

Strategic Improvement Plan 2021-2025

Villawood East Public School 3977



School vision and context

School vision statement

We believe our students are resilient, capable, and competent learners. Educators maintain the highest expectations of our learning community whose learning needs are nurtured and celebrated. We develop environments that create choice through flexible and responsive learning environments while maintaining excellence in teaching, learning and wellbeing. Villawood East Public School endeavours to develop informed citizens who make active contributions to society and their own community. They will be equipped with skills, knowledge and values that support students in advocating for selves well into their future. We aspire to develop student confidence, self esteem and ambition. We will establish mentoring, coaching and professional partnerships to build leadership density across staff, students and parents.

School context

Villawood East Public School is situated in South Western Sydney and has an enrolment of 260 students.

Villawood East Public School is situated on Darug land. An appreciation and understanding of Aboriginal and Torres Strait Islander culture is embedded throughout the school environment and curriculum, showing respect for land and the traditional custodians.

Villawood East Public School is a multicultural school with 79% of students from 22 language groups, other than English. The school comprises of 13 classes including four support classes and an on-site preschool. 8% of students are from Aboriginal background.

The school has an ICSEA (Index of Community Socio-Economic Advantage) of 896 and a FOEI (Family Occupation Employment Index) of 172.

Villawood East Public School provides quality education in a supportive, inclusive and nurturing environment where learning is valued and the needs of all students are catered for.

Our school values are Safe, Respectful, Learners. We implement a variety of quality programs: Extending Mathematical Understanding (EMU), Arabic Community Language and Songroom, a weekly creative arts and Aboriginal Culture Program. A Speech Pathology Program is implemented one day a week to support students P-6.

Extra-curricular opportunities in sport and technology are provided to enable our students to participate in a range of different experiences. We are a Community Hub that offers TAFE courses for community members. The school organises a daily breakfast club for students and the community.

We value our strong relationships with Karitane, Burnside, Koorana, and The Smith Family which support our students, teachers and community. Our staff work collaboratively with these agencies and value the assistance they provide to our families.

The school has completed a detailed situational analysis that has identified three areas of focus for this Strategic Improvement Plan. It is important to note that this builds upon the work undertaken in the previous school planning cycle around teacher collaboration and the quality implementation of explicit teaching using assessment data to differentiate the curriculum.

1. Student Growth and Attainment

Our priority is student growth and achievement in the area of reading and numeracy by ensuring all teachers and students are aware of personal goals to be achieved. A consistent approach P-6 for monitoring and assessing student progress is an important component of this strategic direction.

2. Leadership Density and Capacity Building

School vision and context

School vision statement

School context

Our priority is that every teacher continues to develop and learn how to implement quality teaching. We aim to support future leaders, strengthen our collaboration and further develop our learning culture.

3. Student and Community Voice and Engagement

Evaluation of feedback highlighted the need to provide greater opportunity for student and parent voice to increase sense of belonging. Our aim in seeking student and parent voice is to provide opportunities to influence the learning environment positively.

Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

Strategic Direction 1: Student growth and attainment

Purpose

To develop student skills, knowledge and appreciation of English and Mathematics and the role it plays in developing confidence, self esteem and ambition. To enhance students' understanding of personal learning goals and developing informed citizens who make active contributions to society and their own community. To promote learning excellence through a highly responsive approach to quality teaching and assessment. To develop self-aware, reflective and responsible students who strive for excellence and reach their full potential.

Improvement measures

Reading growth

Achieve by year: 2023

An increase in Check-In Assessment mean scaled score for reading in Year 3 and Year 5 2023 when compared with Year 3 and Year 5 2022.

Numeracy growth

Achieve by year: 2023

An increase in Check-In Assessment mean scaled score for numeracy in Year 3 and Year 5 2023 when compared with Year 3 and Year 5 2022.

Initiatives

Designing and implementing effective, evidence-based literacy blocks

K-2 classes designing and implementing literacy blocks in line with evidence based, best practice and the expectations of the K-2 English syllabus to enhance learning experiences and support achievement of all students.

- K-2 class teachers have moved away from using the Language, Learning & Literacy (L3) pedagogical approach to teaching reading and writing as it has found to be inconsistent with current best practice, particularly with regards to phonics and phonemic awareness.
- Majority of Infants staff completed SPELD "Teaching Reading in the Early Years" training in 2022, which developed teacher understanding of how we learn to read, planning for systematic instruction, implementing explicit lessons and daily reviews and effective use of decodable texts with early readers. 2023 will see the implementation of this training in all K-2 classes.
- The SPELD training and new approach in teaching small group reading aligns with new K-2 English syllabus in terms of evidence-based reading instruction, suggested phonic knowledge instructional sequence, planning across the basic and the extended phonics code.

Using evidence-based, best practise in teaching Mathematics

K-6 classes enrich the planning, teaching and learning of big ideas and core concepts in mathematics.

- During PLC stage 1, stage 2 and stage 3 will be completing "Becoming Mathematicians: Big Ideas to Start Strong across K-6" professional learning. It has been developed by the NSW Mathematics Strategy Professional Learning team and supports a whole-school approach in the teaching and learning of mathematics.

Success criteria for this strategic direction

Teachers share criteria for student assessment with students. Formative and summative assessments create opportunities for students to receive feedback on their learning. Students and parents understand the assessment approaches used in the school and their benefits for learning. - SEF Student Engagement - Sustaining & Growing

Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement. - SEF Differentiation - Sustaining & Growing

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement. - SEF Teaching and Learning Programs - Sustaining & Growing

#SEF means School Excellence Framework

Evaluation plan for this strategic direction

Question: How well are teachers differentiating and planning for students next steps based on assessment and data? Did teachers plan for differentiated lessons and annotate/evaluate lessons? Can students articulate their learning goal?

Data: Mathematics Assessment Interview growth points, Lesson plans, Personalised learning goals, Student voice - focus groups accompanied by work samples

Analysis: Analysis will be embedded as part of the Professional Learning Communities (PLC) structures and include moderating against syllabus outcomes. Data will be monitored frequently against planned assessment schedule and evaluative practices.

Strategic Direction 1: Student growth and attainment

Initiatives

- Curriculum Reform is supported by providing opportunities to explore big ideas and core concepts embedded throughout the NSW Mathematics syllabuses.
- During PLC time will be allocated for collaborative planning of teaching and learning, as well as analysis and discussion of learning experiences and assessment data.
- Kindergarten classes currently plan for learning using big ideas and starting strong professional learning completed previously.
- Stage 1 and stage 2 will also be completing "Effective Teaching Practices in Mathematics across K-6" modules to explore evidence-based practices which support high quality mathematics teaching.
- Stage 3 will also be completing "Using Number Talks and Number Sense Routines across K-6" to investigate number sense routines that can be used to support student understanding in maths.

Evaluation plan for this strategic direction

Implication: Our analysis of implementation, process and impact will assist to inform next steps in this Strategic Direction.

Strategic Direction 2: Leadership Density and Capacity Building

Purpose

To reflect on and refine the frequency and quality of leadership practices in the school. To develop the whole school's depth of understanding about the qualities that promote learning and generate positive influence on others. To embed a culture for a continuous pursuit of learning. To refine established professional conversation processes so that all involved gain new insights, perspectives and understanding. To develop a culture of feedback that supports practice based development.

Improvement measures

High Impact Professional Learning

Achieve by year: 2025

Whole school collaborates on decision making process around the areas of professional learning required based on student and teacher needs.

Building Teacher Leadership Capacity

Achieve by year: 2025

System and process for identifying expert teachers who can generate a culture of collaborative learning and bring together knowledge from across the school, encouraging collective learning and openness to sharing ideas for further development, are established and implemented.

Achieve by year: 2025

Improvement as measured through the School Excellence Framework demonstrates Learning and Development in the Teaching Domain as Excelling.

Initiatives

Adaptive expertise and capacity building practices

The school promotes high impact professional learning:

- Capacity building practices are driven by the leadership team through a culture of feedback that supports purposeful, constructive and evaluative conversations among professionals.
- Practical classroom strategies frequently modelled, observed and strengthened in literacy, numeracy and wellbeing by knowledgeable others and mentors P-6.
- Paraprofessional and external agencies build capacity of staff by sharing expertise and developing deeper understanding complex student needs.
- School leadership team monitor and improve the professional learning environment to support teachers in planning and coordinating their professional learning during PLC (Professional Learning Community), while monitoring its impact on student learning, including induction processes.

Leadership Capacity

Invest in the identification and development of teachers and leaders who demonstrate leadership mindsets, values and behaviours:

- Leaders continue to refine and develop their capacity in instructional leadership, linking research and practice.
- Teacher Leaders identified and supported in leadership development and professional learning opportunities and work with external behaviour specialist.
- Leaders refine their ability to guide, mentor, support others in the implementation of teaching and learning programs, share research-based practice resulting in student growth.
- Enhance understanding of what leadership entails and promote a culture of high expectations, that is

Success criteria for this strategic direction

The leadership team develops processes to collaboratively review teaching practices to affirm quality and to challenge and address underperformance. *Leading - Educational Leadership - Sustaining and Growing.*

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. *SEF Improvement of Practice - Sustaining and Growing.*

#SEF means School Excellence Framework

Evaluation plan for this strategic direction

Question: Are there enacted and evaluated explicit systems for collaboration and feedback to improve and sustain quality teaching practice? Do staff evaluate impact of professional learning on their practice?

Data: Professional Development Plans, practice analysis, conversation records, program conversations, PLC documentation, evaluations of student achievement data, professional learning records, records of impact, canvas planning, staff surveys.

Analysis: Planned analysis of data will occur collaboratively in teams.

Implication: Our analysis of implementation, process and impact will assist to inform next steps in this Strategic Direction.

Strategic Direction 2: Leadership Density and Capacity Building

Initiatives

respectful, purposeful and constructive.

Strategic Direction 3: Student and Community Voice and Engagement

Purpose

To enhance community and student voice on decisions that shape their learning experiences. To build a collective responsibility for active, respectful communication which fosters meaningful collaborative partnerships across the school community. To embed school wide consistent procedures on student wellbeing so students become active citizens of our community. To develop higher levels of wellbeing and empowerment and develop stronger relationships with adults and peers.

Improvement measures

Parent communication and engagement

Achieve by year: 2025

Increased frequency from baseline by 10% of two way communication between community and school about how to support children's progress using the Tell them From Me parent survey data and a 50% uplift from baseline of parents completing TTFM survey.

Achieve by year: 2025

Students, staff and community codevelop, values, behaviour expectations and shared understanding of optimum conditions for learning.

A 20% increase from baseline data from TTFM parent survey in parent participation in school committees and school activities.

Attendance >90%

Achieve by year: 2023

A percentage increase in the number of students attending 90% of the time at school from 2022..

Wellbeing

Achieve by year: 2023

An uplift of 2.7 % from baseline of students indicating a overall positive sense of wellbeing.

Initiatives

Student and Community Voice and Engagement

School wide systems and coordinated efforts to facilitate staff in developing strong collaborative partnerships with parents around student learning and wellbeing goals:

- To develop knowledge, confidence and understanding of community to engage with Aboriginal Education so that there is an increased appreciation and celebration of Aboriginal Culture.
- Initiatives to promote deep parent and community engagement with school, The Community Hub, P&C, Aboriginal Education Consultative Group (AECG) and other external agencies
- Community members feel increased sense of belonging to the school community through a welcoming school environment which elicits regular feedback and strong partnerships.
- Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

Active and Informed Citizenship

Students have genuine opportunities to collaborate, initiate and help organise initiatives that serve a common goal:

- Students P-6 have voice and influence within a climate where they have opportunities to design and participate in learning experiences that engage them.
- Students, teachers, and parents design solutions and shared expectations together creating increased engagement and attendance.
- Students P-6 are empowered to confidently give feedback. They believe that they are supported and empowered where their voice affect change.
- Students have the capacity to act in the school community and lead others.

Success criteria for this strategic direction

Parents are presented with clear information on what and how well their children are learning and receive regular information in accessible formats about how to support their children's progress. The school solicits feedback on its reporting from parents. -SEF - Reporting - Parent Communication - Sustaining and Growing.

The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community. - SEF - Leadership - Community Engagement - Sustaining and Growing.

Expectations of behaviour are codeveloped with students, staff and the community and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school. - SEF- Wellbeing - Sustaining & Growing.

The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning. - SEF- Wellbeing - Sustaining and Growing.

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Evaluation plan for this strategic direction

Question: Have our classrooms supported students to actively participate in and influence their own learning and providing students with accessible information on student learning?

Data: exit slips/surveys of students articulating learning goals, TTFM Student Survey

Question: How have we involved students in decision making processes across the school amplifying student voice?

Strategic Direction 3: Student and Community Voice and Engagement

Evaluation plan for this strategic direction

Data: codeveloped classroom norms visible, reflection and feedback forms, environment audit.

Question: Do parents have an increased understanding of how to best support their children as a result of teachers and school effectively communicate and collaborate with families?

Data: Personalised Learning Plans, PLaSPS, TTFM, survey results, postcards.

Question: Are there embedded school wide procedures, staff expectations for positive behaviour for learning in the playground and classroom that show evidence of student/parent voice?

Data: TTFM parent Survey, PBL survey data, SENTRAL data, Network culture survey

Analysis: The staff have established committee teams who will evaluate the data collaboratively.

Implication: Our analysis of implementation, process and impact will assist to inform next steps in this Strategic Direction.