

Strategic Improvement Plan 2024-2027

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 with 250 students, and provides high quality education for a richly diverse community. Above 90% of students have a language background other than English with 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, Aboriginal and Torres Strait Islander backgrounds and neurodiverse thinkers. The school enables inclusive and rich teaching and learning practices across all classes fostering a culture that values diversity.

The school is focused on delivering quality educational programs demonstrating effective teaching practices including explicit teaching and effective feedback underpinned by high expectations. Professional learning is tightly interwoven with the School Improvement Plan informed by the analysis of internal and external performance data.

Collaborative and data informed practices are at the core of building teacher understanding and skills in delivering high quality curriculum. Time is dedicated to the accurate analysis of data to monitor student learning and progress, leading to teachers to make targeted and informed teaching decisions through collaborative planning processes.

The community supports a focus on the development of the whole child, and building relational trust through restorative practices. The school views itself as a community - relationship hub, where community members have the skill, the intent and the persistence to work together for a better future.

Strategic Direction 1: Student growth and attainment

Purpose

Through literacy and numeracy, school wide assessment practices, where assessment for, as and of learning is integrated into every classroom, will provide information to confirm that students learn what is taught, provide accurate levels of achievement, and support targeted planning for ongoing student progress.

Improvement measures

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

- An increase in Check-in Assessment mean scaled score for Understanding Texts in Year 3 and Year 5 for 2024 compared with Year 3 and 5 in 2023.

Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

- An increase in Check-in Assessment mean scaled score for Number and Algebra in Year 3 and Year 5 for 2024 compared with Year 3 and 5 in 2023.

Initiatives

Curriculum

Build teacher capacity in the delivery of effective teaching practices in English and mathematics aligned with the new curriculum reform.

If we strengthen teacher understanding of evidenced based teaching practices and horizontal knowledge of the new curriculum, then teaching methods will optimise learning experiences for all students, across the full range of abilities so that effective methods are identified, promoted and modelled and student learning is improved.

Assessment

Teachers need to ensure assessment is used flexibly and responsively as an integral part of daily classroom instruction.

If we develop a whole school wide systematic and reliable assessment process and support teacher's consistent, evidence based judgement and moderation of assessments, then teaching and learning programs will reflect differentiation across the full range of abilities and mandatory curriculum requirements. It will provide opportunities to track and monitor student achievement so that student reports are personalised and comprehensive providing detailed, clear and specific information about student learning, growth, next steps and improvement measures.

Success criteria for this strategic direction

Curriculum

Literacy teaching and learning programs will demonstrate:

- K-2: Explicit teaching in phonics instruction enabling learners to decode and encode when reading and writing.
- 3-6: Explicit teaching in comprehension instruction enabling learners to respond and connect with texts on a literal and inference level.
- K-6: Embedded evidence based grammar instruction aligned with Beverly Derewianka's research.

Numeracy teaching and learning programs will demonstrate:

- K-6: Explicit teaching in trusting the count and place value to build strong foundational knowledge as it provides the basis for regrouping, multiple-digit multiplication, and more in the decimal system, as well as a starting point for the understanding of other base systems aligned to Di Siemon's research.
- K-6: Strong evidence in teaching and learning programs of retrieval practices, aligned to Tom Sherrington's: Rosenshine's Principles in Action 2010

Assessment

Across literacy and numeracy, assessment practices will demonstrate:

- Assessment is used flexibly and responsively as an integral part of daily classroom instruction.
- Teachers adjust their practice to trends in student achievement, at individual, group, and whole school levels.
- Processes are developed to support teachers' consistent, evidence-informed judgement and moderation of assessments.
- Student reports are an accurate indication of student achievement, growth and future goals for improvement.

Success criteria for this strategic direction

Evaluation plan for this strategic direction

Question

To what extent did our teaching methods optimise learning experiences for all students reflecting differentiation across the full range of abilities, mandatory curriculum requirements and provide opportunities to track and monitor student achievement so that effective methods were identified, promoted and modelled and student reports were personalised and comprehensive providing detailed clear and specific information about student learning, growth, next steps and improvement measures demonstrating student learning was improved?

Data

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

- External assessment eg NAPLAN, Check In Assessment, Yr 1 Phonics Screening Check
- Internal assessment eg PLAN2, BURT, PAT-R Comprehension
- SCOUT
- 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

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- Term 1 and Term 4 analysis of standardised assessments
- Pause Points twice per term to engage in implementations and progress monitoring practices

Implications

The findings of the analysis will inform:

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

Strategic Direction 2: Driving a positive culture

Purpose

Through effective classroom management and wellbeing practices, there is a strategic and planned approach to identifying, understanding and implementing, evidence-based whole school wellbeing processes, where there is a priority commitment to students connecting, succeeding, thriving and learning.

Improvement measures

Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

Achieve an increase of 1.1% in the attendance rate, from 87.7% in 2023 to 88.8% in 2027.

Initiatives

Wellbeing

Positive and respectful relationships are evident throughout the school community, promoting student wellbeing and creating an optimal environment for learning across the school.

If we use collaborative strategies to support the wellbeing of students, and share with staff across the school, the school community, and other agencies as required, then embedded a school-wide and data-informed approach to support student and staff wellbeing to build positive and respectful relationships so that maximised learning time is a focus in every classroom and student engagement is high.

If we foster a positive school culture focused on learning and wellbeing, then teachers, students and parents/carers will work together to support consistent and systematic process to develop high expectations in attendance, so that student absences do not impact on learning.

Effective Classroom Practice

Teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods so that all students can engage in productive learning with minimal disruption.

If we provide structure, predictability, and opportunities for active student participation in the classroom then all students can engage in productive learning with minimal disruption so that all classroom and other learning environments are well managed within a consistent, school-wide approach.

Success criteria for this strategic direction

Wellbeing

- School-wide approach to the use of consistent language to build positive and respectful relationships.
- Development of students cognitive empathy through explicit teaching and restorative questioning.
- All staff consistently using positively framed statements of intent to redirect behaviours.
- Students attending school regularly and on-time.

Effective Classroom Practice

- Teachers scaffold and support students to understand task requirements by clearly communicating content and goals
- Develop strong transitions between lessons providing clear guidance and pre-arranged signals
- Teachers provide explicit task directions, check students understand what is required and provide timely feedback.
- Frequently provide opportunities for individual students, groups and class to respond to questions that encourage them to think about their learning

Evaluation plan for this strategic direction

Question

To what extent did we maximise learning time in all classroom and other learning environments where student engagement is high and managed within a consistent, school-wide approach?

Data

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

- Internal data eg Sentral, & monitoring systems

Strategic Direction 2: Driving a positive culture

Evaluation plan for this strategic direction

- SCOUT eg attendance & complexity reports
- Surveys eg Tell Them From Me
- Student support plans eg Personalised Learning and Support Plans
- Forums (student, staff and community)

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:

- Learning and Support Team meetings
- Fortnightly attendance checks at stage and whole school levels
- Student Wellbeing checks at executive level
- Monthly attendance review meetings with the Home School Liaison Officer
- Pause point twice per term to review the implementation and progress monitoring
- Termly teaching and learning program supervision

Implications

The findings of the analysis will inform:

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

Strategic Direction 3: Feedback designed to promote growth in students and staff

Purpose

Through literacy and numeracy, sustained and measurable evidenced based processes for collaboration and feedback will lead to prioritising explicit teaching methods supporting a culture of high expectations to drive whole school improvement.

Initiatives

Effective Feedback for Student Growth

Build teacher capacity to provide effective feedback through understanding the learning outcome and monitoring the evidence of student performance, then student errors and misunderstandings will be explicitly addressed, so that feedback is actionable and used to enhance understanding and student growth across the curriculum.

Effective Feedback for Professional Growth

Build staff capacity in collaborative practices to empower individuals to recognise and share their own expertise, and accept the advice and feedback of others, then school systems will facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback among staff within the school, so that a school culture of mutual trust, collective growth and collective efficacy is developed.

Success criteria for this strategic direction

Effective Feedback for Student Growth

- Provide students with detailed and specific feedback aligned with where students need to get to (the learning outcome) and finding evidence of where students are at (through assessment and observation).
- Student work samples are evident of action aligned to the specific feedback provided to ensure growth.

Effective Feedback for Professional Growth

- Staff will be visible in classrooms observing colleagues' practice aligned with professional learning focus areas.
- Staff engage in professional dialogue providing specific feedback aligned to Australian Professional Standards for Teachers or Performance and Development Plans (PDP).

Evaluation plan for this strategic direction

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Is there evidence of teacher feedback to students has been put into action through work samples, and school systems support and promote staff to engage in observation and feedback practices promoting a school culture of growth in student outcomes and staff performance?

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- Teacher to student feedback (oral or written) aligned with student work samples
- WALT & WILF
- Performance and Development Plans
- Observation and feedback notes
- Evaluation of Teaching Sprints
- APC&I Timetable

Evaluation plan for this strategic direction

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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
- Fortnightly stage meetings
- Weekly collaboration meetings engaging in reflective discussion
- Teaching Sprints 'Review' process
- Pause Points in Leadership team meetings
- Formal teacher observation and feedback records
- PDP review meetings at mid and end year

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The findings of the analysis will inform:

- Future directions in the area of feedback for student growth and feedback professional growth
- Semester reporting to parents/carers
- Annual reporting