of action (optional)**  The Theory of Action explains the rationale behind the key improvement strategies, i.e. how the strategies will achieve the goals articulated in the Plan. | When the school commits to a whole school professional learning plan that reflects the strategic intent incorporating opportunities for building individual and school capacity and values learning within the community, then a high level of learning is likely to occur. |
|  | **Actions**  Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail. | **Success criteria**  Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school’s monitoring of progress, only a limited number of success criteria should be set. |
| **Year 1**  To build a community of reflective learners focused on continual school improvement.  To prepare staff and students capacity to utilise flexible learning spaces. | * To develop an annual professional learning plan aligned with the AIP for all staff. * Professional Recognition Programs (PRPs) aligned to SSP and AIP. * Research and develop an observational practice program to give staff the opportunity to receive feedback and to reflect on their practice. * To explore opportunities to build teacher capacity through involvement of consultants and coaches. * To continue to build the culture of collaboration, sharing and reflective practice in area teams and across whole school. * Pilot a range of classes and team teaching models and reflect on practice. * Visit schools where open plan spaces are being used effectively | * All staff participate in PRP program with goals aligned to the school’s strategic goals and AIP * Engage an “expert” to help develop protocols and practice * Observational practice is scheduled and tailored to school and individual need * Release resourced to facilitate observation and feedback discussions * Meeting schedule developed and followed * Opportunities planned for using flexible space delivery models in a variety of groupings and year levels small/large groups, mixed aged groupings, various curriculum areas etc. |
| **Year 2**  To build a community of reflective learners focused on continual school improvement.  To prepare staff and students capacity to utilise flexible learning spaces. | * To develop an annual professional learning plan aligned with the AIP for all staff as part of PRP * Professional Recognition Programs (PRPs) aligned to SSP and AIP. * Research and develop an observational practice program to give staff the opportunity to receive feedback and to reflect on their practice. * To explore opportunities to build teacher capacity through involvement of consultants and coaches. * To continue to build the culture of collaboration, sharing and reflective practice in area teams and across whole school. * Plan for classes and team teaching opportunities in flexible delivery models and reflect on practice | * All staff participate in PRP program with goals aligned to the school’s strategic goals and AIP * All staff identify personal professional learning goals as part of PRP * Observational practice is scheduled and tailored to school and individual need * Release resourced to facilitate observation and feedback discussions * Meeting schedule developed and followed * Opportunities planned for using flexible space delivery models in a variety of groupings and year levels small/large groups, mixed aged groupings, various curriculum areas etc. |
| **Year 3**  To build a community of reflective learners focused on continual school improvement.  To prepare staff and students capacity to utilise flexible learning spaces. | * An annual professional learning plan aligned with the AIP and SSP developed by all staff. * Professional Recognition Programs (PRPs) aligned to SSP and AIP. * Research and develop an observational practice program to give staff the opportunity to receive feedback and to reflect on their practice. * To explore opportunities to build teacher capacity through involvement of consultants and coaches. * To continue to build the culture of collaboration, sharing and reflective practice in area teams and across whole school. * Plan for classes, flexible delivery and team teaching opportunities and reflect on practice | * All staff participate in PRP program with goals and professional learning goals aligned to the school’s strategic goals and AIP * Observational practice is scheduled and tailored to school and individual need * Release resourced to facilitate observation and feedback discussions * Meeting schedule developed and followed * Opportunities planned for using flexible space delivery models in a variety of groupings and year levels small/large groups, mixed aged groupings, various curriculum areas etc. |
| **Year 4**  To build a community of reflective learners focused on continual school improvement.  To prepare staff and students capacity to utilise flexible learning spaces. | * An annual professional learning plan aligned with the AIP and SSP developed by all staff. * Professional Recognition Programs (PRPs) aligned to SSP and AIP. * Research and develop an observational practice program to give staff the opportunity to receive feedback and to reflect on their practice. * To explore opportunities to build teacher capacity through involvement of consultants and coaches. * To continue to build the culture of collaboration, sharing and reflective practice in area teams and across whole school. * Plan for classes, flexible learning opportunities and team teaching opportunities and reflect on practice | * All staff participate in PRP program with goals and professional learning goals aligned to the school’s strategic goals and AIP * Observational practice is scheduled and tailored to school and individual need * Release resourced to facilitate observation and feedback discussions * Meeting schedule developed and followed * Opportunities planned for using flexible space delivery models in a variety of groupings and year levels small/large groups, mixed aged groupings, various curriculum areas etc. |