

School plan 2018-2020

Parramatta East Public School 3840



School background 2018–2020

School vision statement

At Parramatta East Public School we prepare young people to be lifelong learners and effective global citizens.

Parramatta East Public School is a caring place of excellent learning, where students are encouraged to achieve their full potential in their academic, creative, personal, social and physical development.

It is a place of excellent teaching, where collective responsibility for student improvement is achieved through the observation and evaluation of colleagues' practices resulting in a strategic and transparent learning culture.

It is a place of excellent leadership, where the highest levels of learning will be supported in the future via the creation of a self-sustaining and self-improving educational community.

School context

Parramatta East has an excellent reputation in the wider community for being a caring, friendly, nurturing and high-achieving school. Our students are delightful and display maturity and responsibility. The staff is very dedicated, hard-working and genuinely cares for every student. The Parent and Citizens Association provides strong support to the students and staff.

Parramatta East is currently experiencing significant and rapid population growth. The school serves a diverse community with over 86% of students from a language background other than English. Our school population provides a rich multicultural learning environment for all students. The school enjoys strong community support and rightly deserves its reputation as an outstanding public school. The Parent and Citizens Association provides strong support to the students and staff.

Parramatta East is determined to nurture the development of each individual child, ensuring they have opportunities to achieve personal excellence across the curriculum. Our well-resourced classrooms are equipped with interactive technologies for students to regularly access and develop future focused learning capabilities.

School planning process

During 2017 the staff and community were consulted to explore the shared purpose, outcomes, values and beliefs of Parramatta East Public School.

The executive team identified potential strategic directions based on a situational analysis of the school, including its achievements and challenges throughout the previous planning cycle. Together, the three directions provide a holistic combination encompassing the key elements of Learning, Teaching and Leading. The strategic plan of the NSW Department of Education has been aligned to the Parramatta East Public School plan.

In the development of the school plan, consultation occurred regularly at staff meetings, Parents and Citizens meetings and during Student Representative and School Parliament meetings.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Explicit, high quality learning experiences

Purpose:

Explicit and systematic approach to teaching and learning combined with the development of meaningful, high-quality learning experiences have a significant impact on student achievement and academic growth.

STRATEGIC DIRECTION 2

Collaborative and effective teaching

Purpose:

Collaboration amongst teachers who are well trained, well organised and committed to identifying, understanding and implementing effective teaching methods will have a high impact on learning success. Implementing a whole school approach of effective evidence-based teaching methods will optimise learning across the full range of learning abilities.

STRATEGIC DIRECTION 3

Leadership builds capacity and improves learning outcomes, and school systems

Purpose:

Instructional leadership will promote a culture of effective, evidence-based teaching and ongoing improvement. This will ensure that every student makes measurable improvement. Administrative systems and practices are enhanced to support the effectiveness of school operations.

Strategic Direction 1: Explicit, high quality learning experiences

Purpose	People	Processes	Practices and Products
Explicit and systematic approach to teaching and learning combined with the development of meaningful, high-quality learning experiences have a significant impact on student achievement and academic growth.	Students Self-assess and develop individualised learning goals to promote personalised learning, deep thinking, authentic tasks, self-reflection and self-assessment.	Teachers will implement visible learning pedagogy including the development of assessment rubrics, learning intentions and success criteria to provide authentic feedback to students. Staff will engage in the professional learning in the school's resilience program. Teachers will engage in professional learning opportunities to develop a shared understanding of EALD differentiation.	Practices Students will identify individual learning goals that are challenging and demonstrate improved resilience in working towards achieving goals. Parents understand and support the resilience program. Visual Learning is embedded in teacher pedagogy and programs. Parent/Teacher interviews will be guided by students who discuss their learning goals.
Improvement Measures		Evaluation Plan	Products
All students are active participants in setting and mapping learning goals, reflecting and reporting on their learning achievements.	Staff Enhance teacher capacity in future focused teaching pedagogies embedding visible learning strategies to set learning intentions, communicate success criteria and provide explicit feedback to students. Implement the school's resilience program to support the emotional and social wellbeing of all students.	Progress toward improvement measures will be evaluated through: <ul style="list-style-type: none"> parent, teacher, students and community satisfaction survey (TTFM) student behaviour data analysis observation of classroom environments evaluation of community participation in parent information resilience program sessions teaching and learning program supervision 	Classrooms foster high quality learning experiences – displaying learning intentions, success criteria and data walls Teaching and learning programs embed explicit learning intentions and success criteria and STEM activities. Differentiated teaching and learning programs and assessments for EALD students are in place. Students display greater resilience in the classroom and the playground.
All teaching programs and classroom environments demonstrates Visible Learning strategies.	Parents/Carers Work in partnership with the school to support their child's emotional and social wellbeing by attending parent information sessions on the chosen resilience program.		
10% increase in attendance at Parent/Teacher/Student interviews to discuss student progress towards accomplishing learning goals.	Community Partners Collaborate with schools in the Parramatta network to share best practice.		
Tell them From Me Teacher survey results is increased to the mean of 8.7 – <i>'providing student feedback and establishing challenging learning goals and sharing them with parents'</i>	Leaders Develop the capacity to analyse and communicate whole school data, focussed on improving learning programs and monitoring academic and emotional growth, learning and development.		
A decrease in behavioural referrals from the playground.			

Strategic Direction 2: Collaborative and effective teaching

Purpose	People	Processes	Practices and Products
<p>Collaboration amongst teachers who are well trained, well organised and committed to identifying, understanding and implementing effective teaching methods will have a high impact on learning success. Implementing a whole school approach of effective evidence-based teaching methods will optimise learning across the full range of learning abilities.</p>	<p>Students</p> <p>Actively engage in Numeracy and Literacy learning activities, effectively collaborating with peers and maintaining self-direction.</p> <p>Staff</p> <p>Collaboratively plan and share best practice with colleagues.</p> <p>Analyse student data across to differentiate learning, target student interventions and to ensure consistency when reporting to parents.</p> <p>Parents/Carers</p> <p>Support their child's learning of Numeracy and Literacy at home by engaging in conversations regarding writing tasks and homework. Parents will also encourage reading and support the Premier's Reading Challenge, home reading and regular library borrowing.</p> <p>Community Partners</p> <p>Develop connections with neighbouring schools and universities to share best practice and resources.</p> <p>Leaders</p> <p>Develop consistency in the collection of data across the school in Numeracy and Literacy and calculate growth/value-added.</p>	<p>'On Demand' writing task group to organise stimuli and provide professional development in the analysis of pre and post writing samples.</p> <p>Teacher professional development in NAPLAN writing criteria and consistent teacher judgement (CTJ) sessions to analyse student writing.</p> <p>Development of whole school scope and sequences for grammar and punctuation, handwriting and spelling.</p> <p>Collaboration of staff to develop K-2 Mathematics assessments with rubrics for consistency in assessment grades.</p> <p>Evaluation Plan</p> <p>Progress toward improvement measures will be evaluated through:</p> <ul style="list-style-type: none"> • L3 data • NAPLAN & PLAN data analysis • Fountas & Pinnell Benchmarks (Yrs 3-6) • 'On Demand' writing tasks analysis – pre & post • Review of teaching and learning programs • Review of library borrowing statistics 	<p>Practices</p> <p>Whole-school writing stimuli each term to engage students, teachers and parents.</p> <p>Communication of 'On Demand' writing tasks with the community.</p> <p>Collaborative planning within Stage teams to develop explicit teaching and learning programs that demonstrate differentiation, assessments and rubrics for consistent teacher judgement (CTJ).</p> <p>Data analysis demonstrates sustained, value adding to each cohort of students and identify targeted intervention required by students.</p> <p>Products</p> <p>Teaching and learning programs that incorporate explicit instruction of writing, comprehension and reading strategies.</p> <p>K-2 Mathematics assessments and marking criteria centrally recorded on a Google Sheet.</p> <p>Consistent environmental print across all classrooms in Literacy and Numeracy.</p> <p>Whole school scope and sequences –grammar and punctuation, handwriting and spelling.</p>
Improvement Measures			
An increase in the number of Year 3 and Year 5 students achieving in the top 2 bands in Reading and Numeracy.			
An increase in the Year 5 NAPLAN writing results.			
10% in student borrowing from the school library.			

Strategic Direction 3: Leadership builds capacity and improves learning outcomes, and school systems

Purpose	People	Processes	Practices and Products
Instructional leadership will promote a culture of effective, evidence-based teaching and ongoing improvement. This will ensure that every student makes measurable improvement. Administrative systems and practices are enhanced to support the effectiveness of school operations.	<p>Students</p> <p>Develop leadership skills by participating in peer-buddy programs to assist younger students develop digital literacy skills.</p> <p>Staff</p> <p>Establish a program of personalised professional development that includes planned peer observation, document analysis and sourcing of professional learning opportunities from MyPL.</p> <p>Parents/Carers</p> <p>Provide feedback on changes in administrative practices, provide financial support for purchasing devices to expand availability to students and offer expertise in technology.</p> <p>Community Partners</p> <p>Develop professional relationships across school communities to ensure effective use of available skills and resources.</p> <p>Leaders</p> <p>Use the Performance and Development Framework to guide a process of induction, accreditation, goal setting and review, career and leadership development pathways that are supported by on-going performance and development.</p> <p>Provide instructional leadership and demonstrate best practice within classrooms.</p>	<p>Development and delivery of a staff school induction program to support the smooth transition of new staff members.</p> <p>Investment in reliable technology, increasing its availability and effectiveness across the school with regular professional support from outside professionals and drawing upon the expertise currently available amongst staff members.</p> <p>Streamlined administration systems to produce work efficiencies and improve the flow of administrative tasks across the school.</p> <p>Executive staff members will provide instructional leadership to promote a culture of effective, evidence-based teaching and ongoing improvement.</p> <p>Evaluation Plan</p> <p>Progress toward improvement measures will be evaluated through:</p> <ul style="list-style-type: none"> • parent, and teacher satisfaction surveys (TTFM) • feedback from parents at P&C • teaching & learning program review – integration of technology in learning tasks • staff surveys – induction process • PDPs • teacher observation checklists 	<p>Practices</p> <p>School-based observations embedded in staff professional learning plans and the teaching and learning cycle.</p> <p>Teachers generate reports to track student payment and attendance.</p> <p>Technology is integrated across all Key Learning Areas and embedded in teaching and learning programs.</p> <p>Demonstration lessons and team teaching opportunities that incorporate evidence-based teaching practices with executive staff members.</p> <p>Products</p> <p>Staff school induction program in place.</p> <p>Timetabled and structured opportunities for teachers to collaborate, observe professional practice and develop consistent teacher judgement.</p> <p>Teacher Professional Development Plans (PDP) that align professional learning to the acquisition of teaching standards and goals.</p> <p>One to one device roll out of Infinity computers across Stages 2 and 3.</p>
Improvement Measures			
Students are regularly using technology that is integrated across the curriculum by staff who have enhanced confidence in delivering technology rich lessons.			
Survey responses from new staff indicate that 80% or above feel supported within their induction.			
Parents indicate an increased satisfaction in school administrative processes.			
Increased provision of timetabled professional development.			