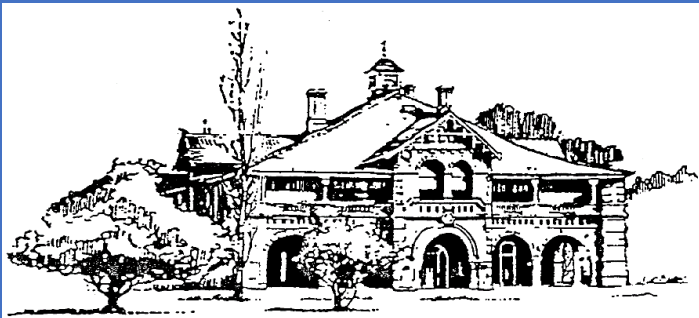




Yanco Agricultural High School

SCHOOL PLAN 2015 – 2017



LAST UPDATED: MARCH 2015



Yanco Agricultural High School

SCHOOL PLAN 2015 – 2017

SCHOOL VISION STATEMENT

In a caring residential environment, students are encouraged to achieve their potential to become effective contributors in their communities and society within a dynamic and complex world. Affirming the best of the schools traditions, our aim is to provide a well-balanced and diverse educational program with a focus on agricultural pursuits.

SCHOOL CONTEXT

Yanco Agricultural High School is a co-educational, fully residential high school, specialising in Agriculture. The school provides a quality secondary education in a historic rural setting. Located in the NSW Riverina the school has a proud tradition of promoting positive values and developing confident, capable, community-minded students. The school is a selective government school with priority given to isolated students. This unique educational institution provides a broad, well balanced education. The school has 280 hectares, including 180ha of intensive irrigation and dry land agriculture, as well as 60 hectares of natural bushland bordered by the Murrumbidgee River. With state-of-the-art trade training resources, farm and hostel, the school provides an all-round education for students in a stimulating and caring environment. In addition to the study of Agriculture in Years 7-12, the school also offers Stage 5 and 6 courses in Equine Studies. The school focuses on the development of the whole person through the curriculum, access to exceptional opportunities and extracurricular activities and residential experiences, ensuring that students become well equipped to take their place in life. Students are encouraged to develop scholarship, citizenship, responsible leadership, personal integrity and sportsmanship and to strive for excellence in academic, cultural, sporting and civic endeavours, in an environment conducive to learning, teaching and friendship.

SCHOOL PLANNING PROCESS

This plan was developed by staff, students and parents who worked to establish core values and directions for the school over the next three years.

Students: In 2014 students completed a survey to collect information, baseline data and feedback in regards to areas for improvement within the school. Further consultation of the school plan, including strategic directions and planning processes has been guided with teaching staff through the SRC and Prefect Body.

Parents: Parents have been surveyed for feedback with data collated in preparing strategic directions and milestones. Draft documents have been discussed and distributed at a P & C meeting, in addition to all parents receiving a draft document for comment, with feedback utilised to refine the final document.

Staff: Staff within the school have been consulted at different times during the planning process. They have been surveyed, feedback has been gathered through staff meetings, pillar group meetings have been conducted specific to each strategic direction for feedback and milestone development, as well as development with the school executive and local Principal School Leader.



SCHOOL STRATEGIC DIRECTIONS 2015 - 2017

<p>ABOUT</p>	<p>This page identifies the three strategic directions and the purpose of each one. Each strategic direction:</p> <ul style="list-style-type: none"> ➤ Defines the key improvements which combine, for the school to achieve excellence ➤ Represents a high level and future-focused educational priority which is evidence based and data informed ➤ Is a succinct statement that drives the development of the school’s educational and organisational leadership culture ➤ Makes explicit links to the dimension of the school excellence framework. 		
<p>STRATEGIC DIRECTIONS</p>	<p style="text-align: center;">STRATEGIC DIRECTION 1</p> <p style="text-align: center;">Student Learning and Engagement</p>	<p style="text-align: center;">STRATEGIC DIRECTION 2</p> <p style="text-align: center;">Wellbeing, Tradition and Values.</p>	<p style="text-align: center;">STRATEGIC DIRECTION 3</p> <p style="text-align: center;">Quality Teaching, Learning and Development</p>
<p>PURPOSE STATEMENTS</p>	<p>To develop engaged, independent, reflective learners exhibiting responsibility, resilience and adaptability with their learning. A culture of excellence and the development of relevant and engaging curriculum for 21st century learning underpins this purpose.</p>	<p>We embrace our shared values and respected traditions to create an environment that is caring and safe for all members of the Yanco Family.</p>	<p>To create an environment that is aligned with the Australian Professional Standards, where teachers engage professionally and collaboratively to build expertise and teacher capacity. Teachers commit strongly to the development of their teaching practices, modelling critical self- reflection and high standards in all aspects of their professional life.</p>



STRATEGIC DIRECTION 1: STUDENT LEARNING AND ENGAGEMENT

PURPOSE	PEOPLE How do we develop the capabilities of our people to bring about transformation?	PROCESSES How do we do it and how will we know?	PRODUCTS AND PRACTICES What is achieved and how do we measure?
<p>To develop engaged, independent, reflective learners exhibiting responsibility, resilience and adaptability with their learning.</p> <p>A culture of excellence and the development of relevant and engaging curriculum for 21st century learning underpins this purpose.</p>	<p>Students: Develop the mindset and capabilities of our students to analyse their overall learning and progress and performance, to make informed judgements about their successes and future learning.</p> <p>Staff: will engage in professional learning and be accountable for including strategies in teaching programs that build the capacity of students in their classroom in the areas of literacy and numeracy, HSC courses and extending identified gifted and talented students.</p> <p>Parents/Carers: will gain awareness and be encouraged to support learning programs within the school which will allow students to work towards achieving key learning outcomes at home.</p>	<ul style="list-style-type: none"> Embed and reinforce literacy and numeracy strategies across all curriculum areas. Teaching staff engage in meaningful professional learning opportunities to develop skills of best practice to support learning across all stages. Building capacity in staff to develop high order pedagogical practices in programming, preparing and delivering HSC courses for improved student learning outcomes. 	<p>Products</p> <ul style="list-style-type: none"> 20% increase in the number of students that value-add based on external school assessment data. 30% increase of students who recognise, value and demonstrate positive behaviours and attitudes towards student learning, engagement and achievement. All students are mapped on the literacy and numeracy continuums. Gifted and Talented students are identified and Personal Learning Plans are in place for these students.
<p>IMPROVEMENT MEASURES</p> <ul style="list-style-type: none"> ❖ 20% increase in the number of students that value-add based on external school assessment data. ❖ 30% increase of students who recognise, value and demonstrate positive behaviours and attitudes towards student learning, engagement and achievement. 	<p>Community Partners: including VET, GET SET WIN Program, SBAT and Agricultural links are utilised to promote, engage and support students in different learning opportunities.</p> <p>Leaders: The Principal will need to work closely with the school executive team utilising processes such as Performance and Development Framework to coach, evaluate and build capacity in staff to lead initiatives for improvements in this strategic direction.</p>	<ul style="list-style-type: none"> Students will take ownership of their learning, by setting personalised learning goals and monitoring their progress and achievement. <p>Evaluation Plan</p> <p>Survey data, along with formative assessment results, learning continuum statistics, regular pillar group and executive meetings will monitor refine and evaluate the implementation of strategies working towards targeted improvement measures.</p>	<p>What are our newly embedded practices and how are they integrated and in sync with our purpose?</p> <p>Practices</p> <ul style="list-style-type: none"> Literacy and numeracy strategies are firmly embedded and reinforced across the curriculum, to support and increase student learning outcomes. Teaching staff are competent in differentiating the curriculum to deliver highly engaging lessons that integrate strategies to support student learning across all stages. Professional learning opportunities are available for staff to lead, or develop skills in these key learning areas to support this school strategic direction



STRATEGIC DIRECTION 2: WELLBEING, TRADITION AND VALUES.

PURPOSE	PEOPLE How do we develop the capabilities of our people to bring about transformation?	PROCESSES How do we do it and how will we know?	PRODUCTS AND PRACTICES What is achieved and how do we measure?
<p>We embrace our shared values and respected traditions to create an environment that is caring and safe for all members of the Yanco Family.</p>	<p>Students: Develop the mindset and capabilities of our students to demonstrate positive behaviours and be more self-aware, resilient and involved in the school and wider community.</p> <p>Staff: to engage with professional learning and support programs that enhances student welfare in the school. Staff will also become more self-aware of their own and colleagues wellbeing, so they are able to be more effective within their role in the school.</p> <p>Parents/Carers: will develop an understanding and be encouraged to support wellbeing programs to create an environment that is safe and caring for the YAHS community.</p>	<ul style="list-style-type: none"> Establish comprehensive and inclusive frameworks to support the cognitive, emotional, social, physical and spiritual wellbeing of students, which measurably improves individual and collective wellbeing. Establishing structures, strategies and frameworks so that all staff feel valued, confident and supported and contribute to a positive school culture. 	<p>Products</p> <ul style="list-style-type: none"> 100% of students feel safe and display positive behaviours, attitudes and demonstrate an understanding of culture and values within the school. 100% of staff are committed to improving morale in order to support the culture and values of the school. PBL is fully operational and implemented with the whole school community conversant in core values and practices.
<p>IMPROVEMENT MEASURES</p>	<p>Community Partners: The school will establish and maintain contacts with external community providers to support student and staff wellbeing, whilst maintaining and strengthening links with the Old Yanconian Network to restore and preserve the school environment, heritage and positive cultural traditions.</p>	<p>Evaluation Plan</p>	<p>What are our newly embedded practices and how are they integrated and in sync with our purpose?</p>
<ul style="list-style-type: none"> ❖ 100% of students feel safe and display positive behaviours, attitudes and demonstrate an understanding of culture and values within the school. ❖ 100% of staff are committed to improving morale in order to support the culture and values of the school. 	<p>Leaders: will ensure the ongoing development and support of wellbeing programs across all areas of the school. Leaders will promote a culture of inclusiveness for all staff and students that will provide opportunities for building capacity and resilience within the school.</p>	<p>Survey data, Tell Them From Me Data, PBL data, Welfare/Discipline data, staff, student and parent feedback with, regular pillar group and executive meetings will monitor refine and evaluate the implementation of strategies working towards targeted improvement measures.</p>	<p>Practices</p> <ul style="list-style-type: none"> Students and staff are self-aware, build positive relationships and actively contribute to the school, the community and the society in which they live. Students, staff and the broader community understand, appreciate and implement the behaviours, attitudes and expectations that enhance wellbeing and lead to improvement in student learning outcomes. The school Welfare and Discipline policy underpins practices in the school that supports student wellbeing



STRATEGIC DIRECTION 3: QUALITY TEACHING, LEARNING AND DEVELOPMENT

PURPOSE	PEOPLE How do we develop the capabilities of our people to bring about transformation?	PROCESSES How do we do it and how will we know?	PRODUCTS AND PRACTICES What is achieved and how do we measure?
<p>To create an environment that is aligned with the Australian Professional Standards, where teachers engage professionally and collaboratively to build expertise and teacher capacity. Teachers commit strongly to the development of their teaching practices, modelling critical self- reflection and high standards in all aspects of their professional life.</p>	<p>Students: are engaged with curriculum programs and teaching practices that effectively develop their knowledge, understanding and skills to achieve learning outcomes.</p> <p>Staff: will be supported through programs that provide guidance and build capacity in a supportive environment and sustain ongoing improvement in teaching practice and student outcomes.</p> <p>Parents/Carers: will develop an understanding of policies and procedures that support student learning and have a positive and involved role in providing feedback and comment in regard to their child’s learning.</p>	<ul style="list-style-type: none"> Ongoing evaluation and implementation of School/DEC/NSWIT Policies and Frameworks Staff will engage with professional learning utilising the Performance Development Framework to establish goals and build capacity in teaching practices which results in improved learning outcomes for students. <p>Evaluation Plan</p> <p>Survey data, along with Performance and Development Framework feedback, regular pillar group and executive meetings will monitor refine and evaluate the implementation of strategies and milestones working towards targeted improvement measures.</p>	<p>Products</p> <ul style="list-style-type: none"> 100% of staff have Performance Development Frameworks mapped against the Australian Teaching Standards and are registered with the NSWIT. The teaching staff of the school demonstrate and share expertise, have very high levels of contemporary content knowledge and teaching practices, and rely on evidence-based teaching strategies. All staff understand and implement school procedures, policies and responsibilities. <p>What are our newly embedded practices and how are they integrated and in sync with our purpose?</p>
<p>IMPROVEMENT MEASURES</p>			
<ul style="list-style-type: none"> ❖ 100% of staff have Performance Development Frameworks mapped against the Australian Teaching Standards and are registered with the NSWIT. 	<p>Community Partners: will gain an understanding of the unique context of the school, and as a result will be able to offer professional learning experiences, support and expertise for staff to enhance student learning outcomes.</p> <p>Leaders: will ensure the ongoing development and support of professional learning across all areas of the school. Leaders will promote a culture of building capacity in themselves and others, and provide opportunities for professional growth as identified through the school plan and professional learning goals of staff.</p>		<p>Practices</p> <ul style="list-style-type: none"> All teachers are working within the School Excellence Framework as a means for building teacher capacity and monitoring student achievement. Staff will have established their Performance Development Framework to improve skills, knowledge and understanding, goals which are closely aligned to the school plan to monitor teacher development. A staff induction program is established for teachers and executive new to the school, and provides specific support for those working towards NSWIT accreditation and new and aspiring leaders.