

# School plan 2018-2020

## Vincentia Public School 4592



# School background 2018–2020

## School vision statement

We are a dynamic school community, committed to providing a learning environment that promotes active, independent and committed learners who challenge themselves to be empowered, lifelong learners. Our students are encouraged to be resilient, collaborative, critical and creative thinkers who are adept to an everchanging world.

## School context

Vincentia Public School:

- Has 323 students from Vincentia, Old Erowal Bay, Erowal Bay, Hyams Beach, Bayswood, and Worrowing Heights;
- Is part of the Bay and Basin Learning Community;
- Has 11% of students who identify as Aboriginal or Torres Strait Islander;
- Has an active and innovative Parents and Citizen's Association;
- Is an active member of the Bays and Basin Aboriginal Education Consultative Group;
- Has 12% of children from Defence families and a Defence School Transition Aide to support those students;
- Has a very experienced and professional staff;
- Is inclusive of students with special needs; and
- Our core values are respect, responsibility and resilience.

## School planning process

School executive teaching staff met with the P&C executive to look broadly at the priorities for planning. The school community was invited to provide their thoughts and opinions on areas of strength and need through electronic surveys. During the process regular updates have been provided at P&C meetings.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1 Student centred learning

### Purpose:

Student centred learning needs to follow a clear and logical path.

Our purpose is to provide a whole school approach to the delivery of quality learning experiences that are focused and differentiated, enabling students to develop strong identities as self-directed learners.

## STRATEGIC DIRECTION 2 Using dynamic learning curriculums to enrich and challenge students.

### Purpose:

Our purpose is to create a dynamic learning environment where every student is challenged and engaged and where student wellbeing is at the centre.

## STRATEGIC DIRECTION 3 Quality Leadership, Teaching, Learning and Reflective Practice

### Purpose:

Our purpose is to enhance leadership in teaching and learning through reflective practices to deliver ongoing, measured, continuous improvement for all students.

# Strategic Direction 1: Student centred learning

## Purpose

Student centred learning needs to follow a clear and logical path.

Our purpose is to provide a whole school approach to the delivery of quality learning experiences that are focused and differentiated, enabling students to develop strong identities as self-directed learners.

## Improvement Measures

100% of students will be plotted on Learning Progressions (PLAN/2) using authentic, evidence based assessment that drives learning in all classrooms, incorporating consistent teacher judgement

Analysis of learning goals shows all students having progressed.

100% of teachers will embed evidence based teaching practices including learning goals, success criteria, feedback and other strategies that support students to take responsibility for their own learning

80% of students are at or above expected growth in progressions and school based data.

## People

### Students

Develop their understanding of the purpose of visible learning strategies, have a common language and can participate as active learners.

### Staff

Enhance collaborative skills and develop a common understanding of the implementation of visible learning.

### Parents/Carers

Have an awareness of their child's personalised learning goals and the way visible learning happens in the school.

### Leaders

Stage leaders maintain a consistent focus on visible learning.

## Processes

### Assessment/Data

Deliver data driven explicit teaching practice where students are taking responsibility for their own learning. Provide formative feedback to students and individualised reporting to parents. Teacher collaborate to develop consistent judgement around the data.

### Programming

Develop an integrated approach to quality teaching, curriculum planning, delivery and assessment that promotes learning excellence and responsiveness in meeting the needs of all students in literacy and numeracy.

### Class Practice

Develop effective teacher practices to ensure that students have clear instruction on what is expected of them and what they need to learn from tasks. Establish processes to ensure that students received time to engage with the learning process, to ask questions and to get feedback.

## Evaluation Plan

Learning goals (books)

Review of scope and sequence for assessment

PLAN2

Teaching programs

## Practices and Products

### Practices

All staff embed formative assessment strategies into everyday practice, collaborating to ensure consistency of teacher judgement.

All staff are using evidence from internal and external processes (including NAPLAN, learning progressions, SENA etc) to plan for learning and to report to parents.

Students are articulating their learning goals. Teachers are using common language for visible learning.

### Products

All teachers are following a consistent and reliable scope and sequence. for teaching, learning and assessment.

Learning programs will be differentiated to meet student needs in all classroom with 100% of students have individual, clear learning goals.

# Strategic Direction 2: Using dynamic learning curriculums to enrich and challenge students.

## Purpose

Our purpose is to create a dynamic learning environment where every student is challenged and engaged and where student wellbeing is at the centre.

## Improvement Measures

*XX% of students can explain why they are participating in STEM or CCT activities.*

100% of teachers have STEM and CCT professional learning and it is reflected in classroom practice.

Increase in student engagement in their own learning and increase engagement with challenging or extra curricula activities.

## People

### Students

Take opportunities to participate in challenging activities and engage deeply with extra curricula events.

### Staff

Staff enhance skills in literacy and numeracy, STEM and CCT teaching, which is evidence based.

### Leaders

Leaders are given the opportunity to work alongside teachers to mentor, monitor and coach change.

### Parents/Carers

Parents and carers are given the opportunity to learn about the way STEM and CCT are presented in the classroom.

## Processes

### Professional Learning

Mentoring of teachers in quality teaching practices in Literacy and Numeracy to support the design of high quality teaching and learning programs that reflect syllabus documents and 21st Century Learning pedagogies.

### Future Focused Learning

Develop cross curriculum content which enriches and supports the learning areas and adds depth to student learning.

### Student Wellbeing

Implement a whole school integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of their learning.

## Evaluation Plan

Classroom observations

Student participation in extra curricula, work samples, student voice

Analysis of professional learning impact

Photo elicitation (futures learning website)

## Practices and Products

### Practices

Teachers have embedded creative, critical thinking skills into everyday lessons.

Teachers are using current literacy and numeracy quality practice in teaching and learning programs.

Teachers are engaged in ongoing, focused professional learning that is school based, reflective of current research. Leaders champion the change to practice, regularly checking in to monitor implementation.

### Products

A scope and sequence is being used to deliver rich, engaging learning activities, with a focus on literacy and numeracy and CCT.

A mechanism is developed and regularly implemented to analyse the impact of the STEM and CCT professional learning and its implementation.

# Strategic Direction 3: Quality Leadership, Teaching, Learning and Reflective Practice

## Purpose

Our purpose is to enhance leadership in teaching and learning through reflective practices to deliver ongoing, measured, continuous improvement for all students.

## Improvement Measures

100% of teachers will aspire to improve their professional practice with increased use of evidence based practices in learning environments.

Classroom practice has observable implementation of improvements identified by feedback from colleagues.

Supervisor feedback shows improvement of classroom practice.

Staff participation in collegial improvement processes moves from reluctance to enthusiasm.

## People

### Students

Students are equipped to provide feedback to teachers about the learning intention and their progress.

### Staff

Staff will be confident to engage in the collegial processes such as classroom observations.

### Leaders

Leaders will enhance coaching skills to lead the development of performance and development plans and to provide quality feedback.

## Processes

### Teaching and Learning

Coaching structure is established to allow teachers a set time to develop areas for improvement.

Develop structures for staff to share best practice, *including cross school (StGBPS)??*.

APST is used as a basis for the development of PDPs, with teachers reflecting on the higher levels to drive improvement and maintain accreditation.

### Leadership Development

Leaders engage in an provide professional learning to drive improvement, innovation and change.

Leaders use the Growth Coaching model to provide effective supervision and support.

## Evaluation Plan

Staff PDPs are analysed for impact

Classroom observations

Implementation of the collegial practices – how many? how often?

## Practices and Products

### Practices

Teachers are engaging in professional dialogue using a coaching model to reflect on practice, identifying areas for improvement.

Teachers will observe colleagues' lessons, provide structured feedback on an identified area of practice.

### Products

A structure is being utilised that facilitates classroom observation, modelling of effective practice and timely constructive feedback.

Performance and Development Plans align with APST, with leaders' plans reflecting the highly accomplished and lead levels. The APSP is used for Principals.