

Strategic Improvement Plan 2021-2025

Parramatta West Public School 2843



School vision and context

School vision statement

At Parramatta West Public School, our school is committed to creating innovative, connected and collaborative lifelong learners.

Our vision is to offer a collaborative culture embedded in high impact classrooms focused on leveraging student growth and attainment.

We are committed to educating a multicultural community, where students are encouraged to become healthy, well rounded, global citizen who contribute to the creation of the common good in today's knowledge based, dynamic, interdependent world.

School context

Parramatta West Public School is located in the suburb of Parramatta and is part of the Western Sydney educational area with an enrolment of 970 students. The school has 92% of its community identifying as coming from Non-English Speaking Backgrounds.

Parramatta West Public School has undergone a recent redevelopment. Which has seen the establishment of a new future focused development on the school site along with the refurbishment of current learning spaces to meet the future focused learning space philosophy.

The school offers a variety of support programs, in addition to our English as an Additional Language/Dialect (EALD) we have Learning and Support teachers (LaST) and Teacher Librarians. The school is fortunate to have a number of bilingual Student Learning Support Officers (SLSO) as well as newly established Community Hub in partnership with Community Hubs Australia.

The teachers at Parramatta West Public School are committed to planning for the ongoing learning of students in their care by creating ongoing learning opportunities that are engaging, differentiated and develop a deep knowledge and understanding of the curriculum. Students are encouraged and supported to realise their full potential as confident and creative individuals focused on a future of success and positive wellbeing.

The whole school community is committed to providing a welcoming school environment where students are nurtured, guided, challenged and inspired to learn and create.

Parramatta West Public School has completed a situational analysis with input from all sectors of the school community. This analysis has provided the school with three areas of focus for this Strategic Improvement Plan.

Strategic Direction 1: Student Growth and Attainment

A particular focus will be to achieve the system negotiated target areas of improvement in reading and numeracy that demonstrates student growth and achievement.

Strategic Direction 2: Collaborative Culture

High impact professional learning and collaborative practice are a priority for Parramatta West Public School. The focus will be on refining collaborative processes based on best practice providing a high support and high challenge learning environment for all.

Strategic Direction 3: High Impact Classrooms

Parramatta West Public School will be taking a whole school approach to ensure that the most effective evidence based teaching practice and strategies optimise learning for all students. All teaching strategies will be evidenced` based resulting in demonstrated growth for all students, across a range of abilities

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to maximise student growth in literacy and numeracy through effective and consistent use of data, assessment practices and analysis. This will drive purposeful teaching pedagogy and student improvement.

Improvement measures

Numeracy growth

Achieve by year: 2023

An increase in Check-In Assessment mean-scaled score for numeracy in Year 3 and 5 for 2023, compared with Year 3 and 5 in 2022.

Reading growth

Achieve by year: 2023

An increase in Check-In Assessment mean-scaled score for reading in Year 3 and 5 for 2023, compared with Year 3 and 5 in 2022.

Initiatives

Assessment

A range of assessment measures, both formative and summative, are used to evaluate, measure and document the educational needs and progress of students. Assessment is a part of everyday practice through a variety of means.

To achieve this, we will:

- Review and adapt assessment practice in literacy and numeracy to maximise consistency and effectiveness.
- Tailor professional learning to strengthen assessment practices - assessment design, assessment use and assessment literacy.

Data informed practice

The establishment of effective use of data to understand student progress at appropriate levels in response to teaching approaches. Adjustments to teaching practice drive improvement.

To achieve this, we will:

- Develop systems and structures to define, collect and analyse meaningful data.
- Engage in regular collaborative analysis of data to inform literacy and numeracy improvement.
- Tailor professional learning in data use, data literacy, data analysis across internal and external.

Success criteria for this strategic direction

- School data shows that student progress and achievement on external measures is consistent with progress and achievement on internal assessments. (SEF - Student Performance Measures)
- Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning & assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teacher effectiveness. (SEF - Data Skills and Use)
- Students and parents understand the assessment approaches used in their school and their benefits. (SEF - Assessment)

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and can demonstrate the effective use of assessment forms and data to measure, evaluate and document student progress?

Data: The following data sources will be used:

- SCOUT / NAPLAN /Check In Assessments
- Phonics Screening Check
- Check in data
- Literacy and Numeracy PLAN 2/ALAN
- School based observation, review and data analysis

Analysis: Analysis will be embedded within the project through progress and implementation monitoring. Annually, the school will review progress towards the improvement measures through review, critical discussion and reflection.

Implications: The findings of the analysis will inform future actions. Annual reporting will take place on school progress..

Strategic Direction 2: Collaborative culture

Purpose

Our purpose is to develop and refine a collaborative culture to provide high support and high challenge for students, teachers and the community. High impact professional learning will foster continuous improvement, underpinned by strengthened partnerships.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

System negotiated target Attendance:

- An uplift of 5.8% increase the proportion of students attending >90% of the time.

Achieve by year: 2025

High Impact Professional Learning framework:

- High impact professional learning school self-assessment tool reflects 100% of all elements at Sustaining and Growing or above.

Achieve by year: 2025

Tell them from me (TTFM) state data:

- An uplift of staff reporting positive collaborative practices.

Initiatives

High impact professional learning

Embed a whole school approach of cycles of professional learning informed by research, to deepen teaching practice and ongoing growth.

To achieve this, we will:

- Establish systems to support continuous and fluid professional learning that is responsive to student and teacher learning needs.
- Co-create evidence based professional learning based on class, cohort and school data to build teacher capabilities and collective pedagogical practice.

Collaborative practice

Teams work and learn collaboratively to focus on student growth, seek input from internal and external experts, and share knowledge.

To achieve this, we will:

- Create a model of moderation to support staff to ask probing questions and actively challenge each other's perspectives.
- Regularly participate in structured lesson observations that focus on how different teaching approaches impact on student learning.
- Fine-tune co-teaching and collaborative practices instilled school-wide through inclusive spaces, which foster academic, social, attendance and wellbeing growth.

Success criteria for this strategic direction

- The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.. (SEF - Learning and Development)
- All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise. (SEF - Effective Classroom Practice)
- All classrooms and co-teaching spaces are well managed within a consistent, school wide approach. (Effective Classroom Practice)

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and can demonstrate a high impact professional learning model that facilitates professional dialogue and builds collaboration?

Data: The following data sources will be used:

- SCOUT NESAs
- School based surveys and observations
- Tell Them From Me Survey
- EALD Evaluation Framework evidence bank
- High Impact Professional Learning Framework

Analysis: Analysis will be embedded within the project through progress and implementation monitoring. Annually, the school will review progress towards the improvement measures through review, critical discussion and reflection.

Implications: The findings of the analysis will inform future actions. Annual reporting will take place on school progress.

Strategic Direction 3: High impact classrooms

Purpose

Our purpose is to prioritise the delivery of high-quality explicit teaching that is research-driven and targeted to the needs of our students. Students are able to describe learning intentions and success criteria.

Improvement measures

Achieve by year: 2025

SCHOOL BASED TARGET

- 100% of K-6 teachers have explicit teaching evidenced in their teaching.

Achieve by year: 2025

SCHOOL BASED TARGET

- 100% of teaching practice and learning spaces have learning intentions and success criteria embedded.

Initiatives

Quality teaching

Whole-school understanding and use of high-impact themes in teaching, learning and student achievement.

To achieve this, we will:

- Embed explicit teaching practice across all classrooms with clarity and consistency.
- Foster literacy and numeracy capabilities as a priority, coupled with differentiated instruction for all learners, ensuring maximum success.
- Instructional leader to empower staff to develop high-impact classrooms.

Visible learning

Current evidence-based research and resources support school improvement and enhance the learning outcomes of our students.

To achieve this, we will:

- Embed visible learning principles in all classrooms, including the deliberate use of learning intentions and success criteria.
- Deep questioning is established as a core component of teaching practice intersecting with learning, assessment and planning for essential learning.

Success criteria for this strategic direction

- The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence based teaching and ongoing improvement ensuring measurable learning progress. (SEF - Educational Leadership)
- The leadership deploys teaching and non-teaching staff to make best use of available expertise. (SEF - School Resources)
- All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with measureable student progress. (SEF - Professional Standards)
- Teaching and learning programs show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged, and adjustments lead to improved learning. (SEF - Curriculum)

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and can demonstrate high impact classroom the embed explicit teaching and visible learning?

Data: The following data sources will be used:

- Tell Them From Me Survey - Student Rigor
- School based observation, review and data analysis
- Learning space walkthroughs
- What Works Best Research - CESE

Analysis: Analysis will be embedded within the project through progress and implementation monitoring. Annually, the school will review progress towards the improvement measures through review, critical discussion and reflection.

Implications: The findings of the analysis will inform future actions. Annual reporting will take place on school progress.