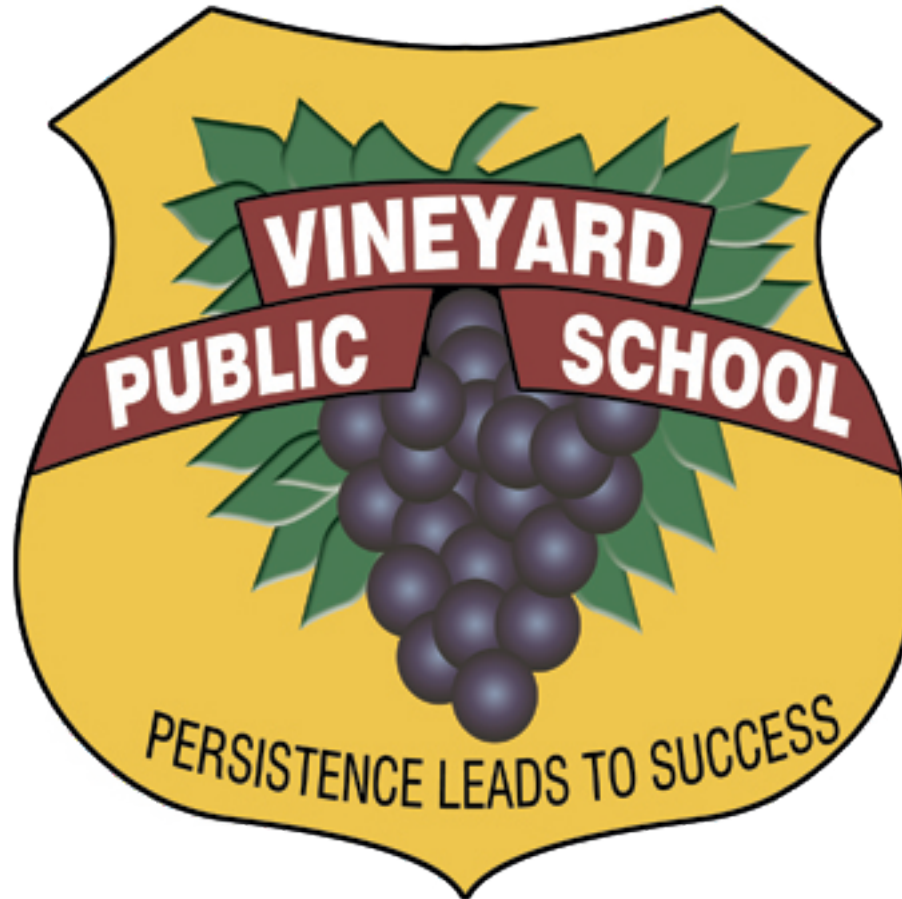


# School plan 2018-2020

## Vineyard Public School 3329



# School background 2018–2020

## School vision statement

Quality teaching and learning at Vineyard Public School will be in a safe and respectful learning environment which fosters positive participation and promotes high expectations.

Our mission is to ensure that all students learn to their best potential through having meaningful learning experiences empowering them to succeed in our every changing world. Vineyard Public School is committed to providing an innovative learning environment with quality teaching programs which will motivate; challenge and support students to become self-motivated lifelong learners. Students will develop a sense of belonging and be active informed members of the global community who are happy, responsible, confident, creative and resilient with the personal resources for future success and wellbeing.

## School context

Vineyard Public School is a small primary school in a semi-rural environment on the outreaches of the north western growth corridor of Sydney. At present 5% of students identify as being Aboriginal and 22% of students being from a non-English speaking background. Vineyard Public School has valued community links and is characterised by its welcoming, friendly atmosphere and its caring and nurturing learning environment. We have three highly qualified; dedicated and enthusiastic teachers who are experts in the field of primary education, maintaining their high professional standards through regular professional development. Our school is structured around small, multi-age classes where teaching and learning is designed to meet the individual learning needs of each and every student. Our wellbeing system with the incorporation of Positive Behaviour for Learning aims at creating an environment instilling our values of Safe Respectful Learners to create an environment that fosters school success. Vineyard Public School is a member of the Hawkesbury Small Schools' Learning Community.

This school is an Early Action for Success school with an Instructional Leader for .5 a day per week. This Instructional Leader provides support in building teacher capacity to identify and address the needs of students in the early years of schooling.

## School planning process

In preparing the 2018/20 School Plan, the planning was part of a whole school analysis against the School Excellence Framework and using data and evaluations from the 2017 External Validation process to which all staff members were involved.

Using this evidence the school team and members of the community, undertook a rigorous process to determine future directions for the school.

The process included:

The use of student achievement data from NAPLAN, PLAN, EaFS, Best Start and other school assessment data.

Student discussions and surveys both formal and informal.

Parent surveys and discussions.

Staff surveys and think tanks.

Classroom observations

Student welfare data – enrolment trends and attendance.


SAP financial reports

Teacher Assessment reviews including PDP's

Feedback provided by PSL's, coaches, mentors and Director.

Collectively, the school community feedback along with our data analysis has been used to develop and inform our school's strategic directions and planning.

# School strategic directions 2018–2020



## STRATEGIC DIRECTION 1 Quality Teaching

### Purpose:

To enhance explicit evidence based pedagogies that meet the needs of all students. Building the capacity in the staff through professional learning and development creating a culture of evidence based learning and practice at all levels. This strategic direction will encompass quality teaching practices including innovative and up to date pedagogy for diverse groups of students. At the core of all teaching will be the ability to deliver quality teaching programs that ensure growth and success for the individual and the school.



## STRATEGIC DIRECTION 2 Engaged Learners

### Purpose:

To further develop self regulated, engaged learners who value educational opportunity. Every student in our care will be challenged to achieve and thrive as learners, leaders and productive citizens. Learners will be motivated to do their best. Successful learners will be confident and have the skills necessary for future success and well being. The learning will be underpinned by high expectations through challenging and skills based learning which will ensure that students reach their full potential.

# Strategic Direction 1: Quality Teaching

Purpose	People	Processes	Practices and Products
<p>To enhance explicit evidence based pedagogies that meet the needs of all students. Building the capacity in the staff through professional learning and development creating a culture of evidence based learning and practice at all levels. This strategic direction will encompass quality teaching practices including innovative and up to date pedagogy for diverse groups of students. At the core of all teaching will be the ability to deliver quality teaching programs that ensure growth and success for the individual and the school.</p>	<p><b>Staff</b></p> <p>Enhanced teacher capacity through mentoring, coaching and instructional leadership.</p> <p><b>Staff</b></p> <p>Continue to develop deep understanding of National Teaching Standards and key reforms to develop goals that demonstrate a personal responsibility for maintaining and developing their professional development.</p> <p><b>Leaders</b></p> <p>Provide quality differentiated professional learning to support staff in their ability to implement best practice in their classrooms. Develop the capacity to support staff through all levels of the accreditation process.</p> <p><b>Students</b></p> <p>To engage with teaching and learning experiences that are relevant, personalised and purposeful.</p> <p><b>Staff</b></p> <p>Evidence based practice to promote strategic targeting of student outcomes and teachers to engage with higher levels of teacher accreditation.</p> <p><b>Parents/Carers</b></p> <p>To enhance parent knowledge and understanding of school processes, programs, practices, systems and expectations.</p>	<p>Through professional learning and following this continued implementation by the staff at Vineyard will engage with Visible Learning, L3 K, L3 1 and TEN. EAFS – data walls, learning progressions and instructional leadership.</p> <p>Targeted, future focused professional learning. Teacher accreditation at all levels. Further development of case management, mentoring and coaching.</p> <p>Resilience Project –Rock and Water and other targeted programs will develop a strong suite of well being strategies that supports the capacity to work with all students.</p> <p>To utilise school based and external data to identify students with opportunity to extend into higher bands and create plans to extend students.</p> <p><b>Evaluation Plan</b></p> <p>Regular professional learning in the school which is aligned with the school plan and career aspirations.</p> <p>PLAN 2 data to show student achievement closing the gap in line with age/grade expectations.</p> <p>NAPLAN performance in line with growth improvement measures and Premiers targets.</p> <p>School based data, assessments and evaluations of student progress and school programs.</p> <p>Monitoring of and reflecting upon teaching programs and PDP's in alignment with syllabus and departmental expectations.</p>	<p><b>Practices</b></p> <p>Reflection on school and individual practice to ensure strategic, evidence based approach to meeting individual student need.</p> <p>"Bump it up" approach to identifying opportunity for the provision of extension for identified students. Approach to be underpinned by evidence.</p> <p>Data informed, differentiated and personalised learning experiences are highly visible in all staff programs.</p> <p>Utilisation of STEM and project based learning as a tool for promoting student centred visible learning, engagement and open ended learning opportunities.</p> <p><b>Products</b></p> <p>All teachers engage in collaborative practices in embedding school programs and meeting school and individual learning targets.</p> <p>A highly skilled and responsive staff who have a shared understanding of the directions of the school and the students. The staff are able to facilitate and enhance the culture of high expectations for all.</p> <p>Evidence based approaches to teaching are evident with meaningful and targeted assessment strategies are in place and are utilised effectively.</p> <p>Teachers engaged in higher level accreditation processes with career goals being met and succession planning evident.</p>
Improvement Measures			
For NAPLAN growth in all measured areas to improve each year compared with the previous years.			
For EAFS measures K–3 to show a decrease in the number of students at risk and an increase in the number on track.			
To increase the number of students in the top 2 bands in NAPLAN for reading and numeracy.			

# Strategic Direction 2: Engaged Learners

Purpose	People	Processes	Practices and Products
To further develop self regulated, engaged learners who value educational opportunity. Every student in our care will be challenged to achieve and thrive as learners, leaders and productive citizens. Learners will be motivated to do their best. Successful learners will be confident and have the skills necessary for future success and well being. The learning will be underpinned by high expectations through challenging and skills based learning which will ensure that students reach their full potential.	<b>Students</b>  Students have a growth mindset and be open to all learning possibilities.	Personalised Learning: Aboriginal PLP's, IEP's, transition programs, educational plans and portfolios. (digital).	<b>Practices</b>  Each student has and can articulate individual, measurable and achievable learning goals.
	<b>Students</b>  Students to become increasingly independent and self motivated learners.	Initiate a greater student voice in Positive Behaviour for Learning (PBL), promoting optimal conditions for student learning across the whole school.	Teachers clearly communicate learning expectations and intentions, receive and provide timely personalised feedback to guide their own and others learning. Tiered interventions are provided for at risk students and involve integrated support.
	<b>Students</b>  Understand and use self assessment strategies and feedback processes to promote students learning. They contribute to the wellbeing of themselves and others.	Successful learning: assessment and moderation strategies, case management, three tier intervention, data walls, learning and support team and instructional leadership.	Increase student voice within PBL. A consistent approach to PBL reflecting high expectations for attendance, behaviour and learning is evident in all interactions across the school.
	<b>Staff</b>  To continue to support students in identifying goals, opportunities and aspirations.	Students able to articulate their own learning goals, along with success measures and where to next.	Respectful, trusting relationships are evident and recognised as important to achieving learning growth.
	<b>Staff</b>  Engage in professional learning to develop shared beliefs and accountabilities for learning.	<b>Evaluation Plan</b>  Tell Them From Me survey results comparing Vineyard with other like schools.	<b>Products</b>  Aboriginal students match or better the outcomes of all students.
	<b>Parents/Carers</b>  Parents and carers to recognise the value of education as a key to improved opportunities. To work in partnership with the school to understand expectations and values.	School Excellence framework v2 school assessment.	Independent student goal measurement and achievement. Students meaningfully engaged with all aspects of school life and learning.
	<b>Leaders</b>  To develop leadership skills within the school through distributed leadership practices, reflective goal setting practices that plan, implement and review performance processes.	Standardised, internal and external assessment data.	An increase of student achievement evident in PLAN 2 and NAPLAN as well as in school assessment items and observations.
		Through regular data analysis student learning will be monitored, refined and adjusted using case management, learning and Support teams and second and third tier intervention.	Students receiving the intensive support they may require based upon evidence and availability of resources.
		Analysis of PLAN 2, Best Start and NAPLAN data to refine and direct teaching.	
<b>Improvement Measures</b>  Personalised and differentiated learning is evident in teaching and learning programs.			
An increase in all students achievement evident in PLAN 2 and NAPLAN. data.			
Aboriginal students match or better the outcomes of all students.			
Percentage of students identifying positive views on wellbeing, engagement and learning culture and expectations for success equal to or greater than NSW government norms on Tell Them from Me surveys.			
Self assessment on learning domain against the School excellence Framework(version 2) at the end of 2020 be rated as sustaining and growing or			