



# Yale Primary School Business Plan 2020 - 2022

SERVICE • CONSIDERATION • CO-OPERATION



AN INDEPENDENT PUBLIC SCHOOL

# Our Vision

Develop the whole student enabling them to experience success in a range of learning activities guided by our core values of respect, responsibility, caring for others and being our best.



## Our Targets

- 1. Quality Teaching**
  - Embed whole school approaches to Literacy
  - Embed whole school approaches to Numeracy
  - Improve teaching practices
- 2. Student Success**
  - Improve progress in Literacy and Numeracy to be above like schools in Year 3 and 5
  - Increase the level of academic performance in whole school assessments
  - Create a data driven culture
- 3. Engaged Community**
  - Increase the overall attendance rate of students to be at like schools
  - Increase staff involvement within the community
  - P & C Involvement to continue

# Our Aspiration

To increase the academic performance of the Year 3 and 5 stable cohort to be above like schools in numeracy and literacy.

## Message from the Principal

Yale Primary School is an Independent Public School (IPS) on Yale Road, Thornlie in the heart of the Thornlie community. We are a school of creativity and innovation supported by our traditions of being in the area and serving the community for almost fifty years. Our school has a very stable and settled population of students and our enrolments have been between 470 and 500 students over the past five years.

Our school thrives on its strong parent and community partnerships that enable our students to value learning. Yale Primary School is a Positive Behaviour School (PBS) and we encourage our students to be respectful, caring, responsible and above all to be the best they can be, the sky is the limit.

Our culture of High Performance and High Care means we treat each child as an individual and encourage our students to reach their full potential. We respond to the needs of our community and measure our success not just by our academic achievements, but by the growth we see in each and every student.

Your child is at the heart of everything we do. Whether it be academically, socially or on the sporting field, or in the arts or sciences we want every child to experience success and fulfil their potential. As the principal, I am extremely proud of all that our students and staff achieve. I love their enthusiasm for learning displayed by our students at Yale.

The Staff at Yale are committed to the students well-being and strive to excel and work hard to achieve great results and develop the qualities in our students that will set them up for a bright future. As a staff, we are committed to achieving excellence in education and have a strong sense of common purpose. The P&C and the School Board are valued by the staff at Yale Primary and we recognise that we need the solid support they offer to the school.

Principal  
Glen Read



# Focus area 1 - Quality Teaching

Continually review and revise the quality of the teaching practices across the school

## Objectives

Embed whole school approaches to Literacy  
Embed whole school approaches to Numeracy  
Improve teaching practices

## We will achieve Quality Teaching by:

- 1: Utilise a whole school explicit teaching framework
- 2: Use an agreed school based curriculum
- 3: Revise and refine performance management framework to reflect quality teaching practices
- 4: Synthetic Phonics program across the whole school
- 5: Whole school approach to numeracy

## How will we measure our success

1.
  - Staff to understand the explicit teaching framework
  - Yale agreed to Explicit Teaching Framework to be embedded across the school
2.
  - Provide PD around visible curriculums
  - Develop year level visible curriculums in reading
3.
  - Performance Management process to focus on one key area of the AITSL standards
  - Evidence of differentiation to be provided in performance management meetings
  - Evidence of whole school approaches to be provided in performance management meetings
  - Line manager observations and feedback
  - Performance management conversations between Line Managers and staff
4.
  - Synthetic Phonics program across the school
  - K/P staff to implement Letters and Sounds
  - 1-6 staff to be implementing Soundwaves
  - All staff to utilise Soundwaves strategies such as 'chin walking' when sounding out
  - All staff to utilise Soundwaves online component
5.
  - All staff to use Cambridge maths
  - Staff to undertake Back to Front Maths PD
  - Teaching staff to explicitly teach math vocabulary
  - All staff utilises maths tracker to monitor numeracy progress



# Focus area 2 - Student Success

## Improve the achievement of academic outcomes

### Objectives

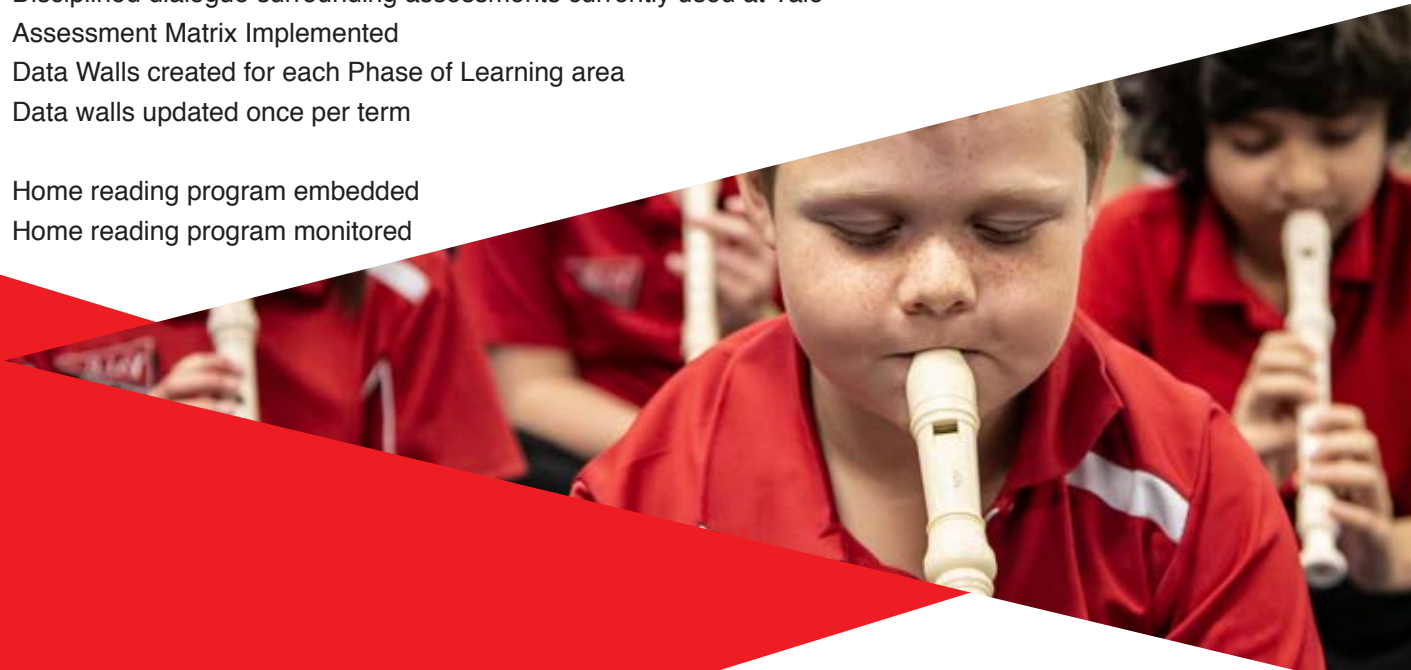
Improve progress in Literacy and Numeracy to be above like schools in Year 3 and 5  
Increase the level of academic performance in whole school assessments  
Create a data driven culture

### We will achieve Student Success by:

- 1: Staff to follow the year 2 cycle Talk 4 Writing plan
- 2: Use data from whole school assessment to inform teaching cycle
- 3: Develop whole school data analysis and establish whole school targets
- 4: Monitor and Assess student progress
- 5: Consolidate home reading program across the school

### How will we measure our success

1.
  - All staff to be trained in Talk for Writing
  - Staff to use Whole School Literacy Spine for each year level
  - All staff to be using T4W
2.
  - Staff to compile data according to the assessment matrix schedule
  - Staff use data in block meetings
  - Teachers identify data needed in planning for informed action
3.
  - Analysis of assessment matrix data
  - Celebration and sharing of success in areas of data strength
4.
  - Disciplined dialogue surrounding assessments currently used at Yale
  - Assessment Matrix Implemented
  - Data Walls created for each Phase of Learning area
  - Data walls updated once per term
5.
  - Home reading program embedded
  - Home reading program monitored



# Focus area 3 - Engaged Community

## Maintain an engaged, involved community

### Objectives

Increase the overall attendance rate of students to be at like schools  
Increase staff involvement within the community  
P & C Involvement to continue

### We will achieve an Engaged Community by:

- 1: Maintain effective communication strategies between school and home
- 2: Follow school attendance procedures and practices
- 3: Utilise a Case Management approach
- 4: Positive Behaviour in School program
- 5: Survey the parents to ascertain overall satisfaction

### How will we measure our success

1.
  - Parent interviews Term 1 weeks, 3, 5 & 7
  - Teaching staff to send introduction letter to families by the end of week 1, term 1
  - Morning tea after every assembly
  - Ensure notes and letter are added to the school Connect pages
  - Open night held in term 3 of each year & concert at end of year
2.
  - Ensure SMREO Attendance Procedures are followed
  - Ensure staff follow the school attendance progress
3.
  - SAER AP's and LSC to maintain contact with key agencies
  - Ensure teachers are following the correct referral process
4.
  - School wide behaviour matrix implemented
  - Bees to be given to students that display the desired behaviours
  - Good Standing Policy to be implemented
  - Regular PBS Committee meetings
  - Announce Medallion Winners at assembly
  - PBS Book Rewards
  - Whole School reward for students who remain in the 'Bee Swarm'
5.
  - School designed surveys to be conducted in Terms 1 and 3
  - Results from surveys analysed and feedback via Connect



# Our Core Values

In achieving our vision for the Yale Primary School community we are guided by our core values.

These are fundamental to our beliefs at Yale Primary School and represent our aspirations and beliefs as a school community, including our concerns for equity and excellence in all we do.

## Be Respectful

### Consideration with respect to the way we interact with each other

In our school community, evidence of this includes:

- Valuing parents' contributions as partners in their child's education
- Implementing the Department of Education's policies and plans

In the classroom, evidence of this includes:

- Accepting the rights of others to hold different views to your own
- Listening to others without interrupting
- Meeting School expectations
- Acknowledging the strengths and abilities of students
- Affirming cultural diversity within the school community

## Be Responsible

### Taking into account our own actions

In our school communities, evidence of this value includes:

- Reflecting policy and school community needs and adopting our positive behaviour norms
- Supporting the decisions of the school
- Utilising Positive Behaviour strategies in restoring relationships through restorative practices

In the classroom, evidence of this value includes:

- Self-regulation
- Modelling expected behaviours
- Teaching Positive Behaviours

## Be Caring

### Feel concern for self and others

In our school community, evidence of this includes:

- Volunteering to assist and take part in school activities
- Supporting those being bullied and harassed
- Saying no to bullying behaviour
- Providing assistance through school processes, supporting students experiencing difficulties
- Collaborating and working with other government service providers to support our student's needs

In the classroom, evidence of this value includes:

- Maintaining friendly relationships
- Making constructive and encouraging comments about others work
- Listening to others
- Modelling PBS skills (Positive Behaviour Support Program)

## Be your Best

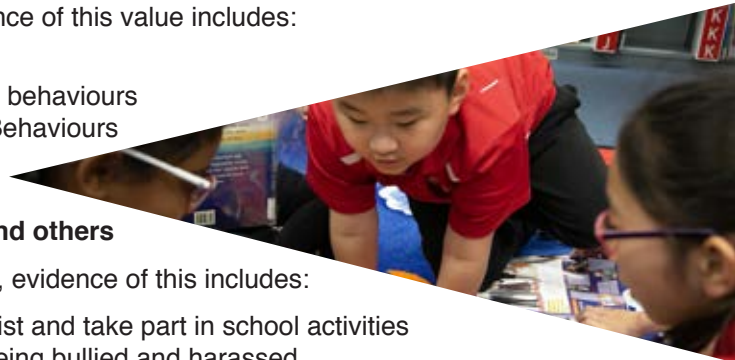
### Being the best version of yourself

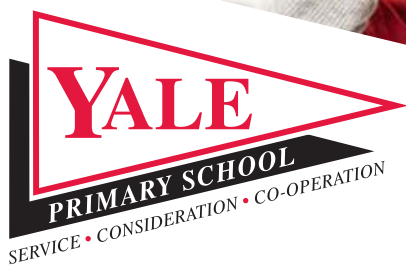
In our school community, evidence of this includes:

- Doing your best
- Seeking to accomplish something worthy and admirable
- Trying hard

In the classroom, of this value includes:

- Setting lesson goals
- Setting personal goals to excel
- Trying hard to improve and having a go





**Yale Primary School**

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