

Strategic Improvement Plan 2021-2024

Parramatta East Public School 3840



School vision and context

School vision statement

Our vision at Parramatta East Public School is to educate all students to the highest levels of academic achievement, to enable them to reach and expand their potential and prepare them to become productive, responsible, ethical, creative and compassionate members of society.

We believe that education should take place in a fully inclusive environment with equal opportunities for all students to embrace learning, achieve their personal best and build their emotional, social and physical well being.

We strive to consciously create an environment of respect and inclusion, supporting diversity amongst all stakeholders in our school. Our school motto of "Ever Aim High" reflects our school belief of preparing our students to pursue their aspirations and contribute positively to the world.

School context

Parramatta East Public School was built in 1949 and has a rich history. We have a well deserved and recognised reputation in the wider community for being a nurturing yet high achieving school. Our staff are dedicated, hard working and genuinely care for every student adhering to the Department of Education goal that every student is "Known, Valued and Cared For".

Parramatta East Public School is currently experiencing significant and rapid population growth with a current enrolment of 634 students. The school serves a diverse community with over 86% of students from a language background other than English. Our students come from ...? different countries with over 57 languages and dialects spoken. Our most significant cultural backgrounds are Indian, Arabic and Chinese. Our school population provides a rich multicultural learning environment for all through the provision of differentiated, evidence driven, cohesive learning programs in all Key Learning Areas that respond to student need.

Parramatta East Public School is determined to nurture the development of each individual student, ensuring they have opportunities to achieve personal excellence across all areas of the curriculum. Our school is well resourced with literacy, numeracy and technology resources available in all classrooms to ensure that all students and teachers have these readily available to support teaching and learning.

Parramatta East 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 Attainment and Growth

One of the priorities for Parramatta East Public School will be academic performance improved student performance ...with a particular focus on literacy and numeracy. A particular focus of the 2021-2024 school ... strategicimprovement plan will be to achieve the systems negotiated target areas of improvement in reading and numeracy that demonstrate student growth and achievement.

Strategic Direction 2: Data Driven Teaching and Learning

Data processes are a priority for Parramatta East Public School to ensure evidence informed teaching and learning practices and growth and attainment for every student. Whole school data collection and a full range of assessment practices - assessment for, assessment as and assessment of - learning will be refined throughout the course of the 2021-2024 school improvement plan.

Strategic Direction 3: Effective and Explicit Classroom Practice

Parramatta East Public school will undertake 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 evidence-based resulting in demonstrated growth

School vision and context

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for all students, across all ranges of abilities.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes with a focus on literacy and numeracy. All educators explicitly teach students using evidence based teaching practices. Student learning data is understood and analysed by staff to determine future teaching directions, monitor and assess student progress and achievement, and reflect on teaching effectiveness.

Improvement Measures

Achievement of 2022 system-negotiated targets:

- Top 2 bands (or equivalent) NAPLAN reading increase (uplift) of 6.1%.

Achievement of 2022 system-negotiated targets:

- Top 2 bands (or equivalent) NAPLAN numeracy increase (uplift) of 6.7%.

Achievement of 2023 system-negotiated targets:

- increased (uplift) percentage of students achieving expected growth in NAPLAN reading by 4%.

Achievement of 2023 system-negotiated targets:

- increased (uplift) percentage of students achieving expected growth in NAPLAN numeracy by 2.6%.

Initiatives

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. To achieve this, we will:

- select evidence-based teaching strategies in relation to student learning needs
- evaluate the impact of the implemented strategies on student learning
- facilitate teacher professional learning
- ensure equitable resourcing is provided in all classroom.

Build teacher capability in data collection to differentiate curriculum, inform teaching and provide feedback to students so learning is maximised for all. Teachers analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice. To achieve this, we will:

- facilitate teacher professional learning that builds skills in the analysis, interpretation and use of student progress and achievement data
- systematically use and analyse the Literacy and Numeracy Progressions and PLAN2 to track student progress and growth

Success criteria

A whole school system and integrated approach to quality teaching, curriculum planning, delivery and assessment promotes learning excellence and responsiveness in meeting the needs of all students. (SEF - Curriculum, Assessment)

All educators are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies. (SEF - Effective classroom practice)

Student assessment data is consistently used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions. (SEF - Data skills and use)

Professional learning is differentiated and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice. (SEF - Learning and Development)

Evaluation plan

Strategic Direction 2: Collaborative Practice

Purpose

To drive ongoing, school-wide improvement in teaching practice and student results. Parramatta East Public School uses embedded and explicit systems, including coaching and mentoring, to facilitate professional dialogue, collaboration, classroom observation, the modelling of effective and innovative practice and the provision of specific and timely feedback between teachers.

Improvement Measures

Coaching and Mentoring

Improvement as measured by the School Excellence Framework:

Teaching

Professional Standards

- Improvement and practice (S&G)

Learning and Development

- Collaborative practice and feedback (E)
- Coaching and mentoring (E)

Leading

Educational Leadership

- Instructional leadership (E)

Innovative Practice and Expertise

Improvement as measured by the School Excellence Framework:

Learning

Learning Culture

- High expectations (E)

Curriculum

Initiatives

Whole school approach to embed mentoring and coaching to ensure that direct support is available to new staff members, ongoing development and improvement for all teachers and capacity building for aspiring leaders. To achieve this we will:

- provide professional learning in coaching and mentoring for executive staff
- establish a professional learning culture that is focused on continuous improvement of teaching and learning
- value the importance of, and embed, evidence-based teaching through instructional leadership
- engage in professional discussion and collaboration resulting in improved teaching practice

Parramatta East Public School identifies expertise and draws on this to deploy evidence-based, future-focused teaching strategies. Educators trial innovative practices and collaboratively evaluate and refine these. To achieve this we will:

- establish and embed a culture of agreed practices in the delivery of quality, innovative teaching focused on the improvement of student outcomes
- embed explicit systems for teacher collaboration, observation and feedback to sustain and improve quality teaching practices
- develop a comprehensive and ongoing professional learning culture to continually build teacher capacity to use data to evaluate and inform teaching practice resulting in the improvement of student achievement

Success criteria

Educators collaborate to share innovative practice, curriculum knowledge, data analysis and feedback about student progress and achievement to ensure that innovation and evidence-based, future-focussed practice is embedded.

Professional learning is differentiated and its impact on the quality of teaching and student learning is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice. (SEF - Learning and Development)

The principal and school leadership team model instructional leadership through coaching and mentoring to support a culture of high expectations, resulting in sustained and measurable school improvement. (adapted from SEF - Educational Leadership)

Evaluation plan

Strategic Direction 2: Collaborative Practice

Improvement Measures

- Teaching and learning programs (E)

Teaching

Effective Classroom Practice

- Explicit teaching (S&G)

Data Skills and Use

- Data use in planning (S&G)

Learning and Development

- Expertise and innovation (E)

Leading

Educational Leadership

- High expectations culture (E)

School Planning, Implementation and Reporting

- Continuous improvement (E)
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Strategic Direction 3: Personalised Learning

Purpose

To ensure students across the full range of abilities engage meaningfully with the curriculum. Planning for learning is informed by individual learning needs, ensuring that all students are challenged and all adjustments lead to improved learning. Assessment and feedback are used flexibly and responsively as an integral part of daily classroom instruction.

Improvement Measures

Assessment and Feedback

Improvement as measured by the School Excellence Framework:

Learning

Assessment

- Formative assessment (S&G)
- Summative assessment (S&G)
- Student engagement (E)
- Whole school monitoring of student learning (E)

Student Performance Measures

- Student growth (E)

Teaching

Effective Classroom Practice

- Feedback (S&G)

Data Skills and Use

- Data use in teaching (E)

Learning and Development

- Collaborative practice and feedback (E)

Differentiation

Initiatives

Assessments are sourced/developed and used regularly across the whole school to promote consistent and comparable judgement of student learning, monitor student learning progress and identify skill gaps for improvement and areas for extension. To achieve this we will:

- monitor and analyse assessment data and feedback to differentiate learning at the point of instructional need
- facilitate a culture of teacher professional learning
- review and analyse student achievement data using consistent teacher judgement

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. To achieve this we will:

- expertly use student assessment data to provide individualised, explicit, differentiated and responsive learning opportunities
- collaboratively plan for learning, informed by holistic information about each student's learning needs in consultation with parents/carers

Success criteria

Educators design, implement and monitor individualised and personalised learning and provide targeted feedback to students in a timely manner which results in expected growth for every student across the full range of abilities.

Assessment data is collected in reading and numeracy on a regular and planned basis and used responsively as an integral part of classroom instruction.

Teaching and learning programs show evidence of differentiated strategies to meet the specific learning needs of students across the full range of abilities. (SEF - Curriculum).

The principal and school leadership team initiate, demonstrate and drive professional dialogue about effective differentiation to improve the educational outcomes for all students. (adapted from SEF - Educational Leadership)

Evaluation plan

Strategic Direction 3: Personalised Learning

Improvement Measures

Improvement as measured by the School Excellence Framework:

Learning:

Wellbeing

- Individual learning needs (S&G)

Curriculum

- Curriculum provision (E)
- Teaching and learning programs (E)
- Differentiation (E)

Teaching:

Effective Classroom Practice

- Lesson planning (E)
- Explicit teaching (S&G)

Data Skills and Use

- Data literacy (S&G)
 - Data use in teaching (E)
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