

School plan 2018-2020

Yagoona Public School 3869



School background 2018–2020

School vision statement

At Yagoona Public School we inspire future focused learning through quality teaching, learning and leadership.

We value and enhance positive relationships within our school community to promote engagement, inclusivity and wellbeing.

"Embracing potential to empower learning"

School context

Yagoona Public School is a primary school with a multicultural and socially diverse student population. We provide equal opportunity for all students in academic, cultural, sporting and enrichment. Yagoona Public School fosters an inclusive environment that supports learning, teaching and friendship. We value our relationships with Canterbury Bankstown Council, Settlement Services International and Community Hubs Australia.

School planning process

Yagoona Public School consulted all key stakeholders when creating our new school plan. We held informal meetings, staff professional learning sessions and conducted SWOT analysis to include our student's ideas and directions. This process was conducted over two terms and has resulted in our strategic directions, processes, practices, products and our milestones.

Leaders: Executive staff met to discuss the template, attended professional learning, consulted Melbourne Declaration and other NSW DEC directions and goals. Leaders discussed template with stages, colleagues and led small working parties.

Staff: Teachers collaboratively reflected on current practices and highlighted areas for future development using the School Excellence Framework. Teachers identified areas for professional development to drive their Performance and Development Plans and the schools weekly TPL sessions.

Students: Students were consulted using a SWOT matrix. Their ideas and opinions were analysed and assisted in the formation of our school plan.

Parents: Community consulted using informal and formal discussions, through surveys and with interpreter services to ensure all voices were heard. We have continued to share ideas and directions through our weekly school newsletter.

Processes: We are going to assess and report on students understanding, skills and individual growth. We will use the National Literacy and Numeracy Progressions to assist with tracking student progress. To ensure engagement we will facilitate structured lessons and ensure feedback is given.

School strategic directions 2018–2020



Purpose:

To improve student outcomes through quality school-wide, evidence based literacy, numeracy and future focused programs.

Purpose:

To provide a diverse and relevant range of professional learning opportunities to raise the capacity of all staff leading to effective, high quality teaching and learning practices.

Purpose:

To create a collaborative, trusting and transparent culture where all stakeholders are valued and high expectations are maintained.

Strategic Direction 1: Quality Teaching and Learning

<p>Purpose</p> <p>To improve student outcomes through quality school-wide, evidence based literacy, numeracy and future focused programs.</p>
<p>Improvement Measures</p> <p>Increased school wide improvement in individual student growth in literacy and numeracy data as displayed in the progressions.</p> <p>All classroom numeracy programs will reflect evidence based pedagogy. Students will be able to articulate mathematical thinking.</p> <p>Students will demonstrate the use of Critical, Creative, Communicative and Collaborative (4C's) thinking strategies throughout their learning.</p>

<p>People</p> <p>Staff</p> <p>Utilise professional learning in Creative & Critical thinking to adapt teaching strategies and resources for its effective implementation.</p> <p>Staff</p> <p>Adopt a common approach to improving literacy and numeracy outcomes/standards across the school. Teachers will receive targeted PL in progression data collection and application.</p> <p>Leaders</p> <p>Adopt a coordinated approach to the delivery of literacy & numeracy.</p> <p>Students</p> <p>Adopt a growth mindset for the challenge of attempting new learning. Students use the language of the National Learning Progressions to articulate learning and set personal academic goals.</p>

<p>Processes</p> <p>Utilise literacy progressions to inform the programming of evidence based pedagogy to deliver quality literacy lessons to all students.</p> <p>Numeracy – Coordinate a school wide focus to implement evidence based numeracy pedagogy to improve student outcomes.</p> <p>Develop Critical, Creative, Communicative and Collaborative Thinking (4C's) opportunities for students to explore through the introduction of the Minds Wide Open program.</p> <p>Evaluation Plan</p> <p>To evaluate progress in Literacy, we will:</p> <ul style="list-style-type: none"> • collect and enter student literacy progression data every five weeks. • engage in stage based data talks every five weeks. • ensure the embedding of progressions into classroom practice through AP monitoring, supervision and feedback. <p>To evaluate progress in Numeracy, we will:</p> <ul style="list-style-type: none"> • conduct ongoing staff professional learning including TPL sessions, demonstration lessons and collegial feedback opportunities. • enter student numeracy data every five weeks to inform next step planning and instruction. <p>To evaluate progress in Critical and Creative Thinking, we will:</p> <ul style="list-style-type: none"> • conduct staff professional learning and implementation support such as
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<p>Practices and Products</p> <p>Practices</p> <p>Every teacher understands and utilises the learning progressions to track and monitor student progress to inform point of need teaching.</p> <p>All teachers are trained in and utilising evidence based numeracy strategies. Students will be engaged in short, sharp, focused numeracy lessons explicitly based on current need.</p> <p>Teachers implement NSW syllabus based teaching and learning activities underpinned by critical and creative thinking strategies.</p> <p>Products</p> <p>Teachers can input, analyse and implement ALAN data to inform teaching and learning directions.</p> <p>Students will demonstrate improved confidence and deeper understanding of mathematical concepts.</p> <p>Students and teachers will demonstrate future focused learning skills aligned to NSW syllabus outcomes.</p>

Strategic Direction 1: Quality Teaching and Learning

Processes

- demonstration lessons, micro teaching and collegial feedback opportunities.
- regularly collect student data including surveys and problem based assessments.

Strategic Direction 2: Raising Professional Capacity

Purpose

To provide a diverse and relevant range of professional learning opportunities to raise the capacity of all staff leading to effective, high quality teaching and learning practices.

Improvement Measures

All staff will participate in authentic Performance and Development Plan [PDP] goal setting processes to support learning and growth.

Teachers actively engage in Professional Learning Communities and share their professional knowledge within the school community.

All staff receive professional collegial feedback on their performance and specific professional learning aligned to higher AITSL standards.

People

Staff

Network with professional learning communities to facilitate and provide relevant professional learning experiences for all staff.

Leaders

Coordinate an equitable, consistent and transparent approach to professional learning.

Staff

Participate in relevant professional learning related to Performance and Development Plan [PDPs] goals.

Leaders

Provide mentorship and effective feedback to staff at all stages of their career.

Processes

Create an open professional community where expertise is shared and explicitly coached through demonstration lessons, team teaching, collegial feedback and professional dialogue between staff.

Embed Professional Learning Communities where all staff will collaborate within expert groups to utilise their collective genius and facilitate relevant professional learning to raise teaching and learning standards within the school.

Coaching and mentoring opportunities will be available to staff relevant to all career levels through a variety of methods, such as:

- early career teacher mentoring
- accreditation (beginning and higher levels)– aspiring leaders– collaborative networking within Professional Learning Communities– linking problems of practice with expert teachers.
- professional learning to build the leadership capabilities of existing and aspiring leaders.
- encourage teachers at all levels to design PDPs and learning goals that align with higher AITSL standards.

Evaluation Plan

To monitor progress towards Improvement Measures, we will:

- collate PDP goals to identify professional learning directions.
- create and monitor a formalised process for collegial feedback.
- conduct ongoing staff surveys and feedback sessions regarding the

Practices and Products

Practices

Staff will give open feedback and share skills through opportunities to participate in and facilitate a variety of professional learning experiences.

We will value and enhance staff skills and knowledge through the formation of Professional Learning Communities, creating opportunities for staff to share expertise to enhance teaching and leadership potential.

We will formalise procedures to assist in the mentoring and coaching of staff at all stages in their teaching career.

Products

Teachers demonstrate higher confidence levels and engage in a wide variety of professional learning opportunities. These experiences are evident in classroom practice and lead to improvements in student outcomes.

Teachers actively engage in Professional Learning Communities to create engaging professional learning relevant to the school community.

Teachers engage in mentoring and coaching opportunities relevant to their career level and professional goals.

Strategic Direction 2: Raising Professional Capacity

Processes

- development and relevance of professional learning experiences.
- create and monitor mentoring and coaching procedures.
- professional Learning Communities will facilitate TPL sessions which will be followed up by Stage Supervisors to ensure classroom integration.
- map against the AITSL standards with an increase of staff moving into higher levels.

Strategic Direction 3: Positive Relationships and Wellbeing

Purpose

To create a collaborative, trusting and transparent culture where all stakeholders are valued and high expectations are maintained.

Improvement Measures

Yagoona Public School's Wellbeing policies and procedures reflect DEC Wellbeing framework elements and support students at all stages of development.

Increased student self esteem and positive attitudes towards school and learning using data from Pupil Attitudes to Self and School [PASS] assessments and TTFM surveys.

Increased staff and parent interactions using school communication methods such as; reporting, parent/teacher interviews and online communication tools to build a culture of transparency and effective communication.

People

Staff

Building staff knowledge, skills and understanding of the NSW DoE Wellbeing Framework.

Staff

Actively engage in and talk about growth mindset principles for both teachers and students.

Leaders

Adopt a coordinated approach towards delivering and embedding growth mindset principles to enable staff and students to regulate and pursue learning goals.

Staff

Clear and consistent approach when reporting to parents through the refinement of reporting procedures and communication via technology.

Parents/Carers

Share a common language around school expectations and learning through clear and consistent communication.

Processes

Expand the Yagoona Public School's Wellbeing Framework to include all elements of the DoE Wellbeing framework.

Create a school environment that embraces Growth Mindset principles. Support all staff to embed Growth Mindset principles in classrooms to change the culture of student learning.

Develop positive, open and transparent communication strategies across the entire school community and continue to build productive and valuable partnerships with all stakeholders.

Evaluation Plan

To evaluate progress towards implanting Wellbeing Framework and Growth Mindset strategies:

- staff surveys including Tell them From Me [TTFM]
- student surveys including beginning and end Pupil Attitudes to Self and School [PASS] assessments and TTFM surveys.

To evaluate progress towards clear communication we will:

- create and evaluate a new reporting format
- consistent evaluation of Facebook and newsletter content
- analyse Facebook data and traffic.

Practices and Products

Practices

Provide staff with regular, professional learning around the DoE Wellbeing framework to expand Yagoona Public School policy and procedure.

Staff and students develop and implement growth mindset language and strategies to support student's learning goals.

Improved communication through:

- reporting
- Facebook
- parent/teacher interviews and workshops to allow for clear and consistent communication between all stakeholders.

Products

Clear understanding and consistent implementation of all elements of the DoE Wellbeing Framework as reflected through Yagoona Public School's Wellbeing policies and procedures.

School community that approaches issues with resilience, reflection and positivity.


Clear and consistent communication between all stakeholders within the school community to ensure student achievement and wellbeing.

Strategic Direction 1: Quality Teaching and Learning

2018

























Project Leader/s:

Off track 

Implementation Delayed 

On track 

Process 1: Utilise literacy progressions to inform the programming of evidence based pedagogy to deliver quality literacy lessons to all students.

Milestone	Activities	Resources	Evaluation
   MID TERM 1	Progressions TPL L3 ongoing Kindy ALAN Best Start		
   END TERM 1	ALAN data		
   MID TERM 2	Seven Steps Workshop ongoing follow through training of 2 coaches. PLC –seven steps implementation writing		
   END TERM 2 MID-YEAR REFLECTION	ALAN data: Data talks Form PLCs around 4 National Literacy Progressions [meet and clarify understandings. Then plan PL]		
   MID TERM 3	Creating target groups– IL; demonstration lessons, feedback [ongoing] PLCs to begin presenting		
   END TERM 3	ALAN: data and talks		
   MID TERM 4	PLCs presenting Sharing success: Stage presentations around target groups.		
   END TERM 4 ANNUAL MILESTONE	ALAN data will be utilised for explicit teaching and learning across threads within literacy. Use ALAN data to create target groups		Fluid and flexible groupings within literacy. Staff able to access data for planning lessons to meet the individual needs of students.



Process 2: Numeracy – Coordinate a school wide focus to implement evidence based numeracy pedagogy to improve student outcomes.




























Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 MID-YEAR REFLECTION			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			

Strategic Direction 1: Quality Teaching and Learning

2018

Project Leader/s:

Off track  Implementation Delayed  On track 

  	END TERM 4 ANNUAL MILESTONE			
Process 3: Develop Critical, Creative, Communicative and Collaborative Thinking (4C's) opportunities for students to explore through the introduction of the Minds Wide Open program.				
Milestone	Activities	Resources	Evaluation	
  	MID TERM 1			
  	END TERM 1			
  	MID TERM 2			
  	END TERM 2 MID-YEAR REFLECTION	Organise professional learning opportunities for 4 C's	\$4000 cost of PL session	Staff will be aware of the new 2018–2020 school plan and its directions. Staff prepared for growth mindset
  	MID TERM 3			
  	END TERM 3			
  	MID TERM 4			
  	END TERM 4 ANNUAL MILESTONE	Consistent language across the school. Consistency of language used in classrooms Identification of learning dispositions	Purchase of posters to support PL session.	Staff and students modelling language and actions of learning dispositions. Staff and students able to articulate which learning disposition they were using through various learning opportunities.

Strategic Direction 2: Raising Professional Capacity

2018

Project Leader/s:

Off track ○ Implementation Delayed ○ On track ○

Process 1: Create an open professional community where expertise is shared and explicitly coached through demonstration lessons, team teaching, collegial feedback and professional dialogue between staff.

Milestone	Activities	Resources	Evaluation
○ ○ ○ MID TERM 1			
○ ○ ○ END TERM 1			
○ ○ ○ MID TERM 2			
○ ○ ○ END TERM 2 MID-YEAR REFLECTION	Staff planning collaboratively across Key Learning Areas. Discussions initiated about shared programming.	planning days– cost covered by RFF Professional Learning opportunities organised.	Teachers sharing content and programs from KLA's. The creation of a storage area for shared programming documents [one note, google drive]
○ ○ ○ MID TERM 3			
○ ○ ○ END TERM 3			
○ ○ ○ MID TERM 4			
○ ○ ○ END TERM 4 ANNUAL MILESTONE	Education walks commence. [team teaching/ observations occurring with specific criteria to be addressed and appropriate and formative feedback given] Staff identify a "teaching buddy/mentor" to work with sharing best practice pedagogies.	\$\$\$ RAM Potentially QTSS	Teachers open to observations of practice, feedback and the modification of individual teaching goals and PDP directions. constructive feedback given across a range of KLA's and various members of staff [buddy/mentor, AP via observations] Modifications to current teacher practice aligning with feedback given to enhance personal growth and improve student achievement.

Process 2: Embed Professional Learning Communities where all staff will collaborate within expert groups to utilise their collective genius and facilitate relevant professional learning to raise teaching and learning standards within the school.

Milestone	Activities	Resources	Evaluation
○ ○ ○ MID TERM 1			
○ ○ ○ END TERM 1			
○ ○ ○ MID TERM 2			
○ ○ ○ END TERM 2 MID-YEAR REFLECTION	Establish Professional Learning Communities–[allocation of staff, criteria, aims, agenda and timeframe]		Create a timeline for the PLC's to meet and share knowledge and information with ALL staff through our Tuesday afternoon PL sessions.
○ ○ ○ MID TERM 3			
○ ○ ○ END TERM 3			




Strategic Direction 2: Raising Professional Capacity

2018		Project Leader/s:		Off track	Implementation Delayed	On track
			MID TERM 4			
			END TERM 4 ANNUAL MILESTONE	Integrate our Professional Learning Communities into our PL calendar.		A schedule developed that is fair and equitable for each PLC to present information to staff. Draft 2019 PL calendar
<p>Process 3: Coaching and mentoring opportunities will be available to staff relevant to all career levels through a variety of methods, such as:</p> <ul style="list-style-type: none"> • early career teacher mentoring • accreditation (beginning and higher levels)– aspiring leaders– collaborative networking within Professional Learning Communities– linking problems of practice with expert teachers. • professional learning to build the leadership capabilities of existing and aspiring leaders. • encourage teachers at all levels to design PDPs and learning goals that align with higher AITSL standards. 						
Milestone	Activities			Resources	Evaluation	
			MID TERM 1			
			END TERM 1			
			MID TERM 2			
			END TERM 2 MID-YEAR REFLECTION	All staff aware of coaching and mentoring opportunities.		staff provided with a Professional Learning session on Coaching and mentoring.
			MID TERM 3			
			END TERM 3			
			MID TERM 4			
			END TERM 4 ANNUAL MILESTONE	Staff engaging and utilising mentoring and coaching opportunities in a range of areas. Staff assisting colleagues to meet PDP goals and identified areas of need.	\$\$\$ funds to allow observations.	Staff working collaboratively to meet individual areas of need and/or PDP goals. Staff completing CV applications for permanent and merit selection applications.

Strategic Direction 3: Positive Relationships and Wellbeing

2018






















Project Leader/s:

Off track  Implementation Delayed  On track 

Process 1: Expand the Yagoona Public School's Wellbeing Framework to include all elements of the DoE Wellbeing framework.

Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 MID-YEAR REFLECTION	Continue YPS framework.		Monitoring data gathered by welfare team.
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 ANNUAL MILESTONE	Continue YPS framework.		Evaluate YPS framework and modify required areas.

Process 2: Create a school environment that embraces Growth Mindset principles. Support all staff to embed Growth Mindset principles in classrooms to change the culture of student learning.




Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 MID-YEAR REFLECTION	Professional Learning provided to all YPS staff focusing on the importance of growth mindset principles.	\$4000 PL provided by Minds Wide Open	Staff use the growth mindset and learning dispositions to increase student engagement within tasks. Class programs will reflect learning opportunities to extend students. Project-based/inquiry tasks will be evident within Key Learning Areas.
   MID TERM 3			
   END TERM 3			
   MID TERM 4			

Strategic Direction 3: Positive Relationships and Wellbeing

























2018

Project Leader/s:

Off track  Implementation Delayed  On track 

  	END TERM 4 ANNUAL MILESTONE	Growth mindset established amongst students, staff and parents. Parents provided information regarding growth mindset and the benefits of teaching students to embrace challenges and attempt unfamiliar tasks.		Parent attendance t information sessions Information, surveys about growth mindset for students, staff and parents.
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Process 3: Develop positive, open and transparent communication strategies across the entire school community and continue to build productive and valuable partnerships with all stakeholders.

Milestone	Activities	Resources	Evaluation	
  	MID TERM 1			
  	END TERM 1			
  	MID TERM 2			
  	END TERM 2 MID-YEAR REFLECTION	Expanding our Facebook interaction by creating closed grade groups. Redesigning our school website.	\$10000 Principal Com for Facebook \$1000 SWS website assistance	Establishment of grade Facebook groups. Increase engagement by our school community using our Facebook page. Increase of parents and community accessing our new school website.
  	MID TERM 3			
  	END TERM 3			
  	MID TERM 4			
  	END TERM 4 ANNUAL MILESTONE			

























Strategic Direction 1: Quality Teaching and Learning

2019










Project Leader/s:

Off track  Implementation Delayed  On track 











































Process 1: Utilise literacy progressions to inform the programming of evidence based pedagogy to deliver quality literacy lessons to all students.

Milestone	Activities	Resources	Evaluation
   MID TERM 1	Scope and Sequence: writing Create PLCs for writing, reading, viewing and talking & listening [2 presentations each– 1 x syllabus and teaching strategies and 1 x presentation of stage scope and sequence] PLC writing presenting Kindy ALAN Best Start		
   END TERM 1	ALAN data: All elements Data talks Establishment of focus groups based on 2018 PL		
   MID TERM 2	Scope and Sequence– Reading PLC Reading presenting		
   END TERM 2 MID-YEAR REFLECTION	ALAN data Data talks Focus Groups formed for intervention.		
   MID TERM 3	Scope and Sequence Viewing PLC– Viewing presenting		
   END TERM 3	ALAN data Data talks Focus Groups formed for intervention		
   MID TERM 4	Scope and Sequence–Talking and Listening PLC– Talking and Listening presenting		
   END TERM 4 ANNUAL MILESTONE	ALAN data Data talks and handover		

Process 2: Numeracy – Coordinate a school wide focus to implement evidence based numeracy pedagogy to improve student outcomes.

Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2			




Strategic Direction 1: Quality Teaching and Learning

2019		Project Leader/s:		Off track 	Implementation Delayed 	On track 
  	END TERM 2 MID-YEAR REFLECTION	Numeracy progression data entered for all students K-6 Professional Learning provided to all staff on current best practice numeracy pedagogies. [TEN / TOWN]	PL on pedagogies \$ funding	-data analysis driving teaching and learning - teacher capacity to deliver relevant and meaningful numeracy instruction.		
  	MID TERM 3					
  	END TERM 3					
  	MID TERM 4					
  	END TERM 4 ANNUAL MILESTONE	Staff utilising numeracy progression data to drive differentiated learning activities to meet student need. Evidence of numeracy pedagogies in classroom practices.	resources may need to be purchased to support programs in classrooms.	-Information reports given by ALAN software - Evidence in classroom teachers programs and student attainment.		
Process 3: Develop Critical, Creative, Communicative and Collaborative Thinking (4C's) opportunities for students to explore through the introduction of the Minds Wide Open program.						
Milestone	Activities	Resources	Evaluation			
  	MID TERM 1					
  	END TERM 1					
  	MID TERM 2					
  	END TERM 2 MID-YEAR REFLECTION	Staff and students recognise dispositions during learning. Teachers have a greater awareness of learning dispositions. Teachers plan and provide opportunities for students to practise all dispositions.	Pre -purchased posters.	Students articulating their learning styles and demonstrating different learning dispositions.		
  	MID TERM 3					
  	END TERM 3					
  	MID TERM 4					
  	END TERM 4 ANNUAL MILESTONE	Student achievement awards recognise and use consistent language of learning dispositions.	Creation of new certificates. \$\$	Staff acknowledging student's learning dispositions when attempting unfamiliar tasks. Students recognised for their efforts and ability to use various ways of learning.		

Strategic Direction 2: Raising Professional Capacity

2019

Project Leader/s:

Off track  Implementation Delayed  On track 

Process 1: Create an open professional community where expertise is shared and explicitly coached through demonstration lessons, team teaching, collegial feedback and professional dialogue between staff.

Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 MID-YEAR REFLECTION			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 ANNUAL MILESTONE			



Process 2: Embed Professional Learning Communities where all staff will collaborate within expert groups to utilise their collective genius and facilitate relevant professional learning to raise teaching and learning standards within the school.

Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 MID-YEAR REFLECTION			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			

Strategic Direction 2: Raising Professional Capacity

2019

Project Leader/s:

Off track  Implementation Delayed  On track 

  	END TERM 4 ANNUAL MILESTONE			
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Process 3: Coaching and mentoring opportunities will be available to staff relevant to all career levels through a variety of methods, such as:

- early career teacher mentoring
- accreditation (beginning and higher levels)– aspiring leaders– collaborative networking within Professional Learning Communities– linking problems of practice with expert teachers.
- professional learning to build the leadership capabilities of existing and aspiring leaders.
- encourage teachers at all levels to design PDPs and learning goals that align with higher AITSL standards.

Milestone	Activities	Resources	Evaluation
  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 MID-YEAR REFLECTION		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		
  	END TERM 4 ANNUAL MILESTONE		

Strategic Direction 3: Positive Relationships and Wellbeing

2019















Project Leader/s:

Off track  Implementation Delayed  On track 

Process 1: Expand the Yagoona Public School's Wellbeing Framework to include all elements of the DoE Wellbeing framework.

Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 MID-YEAR REFLECTION	Peer Support program to purchase "resilience project	\$\$\$ to purchase resilience project program.	Year 6 student leaders teach resilience through Peer Support Program in Term 2. Students demonstrating more resilient behaviours. Parents informed about resilience via newsletter and parent information sessions.
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 ANNUAL MILESTONE			


Process 2: Create a school environment that embraces Growth Mindset principles. Support all staff to embed Growth Mindset principles in classrooms to change the culture of student learning.


Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 MID-YEAR REFLECTION			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			

Strategic Direction 3: Positive Relationships and Wellbeing




























2019

Project Leader/s:

Off track 

Implementation Delayed 




On track 

  	END TERM 4 ANNUAL MILESTONE			
Process 3: Develop positive, open and transparent communication strategies across the entire school community and continue to build productive and valuable partnerships with all stakeholders.				
Milestone	Activities	Resources	Evaluation	
  	MID TERM 1			
  	END TERM 1			
  	MID TERM 2			
  	END TERM 2 MID-YEAR REFLECTION			
  	MID TERM 3			
  	END TERM 3			
  	MID TERM 4			
  	END TERM 4 ANNUAL MILESTONE			

























Strategic Direction 1: Quality Teaching and Learning

2020














Project Leader/s:

Off track  Implementation Delayed  On track 





































Process 1: Utilise literacy progressions to inform the programming of evidence based pedagogy to deliver quality literacy lessons to all students.

Milestone	Activities	Resources	Evaluation
   MID TERM 1	Review of current evidence based English pedagogy K–6. PLC continue PLC writing presenting on seven steps [revise] Kindy ALAN data due		
   END TERM 1	ALAN data K–6 all National Literacy elements. Data talks Forming of focus groups for targeted intervention.		
   MID TERM 2	ALAN data PLC– reading presenting Respond to analysis of review data as required.		
   END TERM 2 MID-YEAR REFLECTION	Modifications of English Scope and Sequence ALAN data Data talks Focus groups for targeted intervention.		
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 ANNUAL MILESTONE			

Process 2: Numeracy – Coordinate a school wide focus to implement evidence based numeracy pedagogy to improve student outcomes.

Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 MID-YEAR REFLECTION	Development of assessment schedule for numeracy tasks.		–Collection of work samples to support staff adhere to the teaching and assessment schedule.
   MID TERM 3			




Strategic Direction 1: Quality Teaching and Learning

2020		Project Leader/s:		Off track 	Implementation Delayed 	On track 
  	END TERM 3					
  	MID TERM 4					
  	END TERM 4 ANNUAL MILESTONE	Students meeting and exceeding benchmark levels in Additive strategies [ACARA National Numeracy Progressions]				– Improved student results based on implementation of current best numeracy practice.
Process 3: Develop Critical, Creative, Communicative and Collaborative Thinking (4C's) opportunities for students to explore through the introduction of the Minds Wide Open program.						
Milestone	Activities	Resources	Evaluation			
  	MID TERM 1					
  	END TERM 1					
  	MID TERM 2					
  	END TERM 2 MID-YEAR REFLECTION					
  	MID TERM 3					
  	END TERM 3					
  	MID TERM 4					
  	END TERM 4 ANNUAL MILESTONE					


Strategic Direction 2: Raising Professional Capacity

2020

Project Leader/s:

Off track  Implementation Delayed  On track 

Process 1: Create an open professional community where expertise is shared and explicitly coached through demonstration lessons, team teaching, collegial feedback and professional dialogue between staff.

Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 MID-YEAR REFLECTION			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 ANNUAL MILESTONE			



Process 2: Embed Professional Learning Communities where all staff will collaborate within expert groups to utilise their collective genius and facilitate relevant professional learning to raise teaching and learning standards within the school.

Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 MID-YEAR REFLECTION			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			

Strategic Direction 2: Raising Professional Capacity

2020

Project Leader/s:

Off track  Implementation Delayed  On track 

  	END TERM 4 ANNUAL MILESTONE			
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Process 3: Coaching and mentoring opportunities will be available to staff relevant to all career levels through a variety of methods, such as:


- early career teacher mentoring
- accreditation (beginning and higher levels)– aspiring leaders– collaborative networking within Professional Learning Communities– linking problems of practice with expert teachers.
- professional learning to build the leadership capabilities of existing and aspiring leaders.
- encourage teachers at all levels to design PDPs and learning goals that align with higher AITSL standards.


Milestone	Activities	Resources	Evaluation
  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 MID-YEAR REFLECTION		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		
  	END TERM 4 ANNUAL MILESTONE		

Strategic Direction 3: Positive Relationships and Wellbeing

2020

Project Leader/s:

Off track 

Implementation Delayed 

On track 

Process 1: Expand the Yagoona Public School's Wellbeing Framework to include all elements of the DoE Wellbeing framework.

Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 MID-YEAR REFLECTION			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 ANNUAL MILESTONE			


Process 2: Create a school environment that embraces Growth Mindset principles. Support all staff to embed Growth Mindset principles in classrooms to change the culture of student learning.


Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 MID-YEAR REFLECTION			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 ANNUAL MILESTONE			

Strategic Direction 3: Positive Relationships and Wellbeing

2020

Project Leader/s:

Off track 

Implementation Delayed 



On track 














































Process 3: Develop positive, open and transparent communication strategies across the entire school community and continue to build productive and valuable partnerships with all stakeholders.

Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 MID-YEAR REFLECTION			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 ANNUAL MILESTONE			







Key funding initiatives: progress monitoring of initiatives, resources and impact

2018

Off track  Implementation Delayed  On track 




1. English language proficiency				
Milestone	Activities	Resources (\$ value)	Evaluation processes and impact assessment	
  	MID TERM 1			
  	END TERM 1			
  	MID TERM 2	Employment of additional School Learning Support Officer to assist identified students requiring additional support with language development. SLSO to work in conjunction with classroom and support teachers.	• English language proficiency (\$43,517.00)	Students achieving goals established in their Individual Education Plans [IEPs] Increase in student attainment according to the National Literacy and Numeracy Learning Progressions.
  	END TERM 2 MID-YEAR REFLECTION			
  	MID TERM 3			
  	END TERM 3			
  	MID TERM 4			
  	END TERM 4 ANNUAL MILESTONE	Employment of additional School Learning Support Officer to assist identified students requiring additional support with language development. SLSO to work in conjunction with classroom and support teachers.		Students achieving goals established in their Individual Education Plans [IEPs] Increase in student attainment according to the National Literacy and Numeracy Learning Progressions.
2. Low level adjustment for disability				
Milestone	Activities	Resources (\$ value)	Evaluation processes and impact assessment	
  	MID TERM 1			
  	END TERM 1			
  	MID TERM 2			
  	END TERM 2 MID-YEAR REFLECTION	Employment of an SLSO in Kindergarten to provide additional early intervention strategies to ensure smooth transition from pre-school to Primary school.	• Low level adjustment for disability (\$73,051.00)	Student engagement in class routines and school structures.
  	MID TERM 3			
  	END TERM 3			
  	MID TERM 4			

















































Key funding initiatives: progress monitoring of initiatives, resources and impact

2018		Off track 	Implementation Delayed 	On track 
  	END TERM 4 ANNUAL MILESTONE	Employment of an SLSO in Kindergarten to provide additional early intervention strategies to ensure smooth transition from pre-school to Primary school.		Student engagement in class routines and school structures. Increase in students ability to participate in a range of class and school base activities.

Key funding initiatives: progress monitoring of initiatives, resources and impact




2019

















































Off track  Implementation Delayed  On track 

1. English language proficiency				
Milestone	Activities	Resources (\$ value)	Evaluation processes and impact assessment	
   MID TERM 1				
   END TERM 1				
   MID TERM 2				
   END TERM 2 MID-YEAR REFLECTION				
   MID TERM 3				
   END TERM 3				
   MID TERM 4				
   END TERM 4 ANNUAL MILESTONE				
2. Low level adjustment for disability				
Milestone	Activities	Resources (\$ value)	Evaluation processes and impact assessment	
   MID TERM 1				
   END TERM 1				
   MID TERM 2				
   END TERM 2 MID-YEAR REFLECTION				
   MID TERM 3				
   END TERM 3				
   MID TERM 4				
   END TERM 4 ANNUAL MILESTONE				

Key funding initiatives: progress monitoring of initiatives, resources and impact

2020

Off track  Implementation Delayed  On track 

1. English language proficiency				
Milestone	Activities	Resources (\$ value)	Evaluation processes and impact assessment	
   MID TERM 1				
   END TERM 1				
   MID TERM 2				
   END TERM 2 MID-YEAR REFLECTION				
   MID TERM 3				
   END TERM 3				
   MID TERM 4				
   END TERM 4 ANNUAL MILESTONE				
2. Low level adjustment for disability				
Milestone	Activities	Resources (\$ value)	Evaluation processes and impact assessment	
   MID TERM 1				
   END TERM 1				
   MID TERM 2				
   END TERM 2 MID-YEAR REFLECTION				
   MID TERM 3				
   END TERM 3				
   MID TERM 4				
   END TERM 4 ANNUAL MILESTONE				