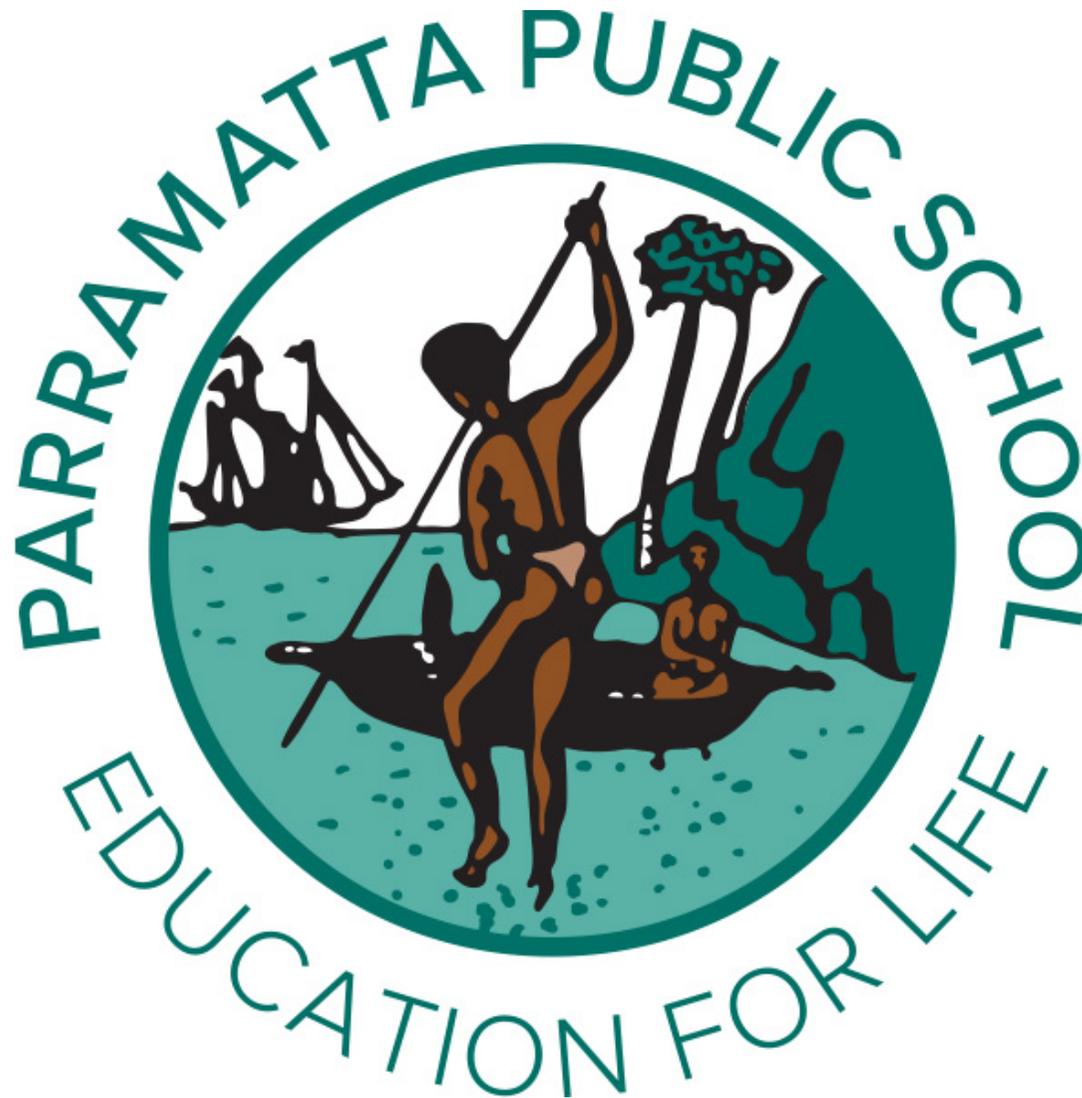


# School plan 2018-2020

Parramatta Public School 2840



# School background 2018–2020

## School vision statement

At Parramatta Public School we are committed to developing a rich growth mindset in our students. 'Education for life' is our motto and is evidenced by inclusive quality learning environments, high expectations and values, confident and successful future-focused learners committed to achieving their personal best.

## School context

Parramatta Public School is situated in the progressive and rapidly expanding CBD of Parramatta, bringing an exciting and dynamic energy to our school. There are currently 1066 students enrolled with 98% having English as an additional language or dialect (representing 47 different languages spoken). Our culturally diverse community are involved and supportive of our values and programs. They demonstrate a strong commitment to education. Our community language is Mandarin.

Parramatta Public School has enthusiastic, dedicated and committed staff. Our teachers work collaboratively and innovatively to facilitate quality, engaging learning experiences and opportunities.

A focus for our school is to develop the whole child, providing a well-balanced curriculum where students' needs are identified and students are engaged in interesting, authentic and challenging learning experiences in pursuit of their personal best. The school collaborates with the Parramatta Learning Community (PLC) schools in staff professional learning, leadership capacity building, networking, program development and opportunities to extend students. Parramatta Public School offers a large range of extra-curricular opportunities including highly successful dance, choir, band and recorder programs, visual arts, sport, public speaking and leadership opportunities. The school has a strong connection with Sydney Symphony Orchestra, Arthur Phillip High School and several tertiary institutions.

The whole school community supports and demonstrates the core values of respect, responsibility, excellence, acceptance, care and teamwork.

In 2019/2020, the redeveloped Parramatta Public School, catering for 1000 students, will provide innovative, flexible and future-focused education. The school will lead the way in innovative, pedagogical practices, using current research, enhanced learning spaces, well-designed and authentic technology integration to meet the challenges of a dynamic global future.

## School planning process

A comprehensive consultation process was undertaken to review our current practices, redefine our vision and formulate our strategic directions through the 5P model (Purpose, People, Processes, Products and Practices). Students, staff and the parent community were all involved in the consultation process and data gathering to formulate the School Plan 2018–2020.

Consultation processes included parent meetings, executive meetings, staff meetings, workshop sessions, student and parent focus groups, SRC meetings, surveys and newsletter articles. Ongoing consultation will be a feature of implementing our school plan.

As a school community we considered our previous mission statement and beliefs when reviewing our vision.

Our strategic directions were developed incorporating the opinions, suggestions, data, feedback and consensus offered by the whole school community.

# School strategic directions 2018–2020



## **STRATEGIC DIRECTION 1**

Personalised Learning, Holistic Approaches

### **Purpose:**

Students are empowered to be leaders of their own learning, leading to increased engagement and development of the whole child



## **STRATEGIC DIRECTION 2**

Engaged Educators, Leaders of Learning

### **Purpose:**

Educators are reflective self-directed learners, demonstrating high quality professional practice



## **STRATEGIC DIRECTION 3**

Community Connections, Authentic Partnerships

### **Purpose:**

A school culture exists where the community engages in open and connected opportunities

# Strategic Direction 1: Personalised Learning, Holistic Approaches

## Purpose

Students are empowered to be leaders of their own learning, leading to increased engagement and development of the whole child

## Improvement Measures

Increasing trend over time of students demonstrating higher levels of wellbeing measured against a 'general wellbeing scale'

All teachers' programs reflect personalised learning

All students' learning goals are jointly negotiated and students can articulate their learning and can determine areas for improvement

## People

### Students

Participate in the development of a whole school wellbeing framework

Participate in the joint construction of learning goals

### Staff

Participate in the development of a whole school wellbeing framework

Undertake professional learning in personalised learning and learning goals

### Parents/Carers

Participate in the development of a whole school wellbeing framework

Participate in the joint construction of learning goals

## Processes

Design and implement a whole school wellbeing strategy

Develop evidence-based teaching and learning programs that are personalised

Implement a whole school approach to the strategic development and monitoring of personalised learning goals

## Evaluation Plan

Program reviews reflect personalised learning

Classroom walk-throughs evidence learning goals

Surveys and focus groups are used to evaluate a Wellbeing Framework, addressing the needs of the whole child

Regular gathering of student work samples and NAPLAN data to be used for analysis, reflection and reporting

## Practices and Products

### Practices

Implementation of general wellbeing capabilities

Teachers personalise learning to meet the individual needs of students

Teachers, students and parents co-develop individualised learning goals based on data and review them regularly

### Products

A welfare and wellbeing framework

All teaching and learning programs are personalised

All student learning goals are jointly negotiated

# Strategic Direction 2: Engaged Educators, Leaders of Learning

Purpose	People	Processes	Practices and Products
<p>Educators are reflective self-directed learners, demonstrating high quality professional practice</p>	<p><b>Staff</b></p> <p>Drive high quality teaching by engaging as a leader of learning</p>	<p>Engagement in self-directed professional learning plans, driven by personalised learning goals and the school vision</p>	<p><b>Practices</b></p> <p>Shared understanding and implementation of professional pathways</p>
<p><b>Improvement Measures</b></p>			
<p>Professional Learning Pathways is driven by staff involvement in personalised professional learning with demonstrated growth in future focused pedagogy and adoption of high quality practice</p>	<p>Participate in meaningful professional learning as part of their Professional Development Plan</p> <p>Actively and openly engage in studies of classroom practice and document initiatives trialled</p>	<p>Creation of responsive learning environments with high quality teaching practices, incorporating evidence-based research</p> <p>Implementation of agreed classroom observation protocols and an embedded approach to teacher improvement</p>	<p>Staff engaged in collaborative practice to enhance the quality of the educator</p> <p>Staff utilise tools to gather data and evidence to drive learning</p>
<p>Classroom observations are implemented and demonstrate school-wide increased evidence of responsive learning environments and high quality practice</p>	<p><b>Leaders</b></p> <p>Lead staff to develop their skills as leaders of learning and initiators of evidence-based practice</p>	<p><b>Evaluation Plan</b></p> <p>Analysis of teacher growth based on pre and post professional learning data</p> <p>Audit of Professional Development Plans (PDP) shows evidence of personalisation</p> <p>Data gathered from classroom observations and professional dialogue shows evidence of changed practice to improve learning outcomes</p>	<p><b>Products</b></p> <p>Professional Library available for staff</p> <p>Framework of Professional Learning</p>
<p>2% increase of students, including Aboriginal students, in the top two bands for NAPLAN Literacy and Numeracy</p>			<p>Classroom practice observation tools including; TESA, AITSL and school based frameworks</p> <p>Data tracking devices used to capture student learning including impact walls and the Literacy and Numeracy Progressions</p>

# Strategic Direction 3: Community Connections, Authentic Partnerships

<b>Purpose</b>
A school culture exists where the community engages in open and connected opportunities
<b>Improvement Measures</b>
Increased opportunities provided for our community to participate in school programs
Increased number of active external partnerships
All students starting school and transitioning from primary to secondary participate in a transition program

<b>People</b>
<b>Staff</b>
Design and value transition approaches to support the whole school community
Provide opportunities and expertise to authentically engage with community connections
Work closely with the community to support student learning
<b>Community Partners</b>
Support the school and school programs, building a reciprocal network
<b>Students</b>
Engage in programs that support smooth transition between key educational milestones
<b>Parents/Carers</b>
Participate as informed and active members of the school community
Deepen understanding of curriculum, pedagogy and authentic community partnerships

<b>Processes</b>
Development of transition programs to support key milestone periods (starting school/ primary to secondary), including our local high school, Arthur Phillip High School
Deep and sustainable networks of students, parents and the wider community engaged in educational opportunities and school events
Fostering external broader community partnerships to complement and extend school programs
<b>Evaluation Plan</b>
Community attendance at school run events will be recorded and evaluated to further improve community connections
Student focus groups provide consistent feedback on transition programs
Record of contact with external parties and initiatives undertaken

<b>Practices and Products</b>
<b>Practices</b>
Parents provided with diverse opportunities to engage with the school
Meaningful sessions developed in response to the Community Engagement Plan support growth of community involvement
External partnerships offer a reciprocal relationship
Transition approaches are valued
<b>Products</b>
Transition program for starting school and moving to secondary
Learning sessions (curriculum, business of schooling, culture) held regularly
Active external partnerships
Community Engagement Plan developed that includes school community, broader community and other schools