

Strategic Improvement Plan 2024-2027

Parramatta West Public School 2843



School vision and context

School vision statement

At Parramatta West Public School, our school is committed to creating innovative, connected and collaborative lifelong learners.

Our vision is to offer a collaborative culture embedded in high impact classrooms focused on leveraging student growth and attainment.

We are committed to educating a multicultural community, where students are encouraged to become healthy, well rounded, global citizen who contribute to the creation of the common good in today's knowledge based, dynamic, interdependent world.

School context

Parramatta West Public School is located in the suburb of Parramatta and is part of the Western Sydney educational area with an enrollment of 940 students. The school has 92% of its community identifying as coming from Non-English Speaking Backgrounds.

The school has developed a research-based, data-informed, action-planned culture and is committed to achieving outstanding outcomes in the areas of leadership, teaching, learning, student welfare, and parent engagement. We have implemented highly successful programs and practices in each of these areas to achieve our aspirational targets.

Preparing our students for their journey through life and providing experiences that develop the whole child is what drives our whole school community. We do this by ensuring that the learning environment is a place where all students feel safe, are stimulated and are proud to be part of a caring school. Our teachers are committed to developing themselves as expert educators, promoting an exemplary professional learning community.

As well as the academic programs, our students excel in a diverse range of programs including the creative arts, sport and many other co-curricular areas which develop each student's interests and talents whilst building their confidence and self-esteem.

Through our situational analysis, we have identified that high expectations, expert curriculum knowledge and the tracking of student achievement will ensure growth for all learners in literacy, numeracy and wellbeing. Student performance data will determine areas of need and future priorities. Collaboration between teachers and support staff will be prioritised to develop collective efficacy and collegial support. Harnessing the expertise of the collective will ensure strong collaborative practice to improve student outcomes. Wellbeing for all remains an integral focus of everything we do. We will improve student attendance and engagement by establishing deep connections to our students so that they are all known, valued and cared for and through proactive programs and interventions as required. Genuine connections with parents and carers will guide individual student growth and attainment.

As the school has grown, support of the school's initiatives and goals by parents, has never been stronger. Together we strive to achieve a happy, supportive and inspiring school.

Parramatta West Public School will be taking a whole school approach to ensure that the most effective evidence-informed teaching practices and strategies optimise learning for all students.

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student outcomes in literacy, numeracy and wellbeing, we will ensure assessment is used flexibly and responsively as an integral part of daily classroom instruction. Structures will be developed to support teachers to expertly implement formative assessment, incorporating student voice and agency.

Improvement measures

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2023.

Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2023

Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

- Achieve an increase of 2% in the attendance rate, from 90% in 2023 to 92% in 2027

Initiatives

Data driven practices

Data will be used school-wide to identify student achievement and inform teaching practice, ensuring that every student is known, supported and challenged. Data incorporates all aspects of students' learning, wellbeing and attendance. Measures will be purposefully selected and teachers will collectively analyse their impact to drive improvement.

- PL in data literacy, analysis and interpretation.
- Analysis of trends and patterns to inform improvements.
- Whole school assessment schedules and tools to be reviewed, developed and implemented to analyse student progress through the use of moderation practices and data analysis tools.
- Accurate triangulation of data will inform teaching and establish individual learning goals.

Positive relationships

Students are nurtured to enhance their connection and engagement with their peers, teachers, school and learning. A focus on positive wellbeing, including social and emotional skills, will enable all students to connect, succeed and thrive in a dynamic and challenging learning environment.

- PL in wellbeing and relationships to maintain a resilient school culture.
- Attendance will be monitored and tracked, and systems will be developed to support students at risk.
- The Learning Support Team proactively builds the capacity of the whole school community to better support wellbeing e.g. relationships, behaviour, attendance.
- Preventative and interventionist initiatives that support wellbeing to be refined, scaled up and embedded to meet student needs e.g. Restorative Practices, PAX.

Success criteria for this strategic direction

- Assessment data is collected in reading and numeracy on a regular and planned basis and used responsively to ensure continued challenge and maximise growth.
- Attendance and wellbeing data is monitored systematically and regularly and used responsively to improve connection to self, others and the school.
- Specialist teacher support teams are collaborative, build the capabilities of all teachers and are an integral component of whole school approaches to literacy, numeracy and wellbeing programs.
- All students articulate positive connections to our school.
- Triangulation of data leads to differentiated practice and enhanced growth in literacy and numeracy.

Evaluation plan for this strategic direction

How has staff knowledge in data, led to student attainment?

How have our wellbeing practices and interventions led to student attainment?

- NAPLAN and DoE Check in data
- Student samples of learning
- Student PLPs
- Literacy and numeracy learning progression data
- Student surveys/focus groups/ self-report
- Attendance data
- Teacher and parent anecdotal data

Evaluation will involve:

- Determining and gathering baseline data.
- Regular review of data sources to inform progress
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

and evaluation of School Excellence Framework.

Strategic Direction 2: Explicit teaching and evidence-informed practices

Purpose

In order to improve student learning outcomes, teachers will employ explicit teaching strategies to optimise learning progress of students across the full range of abilities. Effective methods are identified, promoted, and modeled, and students' learning improvement is monitored, demonstrating growth.

Initiatives

Explicit teaching

A culture of pedagogy will be embedded to make learning visible so that students can articulate what they are learning, how they know if they are successful in that learning and why that learning is important.

- PL to develop a deep understanding by all teachers of What Works Best
- Differentiated professional learning for PDPs.
- Embed data-informed formative assessment practices school-wide as an integral part of daily instruction in every classroom.
- PL to deepen understanding of curriculum knowledge to enact teaching practices that are differentiated and allow for high challenge and support.
- Teachers expertly understand the diverse needs of all learners (EAL/D, HPG, LS).

Success criteria for this strategic direction

- Teachers hold high expectations of all students and purposefully design opportunities for student growth and attainment.
- All lessons use evidence based pedagogy (LISC, substantive communication, effective questioning, feedback & thinking protocols).
- Effective practices are explicitly modeled by all teachers and students use these to become self regulated learners.
- Worthwhile lessons are designed, delivered and evaluated using curriculum, student progress data and their needs to provide challenge for all students.
- All learners (HPGE, EAL/D, LS) demonstrate growth in their domain.

Evaluation plan for this strategic direction

Are all students challenged in their learning and do they have the skills to self-regulate?

- Walkthrough data
- Student samples of learning
- Student focus groups
- Consistency of teacher judgement and moderation practices
- EAL/D progression

Evaluation will involve:

- Determining and gathering baseline data.
- Regular review of data sources to inform progress
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions and evaluate against School Excellence Framework.

Strategic Direction 3: High quality collaborative culture

Purpose

There is a collaborative culture of high expectations and continuous improvement across the school, underpinned by supportive staff wellbeing practices.

In order to improve student learning outcomes, our community will engage in high-quality collaborative practices, to improve teacher quality, parent involvement and student outcomes. The leadership team will establish a strong professional learning community with a sustained focus on evidence-informed teaching, wellbeing, and leadership practices.

Initiatives

Collective efficacy

Parent and community involvement increases all students' achievement. We will build strong relationships with parents by keeping them informed about their children's progress and by developing their understanding of reading, numeracy and wellbeing practices.

- Whole school systems are established to facilitate effective communication to support student growth in reading, numeracy and wellbeing.
- Parent collaboration is enhanced to support their children's development to become well-adjusted, healthy, life long learners.

Expertise and innovation

Collaborative practices will connect teachers and leaders to their colleagues and to external experts to positively influence student achievement.

- Teachers collaborate through a high impact and systematic professional learning model driven by student need to facilitate professional dialogue, review data, and embed What Works Best pedagogy to improve student progress and achievement.
- The leadership team maintains a focus on the instructional leadership model through professional learning communities.
- Source and use the expertise of external specialists in a range of fields to influence professional learning.

Success criteria for this strategic direction

- There is school wide collective responsibility for student learning and success.
- The whole school community demonstrates aspirational expectations of learning progress and achievement of all students and is committed to the pursuit of excellence.
- Collective efficacy, through collaboration and applied professional learning strengthens teaching practice.
- All stakeholders have a shared vision of school improvement that informs professional learning.

Evaluation plan for this strategic direction

Does our community understand our strategic goals and support the vision of school improvement for student learning and wellbeing outcomes?

- TTFM Teacher/Parent/Student survey data
- Focus groups/ targeted surveys
- Walk through findings and feedback

Evaluation will involve:

- Determining and gathering baseline data.
- Regular review of data sources to inform progress
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions and evaluate against School Excellence Framework.