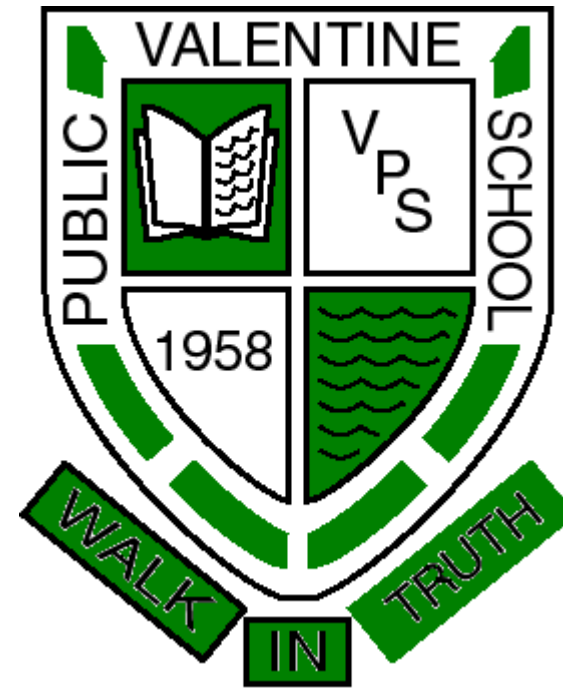


# Strategic Improvement Plan 2021-2025

## Valentine Public School 4185



# School vision and context

## School vision statement

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As global citizens, we espouse a moral philosophy in teaching and learning with an emphasis on ethical citizenship. We seek to consistently build capacity of staff and ensure that every student attains growth in their learning goals through consistent evidenced-based pedagogy.

Together, we embed creative and critical thinking, collaboration and communication, for students to become real-world problem solvers with respect for self and others.

We aim to foster empathy, kindness and integrity in our students. Our resilient and adaptable learners take a reflective approach to understand themselves holistically as they realise their potential through risk-taking and change-making...and we will let the children play.

**'Learning and growing at the point of challenge.'**

## School context

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Valentine Public School is located on the shores of East Lake Macquarie. There are 557 students enrolled for 2023. Sixteen students (2%) identified as Aboriginal. The schools Family Occupation and Educational Index (FOEI) rating is 47 which indicates low levels of disadvantage.

The school structure consists of 22 regular and multi-grade classes set in spacious and well maintained grounds. We have an extremely supportive community and an active Parents and Citizens Association. In 2022 we established a new DoE OSCH modular setting allowing us to grow the OSCH with the largest capacity in Lake Macquarie and numbers are continuing to grow in 2023..

The school has quality programs in the Intellectual, Physical, Social/Emotional & Creative domains with embedded cultural perspectives. We have a strong reputation in the local community for excellence in teaching and learning. Our teachers are contemporary in their professional learning, commitment to student wellbeing and academic attainment. Our focus on Wellbeing continues to serve us well in 2023 as all considerations were given to adjustments needed for all stakeholders: students, staff and families.

We offer a rich range of extra-curricular opportunities including high potential and gifted programs, a highly successful band, and creative and performing arts programs as well as enrichment in a wide range of sporting pursuits.

A strength in ICT has been an integral element of our success in 2023 as the skills and flexibility of use of technology have been incorporated effectively across all K-6 teaching and learning environments. Use of BYOD was introduced to Year 3 in 2023 and future focused learning spaces currently operate successfully across the 3-6 space.

Valentine Public School uses best practice to embed a culture of high expectation that effectively caters for equity in the school community through embracing valued and effective partnerships with parents and citizens (P&C), student Parliament, Warners Bay Community of schools (BCoS), Awabakal Aboriginal Education Consultative Group (AECG), local preschools, YMCA OOSH provider and the wider community.

Through the 2020 External Validation process and an analysis of the School Excellence Framework, our school excelled in learning culture, wellbeing, curriculum, student performance measure, effective classroom practice, school planning, implementation and monitoring and school resources.

During 2023 we have continued to identify specific areas of strength within our school and areas for future direction. Our SEF (School Excellence Framework) areas driving our School Improvement Plan (SIP) are: assessment, reporting, data skills and use, professional standards, learning and development, educational leadership and management practices.

Our focus themes have been identified as formative assessment, student and parent engagement, data literacy, improvement of practice, accreditation, coaching and mentoring, performance management and development and community engagement and satisfaction.

In 2023, we take pride in beginning our journey in the implementation of the Curriculum Reform, starting with the new K-2 English and mathematics syllabus.

Valentine Public School is a fantastic place to 'grow and learn at the point of challenge.'

# Strategic Direction 1: Student growth and attainment

## Purpose

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Student growth and attainment's clear purpose is to provide accountability for every student in terms of performance in bands and growth. School identified initiatives will ensure a deeper understanding of how we teach with a focus on consistency in pedagogy.

## Improvement measures

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### Reading growth

#### Achieve by year: 2023

Expected growth in Check-In Reading assessment will indicate an upward trend towards or exceeding SSSG's.

### Numeracy growth

#### Achieve by year: 2023

Expected growth in Check-In numeracy assessment will indicate an upward trend towards or exceeding SSSG's.

## Initiatives

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### BUILDING STAFF CAPACITY

#### Building Staff Capacity

- Staff PL in data literacy with greater emphasis on individual teacher capacity to use data in their programming and planning
- Staff PL in The Big Ideas in Number, Syllabus and effective teaching of numeracy
- Building staff capacity through Dr Attard's identified problem of practice.
- K-6 staff attended 3-6 English Navigating the Syllabus and Explore English Pedagogy and Research
- K-6 staff participate Essential Assessment TLP
- 3-6 staff attend Redhead PS to see the new curriculum in action
- APC&I attended PAT PL to
- Consistent teacher judgment through K-6 planning days
- K-2 staff program development new curriculum English and maths
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- **Modelled, guided and independent reading professional learning- remove**
- **Effective Pedagogy in mathematics**
- **Staff PL in Big Six of Reading - Deslea Konza**

### ASSESSMENT AND REPORTING

#### Assessment & Reporting

- School-wide internal data collation & analysis
- PLAN2 in Creating Texts, Phonics and Phonemic Awareness
- SCOUT, NAPLAN and Check-Ins data analysis
- IL work 1:1 with staff for data literacy in reading and numeracy
- 3-6 Pre & Post Number Assessments (A&B inclusive)
- DoE Short Assessments
- 3-6 complete PAT reading assessment twice a year

## Success criteria for this strategic direction

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At Valentine Public School our curriculum provision supports high expectations for student learning. Teaching and learning programs are dynamic, showing evidence of feedback of teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

Our school aims to achieve excellent value-add results, to obtain our stretch targets. Our school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school data.

A whole school approach at Valentine ensures the most effective evidence-based teaching methods optimise learning progress for all students. Effective methods are identified, promoted and modelled and students' learning improvement is monitored, demonstrating growth.

Professional learning for our staff in data literacy will ensure that all staff are able to effectively analyse, understand and use student assessment data in their programming and planning.

Through professional learning to build staff capacity in this plan, all teachers will understand and explicitly teach literacy and numeracy to students at all levels of achievement.

Teachers at Valentine will also evaluate, collaborate and share their expertise within the school and with other schools to identify and implement the most effective strategies to improve teaching and learning.

The leadership team at Valentine will establish a professional learning community which will be focused on continuous improvement of teaching and learning

## Evaluation plan for this strategic direction

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**Question:** To what extent can we demonstrate impact and improvement of student outcomes in reading and numeracy through building teacher capacity in data literacy and student capacity through goal setting?

- 3-6 collect and analyse *Essential Assessment* data termly
- Year 1 Phonics Screening Check Term 3
- K-2 - PLAN 2 - data collection in *Phonological Awareness Diagnostic, IfSR-NP Number and Place Value and IfSR-AT Additive Thinking*.
- K-2 *LLLLL Decodable* Texts & PM running record data collection

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## **PEDAGOGICAL PRACTICES**

### **Pedagogical Practices**

- K-2 curriculum reform implementation English and maths
  - Quality teaching rounds
  - Dr Attard POP (Problem of Practice) guided numeracy PL
  - Shoulder to shoulder APC&I
  - Staff implement pedagogy using *The Big Ideas in Number* K-6
  - **Big Six of Reading - Deslea Konza**
  - **Big Ideas in Number - Di Siemens**
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**Data:** We will use a combination of data sources. These will include internal assessment, data, (school data and PLAN2), external assessment (SCOUT and DoE Short Assessment), Essential Assessment, PAT Reading, surveys, PM and decodable bench marking, focus groups, student and community voice, interviews (students, staff and parents), school documents (teaching and learning programs, school scope and sequences and observations) and What Works Best Toolkit.

**Analysis:** The school will bi-annually review progress toward the improvement measures.

**Implications:** The findings of the analysis will inform future directions.

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## Purpose

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'A Rising Tide Lifts all Ships' aims to effectively implement the High Potential and Gifted Policy. Its purpose is to transform the space of High Potential in the school, delivering excellence through initiatives that reflect Equity, Engagement and Excellence. This Strategic Direction aims to engage the learner at point of challenge by increasing student direction and student voice in teaching and learning processes. We intend to build capacity in Critical and Creative Thinking Skills, collaboration and communication skills. All students will have opportunity to reach their potential.

## Improvement measures

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### Achieve by year: 2025

Increase the number of students in an upward trend from 2023 data, to successfully engage in The Academy.

### Achieve by year: 2025

Increase the number of students in an upward trend from 2023 data, to successfully attain achievement in the Zone of High Performance.

### Achieve by year: 2025

School assessment of the School Excellence Framework (SEF) in the theme of Expertise and Innovation shows improvement from baseline of Sustaining and Growing to Excelling.

## Initiatives

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### Creative and Critical Thinking

- Develop a whole school Creative and Critical Thinking Toolbox, plus a scope & sequence with tools for teachers to embed in their teaching .
- Our goal is to teach our students to generate and apply new ideas in specific contexts, see existing situations in a new way, identify alternative explanations, and make new links that generate a positive outcome.
- REAL, Rigorous, Engaging, Authentic Learning is our version of Project-Based Learning. We will refine pedagogical practices and structure of REAL in line with new syllabuses to, increase student engagement and active learning.
- Build a pedagogical practice that encapsulates opportunities for students to engage in creative and critical thinking, communication and collaboration for both staff and students.

### The Academy

- Build capacity in our High Potential Team to manage initiatives in the 4 domains through The Academy
- Introduce a level of support to ALL students in the zone of High Potential and Gifted Education.
- At VPS we have a responsibility to create learning environments that supports high potential and gifted students to experience efficacy, agency and achieve their educational potential.

### HP&G Policy Implementation

- The school will implement and provide Professional Learning in one element of the HP&G Policy each year- 1.1.1, 1.4.1 and 1.4.5 to build teacher capacity in catering for all students in reaching their potential.
- Create our VPS HP&G Framework that explains our school systems and processes for DoE Policy implementation of HP&G Policy

## Success criteria for this strategic direction

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The whole Valentine school community demonstrates aspirational expectations of learning progress and achievement for all students and is committed to the pursuit of excellence. Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs ,ensuring that all students are challenged. Teachers at Valentine involve students and parents in planning to support learning and share expected outcomes.

Student engagement and feedback are an imperative part of this plan. Our goal is to ensure that feedback from students learning derived from assessments informs further teaching.

Valentine Public School has a high performing staff as measured against the APTS. We aim to continually build capacity with our teachers to ensure that every student experiences high quality teaching. At Valentine we implement principles of evaluative thinking and continually monitor the impact of programs and approaches used by all teachers. We believe that this will demonstrate and build high expectations for student and staff learning across the school.

With The Academy, REAL and the Creative and Critical Thinking Toolbox, we are continually trailing innovative practices and processes to improve our school practice. School assessment of the SEF in the theme of High Expectations, and the component of **aspirational expectations** demonstrates Excelling.

At Valentine we aim to be recognised as excellent and responsive by our community as we use best practice to embed high expectations and effectively cater for a wide range of equity and learning needs.

## Evaluation plan for this strategic direction

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### Question:

Are creative and critical thinking skills embedded into teaching & learning programs?

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Are students drawing on the creative and critical thinking tools to assist with higher order thinking through 'The Academy'?

How do we know all staff are adjusting teaching & learning programs to target high potential and gifted students?

Is grade distribution shifting towards exterior data?

**Data:**

- Evidence from program feedback and supervision
- Student end of cycle surveys
- Academy classroom output measured
- Student reports evidencing Academy talent development
- Pre & Post survey data on HP&GE implementation

**Analysis:**

Analysis will be embedded within initiatives throughout progress and implementation monitoring. Student end of cycle survey analysed, showcases evaluated and future directions in place.

**Implications:**

What if students don't engage with the Academy or are not willing to take risks in their learning?

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# Strategic Direction 3: A Work of Heart - Wellbeing

## Purpose

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'A Work of Heart' encapsulates the priority Valentine Public School places on the Wellbeing of all. Recent outcomes of our Catalyst Lab project in 2020 examining passive learning and engagement highlighted the need for students to have greater self-awareness and personal courage as a learner.

This Strategic Direction aims to provide explicit initiatives to further embed Be You and PBL processes and practices and build capacity in stakeholders to reflect upon DoE frameworks such as Social Emotional Learning, Australian Teaching Standards, School Excellence Framework and Stronger Smarter.

## Improvement measures

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### Wellbeing

**Achieve by year: 2023**

#### SELF-EMPOWERED LEARNERS (WELLBEING)

- An uplift in NSW Govt Norms greater than 3% of students showing **Positive Wellbeing (Advocacy, Belonging, expectations)** in TTFM Student Survey.

#### EMPOWERED CONNECTIONS

**Achieve by year: 2025**

#### EMPOWERED CONNECTIONS

- An uplift in NSW Govt Norm Mean of 2.0 in **Parents Feel Welcome** in TTFM Parent Survey.

### Attendance (>90%)

**Achieve by year: 2023**

#### ATTENDANCE

- An uplift of 4% of students will attend school 90% of the time or more.

## Initiatives

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### WELLBEING & SELF-EMPOWERED LEARNERS

- To develop self reflective learners who are socially aware we will embed SEL lessons using the Personal & Social Capabilities and student tracking against the framework to report to parents.
- We will work investigate the work of Pasi Sahlberg. We will include parents, teachers and students in an Action Research project, 'Growing Up Digitally' (Gonski Institute) to investigate and shift paradigms around screen time and the impact on student wellbeing and teaching and learning. As a school community, we will encourage 'risk' play through our nature play programs to build and foster resilient, confident and creative students through Pasi Sahlberg's "Let the children play".
- At VPS, we have an awareness of, and commitment to ensure personalised and differentiated learning and support for every student to succeed.

### ATTENDANCE

- Our school will work in partnership with parents/carers in promoting regular attendance of all students.
- The school will ensure it shares high visuals and regular communication to increase awareness of the importance of students attending school every day.

### EMPOWERED CONNECTIONS

- Our staff will feel empowered to work collegially in a supportive and professional working environment where through staff wellbeing initiatives, improve their positive mindset and sense of worth.
- We aim to develop and build respectful relationships and partnerships within the community to support and encourage a culture of trust and mutual respect.

## Success criteria for this strategic direction

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Students are succeeding in their learning. Students strive toward and achieve meaningful goals. Student voice has been a recent focus in our school practices. We have found that it can not only change the educational climate of our school in a positive way, it can also strengthen student achievement, develop intrinsic motivation and foster engagement. This area has been identified as a key item for future directions.

Parents and the broader school community actively participate in supporting and reinforcing student learning. The school has high expectations for every student. Parents and the broader community support and enable the aspirations of every student. Students have a strong sense of meaning and purpose.

Staff and Parents / Carers feel a sense of positive wellbeing and identify Valentine as a school with a positive school culture.

Students, teachers and staff, and members of the wider school community have a shared understanding of the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes.

School attendance matters. It is arguably one of the most important indicators of school success. You cannot learn when you are not there to learn. Students who attend school regularly improve their chances of being academically successful. Schools, in partnership with parents, are responsible for promoting the regular attendance of students. Regular attendance at school is essential to assist students to maximise their potential.

## Evaluation plan for this strategic direction

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### Question:

Are students able to articulate effective literacy, numeracy and social & emotional learning goals and reflect on their own learning?



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How have we demonstrated an impact of staff, students and community with a positive sense of wellbeing, belonging and engagement?

**Data:**

- TTFM Data - trend data for students, teachers and parents/carers
- Scout reports - Attendance and Engagement
- School excellence Framework
- BeYou Pre & Post student survey
- What works best Toolkit

**Analysis:**

Analysis will be embedded within initiatives throughout progress and implementation monitoring. Pre & Post survey data will be analysed by Wellbeing Team. Attendance & Engagement Data analysed and communicated to the whole school community.

**Implications:**

Are TTFM results aligned to our in-school internal measures (BeYou student surveys) to allow for a more accurate picture of students, staff and parents/carers with positive wellbeing, engagement and sense of belonging at Valentine Public School?

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