

# School plan 2018-2020

## Villawood North Public School 4065



# School background 2018–2020

## School vision statement

At Villawood North Public School we are dedicated to the development of independent, confident and successful learners within a nurturing, quality learning environment. We work together as a whole school community to prepare and inspire all students to contribute to an ever changing world.

## School context

Villawood North Public School is located in South Western Sydney and provides high quality education for a richly diverse community with 90% of students having a language background other than English. There are 28 different language backgrounds represented in the student population with the larger groups being Arabic, Vietnamese, Chinese and Pacific Islander.

The school supports students from low socio-economic, English as a Second Language and Aboriginal and Torres Strait Islander backgrounds. In response to its' complex student needs, the school is an Early Action For Success school. The school receives an Instructional Leader to support the early development in literacy and numeracy. The Instructional Leader works in collaboration with the Principal, school leadership team and teachers to integrate Early Action for Success initiatives into the school plan and programs. The community supports a focus on learning and a wide range of activities which support the development of the whole child.

## School planning process

Future school directions (2018–2020) were identified through the collection and analysis of internal and external data. This data was analysed and evaluated in line with the School Excellence Framework.

The school engaged in External Validation in Term 4 2017. External Validation provided the first in-depth examination of evidence, measuring school performance over the three year planning cycle and matched the evidence against the School Excellence Framework.

The school plan was written by a committee of staff representing all school programs. The committee included the principal, leadership team, librarian, learning and support teacher, community language teacher and classroom teacher.

The schools' position was reviewed for application to the School Excellence Framework (Version 2) and the key questions guided consultation through student, parent and staff focus groups, interviews and workshops. The Strategic Directions and initiatives within the Villawood North Public School 2018 – 2020 plan reflect these evaluative and consultative processes.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

Wellbeing and Engagement

### Purpose:

To ensure that there is a strategic and planned approach to excel in whole school wellbeing and engagement processes that support all students so they can connect, succeed, thrive and learn.

## STRATEGIC DIRECTION 2

Quality Teaching and Learning

### Purpose:

To ensure the diverse needs of all students are met through exemplary teaching and learning practices.

## STRATEGIC DIRECTION 3

Inspiring and Leading

### Purpose:

To inspire the leadership qualities in all and ensure the school community share a culture of high expectations.

# Strategic Direction 1: Wellbeing and Engagement

## Purpose

To ensure that there is a strategic and planned approach to excel in whole school wellbeing and engagement processes that support all students so they can connect, succeed, thrive and learn.

## Improvement Measures

1. An increased percentage of students and teachers indicating improved well being.
2. Increase the percentage of learning time in classrooms through the elimination of behavioural disruptions.
3. Improved regular whole day student attendance.
4. Increased parent and carer engagement in all aspects of the school.

## People

### Students

Students will take ownership of their learning.

### Staff

Staff will have a consistent approach to wellbeing and engage in open dialogue with students and parents and carers about learning.

### Leaders

Leaders will strengthen current school practices and build upon the engagement with the community.

### Parents/Carers

Parents and carers will strengthen their engagement across all aspects of the school.

## Processes

Students, teachers, parents and carers will engage in regular conversations to discuss student goals in curriculum and wellbeing.

School guidelines and practices will reflect Department of Education policy to ensure early intervention for wellbeing and attendance.

Wellbeing and student engagement programs will be strengthened across all learning environments, underpinned by the Wellbeing Framework.

## Evaluation Plan

- TTFM Surveys–Student, Community, Staff
- Parent participation data
- Teaching and Learning programs
- Attendance records
- Behaviour incident data collections
- Student, Community and Staff forums

## Practices and Products

### Practices

Students, teachers, parents and carers will engage in three–way interviews twice per year.

Conversations about the importance of regular attendance are at the forefront.

Consistent teacher judgement in relation to student behavioural expectations and responding to student behaviour.

### Products

Students, parents and carers valuing learning through improved attendance and understanding goal setting.

Students taking ownership of their learning and bridging the gap between school and home to enhance a quality education.

A whole school approach to managing student behaviour and promoting positive behaviour for learning.

# Strategic Direction 2: Quality Teaching and Learning

Purpose	People	Processes	Practices and Products
<p><b>To ensure the diverse needs of all students are met through exemplary teaching and learning practices.</b></p>	<p><b>Students</b></p> <p>Students will be active, independent and reflective learners who are motivated to achieve their goals in Literacy and Numeracy.</p>	<p>Through regular teacher analysis of data to inform teaching and learning programs students will be able to articulate their individual learning goals.</p>	<p><b>Practices</b></p> <p>Teachers will analyse and use a variety of data sources to inform explicit and differentiated teaching and learning programs and track student growth. (C 3.3, ECP 3.2)</p>
<p><b>Improvement Measures</b></p> <ol style="list-style-type: none"> <li>1. Increased proportion of all teachers utilising reliable data to track and inform student learning.</li> <li>2. Students will achieve or exceed a year's expected growth in Literacy and Numeracy.</li> <li>3. All teaching and learning programs will be aligned with the NESA registration process and reflect NSW curriculum requirements.</li> </ol>	<p><b>Staff</b></p> <p>Teachers will engage in collaborative practices to ensure NESA regulations and NSW curriculum requirements are met and use data to inform the development of evidence based programs which meet the diverse needs of students.</p>	<p>Teachers will develop appropriate teaching and learning strategies that meet the needs of individual students.</p>	<p>Students are involved in individual goal setting in literacy and numeracy. (ECP 3.3, DS&amp;U 3.2)</p>
	<p><b>Leaders</b></p> <p>Leaders will provide opportunities for staff collaboration and data analysis.</p>	<p>Teaching and learning programs reflect NESA requirements and NSW curriculum.</p>	<p>School systems and processes to support quality teaching and learning programs that are dynamic and show evidence of revisions and adjustments. (C 3.2, D 3.3)</p>
	<p><b>Parents/Carers</b></p> <p>Parents and carers will be informed about their child's progress.</p>	<p><b>Evaluation Plan</b></p> <ul style="list-style-type: none"> <li>• Collegial conversations around teaching and learning programs, student data and consistency in teacher judgement</li> <li>• Teaching and learning programs</li> <li>• TTFM survey</li> <li>• NAPLAN</li> <li>• PLAN2</li> </ul>	<p><b>Products</b></p> <p>Differentiated teaching and learning programs reflective of current individualised student data.</p>
			<p>Students engaging authentically in three-way interviews and understanding their own learning journey.</p>
			<p>Teaching and learning programs compliant with NESA and NSW curriculum and reflective of current school focus.</p>

# Strategic Direction 3: Inspiring and Leading

## Purpose

**To inspire the leadership qualities in all and ensure the school community share a culture of high expectations.**

## Improvement Measures

1. An increase in teachers leading new or established programs, sharing expertise and teaching and learning experiences.
2. Continue to see an increase in the understanding of high expectations across all staff, students and parents and carers.
3. An increase of opportunities in leadership within the school.

## People

### Students

Students will be engaged in decision-making processes and be positive role models across the school.

### Staff

Staff will engage in opportunities and participate in targeted professional learning designed to promote ongoing, professional growth.

### Parents/Carers

Parents and carers will engage in and contribute to school programs, evaluation and planning processes.

## Processes

Opportunities will be developed and sustained to provide a variety of leadership roles for students across the school.

School systems and processes will be embedded into teacher practice to enhance professional learning and sharing of expertise.

Expanding the opportunities for parents to engage with the school to develop strong partnerships.

## Evaluation Plan

- School Customer Service 360 degree Reflection Tool
- Performance and Development Plan (PDP) evaluations
- @CoSLead
- Teacher Accreditation and Accreditation at Higher Levels
- Student led programs
- Broadened SRC roles
- PBL Data
- Community Liaison Officer (CLO) data

## Practices and Products

### Practices

Collaboratively addressing high expectations through leadership opportunities for all.

Embedding explicit systems that facilitate professional dialogue, collaboration and classroom observations.

Enabling inclusive open communication between home and school.

### Products

Distributed leadership across the school to achieve school goals.

Teachers are inspired to seek professional learning to improve their practice through the implementation of Professional Development Plans (PDPs).

Community is highly visible within the school.