

Yale Primary School Business Plan 2023 - 2025

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

Glossary of Abbreviations/Acronyms

AITSL: Australian Institute for Teaching and School Leadership

AP'S: Associate Principals

EDI: Explicit Direct Instruction

G&V: Guaranteed and Viable Curriculum

IPS: Independent Public School

K: Kindergarten

LSC: Learning Support Co-ordinator

P&C: Parents and Citizens Association

PBS: Positive Behaviour School

PLP: Professional Learning Partner

SAER: Students At Education Risk

SDD: School Development Days

SMREO: South Metropolitan Regional Education Office

T4R: Talk for Reading

T4W: Talk for Writing

T1: Term 1

YPS: Yale Primary School

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 Sage 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.

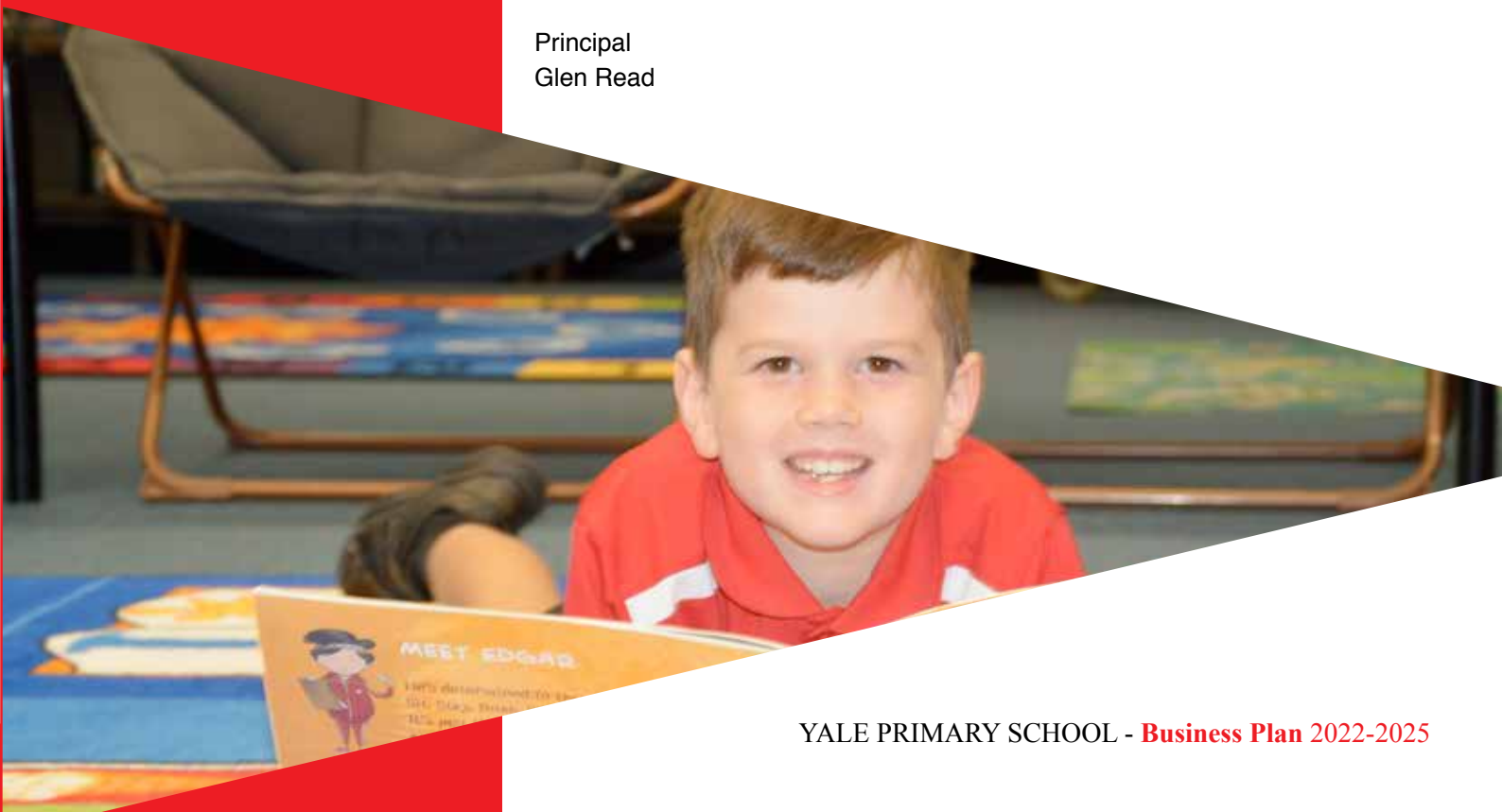
Our school thrives on its strong parent and community partnerships that enable our students to value learning. Yale Primary School is a Positive Behaviour School (PBS) and we encourage our students to be respectful, caring, responsible and above all to be the best they can be, the sky is the limit.

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
 - Professional Development in Teach Well 2022 - 2023
 - Whole school use, of EDI for new content
2.
 - Whole school use of engagement norms
 - Develop year level guaranteed & viable curriculum framework - T4W & T4R
 - Develop year level guaranteed & viable curriculum framework - Mathematics
3.
 - Performance Management process to focus on key areas 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/Professional Learning Partner (PLP) observations and feedback
 - Staff Handbook of expectations SDD, T1
4.
 - Synthetic Phonics program across the school
 - Staff to implement Letters and Sounds from K- to student level 3
 - Staff implementing Soundwaves for students at level 3 or above
 - 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 as part of implementing YPS G&V
 - Whole staff to implement Back to Front misconception program
 - Whole school use for EDI for new content
 - Whole staff to be using interleaved practice for 10 a day mental maths
 - Teaching staff to explicitly teach math vocabulary

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.
 - T4W program to be compiled as YPS G&V
 - Staff to use whole school writing literacy spine for each year level
 - Develop Talk for Reading literacy spine
 - All staff to be trained and using T4W and T4R
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 assessment to target student improvements
 - Virtual 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.
 - Documented plans - parent interviews Term 1, week 7
 - Teaching staff to send introduction letter to families by the end of week 1, term 1 on Compass
 - Ensure notes and letters are added to the school Compass pages weekly
 - Open night held in term 3 of each year & concert at end of year
2.
 - Ensure SMREO Attendance Procedures are followed
 - Attendance recognition trophy presented at assemblies: 5 per term
 - Home visits for students at severe educational risk
 - Ensure staff follow the school attendance process
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
 - Posters of expected playground behaviour visible throughout the school
 - 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

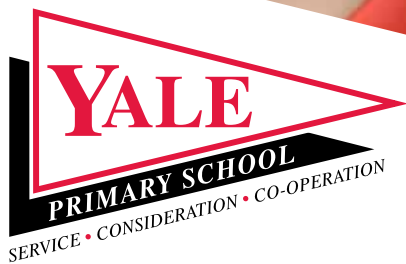
Being the best version of yourself

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



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