School plan 2018-2020

Vincentia High School 8593

School background 2018–2020

School vision statement

Vincentia High School's mission is "Learning for Life". We aim to provide a caring, friendly, stimulating andengaging learning environment. We prepare our students to meet the challenges of a complex and changing world by developing their full potential socially, creatively and academically.

In consideration of what we as a school value, at Vincentia High School we:

• are committed to quality teaching and learning in a progressive, structured and supportive environment.

• care about the academic, cultural, physical and social development of each student;

• aim to create a learning environment which will develop each student's growth in all of these areas; and,

•encourage children to become self–motivated learners who work effectively, independently and co–operatively

School context

Vincentia High School is a co–educational, comprehensive; community school located in Jervis Bay onthe south coast of New South Wales. Vincentia High School is part of the Bay and Basin Learning Community serving the educational needs of students from our local primary schools of Vincentia, Huskisson, Tomerong, St Georges Basin, Sanctuary Point, Sussex Inlet and Jervis Bay. We have forged strong partnerships with all our partner primary schools and the local business community.

The school provides outstanding academic, cultural and sporting opportunities for all students. Our highly trained and dedicated professional staff members are determined to ensure all students achieve their personal best and follow our school values of respect and responsibilities.

We have a wide range of academic opportunities available for students with our partnerships, with Wollongong University, Canberra University and TheAustralian National University. Our curriculum offerings are the largest in the South East area offering University entrance and Vocational educational courses.We currently have 30 students completing school based traineeships and apprenticeships.

Our student successes have been outstanding with over 38% of our Year 12 students entering university and completing courses with Distinction. We highly value our Aboriginal education programs including, 100 Dhurga Language Program, Dance and Didj Group and the only Indigenous Rangers Program in NSW. This program has been highly supported by our local community and government organisations.

School planning process

The school engaged in a rigorous program of self–evaluation and reflection that included consultation with teaching staff, executive staff, students and our broader community. In addition, exploration and analysis of our school data inclusive of results packages, HSC and NAPLAN data as well as Sentral 'Wellbeing' data was able to inform areas of need. As a result of this, staff were able to work in groups to articulate the strategic directions, processes and products wishing to be achieved. We completed the milestone document as an executive and had the final plan endorsed by our P and C.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1
Engaged and Productive Learners

STRATEGIC DIRECTION 2
Innovative and Empowered Teachers

STRATEGIC DIRECTION 3
Connected Community

Purpose:

In Class, On Task

To ensure every student is valued, has a strong foundation in literacy and numeracy, is challenged to improve continuously, and is well prepared for higher education and work.

Purpose:

At School, Leading Learning

To ensure every teacher is a leader of learning, focused on improvement for students, through the application of the QTF into the curriculum and engaged in self–reflection and continuous professional learning.

Purpose:

Communication, Collaboration

To ensure a culture of community that is informed, inclusive and positive, celebrating our school's diversity and success.

Strategic Direction 1: Engaged and Productive Learners

Purpose

In Class, On Task

To ensure every student is valued, has a strong foundation in literacy and numeracy, is challenged to improve continuously, and is well prepared for higher education and work.

Improvement Measures

* increased integration of literacy in all KLA programs

* increased sharing and more frequent feedback on the use of literacy strategies across the school

*strengthened value added growth as indicated in Year 9 NAPLAN

*increased personal growth of students

* increase in positive SENTRAL entries

* increase in school attendance to >90%

* settled and productive classroom environments in every KLA, all day

* improved academic outcomes for all

*coaching and mentoring culture evident across the school

*teachers providing challenging, differentiated teaching and learning programs which engage students to achieve at the highest levels

People

Leaders

To promote a culture of high expectations for all by providing instructional leadership and support for staff

Staff

Use data to inform teaching practice and apply literacy and PBS strategies to improve student outcomes

Students

Behave responsibly in class in order to engage enthusiastically in high quality, differentiated programs

Parents/Carers

Support the whole school community in working towards the personal best for all students

Processes

*whole school writing policy and program developed and implemented

*SEAL and related literacy strategies to be incorporated into all faculty programs

*TPL on RAP, SMART and NAPLAN data analysis

*Revisit, refine and reinvigorate Positive Behaviour for Success Program

*Ensure staff are delivering innovative, high quality teaching and learning sequences, basedon QTF

*Develop and implement policy and procedures around attendance

*the leadership team maintains a focus on instructional leadership to sustain a culture of excellence in teaching and learning

*the leadership team supports collaborative performance development and poor performance is dealt with effectively

Evaluation Plan

Processes will be monitored by self–assessment, team leaders and executive staff using the improvement measures indicated. Measurement tools can include objective data, subjective data, inventories, observational profiles, interviews, focus groups, documents and

Practices and Products

Practices

*analysis of literacy continuum, NAPLAN and HSC data to inform directions

*Literacy skills actively taught in all KLAs, with a focus on writing every day, utilising SEAL and other scaffolding tools

*staff following behaviour management and positive behaviour for success guidelines at all times

*all staff marking PxP rolls

celebration of excellent student attendance and consequences for poor attendance

*all staff have high expectations of every student and provide quality, differentiated programs aimed at improvement

*coaching and mentoring culture is created and valued

*supervisors take a supportive and active role in mentoring staff via the PDP, TARS, EARS programs, with the goal of improving leadership skills for succession planning

Products

*improved achievement in written responses evidenced by NAPLAN and HSC data

*5% increase in Band 5/6 results in HSC

*all staff inspired to work towards the school value of 'personal best for all'

*high performing teachers achieving improved academic outcomes for students

Strategic Direction 1: Engaged and Productive Learners

Practices and Products

*improved behaviour as evidenced by 5% drop in negative SENTRAL ntries

*increased engagement in teaching and learning as evidenced by setted and productive classroom environments school–wide

Strategic Direction 2: Innovative and Empowered Teachers

Purpose

At School, Leading Learning

To ensure every teacher is a leader of learning, focused on improvement for students, through the application of the QTF into the curriculum and engaged in self–reflection and continuous professional learning.

Improvement Measures

*increased TPL funding allocated towards Australian Professional Standards for Teachers

*increased staff engagement in PL connected to Australian Teaching Standards

*more staff seeking accreditation at higher levels, leading whole school projects

*visibly embedded QTF elements in every faculty and individual teacher's program and demonstrated in classroom practice.

*engage in collegial practice, including with academic partners and coaches, in order to build and share best practice

*more engaged and better achieving students, demonstrated by an increase in internal report grades and an increase in Band 5 and 6 resuts at HSC

*curriculum is broad enough to engage gifted and talented as well as special needs students

*best practice assessment policy, especially a focus on formative assessment and quality feedback, allows for visible increase in academic outcomes for

People

Leaders

Support staff in achieving quality teaching practice and continuous professional learning, by providing TPL and modelling

Staff

Support eachother in a collegial environment where high expectations and best practice is the norm

Students

Enjoy high quality, engaging lessons, differentiated for their individual needs

Parents/Carers

Support school initiatives and staff efforts to provide excellent outcomes for students

Processes

*effective program of support for new scheme teachers

*all teachers engaged with the process of accreditation or maintenance

*quality TPL opportunities accessed by all staff, reflected in personalised PDPs, based on school strategic directions.

*broad curriculum which meets the needs of a wide range of students

*whole school assessment is compliant with NESA requirements for Stages 4, 5 and 6, and Assessment Booklets are published and communicated

*reporting policy and procedures are reviewed, revamped and streamlines

*QTF underpins all teaching programs and provides opportunity for self–reflection, evaluation and collegial discussion

*all staff trained in strategies for differentiation, which are embedded in teaching programs and classroom practice

*familiarisation with GIfted and Talented policy documents and the development of identificatin and mentoring strategies

Evaluation Plan

Processes will be monitored by self–assessment, team leaders and executive staff using the improvement measures indicated. Measurement tools can include objective data, subjective data, inventories, observational profiles, interviews, focus groups, documents and

Practices and Products

Practices

*creation of a collegial and collaborative environment where teachers can engage in professional dialogue

*effective and efficient TPL administration, focused on school strategic directions and staff PDPPs

*Quality Teaching Framework elements are known and incorporated into classroom practice

*ILPs, PLPs and special needs are documented, communicated and utilised when planning lesson sequences

*pre–testing, formative and summative assessment is utilised, and detailed feedback aids student improvement

*student need drives curriculum choices

Products

*100% teachers accredited and achieving maintenance

*100% staff with PDPs reflecting school strategic directions

*effective INVEST and Rangers programs are sustained

*Assessment Schedule booklets for Year 7 – 12 are distributed

*teaching and learnng programs show evidence of adjustments to address individual student needs, ensuring all students are challenged, leading to improved academic outcomes

Strategic Direction 2: Innovative and Empowered Teachers

Improvement Measures

students

*student reports are high quality, informative and consistent across the school

Practices and Products

*improved NAPLAN and HSC results for students

Strategic Direction 3: Connected Community

Purpose

Communication, Collaboration

To ensure a culture of community that is informed, inclusive and positive, celebrating our school's diversity and success.

Improvement Measures

*significantly increased traffic on school's website

*significantly increased presence of school activities and achievements in the local media

*reduction in emergency mental health interventions

*increase in resilience, support networks and coping strategies being utilised by students

*increase in help–seeking behaviour amongst students recorded via SENTRAL

*Evidence of increased implementation of creative and critical thinking skills into individual and facuty programs

*Evidence of a wider variety of multimodal platforms used as student assessment tasks

*Improved access to technology in order to ensure equity for low SES students

People

Leaders

Model inclusive and proactive communication with the broader school community, parents/carers, staff and students

Staff

Reach out to foster learning and social opportunities and partnerships within and beyond the school community

Students

Are receptive to a wide range of learning and social influences, which foster 21st century learning and pride in the school and local community

Parents/Carers

Support and contribute to the development of processes which foster home, school and community connections

Processes

*develop whole school action plan in line with Mindmatters principles

*professional development for staff that focuses on developing mental health first aid

*focus on improving staff welleing

*implementing positive psycholgy strategies with at–risk young people

*update of school website to include current information, policy and practices

*review effective transition programs (Years 6 – 7 and Years 10 – 11) and communicate to parents and the wider community

*increased Indigenous community participation in school life

*professional development for staff in 21st century learning strategies and the 5 Cs, to be implemented into teaching programs

*project based learning strategies to be cemented in faculty programs and implemented

*professional engagement in ICT platfoems such as Edmodo, Google Classroom and Moodle, and exploration of other e–learning options

Evaluation Plan

Processes will be monitored by self–assessment, team leaders and executive staff using the improvement measures indicated. Measurement tools can include objective data, subjective data, inventories,

Practices and Products

Practices

*implement wellbeing and support programs to improve mental health and ensure equity for ATSI, NESB and special needs students

*use a review model to evaluate effectiveness of current practice, including wellbeing lessons

*build opportunities to engage parents/carers and local community members in student learning and whole school activities

*support staff to develop a faculty identity on the webpage which actively promotes the school

*select and use ICT effectively and equitably to facilitate improved student outcomes

*utilise e–learning to create opportunities for our rural students to experience resources typically accessed by urban students

Products

*effective website with current information, utilised by the whole school community

*permanent transition programs developed

*2018/2019 Wellbeing Action Plan developed

*Positive mental health a school–wide priority

*Improved student and staff morale

Strategic Direction 3: Connected Community

Processes	Practices and Products
observational profiles, interviews, focus groups, documents and artefacts.	*staff skilled to provide a rich learning environment for 21st century learners *students who are independent learners, critical thinkers and problem solvers