School plan 2015 – 2017

Villawood North Public School, 4065

Excellence in student academic results in oracy, literacy and numeracy.

Wellbeing and engagement strategies empower students as life-long learners and positive, resilient citizens.

Enhanced leadership and supportive professional development across the school community.
## School vision statement

At Villawood North, students, staff and the community strive for excellence.

Our students will become lifelong 21st century learners who will use creative problem solving, effective communication and critical thinking skills.

Students will be enabled to manage their emotional, mental and physical wellbeing in a manner which demonstrates honesty, resilience, empathy and respect with a sense of optimism.

Teachers will have the capacity to transform the lives of students and to inspire and nurture their development as learners, leaders and future citizens.

## School context

Villawood North Public School is located in South Western Sydney and caters to a diverse community of 277 students, 86% coming from a non-English speaking background. The major groups are Vietnamese, Arabic speakers, Chinese and Pacific Islanders.

The school receives significant funding from the Resource Allocation Model funding to support students from low socio economic or aboriginal backgrounds.

In response to its diverse student needs, the school has been included in the Early Action For Success strategy. The school receives additional funding, an Instruction leader and an additional teacher allocation to address literacy and numeracy student needs in the early years. The Instructional Leader works in collaboration with the Principal to integrate Early Action For Success initiatives into the school plan.

The community believes in creating a wide range of activities for children to support both academic and overall student development.

## School planning process

The school engaged in training as a community of schools to discuss, share and develop a common language between the schools.

Staff, students and community members were consulted in a variety of ways, through forums, surveys, staff meetings and P&C meetings. This information was used to set the strategic directions.

Draft School Strategic Directions and revised School Purpose were developed as a result of community, teacher and student feedback. Both were presented to staff and community at P&C meeting, staff meeting and through parent forums.

A team of planners representing the staff wrote the practices, products, people and the milestone planning document.
School strategic directions 2015 - 2017

Purpose:
- To ensure students have high achievement in oracy, literacy and numeracy.
- To build strong foundations in oral language, literacy and numeracy for lifelong learning and school learning across the curriculum.
- To build student confidence and aspirations.
- To develop students who are creative, critical and analytical communicators and thinkers.
- To develop in students the enjoyment /pleasure of learning.

Purpose:
- To develop lifelong learners who are aware of vocational opportunities.
- To develop the social and emotional skills necessary for students to contribute as successful, positive participants in society.
- To promote positive mental health and wellbeing through ongoing opportunities for students to develop their social and emotional skills.
- To build student capacity in becoming confident, secure and resilient individuals who are willing to take risks in learning.
- To build and maintain healthy and respectful relationships between all members of our school community.
- To ensure students believe that school is 'for them' and see themselves as successful learners.

Purpose:
- To build capacity of teachers as future leaders
- To develop an engaged learning community focused on continual improvement of teaching and learning.
- To encourage parents to work in partnership with school and to support their children in learning
- To develop school policies and practices that reflect the parent and student voice
## Strategic Direction 1: Excellence in student academic results in oracy, literacy and numeracy.

### Purpose
- To ensure students achieve excellence in oracy, literacy and numeracy.
- To build strong foundations in oral language, literacy and numeracy for lifelong learning and school learning across the curriculum.
- To build student confidence and aspirations.
- To develop students who are creative, critical and analytical communicators and thinkers.
- To develop in students the enjoyment/pleasure of learning.

### People
- **Students:**
  - Use oral language to strengthen, develop and support their learning.
  - Develop self-assessment and reflective practice to support independent learning skills.
- **Staff:**
  - Professionally developing best classroom practice through differentiation, engagement, 21st century learning, quality teaching and tiered Early Action for Success interventions.
  - Professional learning for teachers to strengthen teacher knowledge around oracy, literacy and numeracy.
  - Develop deep understanding of continuums and syllabuses through Consistent Teacher Judgement processes.

### Processes
- Integrating quality teaching into programming and planning through high expectations, explicit instruction, effective scaffolding for student engagement and achievement.
- Set clear expectations around student learning goals and success criteria using visible learning strategies in the classroom.
- Consistent and ongoing use of all available data to establish areas of need and to develop appropriate teaching and learning programs.
- Professional learning for literacy, numeracy and oracy through Early Action for Success and other 3-6 initiatives such as TEN, TOWN, L3.

### Products and Practices
- **Products:**
  - Improved school performance in literacy and numeracy, evidenced through NAPLAN results and PLAN data.
  - Individualised Learning Plans in place for all identified students.
  - Improved student performance as evidenced through EAL/D Learning Progression Data.
  - Students demonstrate 21st century learning skills in all aspects of their schooling.
  - High quality work samples reflect student pride and motivation in learning.
- **Practices:**
  - Quality Teaching reflected in classroom practice.
  - Close monitoring of student learning outcomes against the Literacy and Numeracy Continuums and ESL Scales.
  - EAL/D teachers collaborate with classroom teachers to strengthen academic language across all Key Learning Areas.
  - Oral language integrated into teaching practice and programs across all learning areas.

### Improvement Measures
- Increased number of students achieving above minimum standard in NAPLAN.
- Increased number of students achieving at or above minimum standards for each grade in literacy and numeracy continuum clusters.
Strategic Direction 2: Wellbeing and engagement strategies empower students as life-long learners and positive, resilient citizens.

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<td>Students participate in learning that promotes:</td>
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<tr>
<td>• Engagement and motivation.</td>
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<td>• Social and emotional learning.</td>
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<tr>
<td>Staff are professionally developed in:</td>
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<tr>
<td>• Strategies which promote engagement and motivation.</td>
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<tr>
<td>• Initiatives to promote emotional and social learning.</td>
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<td>• The discipline policy and procedures.</td>
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<td>Parents are offered opportunities to:</td>
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<tr>
<td>• Engage in their child/children’s learning.</td>
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<tr>
<td>• Support the emotional and social development of their children.</td>
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<td>Community partners are engaged through:</td>
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<td>• Sharing our knowledge of strategies which promote engagement and motivation with the Community of Schools.</td>
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<td>• Staff seeking knowledge and support of external personnel and agencies.</td>
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<td>Leaders promote opportunities which;</td>
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<tr>
<td>• Strengthen mentoring capabilities of teachers as leaders.</td>
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<td>• Increase staff capacity to implement social and emotional learning frameworks.</td>
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<td>Professional development includes time for planning, implementing and reflecting.</td>
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<td>Collaboration is used across the school for planning and professional development.</td>
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<tr>
<td>Develop and strengthen networks across different schools, internal and external agencies.</td>
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<tr>
<td>Staff develop an understanding of and differentiated levels of experience in the teaching and learning experiences that promote increased student engagement and motivation through action research projects.</td>
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<td>Informing parents about new initiatives being implemented in the school and inviting them to be a part of the process.</td>
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<td>Products:</td>
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<td>• Students are engaged, motivated and resilient learners as evidenced by school based data.</td>
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<td>• Staff embed engagement strategies, such as Friendly Schools Plus and the MeE Framework, into teaching practices.</td>
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<td>• Parents Parental awareness of and participation in implemented programs is increased.</td>
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<td>Practices:</td>
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<td>• Collaboration is evident in planning and professional development.</td>
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<td>• Students, teachers and parents are involved in collaboration processes.</td>
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<tr>
<td>• Increased opportunities for parents to learn about how to support the social and emotional development of their children.</td>
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**Improvement Measures**

Attendance data and ongoing survey results reflects positive growth in student engagement.

Community survey data reflects increases in student well-being and school engagement.

Staff indicate increased confidence in embedding engagement strategies into teaching practices.
Strategic Direction 3: Enhanced leadership and supportive professional development across the school community

**Purpose**
- To build capacity of teachers as future leaders.
- To develop an engaged learning community focused on continual improvement of teaching and learning.
- To encourage parents to work in partnership with school and to support their children in learning.
- To develop school policies and practices which reflect the parent and student voice.

**People**
- **Students:**
  - Provide training /induction for SRC leaders. Develop students’ ability to take part in school decision making processes.
  - **Staff:**
    - Staff have professional learning in using action research and creating Professional Development Plans.
    - Staff have an understanding of accreditation including maintaining and accreditation at higher levels.
    - Develop the leadership skills of future leaders and provide opportunities to lead.
- **Parents:**
  - Information sessions for parents in how to help their children learn and understanding curriculum.
  - Information and support for parents to be involved in decision making process of the school.
- **Leaders:**
  - Current leaders undertake training in mentoring or coaching to develop staff.

**Processes**
- Strengthen SRC roles and processes including opportunities to network beyond the school.
- Professional learning to build staff leadership skills.
- Establish systems to develop and support action research as part of staff professional development.
- Develop and strengthen networks across different schools (including Chester Hill High Community of Schools) and agencies.
- Establish systems for greater parent collaboration in school planning and decision making.

**Products and Practices**
- **Products:**
  - Teachers are engaged in inquiry based professional development.
  - Increase of parents and students participating in school decision making processes.
  - A wider distribution of leadership roles across the school.
  - Staff feel professional development enhances teaching practice as reflected in their performance and development reviews.
- **Practices:**
  - The professional learning cycle provides opportunities for teachers to regularly plan, observe and reflect.
  - Procedures established for more effective parents /staff communication.
  - Greater opportunities for parents to learn more about the curriculum and how to support their children.

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<td>Increase of parents and students participating in school decision making processes.</td>
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