

# Strategic Improvement Plan 2021-2024

## Parkview Public School 4413



# School vision and context

## School vision statement

Parkview Public School aims to produce engaged community members, life-long learners and problem solvers. An inclusive, dynamic and engaging environment, underpinned by best practise quality teaching and learning, will ensure success.

## School context

Parkview Public School is located in the vibrant, rural town of Leeton on Wiradjuri land and services an increasingly diverse community with a current enrolment of 401 students including 89 Aboriginal students.

The school has experienced an extended period of growth and has established a strong foundation of innovative teaching and learning programs. Ongoing professional learning has focused on building the capacity of staff to provide experiences necessary for students to become effective, caring global citizens.

The school works tirelessly to strengthen community connections through a broad range of initiatives.

Parkview Public School has a school leadership team comprising of the Principal, Instructional Leaders for Literacy and Numeracy and three Assistant Principals. There is approximately 50 full-time and part-time staff, working collaboratively in the best interests of all students.

The school conducted a Situational Analysis through consultation with staff, students, parents and the Aboriginal Education Consultative Group. As a result of this process focus areas for the next four years include using data to understand student learning, implementation of effective teaching practises and strengthening community partnerships. The school will evaluate its progress using a variety of data sources and make adjustments to ensure continual improvement.

The school's staff prides itself on an innovative and contemporary approach to curriculum implementation, founded on the principle that all individuals, students, staff and community members are life-long learners.

For more information linked to our community please refer to our School Website, follow us on Facebook or download our School App.

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to improve student learning outcomes in Reading and Numeracy and to build strong foundations for academic success, we will develop and sustain whole school processes for collecting, analysing and assessing student assessment to inform data driven, evidence informed teaching practise.

## Improvement measures

### Target year: 2022

Increase the percentage of students achieving in the top 2 bands of NAPLAN numeracy by 7%.

Increase the percentage of Aboriginal students achieving in the top 2 bands of NAPLAN numeracy by 7%.

### Target year: 2022

Increase the percentage of students achieving in the top 2 bands of NAPLAN reading by 7%.

Increase the percentage of Aboriginal students achieving in the top 2 bands of NAPLAN reading by 8%.

## Initiatives

### Whole School Systems and Processes for improving Reading and Numeracy

Establish a whole school Reading and Numeracy focus to regularly assess, collate and analyse student achievement and progress, in order to reflect on teaching effectiveness.

Student assessment is an integral part of daily practise and data is regularly used school-wide to identify student achievements and progress. Student assessment is used to inform, plan and implement evidence-based teaching practise.

### Inclusive and purposeful data practices

Develop a culture that enhances a collective responsibility for student learning and success which is shared by staff, students and community. Planning for learning is informed by data related practises and informs evidence based strategies to support student achievement and wellbeing.

## Success criteria for this strategic direction

Teachers clearly understand, develop and apply a full range of assessment strategies in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence based judgement measured against syllabus outcomes.

The learning goals for students are informed by analysis of internal and external student progress and achievement data. Embedded student feedback processes allow students to self-monitor their learning. Progress towards goals is monitored through collection of quality, valid and reliable data.

Student feedback is elicited by teachers and informs their teaching. Student misunderstandings are explicitly addressed until teachers and students are confident that proficiency is demonstrated.

## Evaluation plan for this strategic direction

To what extent have our improved systems and processes in assessment and data practices demonstrated impact and improvement of student outcomes in reading and numeracy?

We will use a combination of data sources to measure our impact. These will include: internal assessment and external assessment, teacher observations, focus group discussions, assessment schedules, student voice and document analysis.

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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The findings of the analysis will inform future actions to support ongoing school improvement.

## Strategic Direction 2: Build capacity in leadership teams to positively impact change

### Purpose

In order to improve student learning outcomes we will develop and sustain teachers and leaders who are committed to identifying, understanding and implementing effective and explicit evidence-based teaching practises.

### Improvement measures

#### Target year: 2023

Increase the percentage of student growth in NAPLAN reading by 8%.

#### Target year: 2023

Increase the percentage of student growth in NAPLAN numeracy by 8%.

### Initiatives

#### Establishing systems that develop whole school leadership capacity

Implement a whole school approach to instructional coaching and professional learning by building capacity in leadership teams, in order to support staff in providing quality teaching and learning experiences.

#### Explicit Teaching and Planning

Teachers regularly and collaboratively plan, develop and refine explicit teaching experiences and have a repertoire of teaching strategies to select from, linked to evidence based practices and student needs.

All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Evidence that programs are adjusted to address individual student needs is visible.

Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities.

### Success criteria for this strategic direction

The leadership team maintains a focus on delivering high quality professional learning to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.

Teaching and learning programs meet requirements of the Department of Education and the NSW Education Standards Authority, showing evidence of revisions based on feedback on teaching practises, consistent and reliable student assessment and continuous tracking of student progress and achievement.

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.

### Evaluation plan for this strategic direction

To what extent have our leadership team been able to support teachers with planning and delivering quality learning programs to support change and support teachers with planning and delivering quality teaching programs?

We will use a combination of data sources. These will include: internal assessment and external assessment, observations, instructional coaching, evaluation of teaching and learning programs, Teachers Performance and Development Plans and professional learning records.

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

The findings of the analysis will inform future actions to

## Strategic Direction 2: Build capacity in leadership teams to positively impact change

### Evaluation plan for this strategic direction

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support ongoing school improvement

## Strategic Direction 3: Community Connections: Engaging our richly diverse community

### Purpose

In order to improve student outcomes, the continual strengthening of community connections will lead to the sustainability of positive schooling experiences and will benefit the community as a whole.

### Improvement measures

#### Target year: 2024

Increase in community satisfaction as demonstrated in the subset questions from Tell Them From Me.

#### Target year: 2022

4% uplift in the percentage of students who attend school 90% of the time.

### Initiatives

#### Student Wellbeing and Engagement

Initiate school wide and community programs that promote positive relationships and choices in relation to behaviour and attendance that will allow students to connect, thrive, succeed and learn.

Teachers embed strategies to foster and maintain safe, active and on task behaviours which maximises effective learning time in a positive learning environment.

#### Effective Community Partnerships

Develop strong collaborations between staff, students and the broader community that inform and support the continuity of learning for all students, ensuring they are motivated to deliver their best and seek continual improvement.

Implement a school wide approach where staff establish and maintain relationships with families, community and multi-media agencies that highlight the value and need of meaningful community interaction for students.

### Success criteria for this strategic direction

Staff work in partnership with community organisations, including the Leeton Aboriginal Education Consultative Group, Leeton and District Aboriginal Lands Council and Leeton Shire Council to increase the number of opportunities to deliver socially and culturally inclusive curriculum, with increased parent and student involvement.

Establishment of skills and experiences that provide students with life-long skills that can be applied in all community settings.

Engage and direct students through structured early childhood experiences and encourage engagement with formalised pre-school experiences.

Increase in the number of students who can identify and successfully engage in community organisations and activities that provide positive and relevant experiences that contribute to personal well-being and engaged community members.

All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning.

### Evaluation plan for this strategic direction

To what extent has community engagement led to student participation in school and community activities?

We will use a combination of data sources. These will include: Tell Them From Me Survey, student voice, community services engagement and attendance data.

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

The findings of the analysis will inform future actions.