

Strategic Improvement Plan 2021-2025

Vineyard Public School 3329



School vision and context

School vision statement

At Vineyard Public School, we strive for excellence in an inclusive environment and provide opportunities for every student to build self confidence in their personal abilities and potential to succeed. Our moral imperative is to maintain a safe, respectful and high quality teaching environment which promotes self directed and expert learners in literacy and numeracy and empowers students to feel valued with a strong sense of belonging and wellbeing. We promote strong partnerships with parents, the community and educators to improve learning outcomes through evidence-based practices.

School context

Vineyard Public School is a small primary school in a semi-rural environment on the outskirts of the north western growth corridor of Sydney. At present, 9% of students identify as Aboriginal and/or Torres Strait Islander (ATSI) and 22% of students identify with a background of English as an Additional Language or Dialect (EAL/D). Vineyard Public School has valued community links and is characterised by its welcoming, friendly atmosphere and its caring and nurturing learning environment. 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. Vineyard Public School is a member of the Hawkesbury Small Schools' Learning Community and The Ponds Network.

Through our situational analysis, we have identified the need for a continued emphasis on embedding quality teaching practices in literacy and numeracy. Individual learning plans (ILP's) and Personalised Learning Pathways (PLP's) will continue to be used for students to promote learning and wellbeing growth as well as student directed learning. Teachers will evaluate the effectiveness of their teaching practices and utilise high impact teaching strategies to ensure students achieve expected growth and attainment in their learning.

There will be a strong focus on whole school community knowledge, understanding and use of effective practices and strategies to support student wellbeing. We have identified the need to move towards deeper reflective practices based on quality data analysis. We will look to embed reflective practices in school planning, teaching and learning and wellbeing with the introduction of whole school restorative practice to ensure ongoing student and school improvement.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is for all teachers to be reflective and committed to identifying, understanding and implementing the most effective teaching methods, including explicit teaching and feedback. This will ensure our students are empowered to become self directed learners who are aware of their own progress and feel confident in working with teachers to help direct future learning.

Improvement measures

Reading growth

Achieve by year: 2023

90% of students can demonstrate growth and achievement in understanding texts over the year, using the learning progressions.

Numeracy growth

Achieve by year: 2023

90% of students can demonstrate growth and achievement in additive strategies over the year, using the learning progressions.

Initiatives

Data Informed Practice

Build teacher capacity to analyse, interpret and extrapolate data to inform practice and differentiate teaching and learning programs.

- Professional learning on data analysis and data use in teaching.
- Systematic collection of formative and summative assessment data is reflected in programs, assessment schedules and scope and sequence documents.
- Regular data talks are scheduled to review student progress and collectively discuss effective teaching strategies.
- Data is regularly analysed to inform teaching and learning programs which are differentiated to reflect individual student need.

Effective Classroom Practice

Embed a school wide data informed approach to effective and explicit teaching in literacy and numeracy that is responsive to the needs of all students and incorporates specific, timely feedback.

- Professional learning on best practice in literacy and numeracy.
- Embed differentiated teaching and learning programs, reflective of individualised student learning needs in literacy and numeracy.
- Embed explicit systems for professional dialogue, collaboration, classroom observations and modelling of effective practice.
- Timely and specific feedback is evident in teaching and learning programs and is used to communicate student progress and learning goals.

Success criteria for this strategic direction

- Teachers engage in regular professional learning to build their knowledge of evidence-based teaching methods and data analysis to optimise learning progress for all students, across a range of abilities. (SEF element: Professional Standards)
- Student progress is regularly monitored through collection of quality, valid and reliable data. (SEF element: Data skills and use).
- Effective analysis of student progress and achievement data is used consistently to guide educational decisions, reflected in teaching and learning programs. (SEF element: Data skills and use).
- Teachers use data to evaluate individual learning programs to inform new goals for student learning. (SEF element: Data skills and use).
- All teachers understand and explicitly teach literacy and numeracy at all levels of achievement. (SEF element: Professional standards)
- Teachers routinely review learning with each student, ensuring all students have a clear understanding of how to improve. (SEF element: Effective Classroom Practice).

Evaluation plan for this strategic direction

Question:

Do teaching and learning programs show evidence of data use, reflective practices, explicit teaching and feedback to students?

Data:

The school will use the following data sources to analyse the effectiveness of initiatives:

- Internal data: PLAN2, internal school assessments
- External data: NAPLAN
- Learning support tracking student data

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- Student PLPs/ILPs
- Whole school data talk meeting minutes
- Program evaluations
- Literacy and Numeracy data walls

Analysis:

Regular reviews and analysis will provide clarity on whether we are on track for achieving the improvement measures.

Implications:

The findings from the analysis will inform future directions and focus areas.

Strategic Direction 2: Wellbeing and Engagement

Purpose

Our purpose is to develop a school culture that is focused on learning and ongoing improvement for all students through a planned approach to developing whole school wellbeing processes that support high levels of wellbeing and engagement. Effective partnerships will result in students being motivated to deliver their best and continually improve.

Improvement measures

Attendance >90%

Achieve by year: 2023

- Increase the percentage of students attending school more than 90% of the time to be at the lower bound system target of 70%.

Wellbeing

Achieve by year: 2023

- 55% of students report positive wellbeing from school survey data indicating a sense of belonging and connection to Vineyard Public School.

Connecting to Community

Achieve by year: 2025

- An increase from 7% to 80% of parents communicating with the school to report on student absences.

Initiatives

Personalised Learning

Embed a whole-school approach to personalised learning, student wellbeing and community engagement, with a collective focus on building relationships and student voice.

- Continue trauma informed practice, mindfulness through smiling mind program
- iPlay
- Updating whole-school approach to wellbeing processes through ongoing staff professional learning in effective wellbeing strategies whilst undertaking a restorative practices approach to adjust and improve practice.
- Teachers undertake a sequenced program of professional learning in the Every Student is Known toolkit with a refined focus on Personalised Learning, Attendance and Relationships.
- Ensure monitoring, analysis and evaluation of student behaviour, attendance, wellbeing, learning and engagement data is evidenced through regularly updated ILPs and PLPs.
- Individual learning goals.

Strategic Partnerships

Strengthen relationships between students, staff, parents and the broader community by increasing parent and community engagement through high impact school initiatives.

- Build community involvement
- Utilise community support groups & professionals
- Enhance school learning hubs

Success criteria for this strategic direction

- Teachers demonstrate increased expertise in teaching students with complex trauma and/or behaviour difficulties through regular analysis of FORGE wellbeing data and identification of case management. (SEF element: wellbeing)
- The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement, to ensure every student is known, valued and cared for. (SEF element: wellbeing)
- Teachers directly and regularly engage with parents to build relationships, share high expectations and encourage a collective responsibility for student learning and success. (SEF element: learning culture)
- Widespread positive and respectful relationships are evident among students, staff and the community, promoting student wellbeing and ensuring optimum learning conditions. (SEF element: wellbeing)
- Planning for learning is informed by sound holistic information about each student's wellbeing involving consultation with parents/carers. (SEF element: learning culture)
- Teachers, parents and the community work together to support consistent and systematic processes that ensure absences do not impact on learning outcomes. (SEF element: learning culture, management practices and processes)
- The school measures community satisfaction and shares its analysis and actions of the findings with its community. (SEF element: learning culture, management practices and processes)

Evaluation plan for this strategic direction

Question:

Has there been an improvement in student attendance and parent communication? Student focus group questions: Do your parents know your learning goals? Do

Strategic Direction 2: Wellbeing and Engagement

Evaluation plan for this strategic direction

they encourage you to do your best? How do you feel when you achieve your goal?

Data:

The school will use the following data sources to analyse the effectiveness of initiatives:

- Surveys: Tell them from me, internal school surveys
- Forge wellbeing pre and post data
- Incident reports
- Suspension data
- Attendance data
- Student attendance plans
- P&C Meetings
- Parent/community helpers log
- Parent workshops on emotional and social wellbeing
- Learning and support meeting minutes
- Literacy and Numeracy data walls
- Student attainment of personalised goals

Analysis:

Regular reviews and analysis will provide clarity on whether we are on track for achieving the improvement measures.

Implications:

The findings from the analysis will inform future directions and focus areas.