School plan 2015 – 2017

Yerong Creek Public School 3556
## School strategic directions 2015 - 2017

### School vision statement

At Yerong Creek Public School students, staff and the community unite to provide a challenging, stimulating and supportive learning environment that motivates all to reach their full potential; academically, emotionally and socially.

We foster the development of successful learners, confident and creative individuals and active and informed citizens.

### School context

Yerong Creek Public School is 40 kilometres south of Wagga Wagga and is part of the Lockhart Shire which is predominately a farming community.

It is a small rural school with high expectations and quality programs.

The school provides education for students drawn predominantly from the semi-rural and surrounding rural areas of the Yerong Creek village.

The school values the development of the whole student: social cultural, academic and sporting.

Yerong Creek is a proud member of the Greater Kengal Network which includes two other small schools; Boree Creek and Pleasant Hills.

### School planning process

The planning process in 2014 began with staff, students and parents giving feedback around current practices and linking these with the goals of the Melbourne Declaration. The National School Improvement Tool was also used by staff to evaluate current practice.

Greater Kengal Network staff collectively analysed current practice and created some shared directions that could be incorporated into each individual school plan.

In 2015 the community responded to open ended questions such as *Academically this year I would like to see my child work on…* Socially this year I would like to see my child work on… The goals I have for my child this year are… *What would you like to be able to say about Yerong Creek Public school by the end of the year…* These were then further discussed at individual parent/teacher meetings and the information gained used to further inform the School Vision Statement and Strategic Directions.

The School Vision Statement and Strategic Directions were presented at a P&C meeting for discussion and feedback. A survey was sent to all families about what each direction meant for them; which in turn informed whether the purpose was being achieved.

The School Planning Committee (Principal, staff and 3 parents) then reviewed this feedback and adjusted the directions and purposes as needed.

The final plan will be placed on the School Website at the beginning of Term 2 and will be presented at the May P&C meeting.

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School strategic directions 2015 - 2017

**STRATEGIC DIRECTION 1**
Students will be successful learners.

**Purpose:**
To provide a learning environment that is positive and engaging where high expectations are set to achieve students’ full potential.

To create a powerful learning culture where students are taught about learning and ways they can help themselves to achieve their full potential.

**STRATEGIC DIRECTION 2**
Staff will be high performing and collaborative.

**Purpose:**
To provide high standard educational practices; informed through assessment and enhanced through professional learning that is purpose driven.

To build a culture of collaboration through the Greater Kengal Network that enhances professional learning for all staff.

**STRATEGIC DIRECTION 3**
Our school community will be inclusive, informed and engaged.

**Purpose:**
To develop strong partnerships between school and community that empowers all to engage and contribute positively to the school and support student learning.
Strategic Direction 1: Students will be successful learners.

**Purpose**

To provide a learning environment that is positive and engaging where high expectations are set to achieve students’ full potential.

To create a powerful learning culture where students are taught about learning and ways they can help themselves to achieve their full potential.

**Improvement Measures**

**PRODUCT 1**

Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence based teaching practices and innovative delivery mechanisms where appropriate resulting in;

**PRACTICE 1**

- 100% of students demonstrating expected growth on the Literacy and Numeracy continuums.

**People**

**Students**

Develop their understanding and skills of the HOW2Learn strategy to become resilient, engaged, independent and collaborative learners.

**Staff**

Engage all staff in professional learning that develops their deep understanding of where students are at in their learning in order to deliver quality and relevant learning experiences around HOW2Learn, L3, TEN, TOWN.

**Parents /Carers**

Build understanding in the new innovative programs in order to be engaged with their children’s learning.

**Processes**

A whole school approach to evidence based teaching practices and innovative delivery mechanisms including programs such as L3, TEN, TOWN, HOW2Learn and inquiry based learning.

Build staff capacity to plan and deliver individual learning plans based on data from the Literacy and Numeracy continuums.

All students receive feedback based on their progress and use personal reflection and self-assessment to support this.

HOW2Learn strategy implemented so that the concepts and language of HOW2Learn become embedded in the culture of the school.

**Products and Practices**

**PRODUCT 1**

Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence based teaching practices and innovative delivery mechanisms where appropriate resulting in;

**PRACTICE 1**

- 100% of students demonstrating expected growth on the Literacy and Numeracy continuums.

**PRODUCT 2**

Teachers have high expectations of all students and regularly review learning with them to ensure a shared commitment to reaching their full potential is established.

**PRACTICE 2**

- Teaching programs will be;
  - Innovative
  - Differentiated
  - Engaging
**Strategic Direction 2: Staff will be high performing and collaborative.**

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| To provide high standard educational practices; informed through assessment and enhanced through professional learning that is purpose driven. | **Students**  
Develop their understanding and skills at using self / peer assessment, feedback and reflection to enhance their learning. | Greater Kengal Network will be a supportive and proactive professional learning community that collaboratively plans professional learning that is relevant and shared across the network; utilising expertise within its staff. | **PRODUCT 1**  
Greater Kengal Network has embedded and explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing school and network wide improvement in teaching practice and student outcomes in alignment with the Australian Professional Standards for Teachers resulting in; |
| To build a culture of collaboration through the Greater Kengal Network that enhances professional learning for all staff. | **Staff**  
Capabilities will be developed by designing and implementing professional learning that is purposeful and relevant to school/ individual needs. | Developing professional learning plans that build the capacity of staff to improve the learning outcomes of all students. | **PRACTICE 1**  
Teachers having a clear understanding of best practice. |
|  | Collaborate across the Greater Kengal Network to ensure consistency of curriculum delivery and assessment strategies. | Assessment as, of and for learning is incorporated into all teaching and learning programs and a variety of assessment tools are used to inform the planning and implementation of differentiated and individualised learning. | **PRODUCT 2**  
A formalised and systematic assessment schedule is developed for use across the Greater Kengal Network to allow for the collecting, analysing and reporting of local and external data on student and school performance resulting in; |
|  | **Parents/ Carers**  
Build awareness and understanding amongst parents and carers of professional learning activities, the impact they will have on student outcomes and how they can contribute to the success of it. |  | **PRACTICE 2**  
Assessment data being used to monitor achievements and gaps in student learning and to inform planning. |

**Improvement Measures**

**PRODUCT 1**
Greater Kengal Network has embedded and explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing school and network wide improvement in teaching practice and student outcomes in alignment with the Australian Professional Standards for Teachers resulting in;

**PRACTICE 1**
- Teachers having a clear understanding of best practice.
Strategic Direction 3: Our School and community will be inclusive, informed and engaged.

**Purpose**

To develop strong partnerships between school and community that empowers all to engage and contribute positively to the school and support student learning.

**People**

**Students**
Engage parents to support and enhance their learning.

**Staff**
Establish positive and productive practices that develop strong partnerships where all are valued.

Actively utilise community experience to provide diverse opportunities that maximise engagement.

**Parents/ Carers**
Build strong partnerships between home and school so all members feel included, informed and engaged.

**Processes**

Parents engage in relevant decisions about supporting student learning, school practices and community initiatives through regular communication and involvement.

Parent information sessions regularly share information about students’ achievements and learning needs, school policies, practices and community initiatives.

**Products and Practices**

**PRODUCT 1**
Positive and respectful relationships across the school community underpin a productive learning environment, and support students’ development of strong identities as learners resulting in;

**PRACTICE1**
- Families and school working together to create positive attitudes to learning, develop shared understandings of how children learn, and build on the capacity to support learning at home.