

# School plan 2018-2020

## Parkes East Public School 4204



# School background 2018–2020

## School vision statement

At Parkes East Public School we are dedicated to providing a rich learning environment to enable all students to experience success in their chosen pursuits. In all aspects of school life we strive to be safe, respectful and responsible.

## School context

Parkes East Public School is situated on the eastern edge of the Central West regional town of Parkes with 340 students, including 18% identifying as Aboriginal.

Special features of the school include strong student welfare programs, opportunities for Gifted and Talented Students, a wide range of sporting activities and representation, Wiradjuri Language Program, an active Student Representative Council, active Junior Aboriginal Education Consultative Group, and an effective pre-Kindergarten program. Physical resources include a spacious playground, one large covered shelter, two smaller shelters, two undercover playground equipment areas, interactive televisions in all classrooms, a computer laboratory, a connected (video link) classroom, a library and an Audio Visual Room. Two major play areas have been covered with synthetic grass.

The school prides itself on developing positive relationships between parents/students and staff to enable all students to reach their potential. The school provides an education that is relevant to the needs and aspirations of pupils, responsive to community expectations, effective in achievement of high quality educational programs and efficient in the use of resources. Parkes East Public School is a Positive Behaviour for Learning school and is part of the Henry Parkes Learning Community.

## School planning process

The Planning Committee, comprising School Executive, School Administrative Manager and Parents & Citizens Association President sought the opinions of parents, students and staff in terms of school practices and student well-being. Survey results showed that parents wanted to have greater information than was available through the school newsletter and the website about their child's assessment and teaching and learning programs and how they could help their child at home. The evaluation process included a review of the strengths, opportunities and areas for development across the school in a time of departmental realignment changes; mandatory curriculum change; Local Schools Local Decisions; Every School Every Student and a change in school leadership. The school has consulted with the local Aboriginal Education Consultative Group (AECG) to enhance the incorporation of Aboriginal perspectives and content in all school practices.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1 Learners Yalbilinya

### Purpose:

To provide a whole school approach to the delivery of quality learning experiences that are focused and differentiated, enabling students to become reflective and self-regulated learners.

The provision of quality learning experiences and building on already established respectful and caring relationships will support the cognitive, emotional, social, physical and spiritual wellbeing of all students.

## STRATEGIC DIRECTION 2 Teachers Yalmambildhaany

### Purpose:

A professional staff embracing and embedding effective teaching practices within a culture of collaboration and continuous improvement.

## STRATEGIC DIRECTION 3 Leaders Dyiraamalang

### Purpose:

High level leadership participation and engagement evident within the entire school community including students, staff and families.

# Strategic Direction 1: Learners Yalbilinya

## Purpose

To provide a whole school approach to the delivery of quality learning experiences that are focused and differentiated, enabling students to become reflective and self-regulated learners.

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## Improvement Measures

Increased use of student data to plan, assess and monitor learning and overall growth for individual students

Increased student growth

Improved levels for all student wellbeing and engagement

## People

### Students

Articulate how they learn and why they learn and develop their critical thinking, problem solving, collaborative and communication skills to achieve their learning goals.

### Staff

Utilise data to differentiate their teaching to meet students' learning needs by providing targeted intervention in the areas of literacy and numeracy. Enable students to set and achieve their learning goals.

### Parents/Carers

Collaboratively develop learning goals with student and teacher and support students in achieving those goals.

### Community Partners

Work collaboratively with school staff to support student achievement in learning, engagement and wellbeing.

### Leaders

Established structures and processes are used to identify, address and monitor student learning needs.

## Processes

### Assessment

Ensure learning is evidence driven and based on formative assessment practices and learning continuums. Timely, targeted intervention and feedback for all students reflects best practice and students access tailored support, extension, or enrichment to maximise outcomes.

### Student Centred Learning

Deliver quality student centred and self-regulated learning experiences which enable students to understand how they learn and to set and achieve their learning goals.

### Student Wellbeing

Implement a whole school integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling.

## Evaluation Plan

All data will be analysed collaboratively

- Student TTFM surveys (T1 and T3)
- Focus groups and internal surveys e.g. PBL data
- Wellbeing Self Assessment Tool
- Personalised learning data
- Ongoing review of NAPLAN and PLAN data
- Internal student performance data
- Classroom observations (student engagement)

## Practices and Products

### Practices

Students and staff use assessment data to monitor achievement to inform planning for quality learning experiences.

Strong relationships between all stakeholders continue to be valued to ensure continuity of quality student learning.

### Products

A learning environment where all students are supported, challenged and receive timely and meaningful feedback to direct future learning.

Respectful and reciprocal relationships across the school community underpin a productive and aspirational learning environment.

## Strategic Direction 2: Teachers Yalmambildhaany

Purpose	People	Processes	Practices and Products
A professional staff embracing and embedding effective teaching practices within a culture of collaboration and continuous improvement.	<b>Students</b>  Provide timely and respectful feedback to teachers on their learning experiences.	<b>Collaborative Practice</b>  Develop and implement collaborative processes for consistency in staff judgement in using internal and external assessment items.	<b>Practices</b>  Staff embedding best practice within teaching and learning.  Continuous collaboration and action learning results in explicit teaching of literacy and numeracy which is research informed.
Improvement Measures	<b>Staff</b>  Maintain accurate records, documentation and assessment data in order to evaluate and adjust their teaching strategies to maximise impact on student learning.	<b>Evidence Based Teaching</b>  Use recognised best practice to develop and implement high quality professional learning in literacy and numeracy teaching.	<b>Products</b>  Systems are embedded where staff make informed and consistent judgements about student progress based on deep knowledge of the curriculum.
Improved scores for collaboration and learning culture to above average for NSW State norms.	<b>Parents/Carers</b>  Engage in literacy and numeracy information activities around assessment and teaching strategies.	<b>Evaluative Practice</b>  Strengthen evaluative culture and practice by establishing regular points in time throughout the year for evaluation and providing professional learning on the use of quality sources of data to inform future teaching and learning.	Structures are in place to enable regular meetings and opportunities to collaboratively plan, reflect, improve and deliver evidence informed teaching.
Increased use of evidence informed teaching by all staff.	<b>Leaders</b>  Establish and improve processes which build the capacity of the school community to use data and engage in evidence based conversations about school improvement.	<b>Evaluation Plan</b>  All data will be analysed collaboratively: <ul style="list-style-type: none"> <li>• What Works Best Reflection Guide Survey</li> <li>• PLAN data as relevant to Stage Levels</li> <li>• Teacher Parent and Student Tell Them From Me</li> <li>• Internal surveys</li> <li>• Evidence of Evaluative Thinking</li> <li>• NAPLAN/PAT/Internal assessments</li> <li>• Meeting minutes</li> <li>• Lesson plans/Programs/Teacher or Staff observation notes</li> <li>• Staff reflections</li> </ul>	
All staff engaging in reflection of their teaching practice.			

# Strategic Direction 3: Leaders Dyiraamalang

Purpose	People	Processes	Practices and Products
High level leadership participation and engagement evident within the entire school community including students, staff and families.	<b>Students</b>  All students have the capacity to engage in student leadership opportunities and to actively participate in planning the future directions of Parkes East.	<b>Educational Leadership</b>  The school has established practices to ensure continued improvement in teaching and learning across the Henry Parkes Learning Community.	<b>Practices</b>  All members of the school community collaborate in ensuring wide participation in school processes and activities.
Improvement Measures	<b>Staff</b>  Staff have the capability to take on leadership roles and management of school projects and within the Henry Parkes Learning Community.	<b>Community Partnerships</b>  Strengthened community relationships to enable meaningful participation in and support of new and existing school initiatives.	Management practices and processes respond to school community feedback with a whole school approach to improving parent and student experiences.
Increased numbers of staff take on leadership opportunities within the school and across the Henry Parkes Learning Community	<b>Leaders</b>  Facilitate, mentor and model leadership and support a culture of high expectations and community engagement.	<b>School Leadership</b>  Developing leadership capacity among students and staff.	The schools across the Henry Parkes Learning Community work collegially as education partners.
Increased community participation within the school and parent/caregiver satisfaction	<b>Parents/Carers</b>  Understand and are confident to have an active role in the school decision making process.	<b>Evaluation Plan</b>  Tell Them from Me Survey  PBL SETS  Staff reflections  Participation levels at parent and community events  Communication  Meeting minutes  School Surveys  Social Media feedback	<b>Products</b>  The principal and school leadership team model instructional leadership and support a culture of high expectations, distributed leadership and community engagement, resulting in sustained and measureable whole school improvement.
Increased opportunities for students to participate in leadership roles and be actively involved in the decision making processes of the school.	<b>Community Partners</b>  To be active participants in the Parkes East School Community.		Parkes East, as part of the Henry Parkes Learning Community, is recognised as a leader for its impact on learning progress, its effective practices and continuous improvement and its active support of improvement in other schools.