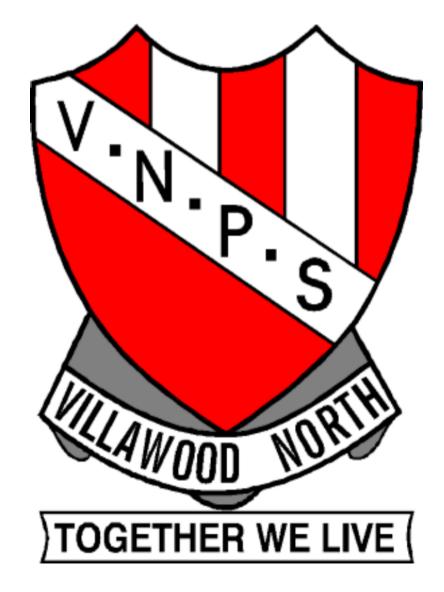# Strategic Improvement Plan 2021-2024

Villawood North Public School 4065

School vision and context

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 school launched a Support Unit to meet the complex needs of students diagnosed with Autism Spectrum Disorder comprising of three classes. The Support Unit works alongside the mainstream classes with a focus on integration within the school community.

The community supports a focus on learning and a wide range of activities which support the development of the whole child.

The school has completed a situational analysis, with consultation of all key stake holders, that has identified three areas of focus for this Strategic Improvement Plan. These three areas are building upon the work undertaken in the previous school planning cycle, and are all focused on improving students outcomes through building teacher capacity, explicit teaching and establishing high expectations.

Student growth and attainment

Through the analysis of NAPLAN data, key issues emerged in Reading, Writing and Numeracy results being consistently below SSSG across Year 3 and 5. A noticeable downward trend was observed in Numeracy from 2017 for Year 3, as was a significant decline in Reading and Writing from 2018 for Year 3. Analysis of Year 5 data demonstrated a slight increase in Numeracy, Reading and Writing from 2018 to 2019.

Planning, programming, assessment and evaluation of teaching and learning are areas of ongoing improvement. A whole school system and process will be developed to ensure teaching and learning is meeting Department of Education and NSW Education Standards Authority standards, informed by the literature 'What Works Best: 2020 Update'. Areas targeted in this school plan include:

Reading

- Read, view and comprehend texts
- Punctuation and vocabulary

School vision statement

School context

Numeracy

- Measurement and Geometry
- Number and Algebra: Fractions and Decimals, Additive Strategies and Multiplicative Thinking

High Expectations

When conducting the situational analysis it was evident that student attendance and engagement in learning is an area of ongoing focus. Data collected through Tell Them From Me has shown a decline in positive behavior at school, and this was iterated through survey responses across all key stakeholders. While the school has implemented Positive Behaviour for Learning (PBL) principles, on reflection of the literature it is only one small part of wellbeing.

Linked to the School Excellence Framework the school will have a strong focus on building high expectations in the learning culture across all key stakeholders. We will do this by lifting attendance rates, including partial absences, and improve on a planned whole school approach to wellbeing with community voice and understanding, linking PBL and the new Behaviour Strategy released to Department of Education Schools. The school will work closely with the Wellbeing Framework and What Works Best: Update 2020 to lift expectations across the school in student engagement in learning.

Data informed collaborative practice

Our situational analysis has identified there is a variety of summative and formative assessment practices being implemented across the school, and two years of standardised assessment data collected. These forms of data have been used to identify individual learning goals in reading and writing for students and reporting back to parents and carers. The individual learning goals have also informed Personalised Learning and Support Plans (PLaSP).

School data (school assessment and student work samples) are not reflective of external data such as NAPLAN in regards to our student outcomes. There is also a discrepancy between the school data that is collected K-2 and 3-6 and how it is used to inform teaching and learning programs.

Informed by the School Excellence Framework and What Works Best: Update 2020, the school will strengthen practice in formative and summative assessment and the analysis of the data collected, in turn, the data will inform teaching and learning programs leading to explicit teaching. Feedback teacher to student, student to student and student to teacher and external data sources will be used to triangulate the data informed practices being developed.

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes across reading and numeracy, teachers will engage in professional learning, receive and provide quality feedback, develop quality summative and formative assessments and analyse data to evaluate and modify teaching strategies and programs.

Improvement measures

Target year: 2022

Achievement of 2022 system negotiated target:

- Top Two Bands (or equivalent) NAPLAN Reading uplift of 7.88%

Target year: 2022

Achievement of 2022 system negotiated target:

- Top Two Bands (or equivalent) NAPLAN Numeracy uplift of 7.35%

Target year: 2023

Achievement of 2023 system negotiated target:

- Uplift of 4.5% of students achieving expected growth NAPLAN Reading.

Target year: 2023

Achievement of 2023 system negotiated target:

- Uplift of 1.5% of students achieving expected growth NAPLAN Numeracy.

Target year: 2024

Achievement of 2024 school negotiated target:

- Uplift of 2%-5% of students achieving vocabulary area of learning as measured by the Check In Assessment Reading.

Initiatives

Reading

In reading, we will regularly participate in structured lesson observations that focuses on how different teaching approaches impact on student learning in the areas of vocabulary and comprehension. *What Works Best: Update 2020 - Collaboration*

In reading, we will explain, model and guide learning in reading by using the language of the syllabus to build knowledge in phonics and phonological awareness skills and strategies. *What Works Best: Update 2020 - Explicit Teaching*

Numeracy

In numeracy, we will regularly participate in structured lesson observations that focuses on how different teaching approaches impact on student learning in the areas of Number and Algebra and Measurement and Geometry. *What Works Best: Update 2020 - Collaboration*

In numeracy, we will explain, model and guide learning in numeracy by using and explaining the language of the syllabus to increase students familiarity with the vocabulary and graphical languages. *What Works Best: Update 2020 - Explicit Teaching*

Success criteria for this strategic direction

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 Learning Domain: Curriculum)*

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. *(SEF Teaching Domain: Effective Classroom Practice)*

The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. *(SEF Teaching Domain: Learning and Development)*

The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning. *(SEF Leading Domain: Educational Leadership)*

Evaluation plan for this strategic direction

Q: To what extent did our students meet system targets for the top two bands and expected growth in literacy and numeracy?

Data

The school will use a combination of data sources. These include:

- External assessment eg NAPLAN, Check In Assessment
- Internal assessment eg PLAN2, BURT, PAT-R Comprehension
- SCOUT

Strategic Direction 1: Student growth and attainment

Improvement measures

Target year: 2024

Achievement of 2024 school negotiated target:

- Uplift of 2%-5% of students achieving number sense and algebra area of learning as measured by the Check In Assessment Numeracy.

Evaluation plan for this strategic direction

- Student work samples
- Targeted literacy and numeracy programs

Analysis

Analysis will be embedded within the two initiatives through progress and monitoring systems. These systems will be led by members of the leadership team within the school. These include:

- Fortnightly data chats
- Five weekly data collection and analysis of cohorts
- Twice a term school leadership meetings to track student performance and adjust strategic targeted support
- Term 1 and Term 4 analysis of standardised assessments

Implications

The findings of the analysis will inform:

- Future directions in the areas of literacy and numeracy
- Annual reporting on school progress
- Semester reporting to parents and carers on student achievement and progress

Strategic Direction 2: High expectations

Purpose

In order to improve student cognitive, emotional, social and physical wellbeing students are self-aware and regulate their own emotions and behaviours. Students have the social and emotional skills to develop and maintain positive relationships and engage in pro-social behaviour in an enabling school environment. *Wellbeing Framework*

Improvement measures

Target year: 2022

Student positive behaviour outcomes improve as measured by Tell Them From Me assessment data achieving a 5.5% uplift from baseline.

Target year: 2022

Student attendance outcomes improve as measured by SCOUT attendance data achieving a 2.15% uplift of students with an attendance rate of 90% or above.

Initiatives

Wellbeing

In student wellbeing, we will select and develop strategies to proactively teach healthy coping strategies, resilience and self-regulation to foster students to connect, succeed and thrive. *What Works Best: Update 2020 - Wellbeing*

In student wellbeing, we will provide structure, predictability, and opportunities for active student participation in the classroom. *What Works Best: Update 2020 - Classroom Management*

In school wellbeing, we will develop a planned school approach to respond to disengagement and disruptive behaviours and support students to re-engage in learning. *What Works Best: Update 2020 - Classroom Management*

School engagement

In school engagement, we will engage with parents and carers to encourage them to hold high expectations of their children in regulating their emotions, school attendance and leading their learning. *What Works Best: Update 2020 - High Expectations*

In school engagement, we will establish clear and consistent expectations for learning and behaviour, with a focus on regular school attendance. *What Works Best: Update 2020 - High Expectations*

Success criteria for this strategic direction

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve. *(SEF Learning Domain: Learning Culture)*

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. *(SEF Learning Domain: Learning Culture)*

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school. *(SEF Learning Domain: Wellbeing)*

All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning. *(SEF Teaching Domain: Effective Classroom Practice)*

The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning. *(SEF Leadership Domain: Educational Leadership)*

Evaluation plan for this strategic direction

Q: To what extent did our students meet the system target for attendance and school target for student positive behaviour?

Data

The school will use a combination of data sources. These include:

Strategic Direction 2: High expectations

Evaluation plan for this strategic direction

- Internal data eg Sentral (attendance & incident reports)
- SCOUT eg attendance & complexity reports
- Attendance monitoring systems eg LAMP, VNPS Monitoring Records
- Surveys eg Tell Them From Me
- Access Request
- Behaviour Response Plans
- Behaviour/Risk Management Plans
- Personalised Learning and Support Plans
- Suspension data
- Professional learning feedback
- Forums (student, staff and community)

Analysis

Analysis will be embedded within the two initiatives through progress and monitoring systems. These systems will be lead by members of the leadership team within the school. These include:

- Learning and Support Team meetings
- Fortnightly attendance checks at stage and whole school levels
- Twice per term Positive Behaviour for Learning meetings
- Monthly attendance review meetings with the Home School Liaison Officer
- Twice per term Caseload Review meetings with the school Learning and Support Team

Implications

The findings of the analysis will inform:

- Future directions in the areas of student engagement
- Annual reporting on school progress

Strategic Direction 2: High expectations

Evaluation plan for this strategic direction

- Semester reporting to parents and carers on student achievement and progress

Strategic Direction 3: Data informed collaborative practice

Purpose

In order to improve student learning outcomes in reading and numeracy, teachers need to engage in regular classroom observation and feedback and articulate how changes in their practice impact on student outcomes.

Improvement measures

Target year: 2024

Teachers regularly participate in structured lessons that focus on how different teaching approaches impact on student learning as measured by What Works Best Teacher Survey data achieving a 10% uplift from baseline.

Target year: 2024

Teachers regularly triangulate data sources to build up a rounded picture of each student as measured by What Works Best Teacher Survey data achieving a 10% uplift from baseline.

Initiatives

Collaboration

To ensure high impact collaboration, we will seek professional learning opportunities to share and gain expertise in evidence-based teaching practices. *What Works Best: Update 2020 - Collaboration*

To successfully collaborate, we will regularly dedicate time throughout the school year for working with colleagues to plan, develop and refine teaching and learning programs. *What Works Best: Update 2020 - Collaboration*

In collaboration, we will reflect and communicate about the learning task with students. *What Works Best: Update 2020 - Effective Feedback*

Data Informed Practice

To engage in data informed practice, we will collect meaningful data and analyse the data to monitor student learning progress. *What Works best: Update 2020 - Use of Data to Inform Practice*

To meet student needs we will, make teaching decisions based on data analysis. *What Works Best: Update 2020 - Use of Data to Inform Practice*

To ensure quality data is collected, we will design and deliver high-quality formal assessment tasks. *What Works Best: Update 2020 - Assessment*

Success criteria for this strategic direction

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes. *(SEF Learning Domain: Curriculum)*

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers. *(SEF Learning Domain: Assessment)*

The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels. *(SEF Learning Domain: Assessment)*

The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis. *(SEF Teaching Domain: Data Skills and Use)*

Strategies implemented reflect research on best practice and include ongoing monitoring of success. *(SEF Teaching Domain: Data Skills and Use)*

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. This drives ongoing, schoolwide improvement in teaching practice and student results. *(SEF Teaching Domain: Learning and Development)*

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease. *(SEF Leadership Domain: Educational Leadership)*

Strategic Direction 3: Data informed collaborative practice

Evaluation plan for this strategic direction

Q: To what extent did our data informed collaborative practice have positive impact on student outcomes?

Data

The school will use a combination of data sources. These include:

- Evaluations of collaborative practices eg Learning Sprints, Lesson Study
- Teaching and Learning programs
- Internal data eg PLAN2
- Teacher survey
- Instructional Leader and 3-6 Assistant Principal Literacy & Numeracy Mentor collaboration records
- Timetables
- Student work samples
- Focus student groups
- Review of assessment methods

Analysis

Analysis will be embedded within the two initiatives through progress and monitoring systems. These systems will be lead by members of the leadership team within the school. These include:

- Fortnightly meetings with core leaders of collaboration: Instructional Leader, 3-6 Assistant Principal Literacy and Numeracy and Principal
- Twice per term Stand Up meetings with the leadership team (Agile Schools)
- Twice per term Check In meetings with collaboration teams
- End of term evaluation and feedback sessions

Implications

The findings of the analysis will inform:

Strategic Direction 3: Data informed collaborative practice

Evaluation plan for this strategic direction

- Future directions in the areas of collaboration and use of data
- Annual reporting on school progress
- Semester reporting to parents and carers on student achievement and progress

Villawood North Public School (4065) -2021-2024