

Strategic Improvement Plan 2021-2024

Parramatta High School 8135



School vision and context

School vision statement

Parramatta High School, as a partially selective high school, has a culture of high expectations. In consultation with key stakeholders, student, staff and parents, we have collaborated to improve student learning outcomes. Our vision is to ensure that all students successfully transition through each stage of their learning through explicit and differentiated teaching. We are committed to implementing department priorities such as reaching system targets in reading, numeracy, attendance and the HSC. We will achieve this through teacher collaboration resulting in students who are resilient, engaged individuals and active and informed citizens. Our school is committed to supporting our diverse learning community so that all can thrive in a dynamic and changing global world.

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 1085 students. The community is multicultural with an ethnic composition of LBOTE of 96% and less than 1% ATSI. The predominant languages, apart from English, are Hindi, Tamil, Gujarati and Telugu with a high percentage supported by 4.2 EALD staff and one STLA staff. The school has approximately 75.1 teaching staff, 12.5 Support Staff including 1.0 SLSO and 1.0 SSO.

The school receives funding for Refugee Student Support and Integration Funding and runs programs to support learning needs including Multi Lit, Edrolo, Education Perfect and Elevate. The school has a range of Quality Teaching programs that support learning in the classroom and recognises student diversity. Active student voice is a priority for the school through the Student Representative Council, Social Justice League and Prefect body.

To implement the Department's High Potential and Gifted Education policy, all staff are trained in GERRIC and apply the 'What Works Best' model to enhance their teaching practice. Teachers are also guided by the Disability Standards for Education and embed inclusive educational programs and practices to support the diverse range of learners at our school.

A strong wellbeing team provides support and leadership for the school community. Staff are dedicated to student wellbeing through the implementation of the PBL and ASPIRE Positive Education models. Further support is provided to students through community partnership programs such as Fast Forward and Max Potential.

Through community consultation and our Situational Analysis, we have identified the need to promote a culture of excellence through a focus on **Student Growth and Attainment**, **Learning Culture** and **Instructional Leadership**.

Student Growth and Attainment will focus on improving NAPLAN and HSC results through a whole-school focus on explicit teaching of literacy and numeracy skills and differentiation to meet the needs of diverse student population.

Learning Culture will focus on improving attendance and student transitions through all stages with an emphasis on establishing goals for success and using assessment and feedback as tools for improving student outcomes.

Instructional Leadership through teacher collaboration and professional learning will focus on developing a high expectations culture.

As a result, students at Parramatta High School will set challenging learning goals, be risk takers and critical and creative thinkers.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure students grow at each stage of their learning through explicit, systematic and differentiated teaching and evidence based practice. Our teachers will evaluate their effectiveness and reflectively adapt their practice through targeted professional learning and use of student assessment data to inform their teaching to improve student learning outcomes and achieve our targets.

Improvement measures

Target year: 2024

100% of teachers demonstrate high quality skills in explicit teaching and differentiation as demonstrated by class observations and surveys.

Target year: 2022

NAPLAN Top 2 Bands

- The system negotiated target in Numeracy will increase by an uplift of 1.8% from the baseline.
- The system negotiated target in Reading will increase by an uplift of 3.2% from the baseline.

Target year: 2023

NAPLAN Expected Growth

- The system negotiated target in Numeracy will increase by an uplift of 3.6% from the baseline.
- The system negotiated target in Reading will increase by an uplift of 2.8% from the baseline.

Target year: 2022

HSC Top 3 Bands

- The system negotiated target for the Top 3 HSC bands will increase by an uplift of 4.8% from the baseline.

Initiatives

Explicit Teaching

Improve effective classroom teaching through a focus on explicit teaching practice.

- Improvement in teacher quality based on evidence-based teaching strategies.
- Analyse NAPLAN Reading/Numeracy and HSC data to identify target areas in improvement for student outcomes.
- Embed a school-wide Stage 6 HSC writing program based on Explicit teaching cycle.
- Embed school-wide reading and numeracy practices to build the capabilities of all teachers as an integral component of the whole school approach to literacy and numeracy programs and classroom practice.

Differentiation

A coordinated approach to develop differentiated teaching strategies to improve student outcomes and cater to the full range of understanding and abilities in the classroom.

- Ensure all teachers analyse a range of data and consider the background knowledge and ability of each student across KLAs to inform teaching practice, preparation and deliver lessons to meet the learning strengths of students.
- Differentiated teaching practice to be informed by evidence-based research models.
- A variety of differentiated assessment strategies employed allowing students the opportunity to select and utilise their own imagination and strengths in response to a task.

Success criteria for this strategic direction

Initiative 1: Explicit Teaching

- A whole-school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. (SEF- Explicit Teaching)
- Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. (SEF- Explicit Teaching)

Initiative 2: Differentiation

- 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. (SEF- Differentiation)
- Teachers involve students and parents in planning to support learning and share expected outcomes. (SEF- Differentiation)

Evaluation plan for this strategic direction

Question: What has been the impact of using consistent, explicit and differentiated literacy and numeracy strategies, across all stages, on student growth and attainment? Do teachers collaborate to evaluate, reflect on and adapt practice?

Data: The following data sources will be used to determine success:

- External student performance measures (NAPLAN., HSC minimum standards and HSC data)
- Internal student performance measures
- All teaching programs and registration
- Student work samples

Analysis: Analysis will be embedded within the initiatives

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

through progress and implementation monitoring. Annually, the school will review progress towards the improvement measures.

Implication: The findings of the analysis will inform future directions and annual reporting on school progress measures.

Strategic Direction 2: Learning Culture

Purpose

Our purpose is to focus on establishing aspirational goals for success supporting transition between the stages to ensure students are meeting stage outcomes and being equipped to progress through and meet the challenges of the next stage. In order to maximise student learning outcomes, an emphasis on assessment for learning and feedback practices will be a critical focus.

Improvement measures

Target year: 2022

The system negotiated target in attendance will increase by an uplift of 4.5% of students attending greater than 90% of the time.

Target year: 2024

100% of staff establish clear and consistent expectations for learning and behaviour, with learning intentions and success criteria incorporated in every lesson, to improve student learning outcomes.

Target year: 2024

100% of staff will strengthen their expertise in the use of formative assessment and deliver student feedback that is relevant, explicit, ongoing and constructive about student performance against their learning outcomes.

Target year: 2024

Explicit student feedback and a commitment to high expectations, as measured in the Tell Them From Me survey, will exceed the state average.

Initiatives

Establishing Goals for Success

Goals for success will be explicitly and systematically achieved through the clearly articulated high expectations at each transition stage. The creation of a positive classroom environment will be achieved through supportive, collaborative relationships.

- Demonstrated commitment to high expectations within the school community that all students make learning progress across each transition point.
- The school aims to strengthen collaboration with parents of students who need to meet their optimum potential and continuity of learning.
- Whole school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk.

Assessment and Feedback

Assessment and feedback to be systematic and routinely used as a measure of student achievement progress and as tools to establish goals for success.

- Student performance in summative assessment is supported through explicit instruction, modelling and formative assessment practices.
- Embed a culture of systematic approaches to delivering, receiving and actioning feedback.

Success criteria for this strategic direction

Initiative 1: Establishing Goals for Success

- Teachers, parents and the community work together to support consistent and systematic processes that ensure student engagement is maximised. (SEF - Attendance)
- Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school. (SEF - Behaviour)
- The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment. (SEF - Transitions and Continuity of Learning)

Initiative 2: Assessment and Feedback

- Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers. (SEF - Formative Assessment)
- The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at an individual, group and whole-school level. (SEF - Summative Assessment)
- Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated. (SEF - Feedback)

Evaluation plan for this strategic direction

Question: Have goals been established for supporting

Strategic Direction 2: Learning Culture

Evaluation plan for this strategic direction

successful student transitions between stages? Have effective assessment for learning and feedback practices had an impact on student learning?

Data: The following data sources will be used to determine success:

- Tell Them From Me survey
- High Expectations audit tool
- Consistent feedback protocols
- Student self-reflection tools
- Faculty Assessment and Student work samples

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

Implication: The findings of the analysis will inform future directions and annual reporting on school progress measures.

Strategic Direction 3: Instructional Leadership

Purpose

Professional learning and the Leadership team will maintain a focus on instructional leadership and collaborative practices to sustain a culture of effective, evidence-based teaching and continuous improvement of teaching and learning. As a result, students will be self-directed learners, risk-takers and critical and creative thinkers.

Improvement measures

Target year: 2024

100% of teachers, as identified through classroom observation, use evidence-based high leverage strategies to impact student learning, and engagement.

Target year: 2024

Staff Tell Them From Me Data will indicate an increase from the baseline score to meet or exceed the state norm in the area of teacher collaboration.

Initiatives

High Expectations Culture

The leadership team embeds a culture of professional learning which is focused on continuous improvement of teaching and learning.

- Professional learning has a focus on the school targets of reading and numeracy and other strategic improvement measures.
- Teachers demonstrate a commitment to continuous improvement in their teaching practice.
- 100% of beginning teachers are aligned to a coach/mentor.
- There is demonstrated commitment within the school community that all students make learning progress.
- Partnerships with parents and students support clear improvement aims and planning for learning.

Teacher Collaboration

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation and the modelling of effective practice.

- Teachers are engaged in strong collaborations to inform and support the learning transitions and improved outcomes for all students.
- All faculties collaborate on designing and reviewing teaching programs and assessments and embedding evidence-based teaching and assessment strategies.
- Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups.

Success criteria for this strategic direction

Initiative 1: High Expectations Culture

- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students and is committed to the pursuit of excellence. (SEF - High Expectations)
- Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve. (SEF - High Expectations)
- The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high-quality teaching. (SEF - Improvement of Practice)
- The leadership team has participated in capacity development programs and implements principles of evaluative thinking, continually monitors the impact of programs and approaches used by all teachers, and improves practice as required. (SEF - Improvement of Practice)

Initiative 2: Teacher Collaboration

- 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. This drives ongoing, school-wide improvement in teaching practice and student results. (SEF - Collaborative practice and feedback)
- The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. (SEF - Professional Learning)
- Teachers collaborate with staff in other schools to share and embed good practice. (SEF - Professional Learning)

Evaluation plan for this strategic direction

Strategic Direction 3: Instructional Leadership

Evaluation plan for this strategic direction

Question: To what extent has professional learning and instructional leadership sustained a culture of effective evidence-based teaching and continuous improvement?

Data: The following data sources will be used to determine success:

- Tell Them From Me survey
- Professional Learning surveys
- PDPs
- Faculty Management plans
- External audits/validation
- Internal reviews of faculty programs

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

Implication: The findings of the analysis will inform future directions and annual reporting on school progress measures.