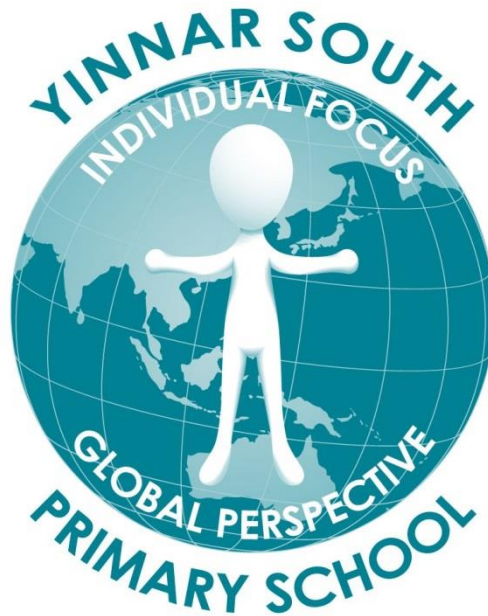


School Strategic Plan for Yinnar South 2730 2015-2018



Endorsements

Endorsement by School Principal	Signed..... Name..... Date.....
Endorsement by School Council	Signed..... Name..... Date..... School Council President's endorsement represents endorsement of School Strategic Plan by School Council
Endorsement by the delegate of the Secretary	Signed..... Name..... Date.....

School Profile

<p>Purpose</p>	<p>Our new school logo 'Individual Focus, Global Perspective' reflects the schools commitment to individual progress, our child centred teaching and learning approach and our intent to bring the world into our classroom, creating global citizens.</p> <p><i>Vision</i></p> <p>At Yinnar South Primary Learning Community we strive to create a flexible, vibrant and dynamic learning environment that customises individual wholistic development and maximises personal achievement.</p> <p><i>Mission</i></p> <p>To empower our learning community with the dispositions, skills and attributes they need to successfully take their place as global citizens in a sustainable, diverse and ever changing world.</p> <p>We approach learning through the development of:</p> <table data-bbox="555 774 1182 925"> <tr> <td>Curiosity</td> <td>Challenge</td> </tr> <tr> <td>Creativity</td> <td>Community</td> </tr> <tr> <td>Communication</td> <td>Collaboration</td> </tr> </table>	Curiosity	Challenge	Creativity	Community	Communication	Collaboration
Curiosity	Challenge						
Creativity	Community						
Communication	Collaboration						
<p>Values</p>	<p><i>We value:</i> Learning to be WISE</p> <p>Wellbeing (Personal and Community)</p> <p>Integrity</p> <p>Self-Mastery (Personal Control)</p> <p>Empathy</p>						

<p>Environmental Context</p>	<p><i>Social – Community and Demographics</i></p> <p>The school, which was originally established in 1886, occupies a beautiful rural site at the base of the Strzelecki Ranges approximately 175 kilometres west of the Melbourne CBD in the Latrobe Valley.</p> <p>Over the past three years enrolments have increased from 8 to 20 students with strong projected growth over the next 4 years. Currently 75% of the students are situated in Prep- Grade 3. Half of the families attending the school live locally while the remaining families have chosen the school because of the school's approach to teaching and learning and its rural environment.</p> <p>The Yinnar South Learning Community takes great pride in our school. Our parents and local community are involved in many aspects of the school including our reading program, gardening, cooking, sustainability projects and general assistance with school maintenance. Working bees are always strongly supported with most families represented and our regular community events are well attended. Our logo 'Individual Focus, Global Perspective, highlights our child centred approach and our intent to bring the world into our classroom, creating global citizens.</p> <p>The 2013 Intake Adjusted Report places the school in the low socio-economic range however there is an indication of an upward trend in demographics. The school is intent on providing an education that will encourage more local people to choose the school as their preferred option. New blocks of land at Yinnar and dairy farms being subdivided into hobby farms are attracting families looking for a lifestyle change into the region and will subsequently impact on the socio economic profile of the school.</p> <p><i>Environmental – grounds and facilities</i></p> <p>The school has an excellent range of facilities and buildings including 3 flexible classroom spaces, (the beautiful original school building is currently a development curriculum space), an administration building, library, kitchen, school restaurant, (Stephanie Alexander Kitchen Garden Program) and a large hall and sports shed.</p> <p>The school is located on a Idyllic treed 2 hectare block which includes a wide variety of garden spaces including a vegetable patch, chicken shed, greenhouse, imagination garden, butterfly garden, Frog bog (in development), and shedding. We also enjoy a colourful playground, undercover play areas including chess tables and a sealed court area.</p>

Information Communications and Technology (ICT)

The school is well resourced with ICT equipment:

- Classrooms are currently equipped with computers at a ratio 1:1. We are currently moving from desktops to laptops to enhance flexible delivery of curriculum.
- Interactive Whiteboards
- I-pads, Digital cameras and Flip Cameras.
- Polycom Video Conferencing Unit
- Photocopier, scanner and variety of printers.
- School Website
- Online Reporting Program

Students also have school and home access to a variety of computer based learning programs.

Yinnar South Primary provides :

- a focus on child centred approach to all aspects of education (as demonstrated by the school's logo).
- A culture of high expectations of student achievement and behaviour.
- Academic results obtained by the majority of students at or above the state benchmarks
- implemented curriculum based on a 'stages not ages' approach to teaching and learning. The intention is to maximise learning opportunities for the diverse range of student learning needs and abilities.
- School Spaces that are arranged as flexible learning spaces to maximise student engagement.
- Developmental Curriculum implemented across levels P-6.
- An innovative curriculum that includes Mathematics, English, Science, and specialist subjects such as Chinese (Mandarin) Sustainability, incorporating the Stephanie Alexander Kitchen Garden Program, Performing Arts, Art, Health, Play is the Way (Values Program) and Sport.
- An emphasis on authentic learning tasks.
- Programs that develop student resilience and resourcefulness in their learning by embedding strategies which focus on student's being responsible for their own learning.

Yinnar South Primary recognises the importance of community by:

- The provision of structured and non-structured opportunities for students to connect with their peers, members of staff and the broader community.
- The development of strong partnerships with parents and the broader community.

Current Staffing (2015):

- Principal Class – 1.00 (includes Teaching Role), Classroom Teachers: 1.8, Educational Support: 1.6, School Chaplain 0.2. Visiting Language Assistant .05
- The school has a dedicated, passionate and professional learning team who embrace a wholistic approach to the development of each child.

Additional Information:

Yinnar South Primary undertook a Peer Review Process in 2014. The results were encouraging and the school is building the recommendations for continuing improvement into this strategic plan.

Strategic Direction

	Goals	Targets	Key Improvement Strategies
Achievement	<ul style="list-style-type: none"> To improve student outcomes in Mathematics. To improve student outcomes in Writing with an initial focus on Spelling. 	<ul style="list-style-type: none"> For 90% of all students (non PSD, identified learning difficulty) to make a minimum of VELS 1.0 learning growth. 20% of students (non PSD, identified learning difficulty) to be achieving at above expected levels in Numeracy and Writing. For 80% of all students PSD or indentified learning difficulty to achieve goals as per their Individual learning goals. 	<ul style="list-style-type: none"> Develop whole school approaches to teaching Mathematics. Develop whole school approaches to teaching Writing (with an initial focus on Spelling) Develop and implement a documented sequential curriculum in Literacy and Numeracy. Ensure student assessment information is used to inform planning, teaching and learning.

Engagement

- To continue to improve student resilience and resourcefulness as a learner.

Student Opinion Surveys Trend reports indicate outcomes above State/Region Results in the area of Student Relationships and Teaching and Learning.

These outcomes are based on the input of a few students.

- To maintain / improve these results as our cohort grows and is more reflective of true data.

Grade 5 students – No 2013 as no grade 5 that year.

Grade 6 student data reflects one student only so was not displayed.

		2012	2014	Region 2014
Student Relationship	Student Safety	5.00	5.00	4.32
	Classroom Behaviour	3.00	4.00	3.34
	Connectedness to Peer	4.75	5.00	4.32

- To embed and advance the strategies in place to develop authentic engagement and learning dispositions. (Developmental Curriculum)
- Ensure the school's current philosophy and directions are embedded and sustained in daily practice.
- Further Investigate and introduce evidence based practice on developing learning dispositions. (Challenging Learning – Growth Mindset)

		<table border="1" data-bbox="1055 248 1608 611"> <thead> <tr> <th></th> <th></th> <th>2012</th> <th>2014</th> <th>Region 2014</th> </tr> </thead> <tbody> <tr> <td rowspan="6" style="writing-mode: vertical-rl; transform: rotate(180deg);">Teaching and Learning</td> <td>Learning Confidence</td> <td>4.50</td> <td>4.63</td> <td>4.12</td> </tr> <tr> <td>School Connectedness</td> <td>5.00</td> <td>5.00</td> <td>4.41</td> </tr> <tr> <td>Stimulating Learning</td> <td>4.25</td> <td>4.88</td> <td>4.20</td> </tr> <tr> <td>Student Motivation</td> <td>4.75</td> <td>5.00</td> <td>4.57</td> </tr> <tr> <td>Teacher Effectiveness</td> <td>4.60</td> <td>5.00</td> <td>4.46</td> </tr> <tr> <td>Teacher Empathy</td> <td>4.43</td> <td>5.00</td> <td>4.47</td> </tr> </tbody> </table> <ul data-bbox="1093 675 1563 730" style="list-style-type: none"> • Learning Confidence Assessment Tools demonstrate measureable growth. 			2012	2014	Region 2014	Teaching and Learning	Learning Confidence	4.50	4.63	4.12	School Connectedness	5.00	5.00	4.41	Stimulating Learning	4.25	4.88	4.20	Student Motivation	4.75	5.00	4.57	Teacher Effectiveness	4.60	5.00	4.46	Teacher Empathy	4.43	5.00	4.47	
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<p>Wellbeing</p>	<ul data-bbox="622 842 1012 1246" style="list-style-type: none"> • To continue to improve student connectedness to their peers and to their community. • To further develop staff capacity in identifying additional learning needs and the creation of Individual Learning Plans (ILP's) that reflect wholistic development. 	<p>Student Opinion Surveys Trend reports indicate outcomes above State/Region Results in the area of Wellbeing.</p> <p>These outcomes are based on the input of a few students.</p> <ul data-bbox="1099 1050 1594 1129" style="list-style-type: none"> • To maintain / improve these results as our cohort grows and is more reflective of true data. <p>No 2013 Data as no grade 5/6 students.</p> <p>Grade 6 student data reflects one student only so was not displayed.</p>	<ul data-bbox="1639 874 2033 1315" style="list-style-type: none"> • Align and embed the documented policies for student wellbeing and behaviour including classroom management plans. • To further develop staff capacity in identifying additional learning needs and the creation of Individual Learning Plans (ILP's) that reflect wholistic development. 																														

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<p>Productivity</p>	<ul style="list-style-type: none"> To continue to build a school culture that reflects our agreed vision and mission and values statements. To align resources to ensure the strategic intent of the school's vision for the future can be delivered and sustained. 	<ul style="list-style-type: none"> Student Resource Package reflects staffing that supports Sustainable Workforce. School Surplus to run at \$10 000 or higher, allowing for stable future planning and providing opportunity for high level Professional Development Flexible Teaching and Learning Spaces are evident. Planning and Curriculum Documents reflect Vision, Mission and Values, (Learning Disposition). 	<ul style="list-style-type: none"> Align all aspects of resourcing to deliver on the strategic intent of the school's vision for the future. Build and sustain a school culture of shared leadership and shared responsibility. Ensure all members of staff have a deep understanding of the terminology and expectations of the new SSP and Annual Implementation Plans (AIPs). Ensure the school's current philosophy and directions are embedded and sustained in daily practice. 																			

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School Strategic Plan 2014- 2017: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestone
<p>Achievement</p> <ul style="list-style-type: none"> Develop whole school approaches to teaching Mathematics. Develop whole school approaches to teaching Writing (with an initial focus on Spelling) Develop and implement a documented sequential curriculum in Literacy and Numeracy. 	Year 1	<ul style="list-style-type: none"> Evaluate current practices for teaching Mathematics. Provide teacher professional learning including coaching, particularly in Mathematics. 	<ul style="list-style-type: none"> Whole school Planning Documents – Mathematics Whole school Planning Documents – Writing and Spelling
	Year 2	<ul style="list-style-type: none"> Ensure that student assessment information is used to inform planning and teaching and learning. Establish an agreed approach for teaching Mathematics at Yinnar South PS that reflects a stages not ages approach. 	
	Year 3	<ul style="list-style-type: none"> Introduce whole school planning documents (templates) and develop a culture of accountability. Explore and evaluate different pedagogical approaches to teaching writing (Spelling). Establish an agreed approach for teaching Spelling at Yinnar South PS integrated with the Writing program. Consolidate the current curriculum with documented links between what is taught, how it is taught, how it is assessed and how it will be reported. 	
<ul style="list-style-type: none"> Ensure student assessment information is used to inform planning and teaching and learning. 			

<p>Engagement</p> <ul style="list-style-type: none"> • To embed and advance the strategies in place to develop authentic engagement and learning dispositions. (Developmental Curriculum) • Ensure the school's current philosophy and directions are embedded and sustained in daily practice. • Further Investigate and introduce evidence based practice on developing learning dispositions. (Challenging Learning – Growth Mindset) 	<p>Year 1</p> <p>Year 2</p> <p>Year 3</p>	<ul style="list-style-type: none"> ▪ Increase student ownership of learning through broadening student goal setting, research, self-evaluation and reporting. ▪ Research and continue professional development around Challenging Learning. Embed into classroom planning and language. ▪ PLT Development around Growth Mindset ▪ Evaluate current programs to ensure intended outcomes are being achieved. ▪ Further strengthen the cluster participation. Support teacher and student collaboration between cluster schools ▪ Further develop links and projects with other schools and community organisations ▪ Implement and incorporate into curriculum opportunities for students to link with local, national and international communities through Polycom - Video Conferencing. ▪ Develop Learning Confidence Assessment Tools 	<ul style="list-style-type: none"> ▪ The terminology of the Vision, Mission and Values Statements is reflected in daily curriculum and planning documentation. ▪ Pit Discussions or Classroom Meetings are regularly timetabled. ▪ Round Table Assessment Process. ▪ Conferring Documents
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		<ul style="list-style-type: none"> ▪ Mission/Values and Learning Disposition Development is incorporated into Whole School Scope and Sequence and Planning Documents. 	
<p>Wellbeing</p> <ul style="list-style-type: none"> • Align and embed the documented policies for student wellbeing and behaviour including classroom management plans. 	<p>Year 1</p> <p>Year 2</p> <p>Year 3</p> <p>Year 4</p>	<ul style="list-style-type: none"> ▪ Embed the use of Play is the Way (and PTW Language) consistently across the school. ▪ Create and implement whole school templates for ILP's ▪ Provide appropriate professional learning to assist members of staff in supporting students with learning and behavioural needs. ▪ Continue to liaise with other professional staff to support students with disabilities and special needs. 	<ul style="list-style-type: none"> ▪ Whole School ILP templates for PSD students. ▪ Play is the way values are displayed throughout the school and embedded into classroom language. ▪ Professional Development has occurred (ILP and Play is the Way). ▪ All students with PSD funding have ILP's done Termly and PSG meetings are held and documented a minimum of twice a year.

<p>Productivity</p> <ul style="list-style-type: none"> • Ensure all members of staff have a deep understanding of the terminology and expectations of the new SSP and Annual Implementation Plans (AIPs). • Align all aspects of resourcing to deliver on the strategic intent of the school’s vision for the future. • Build and sustain a school culture of shared leadership and shared responsibility. • Ensure the school’s current philosophy and directions are embedded and sustained in daily practice. 	Year 1	<ul style="list-style-type: none"> ▪ Ensure all staff are familiar with the strategic plan and AIP (PLT/Staff Meetings.) 	<ul style="list-style-type: none"> ▪ Staff are able to discuss Strategic Plan and AIP. Planning discussions reflect strategic intent. (PLT/Staff Meeting)
	Year 2	<ul style="list-style-type: none"> ▪ Develop a sustainable workforce plan that balances leadership, accountability, administration and building staff capacity. 	<ul style="list-style-type: none"> ▪ Create Roles and Responsibility documentation
	Year 3	<ul style="list-style-type: none"> ▪ Develop a rigorous Performance Development Plan (PDP) Process 	<ul style="list-style-type: none"> ▪ All Staff are completing the full PDP process. ▪ Develop a New Staff and CRT Induction Plan
	Year 4	<ul style="list-style-type: none"> ▪ Restructure the current workforce plan to provide greater consistency in the senior section of the school. ▪ Investigate ways in which in class coaching can be implemented on a regular basis. ▪ Identify classroom resources required to support the attainment of the school’s goals and strategies. ▪ Implement and manage new buildings program ▪ Develop a rigorous Performance Development Plan (PDP) Process 	<ul style="list-style-type: none"> ▪ New buildings installed and operational ▪ New Teaching and Learning Spaces reflect Flexible Learning Practices. ▪ Classroom Communication Boards are established and functioning. ▪ Create Roles and Responsibility documentation