### School background 2015 - 2017

#### School vision statement

We are a dynamic school community, committed to delivering an inclusive education so that all students have a chance to become respectful, confident and creative individuals who contribute to a positive society.

#### School context

Vincentia Public School:
- Is a P3 school with 350 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.
Purpose: To provide a clear and logical path for learning. Determining starting points for learning, charting progress and recognising fulfilment of outcomes is best accomplished by using clear evidence based data.

Purpose: To redesign the existing welfare policy for greater clarity and fairness; a need identified by students, staff and parents. Addressing the emerging issues of student wellbeing and mental health.

Purpose: To both innovate and respond to local need by using partnerships which have the ability to combine the strengths of many members. The learning community should utilise families, the Bay and Basin Learning Community and educational experts from other locales.
## Strategic Direction 1: Reliable data drives student learning

### Purpose

**Why do we need this particular strategic direction and why is it important?**

Student learning needs to follow a clear and logical path. Determining starting points for learning, charting progress and recognising fulfilment of outcomes is best accomplished by using clear evidence based data.

### People

**How do we develop the capabilities of our people to bring about transformation?**

**Students:** Students will become more familiar with their learning profile, recognising progress and contributing to the development of targets for learning.

**Staff:** Teachers will undertake professional learning to establish the most efficient and consistent manner of determining and entering data.

**Parents/Carers:** Parents will become well informed about the range of data available and engaged with the process to assist students in contributing to their targets for learning.

**Community Partners:** Non identifiable data is presented at meetings of P&C and AECG to engage families with student learning.

**Leaders:** Principal and Assistant Principals become experts in the forms of data being collected and entered. They seek ways to streamline or improve the data collection process.

### Processes

**How do we do it and how will we know?**

- Staff are provided with professional development and time to engage with the PLAN software and input initial student data. Data updated every 5 weeks.
- Appropriate assessment tools or mechanisms are developed and shared to make consistent valid judgements.
- M Goals are implemented and used for all Aboriginal students within the school.
- Parents are provided with reports that utilises data obtained from PLAN usage.
- Aspects of the plan data is explained to students so that they can monitor their progress.
- Teachers, parents and students meet during traditional interview times to examine progress on PLAN.
- Summary reports are extracted by executive at term intervals to examine school wide progress. De-identified information included in reporting to stakeholders.

### Products and Practices

**What is achieved and how do we measure?**

- Increase in the percentage of students who make significant improvements (To Be Qualified) in PLAN data.
- Increase in the percentage of students in the top two NAPLAN bands in Year 3, 5 and 7.

**Product:**

- Teachers clearly understand and utilise assessment for learning, assessment as learning and assessment of learning in determining teaching directions, school performance levels and effectiveness.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

**Practice:**

- Teachers update the PLAN data every 5 weeks to chart growth and plan for additional learning.

**Practice:**

- Student academic improvement across all grades is regularly quantified.
- Reliable and regularly updated data is used to develop learning programs for groups and individuals.

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### Improvement Measures

- Increase in the percentage of students who make significant improvements (To Be Qualified) in PLAN data.
- Increase in the percentage of students in the top two NAPLAN bands in Year 3, 5 and 7.

### Evaluation Plan

**Use milestones to indicate completion of professional learning and input of data. Executive examine the summary reports to identify areas requiring additional support or professional learning.**
# Strategic Direction 2: Positive and cohesive student welfare

## Purpose

Why do we need this particular strategic direction and why is it important?

To redesign the existing welfare policy for greater clarity and fairness; a need identified by students, staff and parents. Addressing the emerging issues of student wellbeing and mental health.

## People

How do we develop the capabilities of our people to bring about transformation?

**Students:**
Students care for self and contribute to the wellbeing of others and the wider community.

**Staff:**
Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive.

**Parents/Carers:**
Families receive information which assists them to understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes.

## Processes

How do we do it and how will we know?

- Explicit teaching and communication allow students, staff and the broader school community to understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes.
- Students are taught to accept responsibility for their own behaviours as appropriate to their age and level of understanding.
- Students are encouraged to participate in events which contribute to their developing citizenship both locally and digitally.
- The school uses the Kids Matter scaffold to develop aspects of the student welfare and discipline policy reflecting best practice.
- School communication with families contains information about mental health and wellbeing.
- Print and digital information is developed and distributed to families to provide the rationale for student welfare policy changes.
- Attendance is regularly monitored and concerns communicated to families in line with policy.

## Products and Practices

What is achieved and how do we measure?

- % increase of students showing positive behaviours for effective learning, including on time and preparatory behaviours.
- % decrease in the number of students receiving 3 or more strikes per week.
- Student attendance is improved to exceed state average.

## Improvement Measures

- % increase of students showing positive behaviours for effective learning, including on time and preparatory behaviours.
- % decrease in the number of students receiving 3 or more strikes per week.
- Student attendance is improved to exceed state average.
### Strategic Direction 3: A dynamic and responsive learning community

<table>
<thead>
<tr>
<th><strong>Purpose</strong></th>
<th><strong>People</strong></th>
<th><strong>Processes</strong></th>
<th><strong>Products and Practices</strong></th>
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<tr>
<td>Why do we need this particular strategic direction and why is it important?</td>
<td>How do we develop the capabilities of our people to bring about transformation?</td>
<td>How do we do it and how will we know?</td>
<td>What is achieved and how do we measure?</td>
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<td>To both innovate and respond to local need by using partnerships which have the ability to combine the strengths of many members. The learning community should utilise families, the Bay and Basin Learning Community and educational experts from other locales.</td>
<td>Students: Students take an active interest in and responsibility for their learning by collaborating around topics of interest.</td>
<td>To develop a family-school reference group (including students, staff and parents) to elicit feedback on school performance.</td>
<td>Increase the percentage of staff, students and parents collaborating to improve student learning outcomes.</td>
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<td>Staff: Staff are encouraged to explore opportunities to implement well researched, current pedagogies.</td>
<td>Increase the number of opportunities for parents to provide feedback on activities.</td>
<td>Increase the percentage of parents/carers who actively support the school's priorities as reflected in online surveys.</td>
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<td>Parents/Carers: Parents and carers are encouraged to share successful programs and communicate regularly with the school about student need.</td>
<td>The KidsMatter action team provides accurate, timely information to and seeks feedback from families on strategies being implemented.</td>
<td>Product: Families feel connected with the school and are actively supportive within the wider community.</td>
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<td>Community Partners: Community partners, such as the BBLC, provide opportunities to promote professional development between and across all schools to share innovations and best practice in teaching.</td>
<td>The school increases the number of opportunities for families to meet with teaching staff in both formal and informal events.</td>
<td>Product: New programs and initiatives which are well supported by current research are implemented within the school.</td>
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<td>Leaders: Leaders are supported in exploring new programs and that strengthen and deliver on school learning priorities.</td>
<td>School leaders seek activities which involve students in BBLC events.</td>
<td>What are our newly embedded practices and how are they integrated and in sync with our purpose?</td>
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<td>Aboriginal students actively contribute to their collaborative learning plans using the MGoals platform.</td>
<td>Practice: Teachers construct individual learning plans for students in collaboration with parents.</td>
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<td>Improvement Measures</td>
<td></td>
<td>Teaching and SAS Staff collaborate with other BBLC schools on projects to share innovations.</td>
<td>Practice: Teacher professional learning plans are developed to reflect the nexus between AITSL professional standards and innovation.</td>
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**Evaluation Plan**

The school will closely monitor family and community participation in student learning and school events. Feedback from key stakeholders such as the P&C, AECG and other parent groups reflect satisfaction with responsiveness.