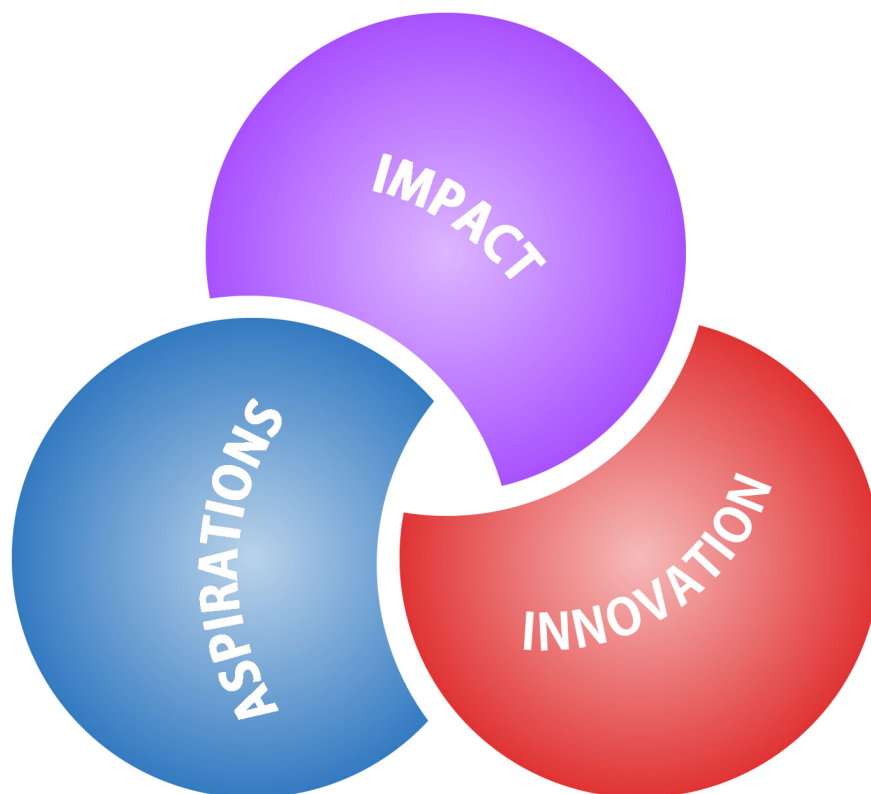


School plan 2018-2020

York Public School 4482



School background 2018–2020

School vision statement

At York Public School we equip students with the tools to be confident, creative and productive individuals who aspire to create opportunities as future focused learners.

This is achieved through the community working together to embed a reflective and evaluative school culture based on high expectations. Through innovative practices we will lead and create a dynamic, responsive environment with high impact on student learning.

School context

York Public School has an enrolment of 550 students. The school currently has 21 mainstream classes, one Autism Support Unit and two Multi Categorical Units. York Public School currently has 26 teaching staff and 27 administrative and support staff. Teaching staff possess a broad range of experience and expertise, which enhances the quality teaching and learning environment. Teaching and non-teaching staff are held in high esteem by the members of the local community. York Public School's motto, 'Pride in Achievement,' is reflective of the strong commitment of the staff, students and parents to a cohesive, happy and successful school.

The dedicated staff delivers engaging teaching and learning programs that foster the academic, social and emotional needs of all students. There is a continual focus on integrating technology across all curriculum areas. Students are encouraged to engage in extra-curricular activities including sport, choir, drama, ukuleles, band, chess, public speaking and debating.

School planning process

York Public school was validated at Delivering in all domains of the School Excellence Framework at the end of 2017. This process commenced our planning process for our 2018–2020 school plan.

The writing of the school plan commenced with a workshop with the Instructional Leader, and two Assistant Principals. Here we reflected on the outcome of the external validation process. We looked closely at the School Excellence Framework identifying the aspects in each domain that would build on our current practices and create our vision for the next three years.

Following on from this the Instructional Leader led stage teams through the same process. Staff engaged in workshops evaluating our current practices and reflecting on our purpose and vision. We reflected on the validation process and teachers actively contributed to the brainstorm that was created in the initial workshop. Through this process consistency and understanding about our schools purpose and vision became evident.

The parent community were regularly consulted at P&C meetings and through workshops with the Principal. Parents and carers were consulted at whole school events about their aspirations for their child/children. This information was then used to formulate our shared vision and drive the strategic directions that we collectively formulated.

These directions articulate the school's priorities over the next three years in learning, teaching and leading. The directions are high level and future-focused. These will drive a whole school culture of educational and organisational excellence.

The directions are: Aspirations, Innovation, Impact.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Aspirations

Purpose:

To cultivate a teaching and learning culture committed to excellence and high expectations as we strive together to create leaders of learning for greater impact on student growth.

STRATEGIC DIRECTION 2 Innovation

Purpose:

To stimulate curiosity in a student centred learning environment that excites, motivates and inspires students to engage in evidenced based practices differentiated and innovated for impact.

STRATEGIC DIRECTION 3 Impact

Purpose:

To create a reflective, evaluative culture that underpins the delivery of a quality-learning environment through rigorous analysis of data and practices that evaluates our impact.

Strategic Direction 1: Aspirations

Purpose	People	Processes	Practices and Products
To cultivate a teaching and learning culture committed to excellence and high expectations as we strive together to create leaders of learning for greater impact on student growth.	Students Develop confidence and their ability to solve problems through setting goals and striving for greater impact.	Professional learning is aligned with the school plan, PDPs and underpinned by evidence-based research. <i>(Teaching/Professional Standards/Accreditation; Teaching/Learning and Development/Professional Learning)</i>	Practices <ul style="list-style-type: none"> Teaching programs reflect evidenced based practices and teachers implement evidenced based research to improve their performance and development.
Improvement Measures	Staff Engage in evidenced based practices to improve teaching and learning practices.	The schools supports tier targeted professional development – universals, targeted and intensive. <i>(Teaching/Learning and Development/Collaborative Practice and feedback; Teaching/Professional Standards/Improvement of Practice)</i>	<ul style="list-style-type: none"> Learning intentions, success criteria and feedback confidently embedded in all programs and classroom practices.
Increase in the percentage of students in the top two bands in literacy and numeracy by 20%.	Demonstrate a sophisticated understanding of the professional teaching standards and the school excellence framework and make improvements to enhance collective impact.		
100% of teaching and learning programs reflect evidenced based practices – learning intentions, success criteria, feedback.	Leaders	Equip all staff with expert knowledge of curriculum content and current research with a focus on learning intentions, success criteria, feedback and formative assessment. <i>(Learning/Assessment/Student Engagement; Learning/Wellbeing/Individual Learning Needs; Teaching/Effective Classroom Practice/Explicit Teaching/Feedback)</i>	<ul style="list-style-type: none"> Whole school consistent approach to teaching and learning in literacy and numeracy.
10% of teaching staff attaining higher levels of accreditation.	Are committed to fostering a school wide culture of high expectations and a shared responsibility as leaders within the community.		<ul style="list-style-type: none"> Student goals used to reflect on performance and strive for greater impact.
School self assessment – Sustained and Growing in Teaching and Learning domain.	Parents/Carers	The school supports teachers seeking accreditation at all levels – proficient, highly accomplished and lead. <i>(Teaching/Professional Standards/Accreditation/Literacy and Numeracy Focus; Teaching/Learning and Development/Coaching and Mentoring)</i>	<ul style="list-style-type: none"> Authentic and inclusive culture for learning for students, parents / carers and staff.
	Work in partnership in a mutually supportive way, committed to excellence and improvement across all key learning areas.		<ul style="list-style-type: none"> 10% increase in staff attaining higher levels of accreditation.
	Community Partners	The school makes strategic use of partnerships with families, local businesses, universities and the Jamison Learning Community for the purpose of improving student	<ul style="list-style-type: none"> 100% of teachers meeting standards and demonstrate commitment to maintaining their professional standard.
			<ul style="list-style-type: none"> Performance and Development Plans reflect professional standards, research base and commitment to excellence and high expectations.
			<ul style="list-style-type: none"> Create a culture of meaningful collaboration with regular time spent consulting and engaging with the community to enhance collective impact.

Strategic Direction 1: Aspirations

People

Work in partnership with a shared commitment for excellence and improvement across the learning community.

Processes

outcomes. *(Leading/Educational Leadership/Community Engagement)*

Evaluation Plan

- Review and monitoring of class programs and practices to ensure they meet the changing needs of all students.
- Students articulate goals and progress towards these goals.
- Regular review and reflection of Performance and Development Plans (PDP's).
- Monitor and review the accreditation of all staff.
- Instructional rounds and embedded reflective practices evident as school wide practice.
- Annual school self evaluation.
- Milestones monitored and reviewed regularly to maintain commitment and collaborative approach.
- Induction program reviewed and monitored to ensure it meets the changing needs of all new staff.
- Effective collaboration with Jamison Learning Community and community partnerships extended beyond the school.

Practices and Products

- Leaders drive shared responsibility across all contexts both internally and external to the school.
- Firm establishment of a playgroup focusing on early intervention as a strategy to improve the literacy and numeracy outcomes for students.
- Development of transition programs – High School, Kindergarten, Unit.

Products

Growth of students in top two bands is literacy and numeracy.

All teaching staff using the Australian Professional Standards for Teachers to improve their performance.

Collaborative learning community that utilises the expertise of those within the school and the Jamison Learning Community, as well as those external to schools.

Strategic Direction 2: Innovation

Purpose	People	Processes	Practices and Products
<p>To stimulate curiosity in a student centred learning environment that excites, motivates and inspires students to engage in evidenced based practices differentiated and innovated for impact.</p>	<p>Students</p> <p>Students will be connected to learning and inspired to be leaders of their own learning.</p> <p>Students will demonstrate confidence in posing inquiry questions and reflecting on their learning.</p>	<p>Inquiry based learning evident in all classrooms differentiated to meet the needs of all students. <i>(Learning/Wellbeing/ Individual Learning Needs; Learning/Curriculum/Differentiation)</i></p>	<p>Practices</p> <ul style="list-style-type: none"> Teachers confidently employ a range of teaching strategies and apply them flexibly to suit the needs of their students. Inquiry based learning and critical and creative thinking evident in classroom practice. Informed parents and extended school community. Students work collaboratively and confidently employing critical and creative thinking when solving problems.
Improvement Measures	<p>Staff</p> <p>Teachers prepare students across all curriculum areas and learning stages with the skills and capacities to thrive and connect in a rapidly changing world.</p> <p>Teachers engage in innovative practices that engage students interest and inspire them to be active thinkers.</p>	<p>All teachers undertake professional learning in critical and creative thinking, technology and future focused learning environments. <i>(Teaching/Learning and Development/Professional Learning/Expertise and innovation)</i></p>	<ul style="list-style-type: none"> Regular classroom observations – school and external to school. The staff demonstrates and shares their expertise with school and learning community.
<p>The school's value add trend across years K–3, 3–5 and 5–7 is positive.</p>	<p>Leaders</p> <p>Parents and carers recognise the importance of innovation and work in partnership with the school to prepare students for the future.</p>	<p>Equip all teachers with a deep understanding of the elements of a quality teaching environment. <i>(Teaching/Effective Classroom Practice/Classroom Management/Lesson Planning)</i></p>	<ul style="list-style-type: none"> Critical and creative thinking explicitly taught K–6.
<p>At least 35% of students achieve in the top two bands for NAPLAN reading, writing and numeracy.</p>	<p>Parents/Carers</p> <p>Understand and have a commitment to driving a school wide approach to innovation and a shared responsibility for student success.</p>	<p>All teachers embed current research into questioning, engaging students and student self reflection in classroom practices. <i>(Teaching/Effective Classroom Practice /Feedback /Classroom Management)</i></p>	<ul style="list-style-type: none"> Whole school professional learning CCT. Whole school approach to critical and creative thinking.
<p>Tell them from me survey results show a 20% increase of students interested and motivated in learning.</p>	<p>Community Partners</p> <p>Establish effective partnerships with</p>	<p>Teachers have a solid understanding about the needs and talents of their students and plan accordingly after regular monitoring and review. <i>(Learning/Wellbeing/Individual Learning needs)</i></p>	<ul style="list-style-type: none"> All learning programs provide opportunities for students to use critical and creative thinking skills and technology to excite, motivate and inspire learning.
<p>School self assessment – Sustained and Growing in Teaching and Learning domain.</p>		<p>The school supports teachers to trial innovative or evidence-based, future-focused practices. <i>(Learning/Curriculum/Curriculum Provision;</i></p>	

Strategic Direction 2: Innovation

People

organisations, other schools and businesses to inspire, motivate, excite and engage students in their learning.

Processes

Teaching/Learning and Development/Expertise and Innovation)

The school supports a creative approach to the use of the physical environment to optimise learning.
(Leading/SchoolResources/Facilities)

Evaluation Plan

- Review and monitoring of class programs and practices to ensure evidenced based practices, content knowledge and effective teaching strategies evident.
- Regular evaluation of innovative practices with whole school systems embedded to evaluate and refine practices.
- Regular classroom observations focusing on students engagement, differentiation and critical and creative thinking skills.
- Annual school self evaluation.
- Milestones monitored and reviewed regularly to maintain commitment and collaborative approach.
- Induction program reviewed and monitored to ensure it meets the changing needs of all new staff.
- Effective collaboration with Jamison Learning Community and community partnerships extended beyond the school.

Practices and Products

Products

Whole school commitment to future focused learning environments.

Whole school approach to critical and creative thinking.

Strategic Direction 3: Impact

Purpose	People	Processes	Practices and Products
<p>To create a reflective, evaluative culture that underpins the delivery of a quality-learning environment through rigorous analysis of data and practices that evaluates our impact.</p>	<p>Students</p> <p>Students confidently articulate learning goals and have a solid understanding of where they at and what they need to do to improve.</p>	<p>Whole school reflective and evaluative culture firmly established. Stage meetings aligned to drive ongoing improvement of teaching and learning and consistency across the school. (<i>Teaching/ Effective Classroom Practice/Lesson Planning; Leading/School Planning, Implementation and Reporting</i>)</p>	<p>Practices</p> <ul style="list-style-type: none"> Increased understanding on analysis of data and formative assessment and how to use it to inform practice. Regular review of PLAN, NAPLAN and school based data at executive level, stage level and across stages.
Improvement Measures	<p>Staff</p> <p>Teachers develop a deep understanding about their students and are flexible with teaching approaches to meet the needs of their students.</p> <p>Teacher know their impact, evaluate impact and respond to it.</p>	<p>Teachers have an expert knowledge of their students and use this to differentiate learning, assessment and teaching practices. (<i>Teaching/Data Skills and Use/Data use in teaching</i>)</p>	<ul style="list-style-type: none"> Whole school approach to feedback.
<p>100% of teaching and learning programs reflect confident use of data to inform practices.</p>	<p>Leaders</p> <p>Drive a culture of reflective practices and encourage and inspire staff to undertake higher levels of accreditation</p> <p>The leadership team comprehensively analyses student progress and achievement data for insight into student learning and leads whole school in discussing the impact of the results.</p>	<p>Teachers demonstrate confidence in analysing internal and external school data to inform practices and set future learning goals for students. (<i>Teaching/Data Skills and Use/Data Literacy/Data Analysis</i>)</p>	<ul style="list-style-type: none"> Whole school approach to consistent teacher judgement. 100% of staff committed to promote consistent and comparable judgment of student learning to monitor student progress, identify gaps for improvement and areas for extension.
<p>100% of students articulate literacy and numeracy goals and have a clear understanding of how to improve.</p>	<p>Parents/Carers</p> <p>Work in partnership with the school to ensure the delivery of a quality learning environment and collaborate to enhance collective impact.</p>	<p>Teachers provide regular feedback to students, teachers and parents on goals, progress towards goals and how they can support their child's progress. (<i>Learning/Reporting/Parent Engagement; Teaching/Learning and Development/Collaborative Practice and Feedback</i>)</p>	<ul style="list-style-type: none"> Streamlined processes embedded in stage meetings to create greater consistency across the school. Whole school commitment to "Putting Faces on the Data".
<p>Feedback is embedded in classroom practice across all settings.</p>	<p>Community Partners</p> <p>Collaborate and work in partnership to ensure students thrive in a quality learning environment.</p>	<p>Students reflect on progress of goals and report on these in half yearly and yearly report. (<i>Learning/Reporting/Students Reports; Teaching/Data Skills and Use/Data use in Planning</i>)</p> <p>Teacher have an expert knowledge of standards and school excellence framework and use these to enhance individual and collective impact. (<i>Teaching/Professional</i>)</p>	<ul style="list-style-type: none"> Students can confidently articulate what they are learning, how they are progressing and what they need to do to improve. Teams collect, analyse and use reliable data from staff, students and parents to enhance school wide systems that improve learning.

Strategic Direction 3: Impact

Processes

Standards/Improvement of Practice/Accreditation)

Instructional rounds improve teaching and develop the leadership capacities of leaders within the school.

(Teaching/Learning and Development/Collaborative Practice and Feedback/Coaching and Mentoring)

Students know and can articulate where they are at and what they need to do to improve.

(Learning/Curriculum/Differentiation; Learning/Assessment/Student Engagement)

Refine and improve school wide practices to enhance student wellbeing and engagement in learning.

(Leading/Educational Leadership/Community Engagement)

Evaluation Plan

- Leadership team embed clear processes in stage meetings and professional learning to ensure effective reflective and evaluative processes.
- Review and monitor school wide systems and implement strategies to engage students in learning – PBL, Peer Support, student wellbeing.
- Regular review of reporting system and consultation process.
- Professional learning on interpreting and analysing data.
- Instructional rounds and embedded reflective practices evident as school wide practice.

Practices and Products

- Strategic direction teams drive improvement measures and accountability across the school.
- Formal mentoring and coaching improves teaching and aspiring leaders.
- Instructional rounds improve teaching practices.
- Whole school consistency in approaches to student behaviour.
- Regular review of school policies and procedures and active consultation with staff, students and parents.
- Student reports contain self reflection on performance and goals.
- Regular communication with parents on student progress.

Products

Data and reflective practices embedded in all teaching and learning programs and evident in classroom practice.

Distributing leadership across the school to enhance ownership over school directions and ensure accountability of all staff.

Expectations of behaviour are co developed and led by students to ensure effective conditions for learning.

Strategic Direction 3: Impact

Processes

- Student goals displayed in classroom and progress towards goals reviewed regularly.
- Assessment and feedback used to inform programs and practices.
- Milestones monitored and reviewed regularly to maintain commitment and collaborative approach.