School background 2015 - 2017

School vision statement

Victoria Avenue Public School is about preparing our community of learners for their futures. We are creating students who are passionate about learning, who strive to shape their critical and creative ideas into meaningful innovations. We aim to provide every student with the tools they need to collaborate, to succeed and to lead.

At VAPS we have big ideas and we bring them to life. We innovate.

At VAPS we include and we are included. We belong.

At VAPS we are inspired and we inspire others. We lead.

School context

Victoria Avenue Public School is situated within a unique community facility “Victoria Avenue Community Precinct”. This precinct includes a Child Care Centre, an Early Childhood health Centre, an Out of School Hours Care Centre and Victoria Avenue Public School. Victoria Avenue Community Precinct is situated adjacent to Sydney Olympic Park which includes Bicentennial Park. Bicentennial Park is used by teachers and students as an extension of the learning environment of the school.

Victoria Avenue Public School is new school which opened in January 2015 in a fast growing area in the Inner West of Sydney.

We have 90 students and cater for a diverse community. It represents over 37 different cultural and linguistic groups including 13% Korean, 15% Mandarin and 7% Arabic speaking families. The majority of families come from mid to high socio economic environments and many parents have high levels of educational attainment. Parents have high expectations and are very involved and supportive of the school.

The school motto is Include, Inspire, Innovate which encapsulates the school’s ethos of including all students and families in school programs, inspiring the school community to strive for excellence in education and aspire towards future focused education for all students.

The teaching staff is a mix of early career and experienced teachers. The school is staffed with an equivalent of 10 teaching staff and 7 non-teaching staff. The teaching entitlement is met by 5,606 full and part time teachers. This includes allocation for 7 class teachers. The school executive currently consists of the Principal, two Assistant Principals and a School Administrative Manager.

The school has joined the Major’s Bay Community of Schools which includes Burwood Public School, Concord Public School, Concord West Public School, Newington Public School and Strathfield North Public School.

School planning process

As a new school the first priority was to build “a school community” by establishing trust and providing opportunities for parents and community members to engage with the school. As part of this process positive relationships were built and a culture of consultation was established.

Consultation about school motto and school vision with:-
- parent community
- school staff
- Stage 3 students

Using the “Schoolbag” pro forma with staff, students and parents, the school was able to identify the key qualities that were common across all three groups to create the school vision.

Introduction of the new school planning process with:-
- School staff
- Parents at P&C meeting

All staff were involved in the decision making around the 3 Strategic Directions and Improvement Measures, and wrote the purpose for each Strategic Direction. As a result, it was decided that the three broad key strategic directions would be shaped by the school motto. These are:
- Include
- Inspire; and
- Innovate.

The school motto/strategic directions were formed as a basis for a shared commitment to future developments. Parents were consulted at special forums to discuss the components of each strategic direction. The school executive, in consultation with school staff and school community, identified the SPs - purpose, people, processes, practices and products to be implemented under each Strategic Direction.
School strategic directions 2015 - 2017

STRATEGIC DIRECTION 1
Include

Purpose:
Are we creating opportunities for all members of the community to feel and be included? Are all students engaged in classrooms with opportunities to succeed? ALL students are equipped with what they need to become successful learners, confident and creative individuals and active and informed citizens. At Victoria Avenue Public School we treasure diversity across the precinct. We endeavour to plan for everyone from the beginning to create a school community that is free from discrimination and disadvantage. We believe in universal design for learning and by planning for the edges we include everyone. Every student has the opportunity for success regardless of their gender, language, sexual orientation, pregnancy, culture, ethnicity, religion, health or disability, socioeconomic background or geographic location.

STRATEGIC DIRECTION 2
Inspire

Purpose:
Are all members of the community self-directed learners and can they inspire and lead others? At Victoria Avenue Public School we find ways to ignite curiosity in all students and the wider community including teachers and parents. It is about leading through inclusive and innovative practices and using this to awaken passion and inspiration in others.

STRATEGIC DIRECTION 3
Innovate

Purpose:
As a community of learners are we critical and creative thinkers and are we bringing ideas to life? As a community of learners we are always asking the questions 'why?' and 'how do you know?' to create a culture of reflective practice. We strive to be efficient and effective in improving student learning outcomes through future focused, evidence based practices and pedagogy.
## Strategic Direction 1: Include

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

ALL students are equipped with what they need to become successful learners, confident and creative individuals and active and informed citizens. At Victoria Avenue Public School we treasure diversity across the precinct. We endeavour to plan for everyone from the beginning to create a school community that is free from discrimination and disadvantage. We believe in universal design for learning and by planning for the edges we include everyone. Every student has the opportunity for success regardless of their gender, language, sexual orientation, pregnancy, culture, ethnicity, religion, health or disability, socioeconomic background or geographic location.

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

**Students:** ALL students are accessing and engaging with learning in multiple ways and are able to express themselves through multiple means. Students recognise, accept and value diversity of others and acknowledge the importance of being included and including others.

**Staff:** Staff understand the principles of universal design for learning, implement flexible programs that meet the diverse needs of our students, collect regular data and implement appropriate adjustments and supports. They recognise, accept and value diversity of others and acknowledge the importance of being included and including others.

**Parents/Carers and the broader community:** Parents and the broader community recognise themselves as partners to support and enable the aspirations of every child. They recognise that their voice is sought and valued. Parents and the broader community have varied opportunities to be actively involved in school life.

**School and Precinct Leaders:** Commit to, promote and model the principles of inclusion across our integrated model of service delivery.

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

- Regular timetabled collaborative programming time to support teachers and SLSOs in developing an understanding of UDL and EAL/D teaching and learning strategies.
- Build effective parent and community partnerships through establishing -an ongoing learning partnership with precinct partners, SOPA, remote Australian school and an Asian Sister School -a forum for parent voice through P&C, Disability support groups, parent meeting space, Classroom volunteers, First language stories, Consultation Practices, create specific strategies for hard to reach parents. -varied means of communication within and beyond the precinct.
- Design Wellbeing strategies -Establish a wellbeing team -Establish a universal positive behaviour framework -Appropriate adjustments are made for students

**Evaluation Plan**

- Are we creating opportunities for all members of the community to feel and be included? Are all students engaged in classrooms with opportunities to succeed?
  - Classroom walkthrough
  - Instructional rounds
  - Survey of inclusive practices and attitudes
  - Ongoing collection and analysis of Literacy, Numeracy and PBL data

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

- A system is implemented to track and reflect on student academic data with evidence of strong universal practices and targeted interventions, to ensure 100% of students are progressing in Literacy and Numeracy.
- A school-wide Positive Behaviour for Learning framework is visible throughout the school and there is evidence of a three tiered approach to promoting student engagement, success and positive behaviour.
- Evidence of Student, family, local and global community voices in classrooms.

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

**Practice:**
All teachers collaborating in teams to design and implement inclusive whole school teaching programs incorporating UDL and EAL/D strategies. Professional learning teams are formed around areas of expertise and goals from their Performance Development Plans (PDPs) informed by The Australian Professional Standards for teachers. There is a community wide responsibility to ensure inclusive practices and language are embedded in everything we do.

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**Improvement Measures**

- A system is implemented to track and reflect on student academic data with evidence of strong universal practices and targeted interventions, to ensure 100% of students are progressing in Literacy and Numeracy.
- A school-wide Positive Behaviour for Learning framework is visible throughout the school and there is evidence of a three tiered approach to promoting student engagement, success and positive behaviour.
## Strategic Direction 2: Inspire

### Purpose

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

At Victoria Avenue Public School we find ways to ignite curiosity in all students and the wider community including teachers and parents. It is about leading through inclusive and innovative practices and using this to awaken passion and inspiration in others.

### People

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

**Students:** Students are excited, engaged and inspired about learning and become independent self-directed learners and leaders.

**Staff:** Teachers see themselves as learners who have a responsibility to ignite curiosity and a life-long love of learning in their students.

### Processes

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

- Teachers regularly provide opportunities for students to express themselves and their relationships with others and their world and use student voice to drive learning programs.
- Provide opportunities for all students to be peer tutors and peer leaders across the community precinct and globally.
- Teachers regularly sharing regularly sharing how their professional learning has made an impact on their teaching practice and student outcomes.
- Regular opportunities for diverse members of the community to share and showcase their talents and success stories.

### Products and Practices

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

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

**Product:**

- 100% of teachers and students are able to access flexible learning spaces and appropriate technology to support and enhance self-directed learning.
- Learning programs have strong evidence of ongoing, meaningful connections and collaborations with local and global organisations/partners.

**Evaluation Plan**

- **Are all members of the community self-directed learners and can they inspire and lead others?**
  - An audit by the school executive of school programs including excursions, incursions and local events to ensure that diverse voices of the school community are represented.
  - Classroom walk throughs.
  - Instructional leadership meetings to monitor and support professional learning goals in PDP’s.
  - Survey students about their opportunities to lead within the school.

**Evaluation Plan**

- Photographic evidence on various platforms of every student engaging in leadership roles is used to acknowledge and celebrate achievements.

### Improvement Measures

- 100% of teachers and students are able to access flexible learning spaces and appropriate technology to support and enhance self-directed learning.

- Learning programs have strong evidence of ongoing, meaningful connections and collaborations with local and global organisations/partners.

### School and Precinct Leaders

**As lead learners school and precinct leaders are passionate about quality teaching and learning and awaken and inspire this in others.**

## Improvement Measures

- 100% of teachers and students are able to access flexible learning spaces and appropriate technology to support and enhance self-directed learning.

- Learning programs have strong evidence of ongoing, meaningful connections and collaborations with local and global organisations/partners.
Strategic Direction 3: Innovate

**Purpose**

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

As a community of learners we are critical and creative thinkers who bring our ideas to life. We ensure as a community we are always asking the questions 'why?' and 'how do you know?' to create a culture of reflective practice. We strive to be efficient and effective in improving student learning outcomes through focus, evidence based practices and pedagogy.

**People**

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

**Students**: Students are engaged in rich tasks where they are learning by exploring, creating and playing. Students learn to self regulate and collaborate with peers and initiate interest based learning projects.

**Staff**: Teachers are creative, critical and connected learners who drive their own professional learning goals. Teachers are informed yet flexible to move with student interest, achievements and innovative pedagogical practices.

**Parents/Carers and the broader community**: Parents and carers will be provided with opportunities to develop their understanding of informed innovative teaching and learning for the 21st Century.

**School and Precinct Leaders**: Leaders collaborate to bring innovative ideas to life in response to the needs of our community of learners across the precinct.

**Processes**

How do we do it and how will we know?

Regular timetabled Instructional Leadership sessions with feedback directly related to teacher’s PDPs and based on the Australian professional standards for teachers

Utilizing fluid and flexible learning spaces in the school, precinct and community (e.g. Bicentennial Park) to support innovative teaching practices.

Trial and evaluate a variety of student directed, inquiry based programs that promote collaborative future focused practices.

Technology is used to augment, modify and redefine pedagogical practices. It creates opportunities to access, connect and collaborate with the global community.

Teachers are supported to become self-directed learners who actively seek professional learning opportunities across multiple platforms.

**Evaluation Plan**

**As a community of learners are we critical and creative thinkers and are we bringing ideas to life?**

- Classroom walk throughs
- Instructional rounds
- Teacher sharing of student ideas brought to life.

**Products and Practices**

What is achieved and how do we measure?

**Product**:

Student directed, inquiry based programs are embedded across the school with strong evidence they are having a high effect on student engagement and academic success.

Formative assessment practices are embedded in all classrooms and drive learning programs to become ecosystems that grow, extend and morph.

Creative ideas are transformed into innovations across a variety of platforms and shared beyond the walls of the classroom.

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

**Practice**:

- Using general capabilities from the Australian Curriculum in innovative ways to create authentic links between Key Learning Areas and across stage progressions.
- Teachers using technology to redefine what they do and students creating new products previously inconceivable.
- Embed a Improvement Measures

- Student directed, inquiry based programs are embedded across the school with strong evidence they are having a high effect on student engagement and academic success.

- 80% of teachers and students are active participants in an annual school festival of innovative ideas and student innovations are original, well researched and engaging.