

School Plan 2015 – 2017

Vineyard Public School 3329

**Successful
Learners**



**Teaching
Excellence**



School Vision Statement

Our mission is to ensure that all students learn to their best potential through having meaningful learning experiences empowering them to succeed in our every changing world.

Vineyard Public School is committed to providing an innovative learning environment with quality teaching programs which will motivate; challenge and support students to become self-motivated lifelong learners. Students will develop a sense of belonging and be active informed members of the global community who are happy, responsible, confident, creative and resilient with the personal resources for future success and wellbeing,

School Context

Vineyard Public School is a small primary school in a semi-rural environment on the outreaches of the north western growth corridor of Sydney. The school has 38 students with 75% boys. At present 10% of students identify as being Aboriginal and 16% of students being from a non-English speaking background.

Vineyard Public School has valued community links and is characterised by its welcoming, friendly atmosphere and its caring and nurturing learning environment. We have three highly qualified; dedicated and enthusiastic teachers who are experts in the field of primary education, maintaining their high professional standards through regular professional development.

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. Our wellbeing system with the incorporation of Positive Behaviour for Learning aims at creating an environment instilling our values of Safe Respectful Learners to create an environment that fosters school success.

Vineyard Public School is a member of the Hawkesbury Small Schools' Learning Community and The Blacktown Learning Community.

School Planning Process

The annual evaluation was led by the school principal and involved participation of and consultation with key stakeholders. Key stakeholders included teaching staff, ancillary staff, students, parents, P& C and community members. Input, updates and consultation was provided and sought from parents and community via the school newsletter throughout the process.

In developing the 2015-17 school plan, the following in-school and external data was collected by the school self-evaluation team for information analysis through the following processes.

- Voluntary surveys were conducted in Literacy, Numeracy, Technology and School Culture provided to
 - three staff members
 - 20 students (Yr. 3 to Yr. 6.).
 - All families for paternal input
 - Community Members: Classroom without Borders participants and pre-service teachers.
- Analysis of policies and programs, plans, assessment information, communications, and other documents seen by the school as informing the school self-evaluation.
- Analysis of student achievement data in Yr. 3, Yr. 5 and Yr 7 including detailed NAPLAN SMART analysis reviewing trend and individual growth data in Reading, Writing and Numeracy 2011 to 2014.
- Analysis of student achievement data across K, Yr. 1, and Yr. 2, including analysis of Best Start, Targeting Early Numeracy (TEN) and Reading Text Levels.
- Triangulation of data from standardised assessments, in-school assessments and NAPLAN data.



STRATEGIC
DIRECTION 1

Successful Learners

Purpose:

Student learning in literacy and numeracy is improved through the development and delivery of consistent high quality teaching and learning practices that inspire every student. High impact curriculum will motivate and enable students to excel and achieve their potential. Successful learners will be confident and creative and have the personal resources for future success and well being. They will develop skills to equip them to be lifelong learners in the 21st Century.



STRATEGIC
DIRECTION 2

Teaching Excellence

Purpose:

Teachers will have the capacity to provide a differentiated curriculum that is sufficiently flexible to meet the diverse needs of our students. Teachers will engage in individualised, team and shared professional learning to develop their capacity to deliver a quality education to their students, resulting in improved learning outcomes. The development of quality teaching practices including data analysis, innovation and the use of 21st Century technologies, will ensure their ability to deliver teaching and learning programs for success.

Strategic Direction 1: Successful Learners

Purpose

Student learning in literacy and numeracy is improved through the development and delivery of consistent high quality teaching and learning practices that inspire every student. High impact curriculum will motivate and enable students to excel and achieve their potential. Successful learners will be confident and creative and have the personal resources for future success and well being. They will develop skills to equip them to be lifelong learners in the 21st Century.

Improvement Measures

- All students achieving a positive growth in 2015 - 2017 in Numeracy and Literacy as measured by NAPLAN.
- All students K – 6 achieving a positive growth as measured on the Literacy and Numeracy continuum using PLAN and data analysis of both standardised and school based assessments

People

Students: Engage students with skills of a 21st Century learner, developing their capacity to evaluate, create, problem solve, communicate effectively and work collaboratively with their peers.

Staff: Assist students to reach their personal and academic goals through providing a safe and engaging environment and promoting positive interaction with each other.

Staff: Provide opportunities for collaborative practice in the analysis and interpretation of data, to monitor whole school practices and programs enabling staff to reflect on and share classroom practice in the delivery of quality teaching programs.

Parents/Carers: Establish a collaborative learning community with students, parents and teachers to support student engagement, learning and well-being.

Community Partners: Strengthen learning alliances within and beyond our school to support school programs including; Indigenous; creative arts; enrichment; environmental; sporting; transition and other innovative initiatives.

Leaders: Ongoing professional learning including professional reading and dialogue to strengthen productive relationships with external agencies to improve the educational opportunities and outcomes of students.

Processes

Whole school teaching and learning programs will reflect the BOSTES syllabuses outcomes and key competencies of the 21st Century.

Embed whole school practices through the implementation of literacy and numeracy :

- M & Ms program incorporating Peas and Pods (utilising TEN - Targeting Early Numeracy strategies)
- RAW ST Program (Reading and Writing Spelling, Talking)

Embed whole school practices through the implementation and continuation of well being initiatives:

- PBL (Positive Behaviour for Learning)
- Bounce Back

Embed whole school assessment practices through the utilisation of the school's assessment map incorporating both in school and external assessment to determine targeted needs of students and plan effective and innovative learning programs.

Evaluation Plan

- Regular monitoring and analysis of external and in school data including SMART Analysis, Best Start, Literacy and Numeracy Continuums (PLAN), Benchmarking and Targeting Early Numeracy.
- Analysis of internal data related to student reward; suspension; behavioural; and attendance.
- Developed and implemented targeted programs and strategies to improve these areas as required.

Products and Practices

Product: All students achieving a positive individual growth in Numeracy and Literacy as measured by NAPLAN.

Product: All students K – 6 achieving a positive growth as measured on the Literacy and Numeracy continuum using PLAN and data analysis of both external and school based assessments.

Practice: Teaching programs consistently reflect BOSTES syllabuses and the school's scope and sequences incorporating the key competencies of the 21st Century.

Practice: Quality teaching and learning practices across the school are demonstrated through differentiated lessons and assessments to improve student achievement.

Practice: Systematic data collection is used to monitor school-wide progress and target areas for improvement.

Strategic Direction 2: Teaching Excellence

Purpose

Teachers will have the capacity to provide a differentiated curriculum that is sufficiently flexible to meet the diverse needs of our students. Teachers will be committed to ongoing professional development and engage in individualised, team and shared professional learning to develop their capacity to deliver a quality education to their students, resulting in improved learning outcomes. The development of quality teaching practices including data analysis, innovation and the use of 21st Century technologies, will ensure their ability to deliver teaching and learning programs for success.

Improvement Measures

- All teachers engage in collaborative planning and programming embedding whole school English, Mathematics and Student Welfare Programs
- All teachers implement innovative practices and the use of 21st Century technologies to engage and ensure the success of all students.
- All teachers develop and implement a professional learning plan, outlining their goals, with a focus on new curriculum implementation and use of technology.

People

Staff: Provide opportunities for students to take risks and be innovative through 21st century teaching and learning.

Staff: Collegial and collaborative feedback and mentoring enabling assessment driven programming. Teacher's reflective practice will be enhanced through, planning preparation and implementation.

Staff: Engage and actively share learning from professional learning that is targeted to the school priorities and their professional needs which leads to improved students outcomes.

Students: Increase student engagement through students having a greater understanding and knowledge of the effective use of technology in assisting them in being better learners.

Students: Engage with teaching and learning experiences that are relevant, purposeful, engaging and successful.

Parents/Carers: Enhance parent/community knowledge and understanding of school processes, practices, programs, systems and expectations.

Community Partners: Strengthen community partnerships that will support teacher development and enhance student's cognitive, emotional, social, physical and well being achievements.

Leaders: Provide quality differentiate professional learning to support all staff in their ability to implement best practice though innovative and dynamic teaching and pedagogical practice.

Processes

Build staff skills and knowledge of ICT, through professional learning and collaboration amongst teachers in the implementation of technology to compliment 21st Century learning.

Development and implementation of Performance and Development Framework procedures utilising the Professional Standards for Teachers.

Provide opportunities for staff to collaboratively plan and differentiate programming and pedagogy to support school wide practices.

Investigate and develop individual learning spaces and current technologies to suit 21st Century Learners.

Investigate and develop practices to effectively communicate with parents school processes, practices, programs, systems and expectations.

Evaluation Plan

- Regular collegial professional sharing sessions timetabled and evident.
- Regular professional learning activities occurred in the school which are aligned with the school priorities, system requirements, and professional career aspirations of staff.
- Developed and implemented targeted programs and strategies to improve these areas as required.
- The implementation of technology to compliment 21st Century learning is evidenced in teaching and learning programs and learning spaces.

Products and Practices

Product: All teachers engage in collaborative planning and programming embedding whole school Literacy, Numeracy and Student Wellbeing Programs.

Product: All teachers implement innovative practices and the use of 21st Century technologies to engage and ensure the success of all students.

Product: All teachers develop and implement a professional learning plan, outlining their goals, with a focus on new curriculum implementation and use of technology.

Practice: All teachers engage in regular professional learning which is aligned to school priorities, system requirements, and their professional career aspirations.

Practice: Teaching and Learning programs consistently incorporate lessons and assessment tasks which demonstrate the explicit integration of ICT and student digital citizenship.

Practice: Individual learning spaces are flexible, and include technologies to support 21st Century learning and is accessible to staff to enhance student learning outcomes.

Practice: Teachers confidently incorporate technology into their daily practice and programs to improve student' learning.