



**YANCHEP LAGOON**  
PRIMARY SCHOOL

Dream · Believe · Achieve



# **SCHOOL STRATEGIC PLAN 2020-2023**

Yanchep Lagoon Primary School

**Proposed by: Alan Curtis and Colleagues**

*"Every Student, Every Classroom, every day"*

# OUR VISION

At Yanchep Lagoon Primary School we strive for excellence in every aspect of education. We nurture our students to set personal goals and challenges and to fiercely believe in themselves in order to achieve excellence in all areas of their education.

Situated a stones throw from our beautiful coast and nestled amongst large native trees, we will continue to foster and encourage our students' love of the environment in which they play and live.

We seek to ensure that our students genuinely enjoy their school days and circumstantially achieve their full potential. We believe reaching this potential to be crucial in laying the foundation for a fulfilled and constructive life in society.






We are committed to being an inviting community where students are valued, supported and encouraged to engage in education.

Our teaching and learning methods are based upon a holistic approach that emphasises a culture of high expectations academically, socially and emotionally. We value the personal growth and welfare of every student in our school.

**"We are committed to being an inviting community where students are valued, supported and encouraged..."**



We believe our vision and goals support the Department of Education WA's aspirations for every student which are to:







-  Unlock and fulfil their learning potential.
-  Be equipped with contemporary and emerging work capabilities.
-  Develop the personal and social attributes that form the basis for future wellbeing.
-  Achieve year on year growth in their learning throughout their schooling.
-  Be well prepared to take the step beyond school into further education, training or work.








# FUTURE DIRECTIONS FOR THE WA PUBLIC SCHOOL SYSTEM

The WA Department of Education's document called "Building on Strength" guides our school priorities. The 2020-2023 strategic directions recognise that students needs are at the centre of everything we do in our school. The six drivers in the Building on Strength document are:

-  Provide every student at our school with a pathway to a successful future.
-  Strengthen support for teaching and learning excellence in every classroom.
-  Build upon the capabilities of our principal, our teachers and our allied professionals within our school. Building upon these capabilities will support our students to achieve our school goals of Dream, Believe and Achieve.
-  Support our school's development and growth within the WA education system and the Yanchep community.
-  Partner with families, our community and support agencies to nurture the engagement of every student in our school.
-  Use evidence to drive decision making at all levels of our school system.



## YLPS PRIORITIES FOR 2020- 2023

-  Excellence in Teaching and Leadership, supporting a culture of high expectations for all students.
-  Nurturing the Future by creating critical and creative learners, well preparing our students for the 21st Century.
-  Providing a Safe and Supportive Environment for students, staff and the community.



# SCHOOL PRIORITY 1:

**Excellence in Teaching and Leadership - supporting a culture of high expectations for all students.**

## Goals

By 2023 we will see our academic achievement in English has continued to enable all students to meet or achieve above the Year 3 & 5 “Like School” results in NAPLAN.

By 2023 we will see our academic achievement in Mathematics has continued to enable all students to meet or achieve above the Year 3 & 5 “Like School” results in NAPLAN.

## Strategies and School Support

The development and continuation of whole school programs, in particular, Talk for Writing, Oxford Maths, Guided and Explicit Reading instruction.

Everyday use of the explicit teaching model: iSTAR.

A consistent and high quality approach to the differentiation of our programs in order to see all students succeed.

Collection and use of robust evidence of learning – that is, what each student is ready to learn next, and how much their learning has progressed.

Mapping year by year progress of individual students to support their growth.

Early intervention programs to target areas requiring improvement in order to support the academic progress of all students.

Relevant professional learning for staff development.

Sharing expertise through staff collaborative meetings, mentoring and coaching to encourage ongoing staff learning and development.

Continuing to embed the Early Years Framework and National Quality Standards Framework review process. This process further monitors our quality of service in the early years.

The progress of all students is assessed regularly and rigorously using fit-for-purpose assessments (using both formal and informal methods).



# SCHOOL PRIORITY 2:

**Nurturing the future by creating critical and creative learners, well preparing our students for the 21st Century.**

## Goals

By 2023 we will create and maintain a school environment that supports STEM learning.

By 2023 we will have an integrated cross-curricula approach to embed STEM.

By 2023 we will complete a student and staff survey which will be used as a curriculum review to ensure STEM is embedded.

## Strategies and School Support

Designing learning programs based on real world, future based experiences - employing the principles of STEM and digital technologies.

Identifying contemporary and intentional teaching approaches to develop skills, competencies and the application of technologies across all year levels.

Developing and fostering critical thinking skills across all learning areas.

As students progress into the middle and upper phases of Primary education, we will continue to work toward enhancing the skills and knowledge necessary for students to develop key current and emerging work capabilities.



# SCHOOL PRIORITY 3:

## Providing a Safe and Supportive Environment for students, staff and the community.

### Goals

By 2023 we will continue to foster a positive culture within the school based on positive relations amongst all members of the schooling community, reflecting a mutual respect of one another and the importance of education in the lives of all of our students.

By 2023 we will continue to create and maintain a safe school environment that aids the growth of the “whole” child.

By 2023 a parent and student survey will be used to review and benchmark our progress in this area. Along with ongoing reflection and review of our PBS data during Staff and Phase of Learning Team (POLT) meetings.

By 2023 our school will reflect a consistent attendance percentage of 91% across the schooling community.

### Strategies and School Support

Continuing to embed a consistent Positive Behaviour Support (“PBS”) program. Class Dojo is used as a positive behaviour tool as well as a communication channel between the school and parents/carers. The program focuses on the celebration of student achievements.

Through our core PBS values we will continue to emphasise the importance of being a learner throughout our lives. Our core values also include being responsible, respectful and looking after our own safety and that of others - in both physical and mental health terms.

Through the explicit teaching of our PBS core values and Friendly Schools Plus program there is a strong emphasis in this key area which is again supported through our whole school involvement with the Smiling Minds program.

Staff continue to integrate Aboriginal culture and history across the curriculum to support ongoing development of culturally responsive classrooms.

A consistent approach to student management with all staff following our school’s Behaviour Management Plan.

Staff will research, develop and teach resilience and wellbeing strategies across the curricula.

Continued monitoring of students' wellbeing, providing support where necessary via our SAER Coordinator, Chaplain and School Psychologist.

Identifying children and their families who may need additional support in relation to school attendance.

Case Management of severe attendance concerns, including registered home visits.

