



Virginia
State
School

SCHOOL IMPROVEMENT TARGETS AND STRATEGIES

2019

STEM

- Building teacher capability to transform STEM learning
- Increasing student engagement in STEM learning

Teaching of reading

- Data analysis / Goal development
- Consolidate reading instruction
- Early years phonics
- Review VSS Reading Program

Teaching of writing

- Data analysis / Goal development
- Implement and embed VSS Writing Program

Through a supportive and inclusive environment, with a focus on high expectations, our school encourages each student to engage in learning and achieve personal success.

YEAR	ASSESSMENT	2018 TARGET	2018 RESULT	2019 TARGET	2019 STRATEGIES
PREP	Magic 100 sight words	75% of students know 50 words	75%	75% of students know 50 words	<ul style="list-style-type: none"> Continue
	Phonics – letter sound	90% know all letters/ sounds	0%	90% know 30+	<ul style="list-style-type: none"> New assessment in 2018 modified target for 2019 Jolly Phonics program years P-1
	Reading Level	75% students at PM 7	90%	75% students at PM 7	<ul style="list-style-type: none"> Guided reading program all students Additional support for students at risk
	Writing	90% achieving C or above	85%		<ul style="list-style-type: none"> Continue with C2C assessable items. Continue internal and external moderation
	Maths	90% achieving C or above	83%	90% achieving C or above	<ul style="list-style-type: none"> Early Years data used to identify gaps in learning and guide teacher planning.
	Science	90% C or above	86%%	90% C or above	<ul style="list-style-type: none"> Continue with C2C assessable items.

YEAR	ASSESSMENT	2018 TARGET	2018 RESULT	2019 TARGET	2019 STRATEGIES
YEAR 1	Reading Level	90% of students level 17 or above	81%	90% of students level 17 or above	<ul style="list-style-type: none"> Continue with guided reading program
	Letter sound	100% of students know all letters/sounds	96%	100% of students know all letters/sounds	<ul style="list-style-type: none"> New assessment in 2018 continue to track for intervention at risk students.
	Phonics – letter sound	90% know all letters/sounds	1%	90% know all letters/sounds	<ul style="list-style-type: none"> New assessment in 2018 extend tracking of data to end of year 1 (2018 first semester only) Continue to implement Jolly Phonics
	Sight Words	90% of students know 300+ words	70%	90% of students know 300+ words	<ul style="list-style-type: none"> Use of reading teacher team to support students not reaching target
	Writing	90% of students achieving C or above	85%	90% of students achieving C or above	<ul style="list-style-type: none"> Continue with C2C assessable items. Continue internal and external moderation
	Maths	90% C or above	86%	90% C or above	<ul style="list-style-type: none"> New assessment in 2018 moved from iMaths to C2C assessable items. Continue with C2C
	Science	90% C or above	80%	90% C or above	<ul style="list-style-type: none"> Continue with C2C assessable items.

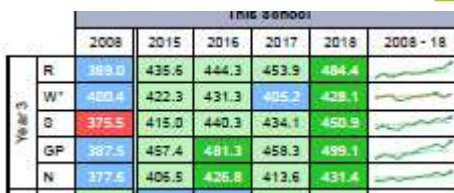
YEAR	ASSESSMENT	2018 TARGET	2018 RESULT	2019 TARGET	2019 STRATEGIES
YEAR 2	Reading	90% of students achieving level 24+	74%	90% of students achieving level 24+	<ul style="list-style-type: none"> • Guided Reading program to continue in 2019 • Accelerated Reader offered to grade 2 from Semester 2 – home reader focus in semester one..
	Writing	90% of students achieving a C+	77%	90% of students achieving a C+	<ul style="list-style-type: none"> • Continue with C2C assessable items. • Continue internal and external moderation
	Spelling	90% of students at age appropriate	80%	90% of students at age appropriate	<ul style="list-style-type: none"> • Continue to implement whole school reading program.
	Maths	90% of students achieving a C+	90%	90% of students achieving a C+	<ul style="list-style-type: none"> • New assessment in 2018 moved from iMaths to C2C assessable items. • Continue with C2C
	Science	90% of students achieving a C+	88%	90% of students achieving a C+	<ul style="list-style-type: none"> • Continue with C2C assessable items.

YEAR	ASSESSMENT	2018 TARGET	2018 RESULT	2019 TARGET	2019 STRATEGIES
Year 3	Reading	90% at age appropriate +	91%	90% at age appropriate +	<ul style="list-style-type: none"> Continue with Guided Reading and Accelerated Reader programs
	Writing	90% of students achieving C+	77%	90% of students achieving C+	<ul style="list-style-type: none"> Continue to implement whole school writing program and use C2C assessable items. Continue internal and external moderation
	Spelling	90% at age appropriate +	80%	90% at age appropriate +	<ul style="list-style-type: none"> Continue to focus on C2C or SWST programs
	Maths	90% of students achieving C+	86%	90% of students achieving C+	<ul style="list-style-type: none"> Continue to use C2C and assessable items.
	NAPLAN Reading Writing Spelling Numeracy Indigenous Reading Indigenous Numeracy	100% NMS 55% U2B 100% NMS 40% U2B 100% NMS 40% U2B 100% NMS 30% U2B 100% NMS 100%	98.6% 79.7% 91.1% 60.9% 95.7% 66.7% 98.6% 56.5% 100%	100% NMS 55% U2B 100% NMS 40% U2B 100% NMS 40% U2B 100% NMS 30% U2B 100% NMS	<ul style="list-style-type: none"> Continue all programs
	Science	90% of students achieving C+		90% of students achieving C+	<ul style="list-style-type: none"> Continue with C2C assessable items.

Successes:

- NAPLAN – Virginia achieved above state and nation in all areas of year 3 and continues to show further improvement in all strands.

School	Year Level	Max n	Reading			Writing			Spelling			Grammar and Punctuation			Numeracy		
			Mean	Top 2 Band %	NMS %	Mean	Top 2 Band %	NMS %	Mean	Top 2 Band %	NMS %	Mean	Top 2 Band %	NMS %	Mean	Top 2 Band %	NMS %
Australia	3		433.8	53.1	95.6	407.2	42.0	94.4	417.8	46.6	94.1	431.7	53.7	94.5	407.7	39.4	95.7
Queensland	3		429.7	51.4	96.2	397.7	36.6	94.0	410.9	43.6	94.3	429.7	52.2	95.3	399.2	35.2	95.9
Virginia State School (1675)	3	69	484.4	79.7	98.8	428.1	60.9	97.1	450.8	66.7	95.7	499.1	78.3	100.0	431.4	56.5	98.6

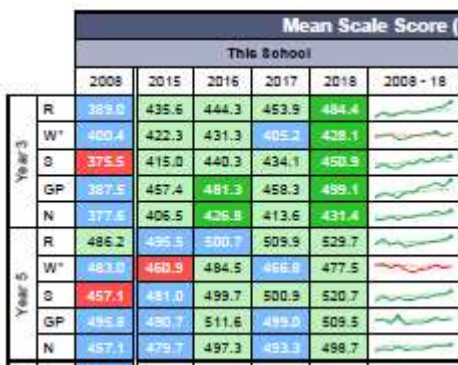


YEAR	ASSESSMENT	2018 TARGET	2018 RESULT	2019 TARGET	2019 STRATEGIES
4	Reading	90% at age appropriate +	90%	90% at age appropriate +	<ul style="list-style-type: none"> Continue with Guided Reading and Accelerated Reader programs
	Writing	90% of students achieving C+	84%	90% of students achieving C+	<ul style="list-style-type: none"> Continue to implement whole school writing program and use C2C assessable items. Continue internal and external moderation
	Spelling	90% at age appropriate +	64%	90% at age appropriate +	<ul style="list-style-type: none"> Continue to focus on C2C or SWST programs
	Maths	90% of students achieving C+	83%	90% of students achieving C+	<ul style="list-style-type: none"> Continue to use C2C and assessable items.
	Science	90% of students achieving C+	86%	90% of students achieving C+	<ul style="list-style-type: none"> Continue with C2C assessable items.

YEAR	ASSESSMENT	2018 TARGET	2018 RESULT	2019 TARGET	2019 STRATEGIES
5	Reading	90% at age appropriate +	91%	90% at age appropriate +	<ul style="list-style-type: none"> Continue with Guided Reading and Accelerated Reader programs
	Writing	90% of students achieving C+	75%	90% of students achieving C+	<ul style="list-style-type: none"> Continue to implement whole school writing program and use C2C assessable items. Continue internal and external moderation
	Spelling	90% at age appropriate +	75%	90% at age appropriate +	<ul style="list-style-type: none"> Continue to focus on C2C or SWST programs
	Maths	90% of students achieving C+	83%	90% of students achieving C+	<ul style="list-style-type: none"> Continue to use C2C and assessable items.
	Science	90% of students achieving C+	76%	90% of students achieving C+	<ul style="list-style-type: none"> Continue with C2C assessable items.
	NAPLAN Reading	100% NMS 45% U2B	100% 43.9%		
	Writing	100% NMS 60% U2B	92.9% 14.3%		
	Spelling	100% NMS 50% U2B	100% 47.4%		
	Numeracy	100% NMS 40% U2B	100% 24.1%		
	Indigenous Reading	100% NMS	100%		
	Indigenous Numeracy	100% NMS	100%		

Virginia achieved above mean score in all areas in year 5. This shows continued improvement.

School	Year Level	Max n	Reading			Writing			Spelling			Grammar and Punctuation			Numeracy		
			Mean	Top 2 Band %	NMS %	Mean	Top 2 Band %	NMS %	Mean	Top 2 Band %	NMS %	Mean	Top 2 Band %	NMS %	Mean	Top 2 Band %	NMS %
Australia	5		509.0	38.5	94.8	464.6	13.8	89.9	502.5	34.6	94.4	503.6	35.9	93.5	494.2	27.7	95.6
Queensland	5		506.1	37.1	95.0	453.9	11.0	87.4	496.7	31.2	94.4	501.1	34.7	93.9	487.8	24.2	96.0
Virginia State School (1675)	5	58	529.7	43.9	100.0	477.5	14.3	92.9	520.7	47.4	100.0	509.5	35.1	98.2	498.7	24.1	100.0



YEAR	ASSESSMENT	2018 TARGET	2018 RESULT	2019 TARGET	2019 STRATEGIES
6	Reading	90% at age appropriate +	92%	90% at age appropriate +	<ul style="list-style-type: none"> Continue with Guided Reading and Accelerated Reader programs
	Writing	90% of students achieving C+	74%	90% of students achieving C+	<ul style="list-style-type: none"> Continue to implement whole school writing program and use C2C assessable items. Continue internal and external moderation
	Spelling	90% at age appropriate +	67%	90% at age appropriate +	<ul style="list-style-type: none"> Continue to focus on C2C or SWST programs
	Maths	90% of students achieving C+	80%	90% of students achieving C+	<ul style="list-style-type: none"> Continue to use C2C and assessable items.
	Science	90% of students achieving C+	79%	90% of students achieving C+	<ul style="list-style-type: none"> Continue with C2C assessable items.

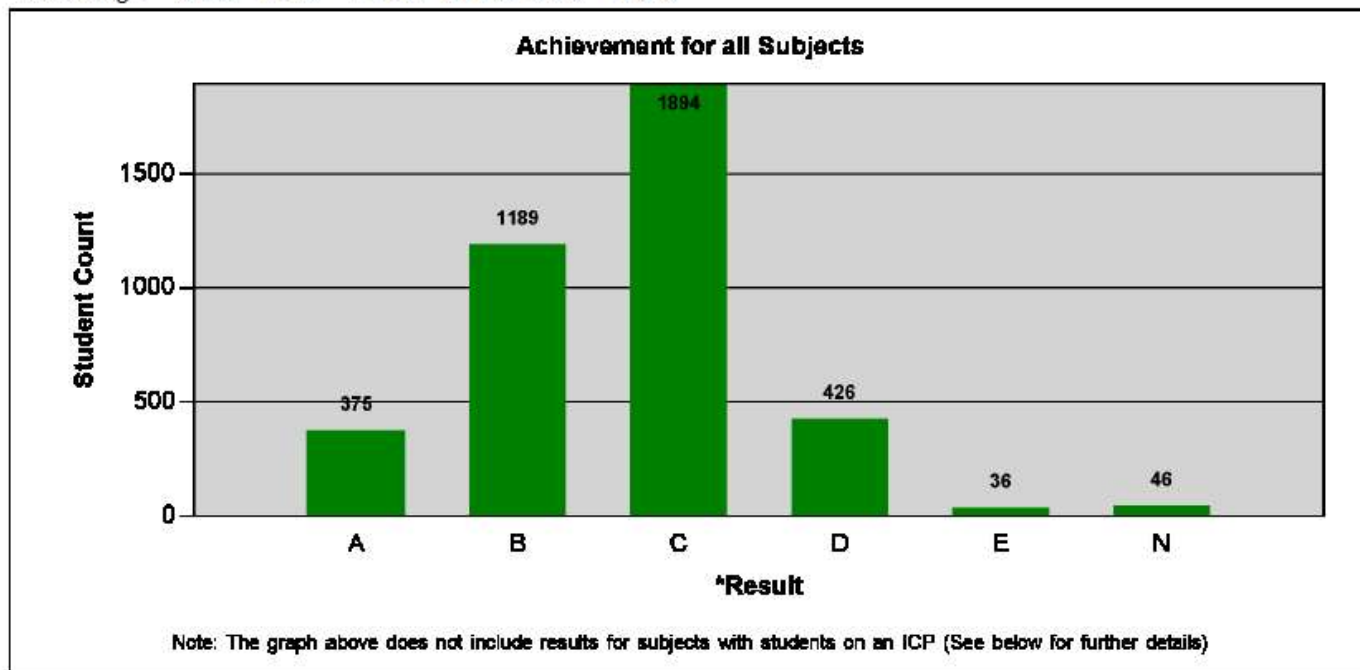
Whole School Analysis of 2018 Results and improvement focus for 2019:

Notes:

Whole School Assessment Overview – Reporting end of Semester 2 2018

Achievement Breakdown

Rating	A	B	C	D	E	N
Percentage	9.5%	30%	47.8%	10.7%	0.9%	1.2%



Across all learning areas school achieved 87.3% C or above this is in-line with our general target of 90% achieving a C or above with an improvement from 2018 (84.2%)

2019 Focus: continue to provide explicit teaching of Australian Curriculum (primarily using C2C units). Continue to engage in internal and external moderation to ensure consistency of assessment and reporting.

Phonics and Letter Sound

Continue junior school curriculum focus on Jolly Phonics in Prep and year 1. New assessment tool designed to break this into more clearly identified areas was fully implemented in 2018 however data analysis shows a need to track this for longer and assessment overview in 2019 was updated to full year of data collection.

Reading

Implementation in 2018 of Guided Reading Program in response to School Review in 2017 which identified development of more inclusive intervention rather than withdrawal models. Results continue to improve in all year levels. Continue with program in 2019 with adjustment to staffing (no longer staff STLaN).

Writing

Whole School Writing program continues to be priority area in 2019. All students have individual writing goals. School priority area in 2019

Spelling

Focus on individual learning goals. Teachers using either C2C spelling resources or SWST resources has seen in improvement in results in 2019.

Maths

Every student succeeding

State Schools Strategy 2017–2021

Our focus

Every student succeeding is the shared vision of Queensland state schools. This strategy underpins regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.



Our priorities

Advancing education: An action plan for education in Queensland
Preparing Queenslanders with the knowledge, skills and confidence to participate successfully in the economy and broader community

DET Strategic Plan 2017 – 2021

Alignment — Collaboration — Empowerment — Capability — Accountability — Accountability

Collaborative empowerment

At the heart of the *State Schools Strategy* is our department's collaborative empowerment business model. By working together, communicating better with each other, developing our people, and reviewing our performance, we will ensure our schools are among the best in the world.

Successful learners

Students engaging in learning and achievement, and successfully transitioning to further education, training and employment.

Teaching quality

Teachers employing high quality, evidence-based practices focused on success for every student.

Principal leadership and performance

School leaders driving school improvement and student achievement.

School performance

Schools achieving success through an intentional approach to improving the progress of every student.

Regional support

Regions providing a renewed focus on supporting performance and outcomes across the three sectors – early years, schooling, and training and skilling.

Local decision making

Schools ensuring community needs are central to decision making processes, autonomy and accountability.

Our school improvement model

Together we will accelerate school improvement by evaluating and developing professional practices. The school improvement model provides a common language and process to help us achieve our goals.

The *School Improvement Hierarchy* provides guidance on where schools are in their improvement journey; the *Inquiry cycle* provides a process for learning from improvement initiatives; and the *Standards of Evidence* provide a common language for evaluating improvement efforts.

Our objectives

- Address the unique needs of students to ensure successful transitions through each phase of learning.
- Collaborate across the system to sustain and continue improvement through inquiry cycles.
- Focus on a sharp and narrow explicit improvement agenda.
- Develop the capabilities of our people to drive and lead future-focused school improvement.
- Do whatever it takes so that every student succeeds.

Our performance goals

- Improve academic achievement for all students.
- Lift the performance of our top students.
- Improve reading and writing for all students.
- Improve Year 12 certification rates.
- Close the gap for Aboriginal and Torres Strait Islander students.
- Improve the participation and achievement of students with disability.



Our work

Successful learners

Know our learners

- Analyse student data regularly to monitor progress, guide teaching practices, transitions and prompt early intervention.
- Use *Early Start* and the *Literacy Continuum* to monitor Prep–Year 2 students' progress in literacy and numeracy.
- Create inclusive opportunities for all students to reach their potential as successful people; identify and support at-risk students; provide vocational education and training options in schools.
- Implement, monitor and review attendance, behaviour, retention and attainment strategies for continuous improvement.

Meet our learners' needs

- Create a culture of engaging learning that improves wellbeing and achievement, values diversity and responds to student needs and interests.
- Provide challenging learning experiences that further develop reading, writing, numeracy and STEM expertise across the curriculum.
- Provide opportunities for students to identify their intended learning options and learning pathways.
- Provide case management that supports school readiness, student attendance and retention, literacy and numeracy achievement and Year 12 attainment for students at risk of disengagement.
- Create the next generation of global citizens and entrepreneurs by valuing student voice, embedding STEM opportunities and expanding the study of languages.

Local decision making

Foster accountability

- Strengthen professional autonomy with continuous improvement and innovation.
- Maintain focus on systemic priorities and requirements.
- Drive school improvement through inquiry cycles focused on improving student outcomes.

Create collaboration

- Implement the *Parent and Community Engagement Framework*, engaging the community, business and industry in decision making.
- Establish strong, innovative and strategic partnerships that expand opportunities and contribute directly to greater student success.

Teaching quality

Systematic curriculum delivery

- Develop a deep understanding of the *Australian Curriculum*, the new senior assessment and tertiary entrance procedures and processes and the requirements of the *P–12 curriculum, assessment and reporting framework*.
- Use the Curriculum into the Classroom (C2C) materials and the Literacy Continuum to support effective teaching, learning and assessment to suit individual student and school contexts, developing Individual Curriculum Plans where appropriate.
- Align the teaching, assessing and reporting of the Australian Curriculum.

Effective pedagogical practices

- Implement and monitor use of an agreed, research-validated school-wide *pedagogical framework*.
- Improve students' literacy and numeracy achievement in all learning areas of the Australian Curriculum.
- Ensure consistency of teacher judgment and accurate reporting against the Australian Curriculum achievement standards by improving assessment and moderation processes and practices.

Expert teaching teams

- Support career and capability development using collaborative evidence-informed inquiries and the *Annual performance review process*.
- Create a systematic approach to collaborative inquiry based professional learning, coaching, mentoring and feedback to improve teaching practices.

Principal leadership and performance

Lead teaching and learning

- Be an instructional leader.
- Establish an inclusive school-wide curriculum, pedagogy, assessment and instructional leadership model.
- Establish an assessment and feedback culture.

Develop self and others

- Support professionalism and leadership of all staff.
- Create future leaders.
- Lead and engage in evidence-informed inquiries about effective practices drawing on the *Australian Professional Standards*.
- Lead and model student-centred professional learning communities.

Lead improvement innovation and change

- Focus direction, build inclusive and collaborative cultures, deepen learning and foster accountability.
- Contribute to the evidence base of student-focused innovation, learning and improvement via the *Evidence Hub*.



School performance

Know our data

- Dig deeply into data and evidence to identify a focus for improvement or significant problem of practice.
- Plan with intent to improve student outcomes through an inquiry cycle.
- Scan and assess evidence about student learning.
- Triangulate available data to monitor performance and inform practice.
- Use research and evidence to determine what works best in each context.
- Apply the learnings from *school reviews* when scanning and assessing.

Know our strategies

- Drive school improvement through an inclusive and explicit improvement agenda, underpinned by the *School improvement model* and the *School planning, reviewing and reporting framework*.
- Work collaboratively within and across schools using inquiry cycles to improve student outcome.
- Plan how you will know and measure student success early in the inquiry cycle.
- Develop detailed, realistic and actionable plans for improvement and/or innovation.
- Review the impact on student outcomes using evidence.
- Scale up and share successful practice.

Regional support

Maintain alignment

- Provide a differentiated model of school support, informed by improvement trends.

Tailor support

- Support schools to dig deeply into data and evidence to identify a focus for improvement or significant problem of practice.
- Evaluate the impact of regional support on school improvement and student outcomes.

Scale-up success

- Support inquiry cycles within and across schools.
- Share successful practice via the *Evidence Hub*.



Figure 1: School Improvement Hierarchy

An explicit improvement agenda:

- Analysis and discussion of data is evidenced through our data collection plan and support plans which identify how and when data is used and the resulting support for students. All teaching staff engage in data discussions each term to identify student learning and development.
- A culture that promotes learning is evidenced through our school priorities and high expectations

Systematic curriculum Delivery:

- Whole school curriculum plan identifies and guides the school teaching and learning cycle.
- Whole School assessment plan identifies how we use assessment to both report on students and identify areas to develop.

Effective Pedagogical Practices:

- Participation in the Curiosity and Powerful Learning program is being used to share and enhance good teaching practices across our school and other local schools.

Expert Teaching Team:

- Professional Learning plan clearly linked to school improvement agenda and focus on continuing to improve teaching skills and knowledge.

Differentiated Teaching and Learning:

- School Support Plan identifies how every student is monitored and tracked and support programs available to ensure those below and above target receive differentiated learning opportunities.
- Reading and Writing intervention data wall used to provide students with explicit goals in school priority areas using Literacy Continua

Inquiry cycle

How we learn



Engaging in continuing cycles of inquiry helps to sustain our improvement journey. We work through the phases of inquiry, focus on ensuring:

- a sharp and narrow focus is identified and maintained throughout the life of an initiative
- educational decisions are informed by evidence
- progress is monitored, outcomes are evaluated and learnings are applied to support continuous improvement.

Scan and Assess – Gather rich information about factors impacting student outcomes in your school.

- Data Plan identifies when and how to gather data and our Improvement Plan identifies the actions to be undertaken to address gaps.

Prioritise – Establish a sharp and narrow focus on the most significant problems of practice.

- School Priorities identified in School Improvement Agenda and linked to Professional Learning Plan.

Develop and Plan – Develop a well-designed, detailed, realistic and actionable initiative based on research.

- School Improvement Plan identifies school actions and strategies linked to aspirational targets to guide development of programs.

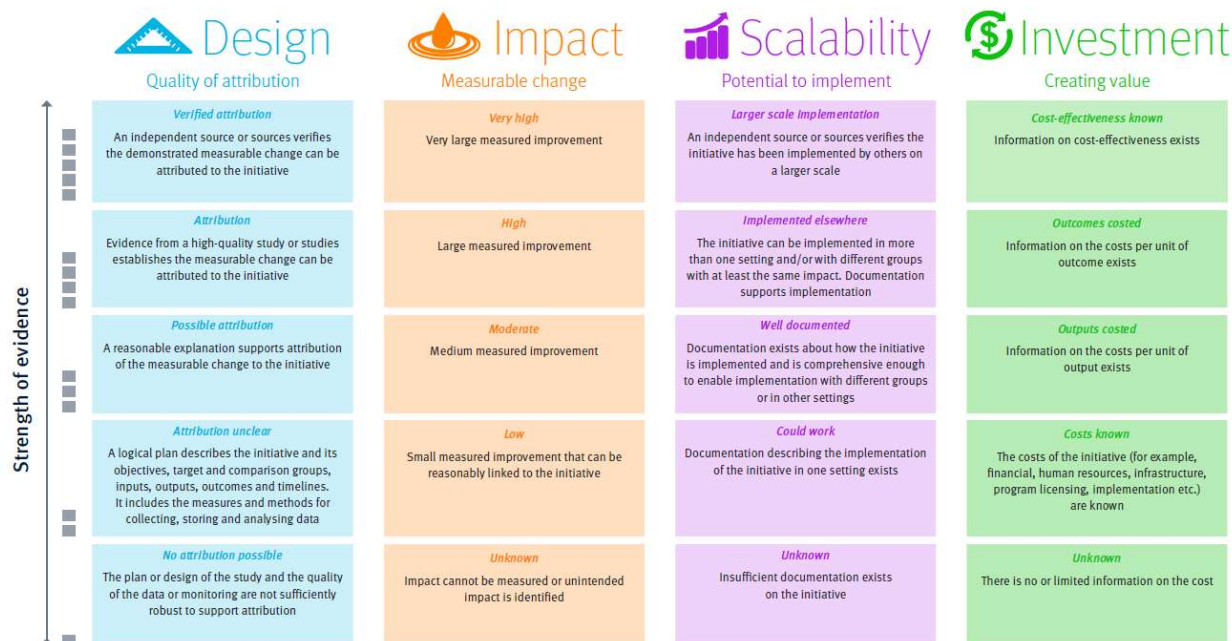
Act – Implement the initiative with fidelity, gather data and measure change.

- Regularly review data to ensure student achievement

Review – Reflect on the extent to which you have achieved improvement and plan future actions.

- Regular review of data, programs and targets to ensure continue focus on improvement.

Standards of Evidence



Quality evidence matters. It informs how we do our work, what we invest in and how we make our decisions.

The department's Standards of Evidence underpin the department's Evidence Framework. The Standards incorporate four dimensions — design, impact, scalability and investment. Each dimension contains five levels that indicate a relative strength of evidence.

The Standards are designed to provide a consistent way of assessing the evidence we use and generate and can be applied by all staff during the course of their work. The Standards may be used:

- prospectively to design new initiatives and data collection processes
- to evaluate actions already underway within schools or regional offices
- to calibrate (determine the quality of) evidence produced by initiatives
- to assess external evidence claims regarding the impact of third party commercial programs and packages.

Virginia State School undertakes a detailed investigation into research based evidence prior to implementation of new programs. We continue to review and update our programs based on ongoing research as well as internal results.