

Strategic Improvement Plan 2021-2025

Vaucluse Public School 3325



Vaucluse Public School

~ est. 1858 ~

School vision and context

School vision statement

All students at Vaucluse Public school become:

- Successful learners
- Confident and creative individuals
- Active and informed citizens.

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

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 310 students from Kindergarten to Year 6 in thirteen mainstream classes and three classes in a Special Education Support Unit. These classes include two Autism classes and one IO class.

Teachers at the school 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.

The school has a dynamic *Stephanie Alexander Kitchen Garden Program* where children enjoy an exciting journey of sowing, nurturing, harvesting, cooking, presenting and sharing healthy foods. A Hebrew Program for background speakers, a specialist STEAM teacher, choir, chess club, a dance program also contribute to the rich learning environment the school provides. The school runs a number of additional activities that contribute to the culture including a very committed SRC and a strong and rigorous leadership program.

Vaucluse Public School has a very active Learning and Support Program which oversees targeted intervention and enrichment. The school employs additional Learning and Support staff using Flexible Funding. All school staff members are heavily invested in the Learning and Support program. It is the hub of our school. The structure the program provides will be used significantly in the implementation of this School Plan.

The school staff have participated in collaborative planning and focused data conversations for several years. There is a productive, collaborative professional culture that underpins strong pedagogical processes. The school's Strategic Improvement Plan capitalises on the commitment of the school staff to high expectations and ongoing improvement for all members of our learning organisation.

Strategic Direction 1: Student growth and attainment

Purpose

To continue to develop a school culture that is strongly focused on learning particularly in the areas of numeracy and literacy. This culture is highly engaging and teaching and learning is evidenced based. There is sophisticated analysis of learning growth and outcomes. Teachers consistently collaborate and take shared responsibility for student improvement. They also take responsibility for evaluating the effectiveness of their teaching.

Improvement measures

Reading growth

Achieve by year: 2023

Increase the proportion of Year 5 students achieving expected growth in reading from Year 3 to Year 5 (check-in assessment).

Numeracy growth

Achieve by year: 2023

Increase the proportion of Year 5 students achieving expected growth in numeracy from Year 3 to Year 5 (check-in assessment).

Initiatives

Numeracy

In Numeracy we will continue to develop and embed school - wide data analysis skills. Our teachers will clearly understand, develop and apply a full range of assessment strategies in determining teaching directions, monitoring and assessing student progress and student achievement and reflecting on teaching effectiveness. Our teachers will continue to develop skills in the collaborative use of data to inform planning, identify interventions and modify teaching practice.

Strategies to support student achievement and progress will include:

- Individual numeracy programs are developed and implemented for identified students.
- All teachers developing a sound understanding of student assessment and data concepts. They will collaboratively use this to inform planning, identify interventions and modify teaching practice.
- Teachers will clearly understand, develop and apply a full range of assessment strategies in determining teaching directions, monitoring and assessing student progress and reflecting on teacher effectiveness.
- Staff will engage with professional learning activities that promote and implement the most effective numeracy strategies to improve teaching and learning.
- The implementation of explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of timely feedback between teachers.

Literacy

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Success criteria for this strategic direction

- Consistent Teacher Judgement (CTJ) is evident across all stages. This is evident at Data Conversations, Collaborative Planning, Teacher Reports at Learning and Support meetings and Stage meetings.
- Consistency in collection of Data using the school based data scope and sequence.
- Data is used responsively and is an integral part of the school's teaching and learning cycle.
- At data conversations teachers question the why and purpose of data collection. There is evidence of analysis of data and forward planning.
- Data Conversations and Collaborative Planning reflect the language of the Quality Teaching Framework.
- Students are able to articulate their learning goals for Numeracy and Literacy. They are able to say what they are learning, why they are learning and describe what they need to do next to improve their numeracy and literacy skills.
- Vocabulary walls in all classrooms that reflect the elements of the Quality Teaching Framework such as Deep Knowledge and Significance.
- Number of staff interacting on the Literacy and Numeracy State Wide Staffrooms..
- Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs.

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and can demonstrate impact and the improvement of student outcomes in reading and numeracy ?

Data:

The School will use the following data sources to regularly analyse the effectiveness of the initiatives for *Student Growth and Attainment* in achieving the purpose and

Strategic Direction 1: Student growth and attainment

Initiatives

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Evaluation plan for this strategic direction

improvement measures of the strategic direction.. This analysis will guide the school's future directions.

- *NAPLAN*
- *Check In* Assessment
- *SCOUT*
- Literacy and Numeracy *PLAN2* data
- Lesson Study data
- TEN, SENA1,2,3,4, IFSR
- School based assessment: Scope and sequences, running records, fluency, SPELLIT, work samples, diagnostic tests.
- Termly Additional assessments from Data Conversations and Collaborative Planning.
- Student IEPs
- Learning and Support Teacher Reports
- Observations
- Walk Through data

Analysis:

- Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implications:

- Analysis findings will inform future directions.
- Annual reporting on school progress measures.

Strategic Direction 2: Every Student is Known, Valued and Cared For

Purpose

To continue to develop a strategic and planned approach and build on whole school processes that support the wellbeing of all students so they can connect, thrive, succeed and learn.

Improvement measures

Attendance <80%

Achieve by year: 2023

An uplift in student attendance from 82.6% to 87.1%.

Wellbeing

Achieve by year: 2023

As measured in the *Tell Them From Me* survey:
Wellbeing: an uplift of 5% in the *Sense of Belonging* survey. Wellbeing: *Advocacy at School*: an uplift of 2%.

School Excellence Framework

Achieve by year: 2025

Improvement measured by the School Excellence Framework:

1. Learning: excelling the *Learning Culture* Domain.
2. Teaching: excelling in the *Effective Classroom Practice* Domain.
3. Leading: excelling in the *Educational Leadership, School Resources and Management Practices and Processes* Domains.

Initiatives

Confident, Resilient Learners

We will continue to develop whole school processes that supports the wellbeing of all students.

We will embed and further develop wellbeing by implementing the following activities:

- Staff will engage with professional learning activities that promote and implement the most effective Wellbeing strategies to improve teaching and learning.
- Implementation of professional learning that enhances and strengthens teachers' ability to support and grow wellbeing across the school.
- Continue to develop and evaluate existing wellbeing programs such as Positive Behaviour for Learning, Bounceback, Kindness On Purpose (KOP) and the BeYou program.
- Through the Learning and support program ensure all Individual Education Plans have a wellbeing component. Teacher Reports to the Learning and Support Committee have a wellbeing component.
- A comprehensive and integrated strategy that will support the cognitive, emotional, social, physical and spiritual wellbeing of students in a context of quality teaching and learning.

Enhanced Wellbeing Through Community Engagement

We will continue to develop whole school processes that supports the wellbeing of all students through strengthening community engagement.

We will embed and further develop wellbeing by implementing the following activities:

- Create a shared vision so all members of the community are invested in the success of the whole school community to ensure that all students at Vaucluse Public School continue to develop into

Success criteria for this strategic direction

- All staff and students using the language of Positive Behaviour for Learning. eg School Expectations.
- All staff using PBL token system.
- All staff are using Sentral to record welfare and wellbeing data.
- Individual IEPs reflect a wellbeing component.
- our students will be actively connected to their learning have positive and respectful relationships and experience a sense of belonging to the school and community.
- Students are self-aware and regulate their own emotions and behaviours.
- Students have the social and emotional skills to develop and maintain positive relationships and engage in pro social behaviour.
- The school is focused on building individual and collective well-being through a climate of care and positivity.
- Students are confident and resilient learners. They have positive self-esteem, stretch themselves and take risks in their learning. They demonstrate self discipline and effort toward their learning.
- Students are provided opportunities to succeed and success is celebrated in a way that is meaningful to the student.
- Students develop strong positive character traits that are reflected in their behaviour decision-making and relationships.
- Staff enable success by personalising student learning and supporting students to achieve.
- Students are self-directed take initiative and grasp opportunity.
- Students develop the skills to reflect on and positively shape their behaviour in the context of ethical decision-making.
- Staff contribute to environments which allow students to thrive by delivering high-quality learning experiences.

Strategic Direction 2: Every Student is Known, Valued and Cared For

Initiatives

- successful learners, confident and creative individuals, and active and informed citizens.
- Through the Learning and Support program ensure all Individual Education Plans have a wellbeing component and this is clearly articulated at IEP Review sessions to parents.
 - A process where all members of the school community including the wider community have a shared understanding of the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes.

Success criteria for this strategic direction

- The school has high expectations for every student.
- The school environment is a safe and healthy place to be.
- Professional practice is valued and there is a commitment to ongoing improvement in student well-being.
- Whole school approaches to physical health and fitness, social skills and friendship, empathy and resilience, peer support and mentoring student leadership, citizenship and community engagement contribute to the growth of individual and collective well-being.
- Teaching and learning is not disrupted by unacceptable behaviour in the classroom, on the playground and in activities for which the school is responsible.
- Positive respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.
- The school has implemented evidence based change to whole school practices resulting in measurable improvement in wellbeing and engagement to support learning.
- Expectations of behaviour are co-developed with students, staff and the community and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school.

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and can demonstrate impact and the improvement of student outcomes in reading and numeracy ?

Data:

The School will use the following data sources to regularly analyse the effectiveness of the initiatives for *Every*

Strategic Direction 2: Every Student is Known, Valued and Cared For

Evaluation plan for this strategic direction

Student Known and Cared For in achieving the purpose and improvement measures of the strategic direction.. This analysis will guide the school's future directions.

- Tell Them From Me
- Playground data in Sentral
- Wellbeing and welfare data in Sentral
- Learning and Support Committee meeting minutes
- Stage evaluations of Wellbeing Week, Term 1
- Evaluation and anecdotal evidence of T
- Termly Kindness On Purpose Week
- VIA Institute survey data
- Observations
- Surveys

Analysis:

- Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implications:

- Analysis findings will inform future directions.
- Annual reporting on school progress measures.

Strategic Direction 3: Building Teacher Capacity

Purpose

To continue to develop a culture where all teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods with the highest priority given to evidence-based teaching strategies.

Improvement measures

School Excellence Framework

Achieve by year: 2025

Improvement measured by the School Excellence Framework:

1. Learning: excelling in the *Curriculum* Domain.
2. Learning: excelling in the *Assessment* Domain.
3. Teaching: excelling in the *Effective Classroom Practices, Data Skills and Use and Learning and Development* Domains.
4. Leading: excelling in the *Educational Leadership* Domain.

Achieve by year: 2025

Improvement measure to be added here.

School Excellence Framework

Achieve by year: 2025

Initiatives

Quality Feedback, Quality Teaching

The school will implement strategies that will embed explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice in the provision of specific and timely feedback between teachers.

We will implement these explicit systems using the following strategies:

- Continue to build on the expertise already developed in the use of Lesson Study and the Quality Teaching Framework.
- Continue to develop and embed feedback processes that reflect the Quality Teaching Framework.
- Leadership team creates a culture where collaborative planning, reflection and peer coaching are embedded in daily school life in order to support continuous improvement in student outcomes.
- Identifying internal and external expertise to implement best practice models that focus on students' needs and improving learning outcomes.
- Creating effective systems of teacher appraisal and feedback that are directly linked to student performance.
- Create safe, productive observation groups that enable teachers to give and receive positive feedback.

Effective classroom practice

The school will implement strategies that will embed explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice in the provision of specific and timely feedback between teachers.

We will implement these explicit systems using the following strategies:

- Leadership team will use the eight domains (High

Success criteria for this strategic direction

- All staff use SCOUT to access data.
- Learning and Support Teacher Reports reflect the Quality Teaching Framework and a strong pedagogical language.
- Engagement by staff with the eight domains from *What Works Best*. Evidence of this is found in all areas of professional school life.
- Teachers' engagement with Lesson Study continues after the initial sessions.
- Teacher's practice reflects an increase in capacity.
- An increase in value added across the school.
- Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in the school to improve whole school practice.
- The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.
- Teaching and learning programs are dynamic showing evidence of revisions based on feedback on teaching practices consistent and reliable student assessment and continuing continuous tracking a student progress and achievement.
- Teaching and Learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.
- Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement including adjustments to support learning or increase challenge.
- Students can articulate their learning and understand what they need to learn next to enable continuous improvement.
- The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement..

Strategic Direction 3: Building Teacher Capacity

Initiatives

- Expectations, Explicit Teaching, Effective Feedback, Use of Data to Inform Practice, Assessment, Classroom Management, Wellbeing, Collaboration)from CESE *What Works Best document* to guide Stage Professional Learning.
- Create a shared vision so all teachers are invested in the success of the whole school community to ensure that all students at Vacluse Public School continue to develop into successful learners, confident and creative individuals, and active and informed citizens.
 - Create a whole school approach that supports a consistent, common language around practice.

Success criteria for this strategic direction

- The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning.
- All teachers will open their classrooms and participate in structured lesson observations that focus on how different teaching practices impact learning.

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and can demonstrate impact and the improvement of student outcomes in reading and numeracy ?

Data:

The School will use the following data sources to regularly analyse the effectiveness of the initiatives for Building Teacher Capacity in achieving the purpose and improvement measures of the strategic direction.. This analysis will guide the school's future directions.

- Tell Them From Me
- Stage meeting Minutes.
- Learning and Support minutes
- Staff meeting minutes
- Class programs across K-6
- NAPLAN
- SCOUT
- Quality of pedagogical language
- Class teacher reports from Learning and Support meetings
- Lesson Study discussions
- PDPs

Analysis:

- Analysis will be embedded within the initiatives

Strategic Direction 3: Building Teacher Capacity

Evaluation plan for this strategic direction

through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implications:

- Analysis findings will inform future directions.
- Annual reporting on school progress measures.