

School Strategic Plan 2023-2027

Yinnar Primary School (2419)



Submitted for review by Christine Hall (School Principal) on 26 April, 2025 at 09:51 AM

Endorsed by Kevin Mealing (Senior Education Improvement Leader) on 28 April, 2025 at 09:32 AM

Endorsed by Laura Gee (School Council President) on 13 December, 2023 at 08:16 AM

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School vision	<p>At Yinnar Primary School we are all learners.</p> <p>Our Vision is to empower students to be resilient, reflective and resourceful life-long learners who can learn independently and collaboratively.</p> <p>Our Mission is to create and maintain a learning culture which strives for excellence in teaching and builds the learning power of all students.</p>
School values	<p>Our school promotes a set of values which empowers students to make positive contributions to the school and the wider communities. Our students live and learn by our values: Growth Mindset, Respect, Aim High, Curiosity and Enthusiasm (GRACE). Our core values encourage our students to be enthusiastic and curious about their learning and to respect themselves as well as each other. At Yinnar Primary School recognise the importance of a growth mindset and the endeavour to reach students highest potential. We aim to instil in our students a belief that their intelligence can be cultivated and grown through hard work and personal discipline. We want our students to leave our school as learners not just achievers.</p>
Context challenges	<p>Our school, located in the Strzelecki Ranges Gippsland, is indeed fortunate to have a community that is supportive, knowledgeable and one that values education greatly. The small rural community of Yinnar is growing with the recent 3 staged development of farming land into residential housing.</p> <p>Enrolments at the time of 2023-2027 School Strategic Plan development was 230 students, with the school enrolment showing a steady increase from year to year.</p> <p>In 2023, Student Family Occupation Education (SFOE) index was 0.3436, SFOE band low-medium. The school's enrolment includes 6.0 Indigenous students, 3 English as Additional Language students and National Consistent Collection of Data (NCCD) enrolment of 95. The school is presented with the challenge of increasing enrolments.</p> <p>The staffing profile of Yinnar Primary School of 13.4 FTE includes a principal, assistant principal, classroom teachers and specialist staff. Education Support (ES) of 3.9 FTE includes classroom support and office administration.</p>

Intent, rationale and focus	<p>The following areas have been identified as key directions for the 2023-2027 School Strategic Plan:</p> <ul style="list-style-type: none"> • student learning growth in Literacy and Numeracy • student wellbeing outcomes • whole school instructional approach for Mathematics • assessment to inform planning to differentiate student learning • school organisation re-design to maximise learning outcomes • student resilience • inclusion and respect for diversity • whole school processes to maximise attendance <p>The school has a strong leadership model and provides clear direction for staff for the school's improvement areas. High expectations have been established by leadership which is reflected in the teacher practice and attitudes toward learning.</p> <p>The school uses a detailed assessment schedule along with a Teaching and Learning folder containing all necessary resources to assist teaching teams and to provide consistency of practice. The school intends to continue to strengthen the Professional Learning Community (PLC) processes to improve the use of data to better differentiate student learning.</p> <p>The school successfully promotes mental health and wellbeing through participation in The Resilience Project. The school also provides help to families to build resilience. While staff and students are using a common language around resilience, it is the school's intention to continue to develop student resilience over the next Strategic Plan.</p> <p>Furthermore, the demographics within the school are changing and there is a need for the school to ensure inclusion and diversity by building staff awareness and understanding to meet the needs of all students in the community.</p> <p>This work will be strategically sequenced over a four-year period, with the school community engaged at key touch points.</p>
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Goal 1	Improve student learning growth in Literacy, Numeracy and Technology
Target 1.1	<p>By 2027, increase the percentage of Years 1 to 6 students achieving 12 months growth against the Victorian Curriculum in a school year for:</p> <ul style="list-style-type: none"> • Reading and Viewing from 78% in 2022 to 85% • Writing from 80% in 2022 to 85% • Number and Algebra from 81% in 2022 to 85%
Target 1.2	<p>The percentage of students achieving NAPLAN level Exceeding or Strong Year 3</p> <p>Reading 85%</p> <p>Writing 88%</p> <p>Spelling 78%</p> <p>Numeracy 73%</p> <p>Year 5</p> <p>Reading 90%</p> <p>Writing 85%</p> <p>Spelling 74%</p> <p>Numeracy 81%</p>
Target 1.3	<p>By 2027, maintain the percentage of positive endorsement for the School Staff Survey factors:</p> <ul style="list-style-type: none"> • Understand Formative Assessment at 90% in 2022 • Use Evidence to Inform Teaching Practice at 90% in 2022

Target 1.4	<p>By 2027, maintain the percentage of positive endorsement for the Attitudes to School Survey (AToSS) factors:</p> <ul style="list-style-type: none"> • Stimulated Learning at 92% in 2022 • Differentiated Learning at 95% in 2022
Target 1.5	<p>By 2027, the percentage of Year 2-6 students achieving at or above level in teacher judgements for for Digital Technologies 80%</p>
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	<p>Embed the whole school instructional approach for teaching</p>
Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	<p>Develop teacher capacity to effectively use assessment to inform planning to differentiate student learning</p>
Key Improvement Strategy 1.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	<p>Undertake school organisation re-design to maximise learning outcomes</p>
Key Improvement Strategy 1.d	<p>Embed whole school approach to plan, teach and assess technology</p>

Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Goal 2	Improve student wellbeing outcomes
Target 2.1	<p>By 2027, increase the percentage of positive endorsement for the Attitudes to School Survey (AToSS) factors:</p> <ul style="list-style-type: none"> • Student levels of Perseverance from 87% in 2022 to 90% • Emotional Awareness and Regulation from 78% in 2022 to 85% <p>By 2027, maintain the percentage of positive endorsement for the Attitudes to School Survey (AToSS) factors:</p> <ul style="list-style-type: none"> • Sense of Confidence at 91% in 2022 • Motivation and Interest at 90% in 2022
Target 2.2	By 2027, maintain the percentage of positive endorsement on the Parent Opinion Survey (POS) for General Satisfaction with School at 92 % in 2022.
Target 2.3	By 2027, increase the percentage of positive endorsement on the School Staff Survey (SSS) for Build Resilience and a Resilient Supportive Environment from 83% in 2021 to 88%.
Target 2.4	By 2027, increase the percentage of students with 90% attendance, from 54% in 2022 to 70%.
Key Improvement Strategy 2.a	Continue to develop student resilience through embedding of whole school practices

Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build school processes and practices to maximise inclusion and respect for diversity
Key Improvement Strategy 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Improve staff capacity to cater for individual student needs
Key Improvement Strategy 2.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
Key Improvement Strategy 2.d Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embed whole school processes to maximise attendance
Key Improvement Strategy 2.d	

Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
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