Yinnar South Primary School Strategic Plan 2018-2021

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Endorsement		Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal:	Mark Di Corleto (acting) .... May 8, 2018	....[name] .... [date]	....[name].........................[date]
School council:	Phillip Taylor................................... May 15, 2018	....[name] .... [date]	....[name].........................[date]
Delegate of the Secretary:	Kevin Mealing .... May 7, 2018	....[name] .... [date]	....[name].........................[date]

School vision	School values	Context and challenges	Intent, rationale and focus
At Yinnar South Primary School we strive to create a flexible, vibrant and dynamic learning environment that customises individual development and maximises personal achievement.	We value: Learning to be WISE **Well being (personal and community)** **Integrity** **Self mastery (Personal Control)** **Empathy**	The review identified that there was a lack of school based documentation and guidelines around teaching and learning, student management and wellbeing to guarantee aligned understanding by staff or consistent implementation. High staff turnover created significant challenges for the school to engage whole school practices as well as access previous school based data, which was not centrally stored. The absence of an agreed whole school behaviour management approach led to a series of disconnected practices across the school, of which lack of staff consistency and empowerment were prominent.	Establish a documented school identity for Yinnar South Primary School where the learning is informed by a clearly articulated vision, values and curriculum which equips students with the necessary skills to be lifelong learners. Create a safe learning environment through establishment of agreed practices linked to the school vision and values around student management Building teacher capacity in their knowledge, understanding and consistent application of curriculum content, pedagogy and data literacy, will allow further opportunity to improve student learning outcomes at the school. Build student engagement in learning, strengthen student emotional wellbeing, self regulation and understanding of positive relationships with others. Develop student goal setting skills linked to their current skill levels in the key curriculum areas, so students are empowered help shape their future learning

Four-year goals (for improving student achievement, engagement and wellbeing)	High-impact improvement initiatives and/or dimensions	Targets (for improving student achievement, engagement and wellbeing)	Key Improvement Strategies (You will choose these for annual implementation)
GOAL 1 To improve the overall levels of student learning achievement and growth in English and Maths through the consistent use of an agreed curriculum and teaching approaches in all classrooms across the school.	• Building practice excellence • Curriculum planning and assessment • Evaluating impact on learning • Evidenced-based high impact teaching strategies	• All students (non-PSD, identified learning difficulty) to make a minimum of VELS 1.0 learning growth annually • 100 percent of students (non-PSD, identified learning difficulty) to be achieving at or above expected VELS levels in Numeracy • 80 percent of all PSD or identified learning difficulty students to achieve goals as per their individual learning goals	• develop an agreed curriculum aligned with Victoria Curriculum Standards which includes Scope and Sequence documents in Maths, Writing and Reading, genre focuses in Writing and Reading and linkages to Enquiry Units of work • build teacher capacity around the agreed curriculum whole school targeted professional learning and the use of Performance and Development processes • develop clearly defined assessment tools across the school with clear scheduling for administration and analysis • develop and implement agreed instructional practices across the whole school
GOAL 2 To develop highly motivated and engaged students who are excited about their learning and strengthen student emotional wellbeing and understanding of positive relationships with others.	• Setting expectations and promoting inclusion	• using the Student Attitudes to School Survey, consistently achieve at or above the 50th percentile in the Learner Characteristics and Disposition, Social Engagement and School Safety factor groupings • using the Parent Opinion Survey (POS), consistently achieve at or above the 50th percentile in the Safety, and Connection	• implement a model to develop student goal setting skills linked to their current skill levels in the key curriculum areas, so students are empowered help shape their future learning • review and refine the approach to whole school student behavior management that the school has been trialing

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		and Progression domains	
	• Empowering students and building school pride • Health and wellbeing • Intellectual engagement and self-awareness	• reduce the level of student absence to be at or less than state mean.	• utilize SSS personnel to help shape Individual Learning Plans (ILP) for identified students
			• investigate and implement a whole school approach to the development of social skills
GOAL 3 To establish a documented school identity for Yinnar South Primary School where the learning is informed by a clearly articulated vision, values and curriculum which equips students with the necessary skills to be lifelong learners.	• Parents and carers as partners • Networks with schools, services and agencies • Building communities • Global citizenship	• using the Student Attitudes to School Survey, consistently achieve at or above the 50th percentile in the Effective Teaching Practice for Cognitive Engagement, and Teacher-Student Relations groupings	• revisit and document the school identity statement to include philosophy, learning vision, values and objectives statements
		• using the Parent Opinion Survey (POS), consistently achieve at or above the 75th percentile in the Student Cognitive Engagement, Student Development, and School Ethos and Environment, domains	• ensure the considered plan and process is clearly articulated regarding the manner in which these statements can be consistently implemented across the school, can provide reliable data to measure outcomes and positive change, and be sustained
		• using the Staff Opinion Survey, consistently achieve above the 50th percentile School Climate domain.	• establish a documented plan regarding the manner in which these statements can be consistently implemented across the school
			• establish a documented program to revisit all existing school programs to ensure they align with the school identity statement.