

School plan 2018-2020

Parramatta North Public School 2842



School background 2018–2020

School vision statement

Parramatta North Public school is a dynamic learning community that offers strong academic programs, highly dedicated staff and excellent facilities. Differentiated programs aim to provide students with the skills to connect, thrive and succeed as they become global citizens of the future.

Our school is committed to the quality teaching of literacy and numeracy in an environment that is inclusive, engaging and supportive.

We are dedicated to working in partnership with our wider community to deliver *Quality teaching in a caring environment*.

School context

Parramatta North PS is located in historic Parramatta and has been serving the community since 1877.

The school community nurtures a vibrant culture of achievement, opportunity and success. Core expectations for students are to be safe and respectful learners.

450 students attend the school of which 84% are from a language background other than English representing over 50 nationalities. The school is proud to offer Farsi and Hindi Community Languages, as well as a Sinhalese weekend Community Language School.

An active P and C, in addition to an expanding parent volunteer program contribute to help students achieve the best possible learning outcomes.

The English as an Additional Language or Dialect Program (EALD) provides excellent support for non-English speaking background students. Strong community support is offered through partnerships with external agencies. The school community is committed to increasing knowledge and understanding of the cultures and experiences of the Aboriginal and Torres Strait Islander people.

Dedicated teachers have a strong commitment to building their capacity to deliver engaging learning programs integrating technology and meeting the needs of all learners.

Students are able to participate and excel in both the arts and sports through numerous extra-curricula programs including band, choir, drumming, dance, specialty skipping, public speaking and debating., Maths Olympiad, Transition programs for Kindergarten and Year 6.

As an active member of the Parramatta Learning Community, all stakeholders work in collaboration to ensure **Knowledge lights the way** at Parramatta North Public School.

School planning process

In 2017, a planning process was undertaken across the whole school community to review current practices and collect evidence from staff, students and community. This evidence was used in planning sessions involving students, staff and community to share ideas and identify the priorities for the 2018–2020 school plan. In 2017, Parramatta North PS successfully completed an External Validation process. The school team worked together to gather and analyse evidence using the School Excellence Framework to measure our achievements in the Learning, Teaching and Leading domains. SurveyMonkey was used to survey students, parents and staff. The evaluation included analysis of NAPLAN and school based data. This information has been discussed with the P & C and with members of the school community at school planning forums held during Term 3, 2017. The External Validation process, survey and forum feedback provided particularly useful information and assisted in determining directions to ensure that together we would develop a whole school learning culture of high expectations. Students are provided with every opportunity to be engaged learners who achieve success in a quality future focused environment. Teachers would focus on best practice pedagogy and would strengthen partnerships within our school community as school management practices were refined and improved with the implementation of effective systems.

The Parramatta North Public School Plan sets out clear improvement measures. It forms the basis for the school's improvement and development efforts for the next three years in partnership with the students, staff and community. The plan outlines the purpose of each strategic direction as well as the people, processes, products and practices that are to be realised through implementation of the plan.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Student Learning: Continuous improvement in student learning outcomes in literacy and numeracy

Purpose:

We aim to create a quality learning environment to produce students who are literate and numerate. We will encourage them to be cooperative, creative and successful future focused learners. All learning experiences will be underpinned by best practice pedagogy ensuring students are engaged in high quality learning experiences.

STRATEGIC DIRECTION 2

Staff and Student Learning: Build the capacity of teacher instructional practice with a focus on best practice pedagogy.

Purpose:

We will foster a culture of high performance through meaningful and targeted professional learning opportunities underpinned by evidenced-based teaching strategies. We will support and develop the skills of all teachers throughout their careers. Our teachers will continually build their knowledge and engage in quality practices adhering to the Australian Professional Standards for teachers. Our school environment will nurture the leadership aspirations of students and staff.

STRATEGIC DIRECTION 3

Community of Learners: Our school community will work as one to implement efficient and effective systems aligned to the DoE

Purpose:

We will work together to maintain and strengthen a positive and productive learning culture. We will engage with family and community through the implementation of efficient and effective systems to support a culture of high expectations and connect, thrive and succeed.

Strategic Direction 1: Student Learning: Continuous improvement in student learning outcomes in literacy and numeracy

Purpose

We aim to create a quality learning environment to produce students who are literate and numerate. We will encourage them to be cooperative, creative and successful future focused learners. All learning experiences will be underpinned by best practice pedagogy ensuring students are engaged in high quality learning experiences.

Improvement Measures

- Continue to increase the average percentage of NAPLAN Reading and Numeracy from 36.73 (2017), 37.14 (2018) in the top two bands to align with the Premier's priorities and to reflect EALD growth
- Increase percentage to 70% of students K–2 achieving L3 Reading Recovery levels i.e. Kindergarten = Level 8, Year 1 = Level 18, Year 2 = Level 24.
- At least 80 percent of students meet or exceed their individualised goals.
- Student PAT English and PAT Mathematics scores to reflect growth as measured by results over their current year.

People

Students

- Engage students in quality learning experiences as they demonstrate increased responsibility for their own learning with a commitment to pursuing excellence.

Staff

- Collaboratively plan and implement the programs, systems and procedures as reflected in the processes.
- Ongoing participation of literacy and numeracy professional learning experiences.

Parents/Carers

- Empower and inform parents about current literacy and numeracy practices.

Community Partners

- Fostering collaborative partnerships and participation in professional learning experiences through the Parramatta Learning Community (PLC) and external agencies.

Leaders

- Lead teams to support the implementation of syllabuses promoting quality teaching and learning experiences in literacy and numeracy.
- Provide opportunities to increase staff capability, which leads to continuous improvement in the standards of teaching and learning.

Processes

- Students are engaged in differentiated and authentic learning experiences. Best practice pedagogy is embedded in literacy and numeracy.
- Whole school focuses on utilising data (including SCOUT, attendance and school-based data) to inform whole school planning and teaching and learning programs.

Evaluation Plan

- Ongoing reporting against milestones by group leaders; and
- Analysis and tracking of student, school, Tell Them From Me survey and SCOUT data at the conclusion of each semester.

Practices and Products

Practices

- Literacy and Numeracy progressions embedded into programs and used to inform daily practice.
- Development of individual learning goals K–6 in consultation with the students to reflect on their improvement in literacy and numeracy.
- Future focused pedagogies embedded in daily practice to engage students.
- Staff demonstrate good practice in the effective use of data to raise achievement and promote teaching and learning.

Products

- Student results reflect continuous improvement due to best practice pedagogy implementation.
- Results indicate increased percentages of students reaching benchmarks.
- Evidence of learning will be demonstrated through classroom practice, programming and reporting.

Strategic Direction 2: Staff and Student Learning: Build the capacity of teacher instructional practice with a focus on best practice pedagogy.

Purpose	People	Processes	Practices and Products
<p>We will foster a culture of high performance through meaningful and targeted professional learning opportunities underpinned by evidenced-based teaching strategies. We will support and develop the skills of all teachers throughout their careers. Our teachers will continually build their knowledge and engage in quality practices adhering to the Australian Professional Standards for teachers. Our school environment will nurture the leadership aspirations of students and staff.</p>	<p>Students</p> <ul style="list-style-type: none"> Engage and actively participate in quality teaching and learning experiences <p>Staff</p> <ul style="list-style-type: none"> Participate in a variety of professional learning experiences that will increase their skill and confidence in best practice pedagogy <p>Staff</p> <ul style="list-style-type: none"> Develop personalised learning goals reflecting, school-wide priorities, the Performance Development Framework and the Australian Standards <p>Parents/Carers</p> <ul style="list-style-type: none"> Participate in information sessions, open classroom visits to increase their knowledge of NSW syllabuses <p>Community Partners</p> <ul style="list-style-type: none"> Utilise and share expertise of skilled professionals <p>Leaders</p> <ul style="list-style-type: none"> Participate and support aspiring staff in undertaking accreditation at higher levels 	<p>Processes</p> <ul style="list-style-type: none"> Established partnerships with external agencies to access expertise. Strengthened Parramatta Learning Community (PLC) network initiatives visible and embedded. Maximised opportunities to implement professional growth and build leadership capacity. Research based pedagogy is embedded in the Teaching and Learning culture. Collaboration, lesson observations and mentoring processes are regular practices. <p>Evaluation Plan</p> <p>Internal</p> <ul style="list-style-type: none"> Ongoing reporting against milestones by group leaders Focus groups in stage and communication meetings <p>External</p> <ul style="list-style-type: none"> Participation in Tell Them From Me (TTFM) surveys Ongoing collaboration of the Parramatta Learning Community (PLC) reviewing the effectiveness of participating in the PLC professional learning. (Edu Changemakers) 	<p>Practices</p> <ul style="list-style-type: none"> Staff collaboratively plan and implement quality teaching and learning programs. Early career and beginning teachers access focused professional learning mentors and support. This is embedded in the collaborative practices of the school. Learning and Teaching programs adhere to the DoE policy requirements and support the PDP process. <p>Products</p> <ul style="list-style-type: none"> Students are engaged in quality teaching and learning experiences reflecting the NSW syllabuses. Early career and beginning teachers demonstrate increased confidence and pedagogical skill. Increased understanding of the meta language associated with the Australian Standards. TTFM staff survey data reflects increased confidence and capacity to implement the NSW syllabuses. Implementation of explicit systems for collaboration, feedback and classroom observation modelling effective practice and driving and sustaining ongoing improvement in teacher practice.
Improvement Measures			
<ul style="list-style-type: none"> Increased number of PDP goals being achieved from 2018 – 2020 			
<ul style="list-style-type: none"> Tell Them From Me survey data and improved student results reflect an enhanced culture of high performing teachers 			
<ul style="list-style-type: none"> Staff leadership aspirations evidenced through increased numbers of teachers assuming leadership roles (committees, projects and mentoring). 			

Strategic Direction 3: Community of Learners: Our school community will work as one to implement efficient and effective systems aligned to the DoE

Purpose

We will work together to maintain and strengthen a positive and productive learning culture. We will engage with family and community through the implementation of efficient and effective systems to support a culture of high expectations and connect, thrive and succeed.

Improvement Measures

- An increased percentage of whole school community understanding of school wide expectations and Green Zone evidenced by a reduction of classroom and playground behaviour referrals.
- Increased student attendance to reach or exceed the State average.
- Tell The From Me Parent Satisfaction Survey reflects strengthened community engagement.
- Increased flexible learning spaces utilised (2018–2020) demonstrating optimal performance through effective practices and processes.

People

Students

- Students demonstrate increased self-esteem and engagement resulting in improved learning outcomes.

Staff

- Commitment to the consistent implementation of PBL and maintaining open channels of communication with parents.

Parents/Carers

- Parents/Carers demonstrate enhanced understanding of their child's learning needs and progress through participation in parent information sessions and school events.

Community Partners

- Maintain strong partnerships with external agencies.

Community Partners

- Continued collaboration with the Parramatta Learning Community of Schools to effectively implement new systems.

Leaders

- Promote positive relationships between staff, students and the community through modelling visible leadership.

Processes

- Enhanced PBL and student welfare programs to improve the engagement and performance of students within a safe and challenging environment.
- Best possible learning spaces are created for effective delivery of teaching and learning outcomes.
- Maintain and enhance exemplary communication systems to report on successes, drive improvement and meet whole school community needs with procedures and plans to facilitate this.

Evaluation Plan

Internal

- Ongoing reporting against milestones by group leaders.
- Reporting of PBL data twice a term.

External

- Distribution and evaluation of TTFM surveys.
- Reviewing effectiveness of community partnerships through regular focus group meetings and deep analysis of surveys.

Practices and Products

Practices

- Focusing financial resources to improve student learning outcomes.
- School and community working in consultation to improve outcomes for all.
- Consistent implementation and communication of PBL systems.
- 'Strive for 95' attendance promoted to the whole school community through teachers implementing systematic, targeted interventions to engage students and improve attendance.

Products

- Maintain high levels of engagement and family involvement.
- Active participation and forged partnerships with targeted organisations, agencies and community groups.
- Core attendance beliefs and practices are established. Attendance is analysed, monitored and celebrated.