

# School plan 2018-2020

## Vaucluse Public School 3325



Vaucluse Public School

~ est. 1858 ~

# School background 2018–2020

## School vision statement

### ***Learning and Growing Together***

Influencing and supporting our vision are the goals for young Australians documented in the **2008 Melbourne Declaration on Educational Goals**.

These goals are:

***Australian schooling promotes equity and excellence.***

***All young Australians become:***

- \* *Successful learners*
- \* *Confident and creative individuals*
- \* *Active and informed citizens*

## School context

Vaucluse Public School is located on the South Head Peninsula in Sydney's Eastern Suburbs. The school is unique in many ways. With its spacious playing fields and beautiful gardens protected by large shady trees, the children enjoy a perfect environment for learning and growing together. It has an enrolment of 383 students from Kindergarten to Year 6 in fifteen mainstream classes and three classes in a Special Education Support Unit. These classes include one Autism class and two IO classes.

Our teachers promote an inclusive culture based on the values of caring and kindness. In a safe and supportive environment, children form lasting friendships from Kindergarten to Year 6. All enjoy a strong sense of belonging where parents and members of the local community work closely with teachers and staff to support the students.

Vaucluse Public School values the development of the whole child and celebrates their achievements in all areas – academic, environmental, debating and public speaking, sports, the creative arts and in community and cultural activities.

Our school has a dynamic *Stephanie Alexander Kitchen Garden Program* where children enjoy an exciting journey of sowing, nurturing, harvesting, cooking, presenting and consuming healthy foods.

A Hebrew Program for background speakers, a whole school Problem Solving Program, a Junior and Senior Choir, Rock Band and a Gymnastics Program also contribute to the rich learning environment the school provides. The school runs a number of additional activities that contribute to the culture such as Soccer Club, Drama Club, Public Speaking and Debating, Chess Club, a very committed SRC and a strong and rigorous leadership program.

## School planning process

The planning process for the 2018–2020 School Plan began in 2017. At the commencement of Term 3 the school underwent External Validation. This process established very clear directions for the school. The evaluation process of External Validation indicated that the school needed to develop a stronger student voice. The strategies of Visible Learning and Formative Assessment have been investigated in 2017 and the school has agreed to develop teaching capacity in this area. As a result of External Validation the school was given clear directions for Student Wellbeing. The Evaluation process indicated a need to articulate the existing wellbeing programs the school had implemented into a clear and concise policy. This was suggested to give our programs consistency and continuity. This is a direction for the 2018–2020 School Plan.

At the end of 2017 and the commencement of 2018 a number of strategies were implemented in consulting the community to explore and seek the opinions of stakeholders for the future directions of Vaucluse Public School. They consisted of:

- Staff evaluation of *NAPLAN*, *PLAN*, *ICAS* and curriculum based data.
- Learning and Support Committee evaluation.
- Community Consultation forums, P&C Meetings, surveys circulated at *Meet The Teacher* evenings and anecdotal evidence.
- Staff meetings, executive meetings, staff forums and professional learning evaluation.
- Student feedback and observations, surveys, class meetings and school leadership forums.
- *Tell Them From Me* student and parent survey.
- *KidsMatter* staff and student surveys.

The Vaucluse Public School Motto of *Learning and Growing Together* is our vision statement. It is not the original motto but one the school community created ten

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years ago. This was done to recognise the change the school had undergone. Through the consultation process the community felt that the motto strongly articulated our vision.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

Know Students and How They  
Learn

### Purpose:

To drive ongoing school wide improvement in teaching practice and student progress and achievements.

## STRATEGIC DIRECTION 2

Creative and Supportive  
Learning Environments

### Purpose:

To develop a culture where respectful relationships are evident. To ensure optimum conditions for learning so students can connect, thrive and succeed. Every student is known, valued and cared for at Vaocluse Public school.

## STRATEGIC DIRECTION 3

Future Focused Teaching and  
Learning

### Purpose:

To prepare our students to lead rewarding and productive lives in a complex, dynamic world.

# Strategic Direction 1: Know Students and How They Learn

## Purpose

To drive ongoing school wide improvement in teaching practice and student progress and achievements.

## Improvement Measures

*Increase the proportion of students in the top 2 NAPLAN bands for Numeracy and Reading.*

*Increase the proportion of students demonstrating expected growth in Literacy and numeracy on internal performance measures and NAPLAN.*

*Increase the number of teachers participating in Quality Teaching Rounds.*

*Teaching staff are implementing the strategies of Formative Assessment.*

## People

### Community Partners

#### Students

Students are explicitly taught Formative Assessment strategies including Learning Intentions, Success Criteria and Feedback to inform their learning and develop a strong student voice and ownership of learning.

Planning for student learning will be based on the domains of the Quality Teaching Framework such as Quality Learning Environment, Intellectual Quality and Significance.

#### Staff

Staff will develop capacity through professional learning on Quality Teaching Rounds and Formative Assessment. Staff will build collaborative practice skills and map practice using the Quality Teaching Framework. Staff will develop a growth mindset of teaching practice.

#### Leaders

The executive team will lead a school wide focus on individual student achievement in numeracy and literacy, implementing the strategies of Formative Assessment and Quality teaching Rounds. They will develop a robust approach to reviewing and implementing the strategies of Formative Assessment to ensure a consistently high quality environment for learning. They will develop a culture that encourages honest feedback to and from students and teachers based on evidence.

#### Parents and Carers

## Processes

### Quality Teaching / Quality Learning

Plan and develop expertise through professional learning on the Quality Teaching Framework and Professional Standards. This will include implementation of Quality Teaching Rounds to improve teacher practice.

#### Formative Assessment:

Implementation of Formative Assessment strategies across all learning environments so that a culture is developed where students can articulate what they know and what they need to know.

## Evaluation Plan

Collection and analysis of PLAN and NAPLAN data.

Anecdotal collection of evidence on learning intentions. Number of students who can articulate learning intentions for a variety of lessons.

All teachers using the language of Learning Intentions and Success Criteria.

All teachers using WALT (We are learning To), WILF (What I'm looking for), TIB (This is because), and WAGOLL (What a good one looks like).

Analysis of the quality of Feedback: Student to Teacher, Teacher to Student, Student to Student.

Analysis of Feedback after Quality Teacher Rounds and a longitudinal comparison over time.

## Practices and Products

### Practices

#### Practices

Teaching programs are dynamic with Formative Assessment / Feedback practices evident. The whole school community demonstrates aspirational learning progress for all students. A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students. Students know what is being taught and what they need to learn next. All teachers use the Quality Teaching Framework as an integral resource for planning and teaching and for improving practice.

### Products

#### Products

Teaching programs are responsive to the individual learning needs and students learn what is taught. Formative assessment is practised expertly by teachers. Feedback from students on their learning inform further teaching. Students are motivated and equipped to deliver their best and continually improve.

The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data.

Teachers regularly participate in Quality Teacher Rounds to improve practice. They use the Quality Teaching Framework to reflect and improve upon their practice.

# Strategic Direction 1: Know Students and How They Learn

## People

Parents and carers will develop an understanding of the concept of Formative Assessment and join in partnership with the school to develop a culture of growth mindset and high expectations.

### **Community Partners**

Strong partnerships will be developed with the community of schools . Collaborative practice, developing and sharing expertise, and building capacity will be the focus for partnerships.

## Processes

Teaching and learning program supervision. minutes from termly collaborative planning, evaluation and implementation.

Minutes from school based Teacher Learning Community meetings.

Literacy and Numeracy Progressions.

*Tell Them from Me* survey data: Students and teachers.

## Practices and Products

Teaching Learning Communities meet regularly and teacher capacity is systematically improved.

# Strategic Direction 2: Creative and Supportive Learning Environments

## Purpose

To develop a culture where respectful relationships are evident. To ensure optimum conditions for learning so students can connect, thrive and succeed. Every student is known, valued and cared for at Vacluse Public school.

## Improvement Measures

*Student, community and staff feedback indicates positive relationships that optimise learning.*

*Increased number of students reporting a sense of belonging, expectations of success and advocacy at school.*

## People

### People

#### Students

Students engage in rich, quality learning experiences that develop their social and emotional skills that reinforce their wellbeing.

Students take responsibility for their behaviours and celebrate their successes with parents/ carers/ and staff.

#### Staff

Implement, monitor and evaluate whole school practices that promote responsibility, respect, cooperation and safety for all students.

Prioritise the development of positive relationships with all students and staff.

#### Parents / Carers

Actively participate in whole school activities and wellbeing practices, working in partnership with the school to share the responsibility for student learning and student wellbeing.

#### Community Partners

Strengthen professional relationships with the local learning community and beyond through sharing of resources, networking and meetings to provide authentic opportunities to develop wellbeing.

#### Leaders

Monitor, evaluate and lead all whole school wellbeing processes and make

## Processes

Continue to build on a whole school integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of their school life.

The school will collect and analyse data to monitor and refine a whole school approach to wellbeing and engagement.

The school will assess and coordinate all the different wellbeing programs that are currently being implemented.

## Evaluation Plan

Collaborative analysis of:

Tell Them From Me Surveys.

Student attendance data.

Positive Behaviour for Learning action plan.

PBL Evaluation and regular analysis of data collected.

PBL meeting minutes.

Use of KidsMatter resources and units of work.

Attendance numbers at UR Strong incursion, Digital Citizenship, and Safe on Social.

School website usage for Safe on Social parent information.

Data indicates positive growth of all student wellbeing outcomes and effectiveness of programs delivered including KidsMatter, BounceBack, Kindness on Purpose, UR Strong and Positive Behaviour for

## Practices and Products

### Practices

Positive and respectful relationships are evident and widespread among students and staff promote student wellbeing to ensure optimum conditions for learning across the school.

Expectations of behaviour are collaboratively developed with students, staff and community. They are explicitly, consistently and supportively applied across the school.

### Products

The school has a consistent and comprehensive framework to support the whole child which measurably improves individual and collective wellbeing.

Positive and respectful relationships underpin a productive learning environment, positive behaviour and engagement for all students.

All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning with minimal disruption. teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.

## Strategic Direction 2: Creative and Supportive Learning Environments

### People

adjustments when necessary.

### Processes

Learning.



# Strategic Direction 3: Future Focused Teaching and Learning

## Purpose

To prepare our students to lead rewarding and productive lives in a complex, dynamic world.

## Improvement Measures

*Staff are successfully implementing units of work designed around Project Based learning.*

*Students demonstrate the skills of analysing, evaluating and synthesizing in personalised and project based learning environments.*

## People

### People

#### Students

Students are taught the skills of Project Based Learning (PBL). These include critical and creative thinking skills that focus on analysing, evaluating and hypothesizing.

#### Staff

Staff will commit to deepening their curriculum knowledge. They will develop their own critical and creative thinking skills and implement Project Based Learning in their classrooms.

#### Parents/ Carers

Parents will engage with the school to develop an understanding of critical and creative thinking skills in order to support student learning at home.

#### Leaders

School leaders will collaborate and coordinate the development of Project Based Learning units of work.

## Processes

### Project Based Learning

Plan and deliver ongoing professional learning for all staff on Project Based Learning as tools to develop the skills of critical and creative thinking.

Engage and develop critical and creative thinking skills with all students. This will develop the skills of analysing, evaluating, synthesizing and hypothesizing.

Staff will collaborate and plan Project Based Learning units of work.

## Evaluation Plan

Tell Them From Me surveys.

Analysis of the quality of feedback.

Attendance and data collection on engagement and participation levels.

Analysis of Success Criteria on individual projects.

Analysis of the quality of talk, discussion in learning partnerships.

## Practices and Products

### Practices

The strategies of Project Based Learning are embedded across the school in all learning environments.

All teachers collaborate to plan and implement units of work based on the structure and skills of Project Based Learning.

### Products

Teaching programs indicate at least one Project Based Learning unit of work each semester.

Students use critical and creative skills across all learning environments.

Teachers are committed to the principles of Project Based Learning and their classrooms reflect a rigorous learning culture with high expectations of all.