

# YAARA ROAD PRIMARY SCHOOL Strategic Plan 2017-2021

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Kathleen A Perkins November 20 <sup>th</sup> 2017	.....[name].....[date]	.....[name].....[date]
School council: David Stevens November 20 <sup>th</sup> 2017	.....[name].....[date]	.....[name].....[date]
Delegate of the Secretary: Jennifer Small	.....[name].....[date]	.....[name].....[date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>Outstanding engagement, exceptional school.</p> <p>Yarra Road Primary School is committed to encouraging all children to achieve their best, intellectually, physically, emotionally, culturally and socially by promoting a safe, caring and purposeful school environment.</p>	<p>The following values are seen to be integral to the life of YRPS:</p> <ul style="list-style-type: none"> <li>* Respect; To be caring and compassionate and value the rights, opinions and feelings of others.</li> <li>* Responsibility; To be responsible for our own words and actions and to be honest with each other.</li> <li>* Excellence; To always do our very best to achieve our goals.</li> <li>* Confidence; To believe we can do it.</li> <li>* Resilience; To be able to bounce back again and to be positive.</li> </ul> <p><u>In our school community these values are demonstrated when:</u></p> <ul style="list-style-type: none"> <li>· All decisions made are based on the premise of improved outcomes for all students.</li> <li>· Students, teachers and parents feel that they are treated fairly at all times.</li> <li>· Partnerships between students, staff, parents and the wider community are fostered and valued.</li> <li>· Success and effort are acknowledged and celebrated.</li> <li>· Students have the opportunity to learn in a positive, dynamic, motivating and caring environment.</li> <li>· Students are expected to take responsibility for their learning and their behaviour.</li> <li>· Students and teachers are expected to achieve their personal best.</li> <li>· Students are encouraged to take responsible and calculated risks.</li> <li>· Students, teachers and parents are encouraged to believe that they can achieve their goals and their dreams.</li> <li>· Students, teachers and parents respect and value the individual differences of all members of our community.</li> <li>· Students, teachers and parents display a resilient nature realising that not everything goes as planned and are prepared to negotiate and compromise a solution.</li> </ul> <p><u>GUIDING PRINCIPLES:</u></p> <p>Parents and staff are committed to encourage all children to achieve their maximum potential, intellectually, physically, emotionally, culturally.</p>	<p>Currently at YRPS students are socially and emotional engaged in their school nevertheless there appears to be a need to; increase student cognitive engagement, set high expectations around academic performance, develop staff professional knowledge through professional learning and raise academic standards particularly in numeracy and literacy.</p> <p>Key challenge for YRPS is centred on a focussed approach to improve student outcomes through strengthening professional practice.</p> <p>Key challenges include:</p> <ul style="list-style-type: none"> <li>• Imbedding the YRPS instructional model so that it is consistent across all areas of the school.</li> <li>• Developing professional knowledge and practices, such as use of the HITS</li> <li>• Emphasis on ensuring all students are making expected or above expected growth. Currently in 2017 the relative growth for students between Year 3 and 5 is not as high as expected, especially when measured by NAPLAN.</li> <li>• Strengthening, across the school; the use of consistent assessment, moderation and feedback practices, analysis and use of data to inform a differentiated approach to teaching and learning.</li> <li>• Improve student motivation to succeed and</li> <li>• Develop a culture of high academic expectations across the school community. In 2017 many students set themselves high expectations in sport, this does not appear to transfer strongly into learning.</li> <li>• Increase cognitive engagement of students through increased self-regulation of learning and increased student voice and agency. 2017 the Attitudes to School Survey indicated that students in year 5 particularly boys need to build their confidence in learning.</li> </ul>	<p>YRPS Intent over the next four years is to:</p> <ul style="list-style-type: none"> <li>• <i>Strengthen the culture of professional practice to improve student learning outcomes</i></li> <li>• <i>Increase student motivation by empowering them to be self-regulated learners with high levels of cognitive engagement.</i></li> </ul> <p>The YRPS will prioritize the following FISO areas over the next four year; Excellence in teaching and learning, and the initiatives of Building Practice Excellence and Curriculum Planning and Assessment. This will be achieved by implementing consistent assessment practices to use data to inform differentiated learning and developing effective, consistent, high level feedback strategies throughout the school. Also YRPS will increase the consistency of instructional practices across the school, particularly in Literacy and Numeracy.</p> <p>When curriculum planning and provision is based on rich and reliable assessment of student knowledge and skills, learning opportunities can be effectively targeted at the point of need. Teachers' curriculum planning, assessment and instructional practices are all elements of practice excellence.</p> <p>The school will also prioritize the FISO area of Positive Climate for Learning, in the dimension of Empowering Students and Building School Pride. To achieve this the school will provide more opportunities for student voice in their learning and to build teacher capacity to provide student voice in their planning. This will be achieved by building opportunities for students to co-construct their learning goals and to track and articulate their learning growth.</p> <p>When students are empowered to be active participants in their learning, greater engagement and learning outcomes are achieved.</p>

Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
<p><b>To strengthen the culture of professional practice to improve student learning outcomes</b></p>	<p><b>Improvement Priorities:</b> Excellence in Teaching and Learning Professional Leadership</p> <p><b>FISO Initiatives:</b> Building practice excellence Curriculum planning and assessment Building leadership teams</p>	<p>Key Improvement Strategies</p> <ul style="list-style-type: none"> <li>• Implement effective, consistent, high level feedback mechanisms across the school</li> <li>• Implement consistent assessment practices to use data to inform differentiated learning</li> <li>• Strengthen professional learning communities with agreed protocols and practices, to enhance collective responsibility for all student's learning.</li> <li>• Formalise leadership structures and practices to ensure the SSP and AIP is reviewed and monitored.</li> </ul>	<p><b>NAPLAN</b> - based 2017 results:</p> <ol style="list-style-type: none"> <li>Increase the percentage of students achieving in the top two bands for Year 3 and Year 5 in Reading, Writing and Numeracy:             <ol style="list-style-type: none"> <li>Year 3 Writing from 31 per cent to 55 per cent, Reading from 52 per cent to 65 per cent and Numeracy from 49 per cent to 55 per cent</li> <li>Year 5 Writing from 8 per cent to 30 per cent, Reading from 13 per cent to 50 per cent and Numeracy from 13 per cent to 45 per cent.</li> </ol> </li> <li>Decrease the percentage of students achieving in the bottom two bands for Year 3 and Year 5 in Reading, Writing and Numeracy:             <ol style="list-style-type: none"> <li>Year 3 Writing from 19 per cent to 5 per cent, Reading from 19 per cent to 5 per cent and Numeracy from 6 per cent to 5 per cent</li> <li>Year 5 Writing from 27 per cent to 5 per cent, Reading from 23 per cent to 5 per cent and Numeracy from 17 per cent to 5 per cent.</li> </ol> </li> <li>Increase the percentage of students making high relative growth:             <ol style="list-style-type: none"> <li>Reading from 7 per cent to 30 per cent</li> <li>Writing from 9.5 per cent to 25 per cent</li> <li>Numeracy from 2.4 per cent to 25 per cent</li> </ol> </li> <li>Reduce the percentage of students making low relative growth:             <ol style="list-style-type: none"> <li>Reading from 40.5 per cent to 20 per cent</li> <li>Writing from 52.4 per cent to 20 per cent</li> <li>Numeracy from 52.4 per cent to 20 per cent</li> </ol> </li> </ol> <p><b>AusVELS</b> - based on Semester 2, 2016 results:</p> <ol style="list-style-type: none"> <li>Increase the percentage of students from P-6 achieving above expected level:             <ol style="list-style-type: none"> <li>Reading and Viewing - 45.2 per cent</li> <li>Writing - 28.4 per cent</li> </ol> </li> </ol>

			<p>C. Number and Algebra - 32.7 per cent</p> <p>2. Reduce the percentage of students from P-6 achieving below the expected level:</p> <p>A. Reading and Viewing – 6.1 per cent</p> <p>B. Writing – 7.3 per cent</p> <p>C. Number and Algebra – 6 per cent</p> <p>3. Increase the Staff Opinion Survey Whole School component mean score for Professional Learning from 69.9 to 90 (2016 score) and Leadership from 79.2 to 85 (2015 score).</p> <p>4. Maintain at or above the Staff Opinion Survey positive response rate for the following components in the School Climate Module, based on 2016 results:</p> <p>A. Collective Efficacy – 82 per cent</p> <p>B. Collective Responsibility – 89 per cent</p> <p>C. Collective Focus on Student Learning- 83 per cent</p> <p>5. Increase the Staff Opinion Survey positive response rate for the following component in the School Climate Module, based on 2016 results:</p> <p>Teacher Collaboration from 59 per cent to 80 per cent</p> <p>6. Maintain at or above the 89 per cent positive endorsement for Differentiated Learning Challenge in the ATSS, based on 2017 results.</p>
<p><b>Goal:</b></p> <p>To increase student motivation by empowering them to be self-regulated learners with high levels of cognitive engagement.</p>	<p><b>Improvement Priorities:</b></p> <p>Excellence in teaching and learning Positive Climate for learning</p> <p><b>FISO Initiatives:</b></p> <p>Building practice excellence Intellectual engagement and self-awareness</p>	<p><b>Key Improvement Strategy:</b></p> <ul style="list-style-type: none"> <li>• Provide more opportunities for student agency in learning</li> <li>• Build teacher capacity to provide student voice in their planning</li> <li>• Embed school Instructional model and implement all high impact-teaching strategies across the school.</li> </ul>	<p><b>Targets</b></p> <p>1. Increase the positive endorsement percentage for Student Voice and Agency, in the Attitudes to School Survey (ATSS), from 69 per cent to 80 per cent, based on 2017 results</p> <p>2. Maintain at or above the positive endorsement percentage in the following components of the ATSS, based on 2017 results:</p> <p>A. Stimulating Learning at 82 per cent</p> <p>B. Learning Confidence at 8 per cent</p> <p>C. Motivation and Interest 86 per cent</p> <p>D. Self-Regulation and Goal Setting at 91 per cent.</p>