

# Strategic Improvement Plan 2021-2024

## Vincentia Public School 4592



# School vision and context

## School vision statement

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At Vincentia Public School we create a welcoming environment where all students, staff and community are known, valued and cared for. Our dedicated learning community is committed to achieving excellence for all students.

## School context

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Vincentia Public School is located in the Bay and Basin area, part of the South Coast of NSW. The school is located on the traditional lands of the Wandandian people with close connections to the community of Wreck Bay. The school has an enrolment of 307 students. 24 students identify as Aboriginal or Torres Strait Islander. This is 7.5% of our student population. 9 students have an EAL/D background this is 2.8% of the total enrolment. The parent community hold high aspirations of learning and achievement for their children. 12% of students are from Defence families.

The school encourages students to participate in a wide variety of extra-curricular activities. Many students are keen participants in inter-school sporting competitions. The school regularly participates in the Premier's Sporting and Reading Challenges. The school offers a code club each week with the support of a dedicated local volunteer. The school choir performs at special events, there is an annual public speaking competition and the school has an active Student Representative Council. Our school has resumed participation in Southern Stars, with students who are part of the dance ensemble.

Vincentia Public School is a part of the Bay and Basin learning community and strives for educational excellence across all Key Learning Areas. There is a strong focus to deliver quality programs with an emphasis on literacy and numeracy outcomes. The school embeds and integrates technology, with a focus on Science, Technology, Engineering and Mathematics (STEM).

The school has an active and innovative Parents and Citizen's Association. The school is an active member of the Bay and Basin Aboriginal Education Consultative Group. Commonwealth funding enables the employment of a Defence School Mentor to support those students from defence families. Classroom programs and the P&C operated canteen are supported by dedicated community volunteers. The school maintains regular communication with the parents and the wider community via Facebook, Instagram and the School Website. The close proximity of our school to Vincentia High School enables students and staff to have close connections.

Analysis of internal and external data focused on student attainment in reading and numeracy clearly indicates the need for our school to have a systematic and planned approach toward improvement. We identified the need to strengthen explicit teaching as a whole school approach to ensure the most effective evidence-based teaching methods optimise learning progress for all students. A thorough analysis of NAPLAN, check-in and PAT assessment data has identified system-negotiated target areas in Reading and Numeracy.

Following analysis of enrolment data and trends, we identified a need to highlight the school in the local community as the first choice of primary school. Wellbeing was identified as a priority in survey data from staff, students and parents, with the focus on building individual and collective wellbeing through a climate of care and positivity.

Communication was repeatedly raised as an issue throughout the evaluation and review process. Once explored in-depth the concerns and issues raised were related to staff,

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parents and students not being easily able to find the information they are seeking in a timely manner. This highlighted gaps in the systems used and the ways information is shared. Clarity was also needed around how and when process and practices are updated and who is involved in the updates. A strong recommendation was that the school evaluates its administrative systems and processes, to ensure that they are delivering anticipated benefits to the school community.

# Strategic Direction 1: Student growth and attainment

## Purpose

We will develop and refine data-driven teaching practices that are responsive to the learning needs of individual students.

## Improvement measures

### Target year: 2022

Increase the number of students achieving in the top 2 NAPLAN bands in reading by 10.6%.

### Target year: 2022

Increase the number of students achieving in the top 2 NAPLAN bands in numeracy by 13.3%.

### Target year: 2023

Increase the percentage of students achieving at or above expected growth in reading will improve by 17.6%.

### Target year: 2023

The percentage of students achieving at or above expected growth in numeracy will improve by 18.7%.

## Initiatives

### Whole School Reflection and Improvement - Sift, Shift and Lift

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement in all subject areas with success that can be measured by improved student progress and achievement data.

All students are connected to learning, individual student needs are identified and teachers ensure that all students are challenged and all adjustments lead to improved learning.

This will be achieved through multiple strategies such as; weekly in-class collegial sharing of expertise, online literacy/numeracy professional learning through the Literacy and Numeracy Hub and small group collaborative analysis of individual classroom and stage data.

This initiative will include the elements of high expectations, explicit teaching, use of data to inform practice and collaboration as identified as best practice by the Centre for Education Statistics and Evaluation in *What Works Best 2020 update*.

## Success criteria for this strategic direction

Teachers actively evaluate, share and discuss learning from targeted professional development to improve whole school practice.

Teachers clearly understand, develop and apply a full range of assessment strategies in determining teaching directions, monitoring and assessing student progress and achievement and reflecting on teaching effectiveness.

Progress and achievement of equity groups within a school is equivalent to the progress and achievement of all students in the school.

Teachers respond to trends in student achievement, at an individual, group and whole-school levels. Students demonstrate a shared responsibility for their learning. Students will be aware of clear and specific information about their own learning, their next steps and improvement measures.

## Evaluation plan for this strategic direction

Evaluation of this strategic direction will occur using the logic model of QDAI. It will occur regularly to provide clarity around our work in order to achieve the intended improvement measures.

Question: The question we ask will vary depending on the activity we will be implementing. It could be - How well did we do? or What did we learn?

Data: The following forms of data will be used to answer our question. They may be qualitative or quantitative.

- Use of external assessment (Best Start, PLAN2, NAPLAN, ICAS, Check-in)
- Whole school PAT assessment (reading/numeracy) based on stage PAT assessments - tracking stage and the whole school.
- Essential Assessment (formative and summative assessments)
- Teacher observation

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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- Exit slips from teacher professional learning
- COVID tutoring data

Analysis: Analyse the data to determine the extent to which the purpose of our activities has been achieved.

Implication: After analysing our work, we then determine the implications for our current processes, future directions and next steps.

# Strategic Direction 2: A Great Place To Be

## Purpose

Our learning community becomes a welcoming environment that supports all members to function well and experience satisfaction and fulfilment in work and life.

## Improvement measures

### Target year: 2024

Our learning community reflects on Internal and external data sources that demonstrate satisfaction and fulfilment in work and life.

### Target year: 2022

Our learning community has implemented an evidence-based change to whole-school practices, resulting in measurable improvements in wellbeing and engagement to support learning. The percentage of students identifying with positive wellbeing will have improved by 4.5% as indicated by feedback through the Tell Them From Me Survey.

### Target year: 2022

Our school has fostered regular attendance and improved the percentage of students attending school for 90% of the time or more during Semester 1 by 6.4%.

## Initiatives

### Holistic Wellness - physical, mental, emotional, social, environmental

The learning community builds individual and collective wellbeing through a climate of care and positivity. This will be developed through a collection of processes that focus on health and wellness for both the people and the place.

These processes for the place include:

- creating comfortable and collaborative workspaces for students and staff.
- building cultural awareness through Aboriginal art installations.
- developing aesthetic and play gardens
- modernising school signage

These processes for the people include:

- identifying staff strengths through the use of *The Strengths-Based Workbook*
- professional learning to achieve cultural awareness through Your Mob Learning
- planning for the introduction and implementation of a new curriculum through online learning
- planning for the introduction and implementation of a new Behaviour Strategy through online learning
- developing practices that foster students sense of belonging
- developing practices that value student, staff and community voice

This initiative will include the elements of high expectations, use of data to inform practice, wellbeing, and collaboration from the research carried out by, The Centre for Education Statistics and Evaluation in *What Works Best in Practice*.

### Attendance and Engagement

## Success criteria for this strategic direction

Vincentia Public School is an environment that fosters and develops choice, accomplishment, positive relationships, enjoyment, growth, health and safety. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning. This refers to all students, including Aboriginal and Torres Strait Island students and EAL/D students.

Positive and respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the school. The school will have a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high-quality teaching.

Student learning is supported by improvements in wellbeing and engagement. A creative approach to the use of the physical environment has ensured that it optimises learning.

## Evaluation plan for this strategic direction

Evaluation of this strategic direction will occur using the logic model of QDAI. It will occur regularly to provide clarity around our work in order to achieve the intended improvement measures.

Question: The question we ask will vary depending on the activity we will be implementing. It could be - How well did we do? or What did we learn?

Data: The following forms of data will be used to answer our question. They may be qualitative or quantitative.

- People Matter Survey
- Tell Them From Me
- Scout attendance data
- DoE data
- Community/student/staff voice

## Initiatives

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The development of our approach will be informed by an understanding of the school community and the underlying factors influencing attendance; using school data and evidence to enable early identification, and through the implementation of appropriate strategies and levels of support.

Strategies will include:

- fostering regular attendance by establishing a positive and welcoming school culture for all students
- addressing attendance concerns by identifying and providing targeted strategies for students needing more support
- re-engaging students with learning by providing tailored interventions for students with significant support needs.

This initiative will include the elements of high expectations, use of data to inform practice, wellbeing, and collaboration from the research carried out by, The Centre for Education Statistics and Evaluation in *What Works Best in Practice*.

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## Evaluation plan for this strategic direction

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- Attendance data - SCOUT

Analysis: Analyse the data to determine the extent to which the purpose of our activities has been achieved.

Implication: After analysing our work, we then determine the implications for our current processes, future directions and next steps.

# Strategic Direction 3: High Impact Practice

## Purpose

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Systems, structures and processes underpin ongoing school improvement and the professional effectiveness of all school members.

## Improvement measures

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### Target year: 2024

Our learning community will establish working parties to review and evaluate systems and processes, creating a culture of shared accountability to achieve organisational best practice.

### Target year: 2024

We provide coordinated, aligned services to enhance teaching and learning, through a school website, which will promote student growth and attainment.

### Target year: 2024

Our school's curriculum provision supports high expectations for students and staff, where we continually seek to improve ourselves and our work.

### Target year: 2024

Our learning community engages collaboratively to share evidence, research and data to underpin policy and practice.

## Initiatives

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### Define, Document, Communicate

Engaging our learning community to review policies to structure workable and contextually relevant practices and processes. We are going to provide opportunities for staff to identify practices and processes requiring review. Various working parties will be formed over the four year period to review and improve school practices and processes. These working parties will be inclusive of teaching and non-teaching staff as well as community representatives interested in particular areas.

This initiative will include the elements of high expectations, effective feedback, use of data to inform practice and collaboration from the research carried out by, The Centre for Education Statistics and Evaluation in *What Works Best: 2020 Update*.

## Success criteria for this strategic direction

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The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school-wide improvement in teaching practice and student results.

The school has implemented improvement to whole-school practices, resulting in measurable impact in well-being and engagement to support learning, evidenced by staff satisfaction surveys.

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact learning outcomes.

Practices and processes are responsive to school community feedback. There is a whole-school approach to improving service delivery and customer (parent and/or student) experience.

## Evaluation plan for this strategic direction

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Evaluation of this strategic direction will occur using the logic model of QDAI. It will occur regularly to provide clarity around our work in order to achieve the intended improvement measures.

Question: The question we ask will vary depending on the activity that we are involved in. It could be, "How well did we do it?"

Data: The following forms of data will be used to answer our question. They may be qualitative or quantitative.

- Evidence of 'policy review cycle' implementation with improvements made.
- Minutes of meetings.
- Survey outline and results to inform future direction and needs from the school community.
- Practices and processes clearly communicated and displayed.



## Strategic Direction 3: High Impact Practice

### Evaluation plan for this strategic direction

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- People Matters Survey

Analysis: Analyse the data to determine the extent to which the purpose of our activities has been achieved.

Implication: After analysing our work, we then determine the implications for our current processes, future directions and next steps.