



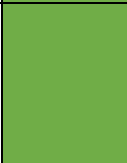
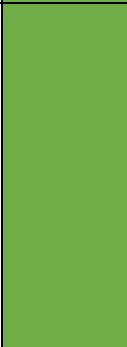
# Yangebup Primary School - Goals and Targets Strategic Plan 2021 - 2023

Achieved 



Partially Achieved 

Not Achieved 

## Relationships

Goals	Targets	Rating	Initiatives	Review	Further Work
Strengthen the School Council's governance	All School Council members have completed Council/Board training		<ul style="list-style-type: none"> <li>YPS has been awarded Independent Public School</li> </ul>	<p>The School Council is strong and effective. Parents and the community are being more involved in the school in various ways and have opportunities to help make decisions and have a voice. Students have more of a voice through Student Reps and Senior students have opportunities to steer decision making. The level of communication between the school and parents has increased and processes are in place.</p>	<ul style="list-style-type: none"> <li>Diversity in School Council</li> <li>Aboriginal Reconciliation Plan</li> <li>Aboriginal Parent Reference Group</li> <li>Student and Community Engagement Plan</li> <li>Lift profile of School Council</li> <li>Apply for PALs funding for Indigenous Programs</li> <li>PL on Cultural Framework</li> <li>Engaging Noongar elders</li> </ul>
Extend partnerships with parents to enhance student learning	National School Improvement Tool School and Community Partnerships: Move from Medium to High.		<ul style="list-style-type: none"> <li>Recruitment and training of new School Council Members</li> <li>Parent Focus Groups</li> <li>Parent Representatives</li> <li>Parent and Cultural Surveys</li> </ul>		
Extend Aboriginal community partnerships that enhance cultural and contextually responsive learning opportunities	Improved progress on Aboriginal Cultural Framework		<ul style="list-style-type: none"> <li>Updated Website</li> <li>Signage planned for 2024</li> <li>Front Office Ipad sign in</li> <li>Indigenous Program</li> <li>Community consultation – Faction names</li> </ul>		
Develop a plan to promote the school through signage and the website			<ul style="list-style-type: none"> <li>40<sup>th</sup> Anniversary celebration</li> <li>Student Progress Meetings</li> <li>Open Night and Family Picnic</li> <li>Annual Student Progress Meetings</li> <li>Formal Parliament for students</li> <li>Further use of Connect – reporting to parents, minutes of internal meetings, resources</li> </ul>		

## Environment

Goals	Targets	Rating	Initiatives	Review	Further Work
Develop a consistent approach to the Mindfulness program across the school.	All classes consistently participating in Mindfulness program		<ul style="list-style-type: none"> <li>Mindfulness program</li> <li>Positive Behaviour in Schools Initiative</li> </ul>	<p>A huge amount of work has gone into developing a behaviour curriculum (matrix) and explicitly teaching the expectations. We are increasing our use</p>	<ul style="list-style-type: none"> <li>Developing a Social and Emotional Program</li> <li>Continuing to develop and implement a</li> </ul>
Review and enhance behaviour management processes and the culture of learning in the school.	National School Improvement Tool Culture of Learning: Move from Medium to High		<ul style="list-style-type: none"> <li>Restorative Practices</li> </ul>		

Consolidate a consistent and co-ordinated approach for development and reporting for SAER (Students at Educational Risk)	SAER (Students at Educational Risk) planning and reporting comprehensive and consolidated		<ul style="list-style-type: none"> <li>• Consistent SAER documents, practices and policy</li> <li>• Grounds Committee</li> <li>• Eating/Play time changes</li> <li>• Develop a bank of sensory equipment for special needs students</li> <li>• Increased number of activities available for students at lunch time based on their interests</li> <li>• Excursions mandated for each class</li> <li>• Lunch at Parliament House for Parliamentarians</li> </ul>	of restorative practices and changing our mindsets around this. Practical solutions to student wellbeing have also been implemented such as the Mindfulness program and eating/playing changes. Our SAER processes and documents are aligned and staff are trained in their use. We have an increasing number of enrichment opportunities for students during break times.	behaviour program with a restorative approach <ul style="list-style-type: none"> <li>• Further work on developing the grounds</li> <li>• Exploring ways to increase attendance</li> <li>• Using shared areas more effectively</li> </ul>
Review and make a plan for students to have enrichment opportunities	Plan in place for increased enrichment opportunities.				
Consult and make plans for future school grounds improvements	Master Plan for grounds and improvements completed				

## Leadership

Goals	Targets	Rating	Initiatives	Review	Further Work
Vision and values are frequently communicated by staff to students, families and the community			<ul style="list-style-type: none"> <li>• Vision and values developed with staff and Parent Focus groups</li> <li>• Vision and values on newsletter and website</li> </ul>	Leadership is committed to ensuring that all staff and the community are involved in setting the directions of the school and have opportunities to work towards the goals.	<ul style="list-style-type: none"> <li>• Consolidating leadership structures and ongoing training</li> </ul>
Review school leadership structures and decision making processes to allow for the development of whole school strategic and operational planning	National School Improvement Tool Explicit Improvement Agenda: Move from Medium to High		<ul style="list-style-type: none"> <li>• Values graphics on display</li> <li>• Distributed Leadership model</li> <li>• Clear decision making processes</li> <li>• Aspirant Leadership Program</li> <li>• Instructional Coaching for Leaders</li> <li>• Induction Booklet and Induction Session</li> <li>• Performance Management linked to goals in Strategic Plan</li> </ul>	Leadership opportunities and training have been developed. Communication has been a key focus for Leadership and protocols have been developed. Documents, processes planning and judging progress have all been streamlined.	<ul style="list-style-type: none"> <li>• Support for teachers applying for Level 3</li> <li>• Further opportunities for coaching</li> <li>• Expansion of Induction program</li> <li>• Vision and Values more visible around the school</li> </ul>
Provide leadership opportunities and training for staff to enhance their instructional leadership skills in key areas					
Create an induction process for new staff that sustains the school's vision, values and strategic planning as well as expectation	Induction process and accompanying booklet in place.				
Review performance development of staff to ensure that process aligns with strategic plans	Performance Development Process includes staff accountability to the Strategic Plan				

Teaching Quality					
Goals	Targets	Rating	Initiatives	Review	Further Work
Build staff capacity to develop and deliver an explicit teaching model focusing on high impact strategies and a consistent pedagogical approach	National School Improvement Tool Effective Pedagogical Practices: Move from Medium to High.		<ul style="list-style-type: none"> <li>Initial Lit Program – PP – Yr 2</li> <li>Spelling Mastery Yr 3 – 6</li> <li>Mental Maths Scope and Sequence</li> <li>Problem Solving Program</li> <li>Whole School Vocabulary Program</li> <li>Daily Reviews</li> <li>Explicit Instructional Model</li> <li>Differentiation</li> <li>Disciplined dialogue approach to data</li> <li>Increased assessments at the beginning of the year</li> <li>Intervention spelling group Year 3-6</li> <li>Scope and Sequence developed for Writing</li> <li>Moderation tasks developed for English and Maths</li> </ul>	<p>One focus has been on introducing explicit teaching methods which includes the Instructional Model and Daily Reviews. This has involved instructional coaches and performance development of staff.</p> <p>Secondly, we have aligned many aspects of English and Maths and are still developing this alignment. Aligning all areas takes time.</p> <p>Data increasingly informs our practice and we are developing processes to be able to analyse and use this data effectively.</p>	<ul style="list-style-type: none"> <li>Consolidate the explicit Instructional Model and expand by including Teaching for Impact</li> <li>Continue to align English and Maths programs</li> <li>Target setting for individuals and cohorts, including case management</li> <li>Consolidate whole school approach to differentiation</li> </ul>
Develop alignment in whole school practice and target setting across year levels in English.					
Begin to develop alignment in whole school practice and target setting across year levels in Maths					
Develop a whole school approach to moderation; and the collection and analysis of data to plan for improvement	National School Improvement Tool Analysis and Discussion of Data: Move from Medium to High.				
Develop a whole school approach to differentiation to cater for different student needs	National School Improvement Tool Differentiated Teaching and Learning: Move from Medium to High				
Student Progress					
Goals	Targets	Rating	Initiatives	Review	Further Work
Review and refine Assessment Schedule to ensure that the data collected supports whole school and individual teacher planning	Assessment Schedule aligns with Planning for English and Maths		<ul style="list-style-type: none"> <li>Consistent review of Assessment Schedule to ensure alignment with planning</li> <li>Programs and decisions based on data and evidence</li> <li>Disciplined Dialogue approach to data</li> </ul>	<p>We have made our focus on improving our teaching and this has had a positive affect on student progress. We have seen a steady improvement in NAPLAN against like-schools over the three years.</p>	<ul style="list-style-type: none"> <li>Further refining of what data is collected for student achievement and progress</li> </ul>
Data is used to identify areas of focus					
Student achievement and progress in NAPLAN increases.	Increase achievement in Year 3 and Year 5 to like-schools				

	Increase progress for Stable Cohort from Year 3 to 5 stable cohort to like-schools		<ul style="list-style-type: none"> <li>• Case Management to address NAPLAN weaknesses</li> <li>• Westwood basic facts assessment to identify maths fluency weaknesses</li> <li>• Moderation for Senior classes for Awards</li> </ul>		<ul style="list-style-type: none"> <li>• Mini Lit Intervention Program for Year 1 and 2</li> <li>• Target setting for individuals and cohorts</li> <li>• Expansion of case management</li> </ul>
Student achievement in PAT (Progressive Achievement Test) increases	<p>PAT Reading– students at 50<sup>th</sup> percentile to be closer to equal to the PAT norms.</p> <p>PAT Maths– students at 50<sup>th</sup> percentile to be closer to equal to the PAT norms.</p>				