

School plan 2018-2020

Villawood East Public School 3977



School background 2018–2020

School vision statement

At Villawood East Public we are an inclusive learning community that values and enacts high expectation relationships that leads to excellence in teaching, learning, wellbeing and collaborative partnerships.

School context

Villawood East Public school is situated in South Western Sydney and has an enrolment of 280 students.

Villawood East is a multicultural school with 79% of students from NESB background. The school comprises of 11 classes including three support classes and an on-site preschool.

The school provides quality education in a supportive, inclusive and nurturing environment where learning is valued and supported and the needs of all students are catered for.

We are a Positive Behaviour for Learning school and our values are Safe Respectful Learners.

We have a variety of quality programs: Early Action for Success, Reading Recovery, Literacy Language Learners, Taking Off With Numeracy, Targeted Early Numeracy and Arabic and Vietnamese Community languages programs.

A Speech Pathology Program and Occupational therapy program is implemented one day a week to support students .

We value our relationships with Sydney University, Karitane, Burnside The Benevolent Society , Bankstown Deadly Beginnings which support our students, teachers and community. Our staff work collaboratively and value

School planning process

In 2017 a comprehensive process was undertaken across the school collecting the opinions of students, parents and teachers about the school's achievements and future directions.

The school evaluation process began with a survey of teachers in relation to what worked in the school and what was no longer effective.

Students were asked to provide feedback in relation to what they enjoyed at school and what, if anything, they would like to see done differently.

Parents were interviewed on a 1–1 basis and their thoughts and ideas about the future were collected and analysed. Parent focus groups gave feedback and comments on the what they believed were important for our school, students and community.

Teachers developed ideas around the school vision and one vision was developed that was presented to parents to seek feedback.

The executive collected all the data and used it to develop the 3 strategic directions which they felt encompassed the needs and wants of the school community.

Over the next three years the plan will be monitored, evaluated and modified when required to best address the needs of the school community.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Excellence in Teaching and
Learning

Purpose:

To promote learning excellence through a highly responsive approach to quality teaching and assessment. To design high quality and dynamic learning environments that support student and teacher performance for continued student achievement. Ensuring teachers have a relentless focus and ongoing pursuit towards delivering best practice and improving own capacity. To develop self-aware, reflective and responsible students who strive for excellence and reach their potential.

STRATEGIC DIRECTION 2

Excellence in Wellbeing
Practices

Purpose:

To ensure excellent knowledge, practice and understanding by staff in proactive school-wide wellbeing strategies. To support students in accessing a wide range of curriculum experiences successfully, ensuring they flourish and prosper. To foster nurturing and supportive relationships between students and staff through positive and intentional interactions. To empower students with mindsets and skills that result in demonstrated courage, resilience and determination.

STRATEGIC DIRECTION 3

Excellence in Community
Partnerships

Purpose:

To build leaders among students, staff and community who support the development of a strong, collaborative school culture. To strengthen the support of community aspirations by providing access to resources, connections and leadership opportunities. To develop educational partnerships, high expectation relationships and an ethos of belonging for all.

Strategic Direction 1: Excellence in Teaching and Learning

Purpose

To promote learning excellence through a highly responsive approach to quality teaching and assessment. To design high quality and dynamic learning environments that support student and teacher performance for continued student achievement. Ensuring teachers have a relentless focus and ongoing pursuit towards delivering best practice and improving own capacity. To develop self-aware, reflective and responsible students who strive for excellence and reach their potential.

Improvement Measures

Increased percentage of students in yr 3 achieve proficient levels in Numeracy.

Year 5 growth measures increase incrementally over three years in Numeracy.

Increased percentage of students in yr 3 achieve proficient levels in writing.

Year 5 growth measures increase incrementally over three years in writing.

Teachers use the professional standards and Professional Development Plans to identify and monitor professional development for continual improvement.

Whole school formative assessment practices embedded K–6 including evidence collection procedures.

Increased use of technology in the classrooms to enable student development of the general capabilities framework.

People

Students

Students will become assessment literate by responding to frequent feedback, confidently communicating learning intentions and goals within an engaging learning environment.

Staff

Think evaluatively through inquiry and evidence-based approaches so that it drives best teaching and formative assessment practices in literacy and numeracy.

Leaders

Continue developing their adaptable expertise in literacy and numeracy. Develop their capacity in Instructional leadership, linking pedagogy and practice. Enhance collaboration amongst teams.

Parents/Carers

Have a better understanding of the way students engage in literacy and numeracy learning for the 21st century..

Community Partners

Provide the opportunity for students to engage in technology, literacy and numeracy within and beyond the school environment.

Processes

1. High–Quality Teacher Professional Learning (TPL) that enhances student achievement and teacher performance.

- inquiry-based model of professional learning where teachers evaluate the effectiveness of teaching practice in literacy and numeracy
- collaborative dialogue that develops collective responsibility and efficacy
- differentiated TPL including feedback, reflection, practice-based observations.

2. High-quality responsive planning, teaching and formative assessment practices in literacy and numeracy ensuring personalised, differentiated learning.

- effective use of evidence and data to evaluate student learning progress and drive lesson planning
- consistent school-wide methods in developing classroom discourse to support student learning.

3. High-quality learning environment: purposefully designed environments to ensure best conditions for motivated, self-regulated and engaged learners.

- practical classroom strategies that support self-regulated, highly engaged learners
- technology-enabled learning that supports students to access and build connections across the wider curriculum

Evaluation Plan

Practices and Products

Practices

Teachers will actively pursue their professional learning goals, seek feedback and reflect on their impact. Teachers will demonstrate high engagement in relevant, collaborative professional learning around literacy and numeracy.

School-wide formative assessment practices support learning in the classroom and guide forward planning as a result of the frequent collaborative evaluation.

Practical classroom strategies that support self-regulated, reflective, motivated, highly engaged learners are embedded in classrooms. Classroom discourse is actively built upon.

Professional Development Plans are supported by a whole school approach to developing professional practice is informed by research. Embedded collaborative practice inbuilt into the school day.

Products

A full range of assessments will be developed and used to support assessment for learning and assessment as learning strategies.

Learning environments within the classroom and beyond are created inclusive of technology that supports learning and engagement.

Teaching and learning programs describe expected student progressions in knowledge, understanding and skills and the assessment that measure them.

Strategic Direction 1: Excellence in Teaching and Learning

Processes

PDP Reviews ,Triangulation of SCOUT,
school based data, NAPLAN, PLAN2

Program collection and Teacher feedback
Collaborative professional learning
records

Strategic Direction 2: Excellence in Wellbeing Practices

Purpose	People	Processes	Practices and Products
<p>To ensure excellent knowledge, practice and understanding by staff in proactive school-wide wellbeing strategies. To support students in accessing a wide range of curriculum experiences successfully, ensuring they flourish and prosper. To foster nurturing and supportive relationships between students and staff through positive and intentional interactions. To empower students with mindsets and skills that result in demonstrated courage, resilience and determination.</p>	<p>Parents/Carers</p> <p>Parents and teachers work collaboratively to best support students learning and wellbeing.</p> <p>Strengthen parent and teacher positive interactions while also supporting attendance.</p> <p>Staff</p> <p>See themselves as role models, build relationships and report on their positive interactions with students.</p> <p>Have a thorough understanding of LST processes and follow procedures.</p> <p>Understand the Attendance policy and follow through with procedures.</p> <p>Leaders</p> <p>Demonstrate and model proactive positive education practices.</p> <p>Collaboration amongst whole school is strengthened.</p> <p>Work collaboratively with their teams with the data given from HSLO.</p> <p>Students</p> <p>Have a common language for speaking about emotions.</p> <p>Have confidence in staff ability to support their social and emotional wellbeing.</p> <p>Understand the importance of good</p>	<p>1. Effective coordinated planning in place to identify and accommodate the specific learning needs of students through Learning Support Team</p> <ul style="list-style-type: none"> ongoing and planned professional learning, based on assessed needs, assists teachers, executive and specialist staff to build their capacity in developing adjustments and inclusive learning opportunities school-wide policies, procedures and processes used by staff to identify, analyse, prioritise, allocate and evaluate learning and support for individuals and groups of students. matrixes and frameworks for developing partnerships with parents around student learning are developed. <p>2. Implementation of Social and emotional learning Curriculum</p> <ul style="list-style-type: none"> inquiry based model of professional learning where teachers develop an inquiry mind about their own practice relating to students wellbeing. Strengthen staff understanding and use of the wellbeing framework to build stronger relationships and to deliver Social and emotional learning curriculum. <p>3. Improve whole day and partial Attendance</p> <p>school prioritises attendance improvement strategies to create school-wide monitoring practices that include supporting parent understanding of the importance of attendance</p>	<p>Practices</p> <p>Research-based best practice implemented to support student behaviour, social and emotional wellbeing including the continuation of Positive Behaviour for Learning</p> <p>Staff use student data to identify strategic priorities around support for learning. They make ongoing decisions about learning and support adjustments, plans and early identification strategies.</p> <p>Continuous evaluation and refinement of the organisational structures and allocation of resources that support students' access to the curriculum.</p> <p>Consistent school-wide time spent in teaching social and emotional wellbeing.</p> <p>Staff use data collection systems to monitor and improve partial and whole day attendance.</p> <p>Products</p> <p>Efficient record keeping and communication systems. Resources allocated by identified needs of the LST.</p> <p>Class programs show evidence of implementation of LST referrals and show implementation of best practice.</p> <p>Social, emotional curriculum developed for whole-school implementation.</p> <p>Student support plans include the early identification and early intervention of students with additional learning and support needs inclusive of attendance.</p>
Improvement Measures			
Annual school attendance improves to be closer to state average attendance.			
Students with identified needs have learning plans inclusive of external agencies, parents, and community.			
School makes yearly progress against the Learning and Support matrix in identified areas.			

Strategic Direction 2: Excellence in Wellbeing Practices

People

attendance for learning and wellbeing.

Processes

Evaluation Plan

Whole School Survey

Tell them for Me survey

Program Collection

Data collection program

Data from HSLO

Strategic Direction 3: Excellence in Community Partnerships

Purpose	People	Processes	Practices and Products
To build leaders among students, staff and community who support the development of a strong, collaborative school culture. To strengthen the support of community aspirations by providing access to resources, connections and leadership opportunities. To develop educational partnerships, high expectation relationships and an ethos of belonging for all.	Students Engage with role models and learning experiences from within the school and the wider community. Engage in educational experiences that support the development of student voice, leadership and aspirations.	1. Building understanding, trusting Culture and sense of belonging: <ul style="list-style-type: none"> strengthened staff understanding of the community through professional learning to build stronger community relations culturally and contextually supportive methods for two way communication developed and strengthened. 	Practices School and staff engage in professional learning about understanding community. School achievements, values and expectations are communicated to stakeholders through a range of innovative, technological and promotion strategies. Teachers regularly and confidently engage with parents, peers, and interagencies to support learning needs of students. Organisers of school initiatives consider and plan for the engagement, leadership opportunities and feedback from community members. Students, staff, and parents engage in leadership development opportunities. Focus group opportunities will be made available for frequent review and consultation with community groups, allowing for their perspectives to be voiced.
Improvement Measures	Staff Develop a strong understanding of the community from all cultural backgrounds and supports community empowerment. Understand themselves to be role models and possible mentors.	2. Educational Partnerships: genuine reciprocal relationships developed with staff, parents, students, and community to enhance partnerships that support educational needs of students. <ul style="list-style-type: none"> initiatives to promote deep parent and community engagement with school, The Community Hub, P&C, AECG and other external agencies 	
Increased proportion of parents engage in and complete courses provided by school and Community Hub.	Parents/Carers	3. Supporting Aspirations and leadership development: Services and opportunities for developing aspirations among students, staff, parents and the wider community are provided with mentors, role models, and valuable learning experiences.	
Increased proportion of students indicate that they have engaged in experiences with a variety role models from the school and wider community.	Utilise The Community Hub that provides opportunities for personal learning and leadership development leading to a deep and active engagement in school initiatives	<ul style="list-style-type: none"> establish mentoring, coaching and professional partnerships to build leadership density across staff, students, and parents. 	
Increased proportion of community participates in school-based activities including parents who share their culture, knowledge, and skills with the school.	Community Partners		
Increased number of teachers who work with colleagues in the capacity of a mentor.	Promote their programs with the wider community ensuring an increased understanding of services and opportunities provided.		
	Leaders		
	Promoting and leading school vision on community engagement.		
		Evaluation Plan	
		<ul style="list-style-type: none"> Tell Them From Me survey Community Hub Annual Summary 	Products Increased engagement by parents in Community Hub courses, school community events. Students, staff and parents can communicate aspirations for themselves and their community. Matrixes and frameworks for developing partnerships with parents around student learning are used and result in collaboration between teacher, parent, students and external agencies.