<table>
<thead>
<tr>
<th>School vision statement</th>
<th>School context</th>
<th>School planning process</th>
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</table>
| **Learning and Growing Together** | Vaucluse Public School is located on the South Head Peninsula in Sydney’s Eastern Suburbs. The school is unique in many ways. With its spacious playing fields and beautiful gardens protected by large shady trees, the children enjoy a perfect environment for learning and growing together. It has an enrolment of 343 students from Kindergarten to Year 6 in thirteen mainstream classes and three classes in a Special Education Support Unit. These classes include one Autism class and two IO classes. Our teachers promote an inclusive culture based on the values of caring and kindness. In a safe and supportive environment, children form lasting friendships from Kindergarten to Year 6. All enjoy a strong sense of belonging where parents and members of the local community work closely with teachers and staff to support the students. Vaucluse Public School values the development of the whole child and celebrates their achievements in all areas – academic, environmental, debating and public speaking, sports, the creative arts and in community and cultural activities. Our school has a dynamic Stephanie Alexander Kitchen Garden Program where children enjoy an exciting journey of sowing, nurturing, harvesting, cooking, presenting and consuming healthy foods. A Mandarin Language Program, a Hebrew Program for background speakers, a specialist Music teacher, a Junior and Senior Choir, Rock Band, Recorder Group and Band, and a Gymnastics Program also contribute to the rich learning environment the school provides. The school runs a number of additional activities that contribute to the culture such as Soccer Club, Drama Club, a very committed SRC and a strong and rigorous leadership program. | A number of strategies were implemented in consulting the community on the future directions of Vaucluse Public School. They consisted of:  
- Staff evaluation of NAPLAN, PLAN, ICAS and curriculum based data.  
- Learning and Support Committee Evaluation.  
- Community Consultation forums, P&C Meetings, surveys circulated at Meet the Teacher Evenings and anecdotal evidence.  
- Staff meetings, Executive Meetings, Staff Forums and Professional Learning evaluation.  
- Student feedback and observations, surveys, class meetings and school leadership forums.  
- Tell Them From Me Student Survey.  
- KidsMatter Staff and Student Surveys |

Also influencing and supporting our vision are the goals for young Australians documented in the 2008 Melbourne Declaration on Educational Goals. These goals are:  
- **Australian schooling promotes equity and excellence.**  
- **All young Australians become:**  
  - Successful learners  
  - Confident and creative individuals  
  - Active and informed citizens  

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Page 2
Every student in our care to be actively engaged and supported in meaningful, challenging and future-focused learning experiences to achieve and thrive as confident and positive learners, leaders and responsible, productive citizens.

**Purpose:**
To further develop a learning culture where student learning is underpinned by high quality Numeracy, Writing, Spelling and Multimodal Digital Literacy teaching. Lessons and learning opportunities are engaging and teaching strategies evidence based. Individually and collaboratively, teachers evaluate the effectiveness of their teaching practices to plan for the ongoing learning of each student in their care. Feedback is an integral part of the learning process for teachers and students.

**Purpose:**
To evaluate school student welfare practices and further develop a common understanding, consistent approaches and shared commitment to the development of learner Wellbeing.

**Purpose:**
To further develop positive and respectful relationships across the school community. These relationships will underpin a collective responsibility for a productive learning community.
# Strategic Direction 1: Know Students and How They Learn

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</tr>
<tr>
<td><strong>Students:</strong></td>
</tr>
<tr>
<td>Capabilities will be developed by:</td>
</tr>
<tr>
<td>Rich learning opportunities to explore, compare and respond to a variety of texts including multimodal digital texts.</td>
</tr>
<tr>
<td>Quality learning experiences that use language to shape and make meaning according to purpose, audience and context.</td>
</tr>
<tr>
<td>Rich learning opportunities to develop critical and creative skills.</td>
</tr>
<tr>
<td><strong>Staff:</strong></td>
</tr>
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<td>Capabilities will be developed by:</td>
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<tr>
<td><strong>How do we do it and how will we know?</strong></td>
</tr>
<tr>
<td>• All students receive quality feedback.</td>
</tr>
<tr>
<td>• All staff participate in Professional Learning on the use of the Literacy and Numeracy Continuums, Quality Teaching Framework, School Excellence Framework, Professional Learning and Development Framework, School Exellence Framework, Professional Learning and Development Framework, Feedback Strategies, Electronic and Digital Literacy, Writing, Spelling, Data Analysis, BOSTES Program Builder, PLAN, TEN and TOWN.</td>
</tr>
<tr>
<td>• Staff will develop a K-6 Assessment Policy.</td>
</tr>
<tr>
<td>• Implementation of school based Learning Support Checklist for referral to the Learning and Support Committee.</td>
</tr>
<tr>
<td>• Collaborative Planning will take place on a regular basis for all staff. Timetabling used to ensure stage planning each term. Planning Policy implemented to ensure consistent processes.</td>
</tr>
<tr>
<td>• Workshops and P&amp;C Meetings to inform parents about teaching and learning processes such as mapping using the Continuums.</td>
</tr>
<tr>
<td>• Using expertise within the school and Cosies Learning Community to build capacity of staff. Utilising</td>
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<tbody>
<tr>
<td><strong>What is achieved and how do we measure?</strong></td>
</tr>
<tr>
<td>• NAPLAN Year 5 data indicates a 20% increase in growth where 70% of students are achieving greater than or equal to expected growth in Writing and Grammar and Punctuation.</td>
</tr>
<tr>
<td>• NAPLAN Year 5 data indicates a 15% increase in growth where 70% of students are achieving greater than or equal to expected growth in Spelling and Numeracy.</td>
</tr>
<tr>
<td>• All students mapped on Literacy and Numeracy Continuums and demonstrating expected growth.</td>
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<tr>
<td>• All class teachers are using the Numeracy and Literacy Continuum to map every student.</td>
</tr>
<tr>
<td>• Class Teachers use the Continuums to communicate progress to parents.</td>
</tr>
<tr>
<td>• Class Programs are coded using the Quality Teaching Framework.</td>
</tr>
<tr>
<td>• All teachers use PLAN and NAPLAN data and resources to plan and inform</td>
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Spelling and Numeracy.

- All students mapped on Literacy and Numeracy Continuums and demonstrating expected growth.

A strong focus on improved teaching methods in Writing, Spelling, Multi Media Digital Literacy and Numeracy, with professional learning activities focused on building teachers’ understanding of effective teaching strategies in these areas.

Further developing skills in evaluating and reporting student performance data so that it underpins the whole-school assessment strategy.

Using data on a regular basis to monitor the effectiveness of their efforts.

Demonstrating a sophisticated understanding and use of student assessment and data literacy concepts such as value added, growth, improvement, statistical significance.

Teachers will continue to work collaboratively to improve teaching and learning in their year groups.

Actively engaging in planning their own professional development to improve their performance.

Parents / Carers:

Capabilities will be developed by:

Participating and engaging in activities that support student learning.

Demonstrating an understanding of the Continuums and how they are used.

Visiting therapists to share skills.

- Leadership team builds capacity through the implementation of Kirtman’s Seven Competencies for School Leadership.

Evaluation Plan

- Analysis of NAPLAN data, PLAN data, ICAS data.
- Feedback from Tell Them From Me surveys, KidsMatter Surveys.
- Implementation of the School Excellence Framework.
- Learning and Support Committee minutes.
- Analysis of students mapped on the Numeracy and Literacy Continuum.
- Analysis of Kirtman’s Self Assessment tool for Seven Competencies for School Leadership.
- Reviews of Performance and Development Framework for all staff.

Teaching and Learning Programs.

- All teachers are confident and knowledgeable in their use of the new English and Mathematics Australian syllabi.
- All students receive rich feedback from class teachers.
- All teachers are productively using the Performance and Development Framework. Professional Learning goals are linked to the 2015 – 2017 School Plan.
- All teachers differentiate class programs where appropriate.
- All teachers refer appropriately to the Learning and Support Committee.
- All staff are familiar with and implementing Every Student Every School and the Disability Standards in Education 1994.
- All teachers use the procedures outlined in the Vaucluse PS Assessment Policy on a timely basis.
Community Partners:

Capabilities will be developed by:

Actively engaging with community partners and sharing expertise and knowledge.

Leaders:

Capabilities will be developed by:

Fostering a school culture that has high expectations and that ensures every staff member is engaged in relevant, research based professional learning that builds their capabilities as learners, teachers and leaders.
### Strategic Direction 2: Create and Maintain Supportive and Safe Learning Environments

**Purpose**

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

To evaluate school Student Welfare practices and further develop a common understanding, consistent approaches and shared commitment to the development of learner Wellbeing.

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<td><strong>How do we do it and how will we know?</strong></td>
<td><strong>Stevan:</strong> Capabilities will be developed by:</td>
<td><strong>What is achieved and how do we measure?</strong></td>
</tr>
<tr>
<td>Students use effective techniques for developing resilience and building Wellbeing. Students will be involved in Service Learning and develop strong links with community agencies that support ethical and service learning. Students will have opportunities to develop personal values and attributes such as those outlined in the NSW DEC Values We Teach. Students will participate in a variety of Leadership activities to develop leadership capacity throughout the school. Students will have a good understanding of Vaucluse PS Student Welfare policies. They will also have a strong voice in Student Welfare programs.</td>
<td>Students use effective techniques for developing resilience and building Wellbeing. Students will be involved in Service Learning and develop strong links with community agencies that support ethical and service learning. Students will have opportunities to develop personal values and attributes such as those outlined in the NSW DEC Values We Teach. Students will participate in a variety of Leadership activities to develop leadership capacity throughout the school. Students will have a good understanding of Vaucluse PS Student Welfare policies. They will also have a strong voice in Student Welfare programs.</td>
<td>Whole school evaluation of Student Welfare policies such as Fair Discipline Code, Anti Bullying Plan. Whole School commitment to the implementation of KidsMatter Program and Digital Citizenship. All staff familiar with the School Excellence Framework, DEC Learner Wellbeing Framework, National Safe Schools Framework, and Values We Teach. Providing opportunities to create a density of leadership throughout the school. Providing opportunities for all members of the school community to engage in service to the wider community. Strongly embedding practices into all classrooms that build wellbeing. These practices include service learning, Stephanie Alexander Kitchen Garden Program, Kidsmarter and Digital Citizenship.</td>
<td><strong>Practice:</strong> The school has in place a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual Wellbeing of students. Students are self-aware, build positive relationships and actively contribute to the school, the community and the society in which they live. Positive and respectful relationships is evident among students, staff and</td>
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<tr>
<td>100% of students demonstrate strategies to develop Wellbeing and resilience.</td>
<td>Data from Tell Them From Me indicates continued growth in social / emotional development.</td>
<td>Data from KidsMatter surveys indicates growth in the use of mental health strategies to develop resilience and build Wellbeing.</td>
<td>The social /emotional currency of the school community shows growth as indicated in parent and staff surveys.</td>
</tr>
<tr>
<td>Data from KidsMatter surveys indicates growth in the use of mental health strategies to develop resilience and build Wellbeing.</td>
<td>The social /emotional currency of the school community shows growth as indicated in parent and staff surveys.</td>
<td>50% increased use of anti-bullying notifications by students.</td>
<td><strong>Practice:</strong> The school has in place a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual Wellbeing of students. Students are self-aware, build positive relationships and actively contribute to the school, the community and the society in which they live. Positive and respectful relationships is evident among students, staff and</td>
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**Evaluation Plan**

- **Tell Them From Me** surveys
- **KidsMatter** Surveys
- Mapping on the School Excellence Framework in the

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**Planning template – V2.0**

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PS Student Welfare Policies.  
Staff are committed to Service Learning.  
Staff have a sound understanding of positive psychology and wellbeing programs. They demonstrate a strong commitment and responsibility for student learning and success.  
Staff use Learning and Support Committee processes to access support where appropriate.

Parents/Carers:
Capabilities will be developed by:
Parents are knowledgeable and supportive of Vaucluse PS Student Welfare Policies.

Community Partners:
Capabilities will be developed by:
External agencies will work collaboratively with the school through explicit communication strategies.  
Community partners will support teaching and learning programs that foster student confidence.

Leaders:
Capabilities will be developed by:
Leading evaluation of Student welfare policies.  
Initiating and support professional learning on Wellbeing.

areas of Wellbeing and Learning Culture.
  • Number of bullying notifications through school communication channels.
  • Parent surveys
  • All staff using Vaucluse PS L&ST referral process.
  • Evaluation of class teaching programs so that they reflect special programs eg KidsMatter, Bounce Back, Digital Citizenship.

parents.
  • The whole school consistently implements a whole school approach to Wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment.
  • Individual learning is supported by the effective use of school, system and community expertise and resources.
  • Quality teaching and professional practice are evident in every learning environment at Vaucluse PS.
## Strategic Direction 3: Engage with Colleagues, Parents / Carers and the Community

### Purpose

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

To further develop positive and respectful relationships across the school community. These relationships will underpin a collective responsibility for a productive learning community.

### Improvement Measures

- School satisfaction surveys record high levels of school satisfaction.
- Evaluation of parent workshops show a deep level of understanding and support of Vaucluse PS Student Welfare Programs.
- School excellence Framework Tool indicates school is operating in the Excelling Domain.

### People

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

**Students:**

Capabilities will be developed by:

Students developing positive relationships with all members of the school community.

**Staff:**

Capabilities will be developed by:

All staff have a thorough working knowledge and commitment to the School Excellence Framework.

**Parents/Carers:**

Capabilities will be developed by:

Parents participating in a range of activities including workshops and forums to build knowledge and awareness of the processes that build engagement and support our students.

### Processes

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

- All staff participate in professional learning to inform the implementation of the School Excellence Framework.
- Community forums, workshops and meetings are held to raise awareness and inform parents about Student Welfare Programs such as Fair Discipline Code, Vaucluse PS Anti-Bullying Plan, KidsMatter, Digital Citizenship.
- All staff consistently communicate with parents on a timely basis.
- School communication strategies such as class bulletins, newsletter, website, homework, take home reading program are consistent and informative.

### Evaluation Plan

- Data collected from School Excellence Framework Tool.
- Data collected from Parent Engagement Surveys.
- Data from evaluations of parent workshops.
- Data from Tell Them from Me.
- Data from the Digital Citizenship Online Audit Tool.
- Levels of attendance by

### Products and Practices

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

- School satisfaction surveys record high levels of school satisfaction.
- Evaluation of parent workshops show a deep level of understanding and support of Vaucluse PS Student Welfare Programs.
- School excellence Framework Tool indicates school is operating in the Excelling Domain.

#### Product:

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

**Practice:**

- There is a school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement.
- Positive and respectful relationships across the school community underpin a productive learning environment, and support students’ development of strong identities as learners.
- All written communication to parents are consistent and rich.
Community Partners:

Capabilities will be developed by:

Involving outside agencies to share and participate in building knowledge to strengthen community engagement.

Leaders:

Capabilities will be developed by:

The Leadership team working collaboratively with the community to build positive relationships. Leadership team identifying, initiating and building opportunities that engage parents/carers in both the progress of their children’s learning and wellbeing.

- Data from the MYCEECDYA National Safe Schools Framework Audit Tool.

parents at school events eg P&C Meetings, School Assemblies, Special Days.