

School plan 2018-2020

Vincentia High School 8593



School background 2018–2020

School vision statement

Learning for Life"

We challenge our students to develop their potential and grow academically, socially, emotionally and culturally through an engaging learning environment that prepares them for a complex and changing world.

School context

Vincentia High School is a large co-educational, comprehensive; community school located in Jervis Bay on the south coast of New South Wales with student population of 1142 students and approximately 150 staff. Vincentia High School is part of the Bay and Basin Learning Community serving the educational needs of students from our local primary schools of Vincentia, Huskisson, Tomerong, St Georges Basin, Sanctuary Point, Sussex Inlet and Jervis Bay. We have forged strong partnerships with all our partner primary schools and the local business community.

The school provides outstanding academic, cultural and sporting opportunities for all students. Our highly trained and dedicated professional staff members are determined to ensure all students achieve their personal best and follow our school values of respect and responsibilities. We have a wide range of academic opportunities available for students with our partnerships, with Wollongong University, Canberra University and The Australian National University. Our curriculum offerings are the largest in the South East area offering University entrance and Vocational educational courses of which we excel. We also have 11 support classes as part of the rich tapestry that makes up Vincentia HS.

Our student successes have been outstanding with many of our Year 12 students entering university. With 14% of our students being indigenous Australians we highly value our Aboriginal education programs including, 100 hour Dhurga Language Program, Dance and Didj Group and recently the inclusion of the Clontarf program. This program has been highly supported by our local community and government organisations.

School planning process

Our 2018 – 2020 plan was interrupted and replaced using a consultative approach during terms 1 and 2 of 2019. The plan was structured by the Senior Executive of the school and further developed through consultation with the executive staff completing the 'Products and Practices' section. The entire staff body used design thinking processes to establish the 'Processes' and 'milestones' complete with performance measures after parents and community and student voice forums were conducted. Aboriginal students and community had meaningful input into the future designation of the school through a student voice forum for Aboriginal and Torres Strait Islander students and the AECG.

School strategic directions 2018–2020



Purpose:

In Class, In Task

To create engaged, productive and successful learners.

Purpose:

Best Practice, Future Focused

To facilitate innovative and empowered teachers.

Purpose:

Communication, Collaboration

To enable connection within our community.

Strategic Direction 1: Engaged and Productive Learners

Purpose

In Class, In Task

To create engaged, productive and successful learners.

Improvement Measures

Students are in class and on task.

Students show growth in literacy and numeracy.

People

Leaders

To promote a culture of high expectations for all by providing instructional leadership and support for staff

Staff

Professional learning and whole school focus on behaviour management and literacy and numeracy

Students

Understand expectations for behaviour and learning.

Parents/Carers

Support school expectations for behaviour and learning.

Community Partners

Understanding of school expectations for behaviour and learning.

Processes

Consistent whole school approach enabling students to be in class, prepared and ready to learn.

Consistent learning culture empowering students to articulate what they have learnt and why.

Evaluation Plan

Analysis of Sentral Wellbeing entries positive and negative

SCOUT data– NAPLAN, HSC, suspensions

Evidence of program implementation focusing on managing student behaviour and explicit literacy and numeracy strategies.

Practices and Products

Practices

All students are prepared and ready to learn.

All student experience rich learning opportunities with clear learning intentions and success criteria.

Products

Students are in class and on task.

Students show growth in literacy and numeracy.

Strategic Direction 2: Innovative and Empowered Teachers

Purpose
Best Practice, Future Focused
To facilitate innovative and empowered teachers.
Improvement Measures
Best Practice Teaching and Learning programs and pedagogy.
Improved teacher wellbeing.

People
Leaders
Support staff in achieving quality teaching practice and continuous professional learning, by providing TPL and modelling
Staff
Ensure all staff have opportunities to access/engage.
Students
Enable students to see and know their teachers as continual learners.
Parents/Carers
Aware of how staff are empowered to engage students.
Community Partners
Provide opportunities for partners to support staff.

Processes
Distributed Instructional Leadership Program (DIL)
Faculty review process
Develop teacher wellbeing toolkit for professional wellness.
Evaluation Plan
Processes will be monitored by faculty review process data and comparison, Distributed and Instructional Feedback program evaluation, staff feedback about teacher wellbeing, analysis of staff attendance, SCOUT data on staff professional learning

Practices and Products
Practices
Visible culture of collaboration and continuous feedback.
Teachers in class enjoying leading learning.
Products
Best Practice Teaching and Learning programs and pedagogy.
Improved teacher wellbeing.

Strategic Direction 3: Connected Community

Purpose

Communication, Collaboration

To enable connection within our community.

Improvement Measures

Every student has a community 'champion' in their life.

Improved community involvement.

People

Leaders

Model inclusive and proactive communication with the broader school community, parents/carers, staff and students.

Staff

Professional learning in supporting students in wellbeing.

Students

Know how to access wellbeing support at school.

Parents/Carers

Aware of school support and resources and collaboratively work with staff to support students.

Community Partners

Increased involvement with school wellbeing initiatives.

Processes

Effective support strategies and wellbeing for students.

Effective communication and marketing plan within the school community.

Evaluation Plan

Processes will be monitored by data collection from Social and Emotional Learning program implemented in Years 7 and 8, Individualised and Personalised Learning Plans, Wellbeing team report, social media engagement, community attendance at school events, consultation surveys.

Practices and Products

Practices

Students feel happy, supported and engaged at school.

Community feels welcome in our school.

Products

Every student has a community 'champion' in their life.

Improved community involvement.