

Strategic Improvement Plan 2023-2026

Vincentia High School 8593



School vision and context

School vision statement

All students are actively engaged in their education through challenging learning experiences. With a focus on consistency and inclusivity, our students will graduate from Vincentia High School with the knowledge and skills required to achieve individual success in their future pathways. Proudly situated on the lands of the Wadi Wadi and Wandean people, we walk together with our local Bay and Basin community to support and build our future leaders.

School context

Vincentia High School is a vibrant co-educational, comprehensive; community school located in Jervis Bay on the South Coast of New South Wales. The student population of around 1000 is stable . We prioritise inclusivity through our culturally diverse community. Sixteen percent of our students identify as Aboriginal and are supported by a range of cultural and wellbeing programs including Clontarf. Our fifteen support classes cater for students with a range of disabilities including intellectual, physical, mental health and emotional disturbance. Vincentia High School is an important member 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.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure students make learning progress. Our school community will lift the educational aspirations and achievements of our students through explicit teaching strategies and attendance processes ,

Improvement measures

Tell Them From Me

Achieve by year: 2026

Tell Them From me data reflects growth in student engagement and wellbeing

Numeracy growth

Achieve by year: 2023

Increase student growth to achieve an effect size of 0.4

Initiatives

Explicit teaching

Explicit teaching practices, including the effective use of feedback, are key elements of effective teaching. Such practices ensure that students have a clear understanding of why they are learning something, how it connects to what they already know, what is expected of them, and how to do it. This will optimise learning progress for all students across our learning community.

Data Routines and evaluation

We aim to use the findings from different data sources to improve:

- allocation of resources
- implementation of support for students
- targeted professional development for staff members
- student growth
- adoption of effective teaching strategies

Success criteria for this strategic direction

- PDP processes are streamlined and create opportunities for personalised learning and teacher development
- A culture of collaboration and evaluative practice is evident, where regular walk-throughs sharing best practice is commonplace

Evaluation plan for this strategic direction

Question

What has been the impact of the explicit teaching and data routines and evaluation initiatives on student learning growth?

DataThe following data sources will be collected and analysed by relevant teachers, leaders and teams and discussed regularly to inform next steps.

- Evaluation of resource allocation
- Analysis of External student performance measures (NAPLAN, HSC,)
- Evaluation of Professional Learning
- Tell Them From Me

Analysis

Data is evaluated to determine the extent to which the purpose and improvement measures have been achieved.

Implications

Data is routinely used in evaluating strategic direction

Strategic Direction 2: Active Learners

Purpose

Students are actively engaged in their learning. They can articulate their current learning and next steps with teachers and parents.

Improvement measures

Assessment Methods

Achieve by year: 2026

Number of classroom observations

Alignment of professional learning with school improvement strategies

Reading growth

Achieve by year: 2023

Increase student growth to achieve an effect size of 0.4

Initiatives

Assessment capable learners

Student assessment refers to the variety of methods that teachers use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students. These include formal examinations, standardised tests, class tests, work samples and analysis of student portfolios, as well as the informal questions, teacher judgements, and observations that occur in classrooms. It is only through effective assessment that teachers can know if learning is taking place.

Success criteria for this strategic direction

Classroom observations strengthen teaching practice

Students confidently complete assessment tasks

Professional learning occurs regularly to develop assessment capable learners

Practice in moderating and annotating teaching and learning artefacts are in place

Evaluation plan for this strategic direction

Question

What has been the impact of the assessment capable learner initiative on student learning growth?

Data

The following data sources will be collected and analysed by relevant teachers, leaders and teams and discussed regularly to inform next steps.

- Evaluation of assessment methods
- Analysis of External student performance measures (NAPLAN, HSC,)
- Professional Learning evaluation
- Classroom observations

Analysis

Data is evaluated to determine the extent to which the purpose and improvement measures have been achieved.

Implications

Evaluation will guide the pace and intensity of actions to ensure continuous improvement and student growth.

Strategic Direction 3: Inclusion and Excellence for all

Purpose

Staff collaborate with families to develop and deliver appropriate and inclusive learning pathways through differentiated practice across a range of options. Students attend school and access learning in a safe and connected school environment.

Improvement measures

Attendance

Achieve by year: 2026

Increase in attendance across year cohorts

Retention

Achieve by year: 2026

Increase in students completing Year 12 or equivalent

Initiatives

Learner Pathways

Staff collaborate with families to develop and deliver appropriate and inclusive learning pathways through differentiated practice.

Attendance

Develop strategies to increase attendance of all students to ensure that access to learning is maximised.

Success criteria for this strategic direction

- Professional Learning is provided to increase understandings in inclusive practice and learning pathways.
- Systems and processes are in place to increase attendance
- Curriculum provision is reviewed and monitored to meet the changing requirements of the students

Evaluation plan for this strategic direction

Question

What has been the impact of the learner pathways and attendance initiative on student retention and attendance?

Data

The following data sources will be collected and analysed by relevant teachers, leaders and teams and discussed regularly to inform next steps.

- Attendance data
- Curriculum plan
- Retention data

Analysis Data is evaluated to determine the extent to which the purpose and improvement measures have been achieved.

Implications Evaluation will guide the pace and intensity of actions to ensure continuous improvement and student growth.