

Strategic Improvement Plan 2021-2025

Parkes East Public School 4204



School vision and context

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 330 students, including 22% identifying as Aboriginal. The school has a culture of inclusivity with students, staff, parents and the wider community proudly identifying as part of the Parkes East "family".

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.

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 implements Positive Behaviour for Learning and is part of the Henry Parkes Learning Community. The school is well supported by an active P&C and has strong links to the Parkes AECG.

Through our situational analysis, we have identified two broad directions: "student growth and attainment" and "authentic partnerships" that will build upon the work undertaken in the previous school plan.

To underpin student growth and attainment, a focus on data driven practices that ensure all students have access to stage appropriate learning, has been identified. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs, including those identified as high potential and gifted. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy.

Work will take place on developing and embedding quality summative and formative assessment tasks and data collection practices and developing greater consistency of judgement within stages and across the school. School services will be utilised to build understanding on how this can be achieved.

Our work with individual students will be responsive and closely monitored. Individual and targeted support will be provided where growth is not evident. Structures will be enhanced to identify students who need intervention and students not showing growth will be referred to the Learning and Support Teacher for intensive intervention.

Continual monitoring of student performance data will determine areas of need and success at class and school level and the involvement of the whole school community in this process will be essential for success.

The work being undertaken in the student growth and attainment direction will be built upon the authentic partnerships' direction as we focus on our key relationships: staff collaborative learning and practice; staff and students collaborative practice to support student wellbeing, engagement and attendance; and the enhancement of school and community partnerships.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will develop and refine data driven teaching practices that are responsive to the learning needs of the individual.

Improvement measures

Reading growth

Achieve by year: 2023

Increase the mean scaled score of Years 3 and 5 students from 2022 to 2023 in the Reading Check-in assessment.

Numeracy growth

Achieve by year: 2023

Increase the mean scaled score of Years 3 and 5 students from 2022 to 2023 in the Numeracy Check-in assessment.

Initiatives

Data Driven Practice

Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery:

- * Professional Learning (PL) in data literacy, data analysis and data use in teaching for all staff. This is linked to gap analysis data.
- * Establish and use a numeracy interventionist and the Assistant Principals to work with teachers using data to monitor and assess student progress and design future learning on a whole class, group and individual level.
- * Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.

Personalised learning

Embed a learning culture that enables students to create, receive feedback and achieve their learning goals that recognises differentiated student need.

- Expertly use assessment student assessment data to reflect on teaching effectiveness and provide individualised explicit differentiated and responsive learning opportunities.
- Embed and use professional learning models to build teacher capabilities and collective pedagogical practice.

Success criteria for this strategic direction

An integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students evident across the school (SEF Curriculum).

Consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught (SEF Assessment).

The school's value-add trend is positive (SEF Student performance measures - Value-add).

All teachers 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 regularly 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).

Teachers are proficient in their teaching of literacy and numeracy, meeting the needs of students in their stage. (SEF Professional Standards - Literacy and numeracy).

Evaluation plan for this strategic direction

Question What has been the impact of using consistent, explicit enquiry-based teaching protocols, on student performance? Do teachers collaborate to evaluate, reflect on and adapt practice?

Data External student performance measures (NAPLAN), internal student performance measures (Literacy and Numeracy Progressions), A-E Student reports, teaching programs, classroom observations, student work samples, coaching records.

Analysis Analyse the data to determine the extent to

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

which the purpose has been achieved.

Implications Where do we go from here? Future directions and next steps.

Strategic Direction 2: Student Engagement

Purpose

To provide a whole of school quality educational experience that foster well being, attendance and engagement.

Improvement measures

Achieve by year: 2025

The Self Assessment Survey of the School Excellence Framework, in the theme "Collaborative practice and feedback" the school's on balance judgement will be "excellent".

Attendance (>90%)

Achieve by year: 2023

5% increase in students attending >90% of the time.

Wellbeing

Achieve by year: 2023

3.4% increase of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School in Tell Them From Me survey.

Achieve by year: 2025

Self assessment demonstrates that against the School Excellence Framework the school is at Sustaining and Growing in the theme of "A planned approach to Wellbeing" and "Individual Learning Needs".

Initiatives

Staff collaborative practice and feedback.

The embedding of school processes that enable staff to successfully collaborate to achieve school goals. This will include:

- the full implementation of a robust and relevant school wide teaching, learning and assessment scope and sequence as well as the implementation of new syllabus.
- the school wide focus of the collection, analysis and responsiveness to data.

Student wellbeing, engagement and attendance

Embed a whole-school approach to student wellbeing and engagement where there is a collective responsibility for student learning and success. This will be achieved through:

- Reviewing current wellbeing processes and their levels of alignment with the data from the Wellbeing Framework Self-assessment findings to establish focus areas around whole-school wellbeing reform.
- Updating whole-school approach to wellbeing processes to ensure monitoring, analysis and evaluation of student behaviour, attendance, wellbeing, learning and engagement data is evidenced through regularly updated student learning and wellbeing plans.
- Embedding the Wellbeing Framework into school culture through ongoing staff professional learning in effective wellbeing strategies.
- Recalibrating and adjusting plan to ensure improvement measures are achieved.

Success criteria for this strategic direction

Teachers demonstrate increased engagement in the collaborative design and development of coherent teaching programs, improving teaching in classes, year groups, stages and particular student groups (SEF Effective classroom practice - lesson planning and SEF Learning and Development - Collaborative practice and feedback).

Planning and provision for learning is informed by holistic information about each student's wellbeing and learning needs in consultation with families (SEF Wellbeing - Individual Learning Needs).

Effective catering for the range of equity issues in the school and engagement with relevant agencies to support access of expertise (SEF Educational Leadership - Community engagement).

Resources are strategically used to achieve improved student outcomes and high quality service delivery (SEF School resources).

Evaluation plan for this strategic direction

Question How can the school determine that its systems and processes for enhancing student wellbeing and engagement have been successful?

Data Wellbeing Framework Self-assessment pre and post data, Performance Development Plans, Personal Attendance Plans, Incident reports., Suspension data, Extra-curricular group data, TTFM - student wellbeing and family satisfaction.

Analysis Analyse the data to determine the extent to which the purpose has been achieved.

Implications What are the implications for our work? Future directions and next steps

Strategic Direction 3: Authentic Partnerships

Purpose

To build upon existing school partnerships to support whole student wellbeing and development that will underpin achievement of student learning outcomes.

Improvement measures

SEF Teaching

Achieve by year: 2025

Self assessment demonstrates that against the School Excellence Framework the school is excelling in the theme of "collaborative practice and feedback" in the element of Teaching.

Achieve by year: 2025

Self assessment demonstrates that against the School Excellence Framework the school is excelling in the theme of "community engagement" in the element of Educational Leadership.

Initiatives

Staff collaborative professional development

The embedding of school professional development processes that focus on staff supporting colleagues to improve teaching quality. This will include:

- staff supporting colleagues' professional development through team teaching, lesson observations, triads, mentoring and coaching in evidence based best practice.
- staff participating in departmental programs that focus on peers supporting peers being guided by recognised experts.

Collaborative parent and community partnerships and practices

Embed school practices that enable parents, the wider community and external agencies to support the achievement of school goals. These will include:

- utilising the identified skill set of parents to support the school curriculum.
- developing and extending upon existing partnerships with both government and non-government agencies that are available in the community.
- ensuring that the school provides the necessary structures, both physical and operational, that will enable access of expertise to occur.

Success criteria for this strategic direction

Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice. Teachers collaborate with staff in other schools to share and embed good practice. (School Excellence Framework SEF- Learning and Development).

Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve (School Excellence Framework SEF- Learning culture).

Effective catering for the range of equity issues in the school and engagement with relevant agencies to support access of expertise. (SEF Educational Leadership - Community Engagement)

Evaluation plan for this strategic direction

Question How can the school determine that it's systems and processes for enhancing partnerships have been successful?

Data Professional learning activity pre and post surveys, Performance Development Plans, TTFM - family satisfaction. P&C feedback

Analysis Analyse the data to determine the extent to which the purpose has been achieved.

Implications What are the implications for our work? Future directions and next steps