

School Strategic Plan 2020-2024

Yarram Primary School (0693)



Draft

Submitted for review by Penelope Earle (School Principal) on 15 June, 2020 at 02:29 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

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School vision	Yarram Primary School's vision is to support individuals to achieve their potential; academically, emotionally and physically.
School values	<p>At Yarram Primary School, we value:</p> <ul style="list-style-type: none"> • 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 work towards continual improvement • Having fun to promote a work/life balance and a spirit of cooperation and enjoyment in a safe and secure environment that honours and 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.
Context challenges	<p>Context</p> <p>Yarram Primary School (YPS) is located within the township of Yarram, 220 km southeast of Melbourne in the Wellington Shire, YPS, No. 693 has educated the local children from Yarram and district since 1861. The school is the centerpiece of the community and is proud of what it offers in a small rural town. Our enrolment is big enough to offer choice academically and socially, but small enough for staff to know our students well. We have a dynamic mix of experience amongst our staff. A highly experienced, capable and diverse education support team work alongside our teachers to deliver timely and targeted interventions.</p> <p>Key Challenges</p> <p>* The Panel concluded from fieldwork evidence that the school's Literacy and Numeracy instructional models including HITS were being consistently implemented across the year levels. Learning intentions and success criteria were displayed in all classrooms although student understanding of goals was not strong. Fieldwork also indicated that the Area Teams (PLCs) and peer observations were effectively building teacher capacity to implement the instructional model and analyse data to inform next steps in learning. The Panel agreed that teachers differentiated the work to at least three ability groups and not all students were being challenged or intellectually engaged at their level or point of need.</p> <p>* Student achievement in Writing as evidenced in NAPLAN results was significantly lower than similar schools at both Years 3 and 5 with an increasing percentage in the bottom two bands at Year 5. The Panel agreed that the fieldwork evidence indicated that the trial of aspects of an instructional model for Writing, in particular both the writer's workshop and peer feedback, were successful in engaging students in writing tasks and improving writing for those in the trial. The Panel recommended that the expansion of this model across the school be a future improvement area.</p>

	<p>* The Panel agreed that the strategies and processes employed to improve Reading and Numeracy were achieving success and recommended continuing the focus on implementation of the instructional model to embed those strategies and processes. The Panel noted that the same improvement had not been achieved for Writing. Therefore the Panel recommended a focus on improving writing while continuing to embed the instructional model in Reading and Numeracy.</p> <p>* The Panel found however, that there were inconsistent practices in goal–setting, students had little influence over what and how they learned and how their learning was assessed. The Panel recommended developing and implementing a plan to increase learner agency over the next SSP to improve levels of student engagement and empower them to become more self–regulating, independent learners.</p>
<p>Intent, rationale and focus</p>	<p>Intent: To build our capacity to challenge or intellectually engage students at their point of need. To expand the implementation of the Writer's Workshop model across the school while continuing to embed the instructional model in Reading and Numeracy. Plan to increase learner agency, including peer feedback to improve levels of student engagement and become more self–regulating, independent learners.</p> <p>Rationale The school's Literacy and Numeracy instructional models including HITS are being consistently implemented across the year levels. Learning intentions and success criteria are displayed in all classrooms although student understanding of goals is not strong. Area Teams (PLCs) and peer observations are effectively building teacher capacity to implement the instructional model and analyse data to inform next steps in learning. Teachers differentiated the work to at least three ability groups but not all students are being challenged or intellectually engaged at their level or point of need.</p> <p>Student achievement in Writing is significantly lower than similar schools. An instructional model for Writing, following the Writer's Workshop model is successful in engaging students in writing tasks and improving writing for those in the current trial.</p> <p>The strategies and processes employed to improve Reading and Numeracy are achieving success. Continued implementation of the YPS instructional models for Literacy and Numeracy will embed practices across the school. Professional learning to develop teacher capacity to effectively use the models is provided mainly through in-house expertise, team meetings and peer observations. National Assessment Program–Literacy and Numeracy (NAPLAN) data indicated that student achievement and learning growth had not improved as much as expected. We need to continue to build the capacity of teachers to use data to provide challenge for students at their point of need.</p> <p>The school supports student voice and has implemented some successful strategies to develop learner agency. The findings of the review showed students expressed agency in monitoring their progress in Reading, peer feedback had been trialled in Writing and self–reflection was well–developed. They also had choice of mode for demonstrating their learning. Through building consistency in practices in goal–setting, students will have increased influence over what and how they learn and how their learning is assessed. By</p>

developing and implementing a plan to increase learner agency over the next SSP we will improve levels of student engagement and empower them to become more self-regulating, independent learners.

Focus

The recently developed instructional models will continue to align discussions around curriculum delivery. Our Primary Maths Specialists will support staff to develop curriculum knowledge and support their colleagues to build capacity to teach students effectively in line with current best practice. They will fine tune practices and pedagogy across the school through peer observation and feedback.

The Outer Gippsland Literacy strategy will continue to provide guidance as the uptake of the Writer's Workshop model is extended across all grades.

The data literacy of all staff will gain depth as we apply the PLC model to individual and cohort data in area teams.

All planning will be underpinned with the inclusion of student voice and agency opportunities. Existing approaches will be embedded and additional strategies employed.

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Goal 1	Improve Literacy and Numeracy achievement and learning growth for every student, particularly in Writing
Target 1.1	By 2024 increase the percentage of Year 5 students achieving at or above benchmark growth in NAPLAN to 85% or above for: <ul style="list-style-type: none">• Reading (from 63% in 2019)• Writing (from 59% in 2019)• Numeracy (from 82% in 2019)
Target 1.2	By 2024 increase the percentage of Year 5 students achieving in the top two bands in NAPLAN for: <ul style="list-style-type: none">• Numeracy to 35% or above (from 28% in 2019)• Reading to 35% or above (from 32% in 2019)• Writing to 15% or above (from 4% in 2019)
Target 1.3	By 2024 increase the percentage of students achieving 12 months growth or more using teacher judgement data (average Years 1–6) for: <ul style="list-style-type: none">• Writing to 80% or above (from 63% in 2019)• Reading and Viewing to 90% or above (from 83% in 2019)• Number and Algebra to 80% or above (from 76% in 2019)

Target 1.4	<p>By 2024, the percent positive endorsement on SSS will be:</p> <ul style="list-style-type: none"> • Collective efficacy—to 95% or above (from 91% in 2019) • Academic emphasis—to 90% or above (from 85% in 2019)
Key Improvement Strategy 1.a Building practice excellence	Ensure the whole school evidence based literacy and numeracy instructional models are embedded in all teachers' practice
Key Improvement Strategy 1.b Evaluating impact on learning	Embed the PLCs culture of collaborative practice and collective accountability for improving student–learning outcomes
Key Improvement Strategy 1.c Instructional and shared leadership	Build teacher and team capability to use individual and cohort data and evidence to teach a differentiated curriculum that targets each student's point of learning need
Key Improvement Strategy 1.d Building practice excellence	Enhance collaborative processes that enable teachers to analyse Writing assessment data, use it to create differentiated learning activities at each students' point of need, and evaluate the impact of their teaching on student learning
Goal 2	Improve student agency so that students become more self–regulating, independent learners
Target 2.1	<p>By 2024, the overall percent positive score on the AToSS for Years 4–6 will be:</p> <ul style="list-style-type: none"> • Student voice and agency—85% or above (from 72% in 2019) • Self-regulation and goal setting—95% or above (from 90% in 2019) • Resilience—90% or above (from 86% in 2019)
Target 2.2	<p>By 2024, the per cent positive endorsement scores on the SSS will be:</p> <ul style="list-style-type: none"> • Focus learning on real–life problems—90% or above (from 82% in 2019)

	<ul style="list-style-type: none"> • Promote student ownership of learning—95% or above (from 91% in 2019)
Target 2.3	<p>By 2024, the percent positive endorsement scores on the POS will be:</p> <ul style="list-style-type: none"> • Student agency and voice—90% or above (from 82% in 2019) • Confidence and resiliency—90% or above (from 88% in 2019)
Key Improvement Strategy 2.a Evidence-based high-impact teaching strategies	Build teacher knowledge and practice excellence in the use of learner centred teaching that enables the consistent use of learner agency and metacognitive strategies in all classrooms
Key Improvement Strategy 2.b Empowering students and building school pride	Build student capacity to set learning goals, monitor their own learning, participate in two-way feedback and understand the value of effort
Key Improvement Strategy 2.c Intellectual engagement and self-awareness	Develop a learning climate that promotes challenge, engagement, inquiry and curiosity
Key Improvement Strategy 2.d Parents and carers as partners	Build school–parent/carer partnerships (eg sharing learning goals; use online communications system, student led conferences)