

Strategic Improvement Plan 2022-2026

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 386 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 Leader for Literacy and Numeracy, Assistant Principals Curriculum and Instruction (1.4), 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 or follow us on Facebook.

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

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

Whole School Systems and Processes for improving Reading and Numeracy

Maintain a whole school Reading focus, implementing phonics to inform reading and spelling instruction, and a Numeracy focus to regularly assess, collate and analyse student achievement and progress, in order to reflect on teaching effectiveness and student growth.

Review and adapt daily practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, to inform, plan and implement evidence-based teaching practise, to evaluate growth over time and report student achievement.

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.

Embed data informed formative assessment practices as an integral part of daily Reading and Numeracy instruction in every classroom.

Success criteria for this strategic direction

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

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

Learning intentions are drawn from the relevant syllabus and clearly describe what students should know, understand and be able to do. Success criteria describes what success looks like in relation to the learning intentions and are co-created by students and teachers.

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.

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

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

Strategic Direction 2: Effective Classroom Practice

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

Reading growth

Achieve by year: 2023

Increase the percentage of Year 2, 4 and 6 students achieving or exceeding expected growth using the PAT Reading assessment

Numeracy growth

Achieve by year: 2023

Increase the percentage of Year 2, 4 and 6 students achieving or exceeding expected growth using the PAT Maths assessment

Initiatives

Explicit Teaching and Feedback

Explicit teaching strategies are used in all classrooms to ensure students are succeeding in their learning.

Through ongoing professional learning with a focus on research into explicit teaching practices, teachers continue to collaboratively plan, scope and sequence lessons from the syllabus to systematically build student understanding of skills, concepts and content knowledge.

Effective feedback strategies are used in all classrooms ensuring students are succeeding in their learning and striving towards and achieving meaningful goals.

Building Capacity and Leadership

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.

Implement quality practices and provide systemic infrastructure to allow teachers to plan, develop, observe and evaluate best teaching practice within all stages of the school, lead by executive leaders and based on data informed discussion.

Success criteria for this strategic direction

Teachers are skilled at explicit teaching techniques to identify students' learning needs, and use a range of explicit strategies to explain and break down knowledge.

Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes and stages. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.

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

Strategic Direction 2: Effective Classroom Practice

Evaluation plan for this strategic direction

school will review progress towards the improvement measures.

The findings of the analysis will inform future actions to 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

Achieve by year: 2024

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

Attendance >90%

Achieve by year: 2023

Uplift in the percentage of students who attend school 90% of the time comparative to the previous year.

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.

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

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

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

Evaluation plan for this strategic direction

measures.

The findings of the analysis will inform future actions.