

School plan 2018-2020

Parramatta High School 8135



School background 2018–2020

School vision statement

Our vision is to provide a holistic future focussed education which develops resilient individuals who are active and informed citizens, empowered to think critically and creatively, within an environment that values diversity, equity and excellence.

School context

Parramatta High School, established in 1913, is a co-educational partially selective secondary school located in the city of Parramatta. The school has an enrolment of 932 students. The community is multicultural with an ethnic composition of LBOTE of 86% and 1% ATSI. The predominant languages, apart from English, are Hindi, Tamil, Mandarin and Cantonese with a high percentage supported by three ESL staff and one STLA staff. The school has approximately 65.8 teaching staff and 11.3 Support Staff including 1.0 SLSO. The school receives funding for Refugee Student Support and Integration Funding. The school funds equity programs such as Multi Lit and a Maths Homework Centre. Academic Improvement Programs which are school funded include Edrolo, Education Perfect, Elevate and Clickview. The school has a range of Quality Teaching programs that support learning in the classroom and recognise student diversity. The staff is skilled in and applies the Quality Teaching model to enhance best practice. All staff are trained in GERRIC (Gifted and Talented). Strong student welfare and learning programs are provided across all stages including PBL and Positive Education. Development of Student Leadership is essential to school ethos, with programs such as Students Representative Council, Social Justice League, Fast Forward and High Resolves leading to increased leadership capacity and civic and citizenship awareness amongst our students. The Parramatta High community strives to enhance the whole child through academic excellence, supportive welfare structures and global citizenship opportunities. Parramatta High School has a strong commitment to community partnerships and has strong relations with groups such as Rotary, Elevate, Max Potential and Western Sydney University.

School planning process

During 2018 the school undertook a thorough process of reviewing practices and systems and identifying directions for the next 3 years. This was informed by an External Validation process in 2016 and the school has readdressed all school planning in line with the updated School Excellence Framework.

Parents and students were surveyed and staff were asked to identify strengths and opportunities for the school through the Tell Them From Me Survey.


Data on academic performance, attendance, retention and welfare was collected and analysed.

This information was collated and used by all staff and executive to formulate our 3 strategic directions through a series of meetings held after school and onstaff development days.

The Purpose, People, Processes, Products and Practices for each strategic direction were further developed and refined after consultation amongst the executive with assistance from DEC personnel.

School Leadership teams were reviewed and then redesigned to reflect future school priority areas and milestones established for each strategic direction. In this planning phase the school will implement the Excellence in School Customer Service 360 reflection tool. This tool helps schools gather feedback on the communication, engagement and customer service behaviours exhibited by both internal and external stakeholders.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 LEARNING

Purpose:

To provide a strong learning culture that guides, challenges and inspires all students, enabling them to transition into productive, creative and confident individuals, empowered for the future.



STRATEGIC DIRECTION 2 TEACHING

Purpose:

To provide a committed, collaborative approach to evidenced based teaching strategies, supporting the professional needs of staff in delivering a dynamic differentiated curriculum that supports a whole school approach to improving numeracy and literacy.



STRATEGIC DIRECTION 3 LEADING

Purpose:

To sustain a culture of professional growth, high expectations and community engagement which focuses on continuous improvement.

Strategic Direction 1: LEARNING

Purpose

To provide a strong learning culture that guides, challenges and inspires all students, enabling them to transition into productive, creative and confident individuals, empowered for the future.

Improvement Measures

Reduction of negative student incidents by 10%.

Increased student engagement.

Greater than 90% of students are able to demonstrate minimum standards in Year 10 Reading, Writing and Numeracy.

Remodelling and evaluating teaching and learning spaces to accommodate an evolving school community.

70% student satisfaction with the PBL Curriculum

People

Leaders

School Leaders will ensure that a strategic and planned whole school approach to the development of pedagogy and wellbeing of students.

Staff

Staff will actively engage with relevant professional learning to achieve school & personal goals. Staff understand and use a repertoire of strategies to implement the Positive Education Wellbeing model. Staff implement project based learning pedagogy to enhance student engagement.

Students

Maintain high standards of positive behaviour and expectations in line with the ASPIRE model and school values. Students develop metacognitive skills to enable continuous improvement. Students develop collaborative practices and engage with extra-curricular opportunities.

Parents/Carers

Parents and community partners will support the well-being of students and improve student engagement.

Processes

Targeted Literacy & Numeracy whole school strategies address student needs.

Implement a whole school integrated approach to wellbeing by embedding the ASPIRE model into school programs

A stage-focused approach to academic improvement.

Evaluation Plan

Use of the School Excellence Framework survey to validate learning processes that contribute to improvement measures.

TTFM positive data.

Analysis of internal, NAPLAN, HSC Minimum Standards and HSC data through RAP and SCOUT to identify improvements in student learning outcomes.

Monitor and evaluate the delivery and embedding of the ASPIRE model.

Practices and Products

Practices

Realigning school executive responsibilities to better address stage-specific needs.

Professionally developing staff in targeted literacy and numeracy school priorities.

The use of ASPIRE terminology as a common language across various school contexts.

Every Stage 6 student is monitored by the Senior Curriculum Advisor.

Products

Every faculty has targeted literacy and numeracy strategies embedded in their programs.

Implementation of the Elevate program across all stages increases student engagement and academic improvement.

Implementation of year group focused ASPIRE lessons

Every Stage 6 student has a portfolio consisting of a study plan, study goals, IEP and self-evaluation tool.

Development of and increased participation in the Phoenix Cup

Strategic Direction 2: TEACHING

Purpose

To provide a committed, collaborative approach to evidenced based teaching strategies, supporting the professional needs of staff in delivering a dynamic differentiated curriculum that supports a whole school approach to improving numeracy and literacy.

Improvement Measures

Increase in the Average HSC Mark attained by students across all courses as indicated by SCOUT data

Increase the percentage of all students attaining Band 6 in the HSC.

Increase in the number of students in the top 2 bands of NAPLAN bands, including ATSI students, in reading and numeracy.

Continue to excel in school value added data across Y 7–9 and Y 9–12.

Increase in number of students meeting minimum standards in numeracy

People

Leaders

School leaders adopt a coordinated approach in developing teaching strategies to improve student outcomes.

Staff

Participate in a program of collaborative and reflective PL to develop and strengthen their capability to differentiate the curriculum and assessment for selective and mainstream students. Address subject specific literacy and numeracy requirements across all KLAs to increase student engagement and cater for the diverse learning needs of all students.

Students

Students of all abilities are supported, feel valued and are actively engaged and challenged in their learning and meeting a range of outcomes.

Parents/Carers

Will develop an increased understanding of authentic interdisciplinary project work and extra curricular opportunities as well as be empowered to support the learning and well being of their children.

Processes

The Literacy Team will research and provide PL and mentoring focusing on literacy requirements for Stages 4–6.

The Numeracy Team will analyse data from Best Start Year 7, NAPLAN, Minimum Standards and other school data to inform school needs.

The Professional Learning Team will identify and systematically promote the implementation of effective strategies for ongoing school-wide improvements.

The Data Analysis Team will lead whole school PL on HSC RAP analysis package.

The Professional Learning Team will plan and implement the High Performance & Gifted Policy.

Evaluation Plan

Analysis of Professional Learning data from application data, School Development Day programs and MyPL.

Teaching and Learning Program Supervision by Head Teachers and Senior Executive

Practices and Products

Practices

The Literacy Team will

- Provide continued staff PL to improve classroom practice concentrating on the teaching and learning cycle, with an action research project
- Target specific students based on data from Best Start Year 7, NAPLAN, Minimum Standards and other school data

The Numeracy Team will

- Inform school community about strategies to improve numeracy skills
- Target high performing students not meeting growth targets based on data from NAPLAN, Minimum Standards and other school data
- Provide strategies for identified areas of weakness

The Data Analysis Team will

- Provide a scaffold for all teachers to analyse their HSC data from 2019

The Professional Learning Team will

- Provide PL on the new HP & G policy
- Introduce new staff to GERRIC training

Products

The Targeted Numeracy Team

Strategic Direction 2: TEACHING

Practices and Products

* Continue to excel in school value added data across 7–9 and 9–12 with improved HSC and improved Year 9 NAPLAN results

. * All programs reflect explicit teaching of Literacy and numeracy needs.

The Numeracy Team

- Faculties have numeracy strategies embedded in programs

The Differentiated Curriculum Team

* Faculty teaching programs reflect differentiation strategies, activities and assessment. * Increased student engagement.

The Professional Learning Team:

* will coordinate SDD professional learning opportunities.

Strategic Direction 3: LEADING

Purpose

To sustain a culture of professional growth, high expectations and community engagement which focuses on continuous improvement.

Improvement Measures

Professional Learning Team support professional growth and maintenance of accreditation aligned with the Australian Teaching Standards

Increase leadership density through the number and range of leadership opportunities for staff

The Community Partnership and Wellbeing Team will increase school engagement through community partnerships

People

Leaders

Executive implement structural change to address the evolving complexity of the school

Staff

Professional Learning Team develop a coordinated approach to delivering professional learning and appropriate accreditation pathways.

Students

All students will be provided with opportunities to promote a positive school culture through leadership and extra-curricular activities. Students will be encouraged to develop a strong student voice in the school and local community.

Parents/Carers

Participate in community forums promoting and developing positive relationships with the school.

Processes

Implement whole school professional learning program focused on evidenced based principles highlighted in the What Works Best publication: using data sources, explicit teaching, effective feedback and high expectations.

Using instructional leadership to drive high quality professional learning in literacy teaching practices.

Creation of Third DP, 3 Staged leadership structure, TALs, SCA, Stage 5 Transition Coordinator, and Literacy Coordinator to streamline and saturate school priorities.

Opportunities for students and the wider school community to participate in Max Potential, High Resolves, Education Perfect, Fast Forward, Elevate, Community Forums

Establishment of PHS Enrichment Program

Evaluation Plan

Progress towards improvement measures will be evaluated through monitoring and evaluating the following:

TTFM survey data, School Professional Learning evaluation data, School Excellence evaluation survey, Faculty Evaluations, Parent and Community Evaluation Surveys, and evaluation of consistent use of school process and procedures

Practices and Products

Practices

School teams drive professional learning and leadership opportunities across the school.

Every faculty ensures use of data to guide professional learning and practices of staff

Key leadership positions are aligned to the 3 school stages to ensure coordination and targeted improvement of student outcomes.

Products

Sustainable professional learning program developed and implemented at whole school and faculty levels.

Student participation in PHS Enrichment Program and Phoenix Cup.

Increased opportunities for student voice through production of Student Newsletter, SRC, SRC and Prefect programs.