### School background 2015 - 2017

<table>
<thead>
<tr>
<th>School vision statement</th>
<th>School context</th>
<th>School planning process</th>
</tr>
</thead>
<tbody>
<tr>
<td>At Parramatta Public School we believe in “Education for Life” supported within an inclusive and quality learning environment. As a community we share high expectations and values, encouraging our students to be resilient, responsible, confident and successful future-focused learners committed to achieving their personal best.</td>
<td>Parramatta Public School is situated in the progressive and expanding CBD of Parramatta, bringing an exciting and dynamic energy to our school. Our school is expanding rapidly with new students arriving weekly. There are currently 710 students enrolled with 96% having a non-English speaking background which includes 47 different languages spoken. Our culturally diverse community members are involved and supportive of our values and programs and they demonstrate a strong commitment to the education of their children. Our community language is Mandarin. Parramatta Public School has an enthusiastic, dedicated and committed team of teaching and administrative staff. Our teachers have a broad range of experience and talents. They work collaboratively and innovatively to facilitate quality, engaging learning experiences and opportunities for all of our students. A focus for our school is to develop the whole child providing a well-balanced curriculum where students’ needs are identified and students are engaged in interesting and challenging learning activities in pursuit of their personal best. The school collaborates with the Parramatta Learning Community (PLC) schools in staff professional learning, leadership capacity building, networking, program development and opportunities to extend students in dance and debating. Parramatta Public School offers a range of extracurricular opportunities including highly successful dance, choir and recorder programs, visual arts, chess, sport, PSSA, public speaking and leadership. The whole school community supports and demonstrates the core values of respect, responsibility, excellence, acceptance, care and teamwork.</td>
<td>A comprehensive consultation process was undertaken to review our current practices, redefine our vision and formulate our strategic directions through the 5P model (Purpose, People, Processes, Products and Practices). Students, staff and the parent community were all involved in the consultation process and data gathering to formulate the School Plan 2015 – 2017. Consultation processes included parent meetings, executive meetings, staff meetings, workshop sessions, SRC meetings, surveys and newsletter articles. Ongoing consultation will be a feature of implementing our school plan. As a school community we considered our previous mission statement and beliefs when reviewing our vision. Our strategic directions were developed incorporating the opinions, suggestions, data, feedback and consensus offered by the whole school community.</td>
</tr>
</tbody>
</table>
Purpose:
To support all students to become successful and creative learners. This will be achieved through the development of whole school programs, increasing teacher capacity and engaging students with meaningful and differentiated learning opportunities.

Purpose:
To ensure leadership and school systems result in quality outcomes for all students. This will be achieved through shared expert leadership, teaching and learning practices within a context of high expectations and quality educational delivery.

Purpose:
To build stronger relationships as an educational community. This will be achieved by leading and inspiring a culture of collaboration and engaged communication with students, staff, parents, Parramatta Learning Community (PLC), local and wider communities. This will support the provision of quality learning, personal development and citizenship opportunities for all.
### Strategic Direction 1: Quality education promoting future-focused learning

<table>
<thead>
<tr>
<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
</tr>
</thead>
</table>
| To support all students to become successful and creative learners. This will be achieved through the development of whole school programs, increasing teacher capacity and engaging students with meaningful and differentiated learning opportunities. | **How do we develop capabilities of our people to bring about transformation?**  
**Students:**  
- Students are provided with skills to monitor their learning in literacy and numeracy through formulating, writing and reflecting on personal learning goals.  
- Students are explicitly taught future-focused learning skills.  
**Staff:**  
- Staff engage in professional learning and reflection that aligns with our directions and purpose.  
- Staff share skills and knowledge.  
**Parents:**  
- Provide opportunities for parents and teachers to work together to support student learning.  
- Parents develop a greater understanding of school programs and new syllabus implementation through communication.  
**Community partners:**  
- Expand links with community partners in providing quality education supporting future-focused learning.  
**Leaders:**  
- Build capacity of leaders with targeted professional learning focusing on change management, data analysis and differentiation.  
- Build executive capacity to lead and support stage teams in the implementation of curriculum, use of data and whole school initiatives and programs. | **How do we do it and how will we know?**  
- Collect and analyse data to inform and improve practices and programs.  
- Provide professional learning and structured opportunities for staff collaboration around new curriculum, current pedagogy, literacy and numeracy and differentiation.  
- Provide professional learning and structured opportunities for staff collaboration around future-focused learning opportunities and skills.  
- Upgrade infrastructure and provide a variety of technologies.  
**Evaluation plan:**  
- Ongoing monitoring and tracking of data and comparison through PLAN, TEN, NAPLAN and external school competitions.  
- Work samples, teaching and learning programs and interactions reflect future-focused learning skills and optimal use of technology. | **What is achieved and how do we know?**  
**Products:**  
- Increased number of students who demonstrate greater than or equal to expected growth in NAPLAN between Years 3 and 5 in reading, writing and numeracy and expected growth as mapped on the EAL/D progression.  
- Differentiated learning activities are evident in all teaching programs.  
- In each of the PLAN literacy and numeracy aspects 75% of students will achieve at or above grade / stage expectations.  
- Increased teacher confidence utilising technologies to maximise future-focused learning opportunities.  
**What are our newly embedded practices and how are they integrated and in sync with our purpose?**  
**Practices:**  
- Student learning is personalised, flexible, open-ended, self-directed, connected and meaningful.  
- Teaching programs and practice reflect future-focused learning skills.  
- Staff use data to differentiate teaching.  
- Students set their goals for learning.  
- Students use technology to support and demonstrate their learning. |

### Improvement Measures
- Increased number of students who demonstrate greater than or equal to expected growth in NAPLAN between Years 3 and 5 in reading, writing and numeracy and expected growth as mapped on the EAL/D progression.
- Differentiated learning activities are evident in all teaching programs.
## Strategic Direction 2: Innovative leadership and quality systems

### Purpose
To ensure leadership and school systems result in quality outcomes for all students. This will be achieved through shared expert leadership, teaching and learning practices within a context of high expectations and quality educational delivery.

### People
**How do we develop capabilities of our people to bring about transformation?**

**Students:**
- Develop students’ skills to strive for personal best through communication and promotion of high expectations and student leadership roles and initiatives.

**Staff:**
- Build staff capacity through comprehensive professional development processes.

**Parents:**
- Increase parent understanding and support of our shared vision through communication and promotion.

**Community partners:**
- Expand links with community partners in providing quality education and leadership opportunities.

**Leaders:**
- Build capacity to deliver and support curriculum, innovation and change through professional learning.

### Processes
**How do we do it and how will we know?**

**Students:**
- Deliver explicit professional learning supporting the implementation of the Australian Curriculum.
- Develop a whole school student leadership program and enhance the profile of student leadership initiatives.
- Establish systems for student development of personal goals based on high expectations.

**Evaluation plan:**
- Executive to monitor and review evidence of staff professional progress.
- Teaching programs, assessment and reporting procedures reflect the Australian Curriculum and the Curriculum, Assessment, Reporting and Programming Policy.
- Student surveys reflect positive feedback on teaching and learning practice and show an increased awareness of student leadership roles.

### Products and Practices
**What is achieved and how do we know?**

**Products:**
- All teaching and learning programs, assessments and reporting procedures reflect changes to curriculum and pedagogy.
- Increased number of students contributing to a positive learning culture by engaging in student leadership initiatives supporting high expectations and quality outcomes.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

**Practices:**
- Staff are engaged in regular targeted professional learning, networking opportunities and gathering evidence supporting their own development.
- Staff engaged in developing own professional learning plans.
- Principal, executive and aspiring leaders model innovative, proactive leadership that supports change, high expectations and quality education.
- Staff and students have high expectations and strive for personal best.
- Students reflect and report on the achievement of their own learning and leadership.
- Staff collaborate to develop and implement quality systems for assessment, consistent teacher judgement, and reporting.

### Improvement Measures
- All teaching and learning programs, assessments and reporting procedures reflect changes to curriculum and pedagogy.
- Increased number of students contributing to a positive learning culture by engaging in student leadership initiatives supporting high expectations and quality outcomes.
# Strategic Direction 3: Developing stronger partnerships

## Purpose
To build stronger relationships as an educational community. This will be achieved by leading and inspiring a culture of collaboration and engaged communication with students, staff, parents, learning, local and wider communities. This will support the provision of quality learning, personal development and citizenship opportunities for all.

## Improvement Measures
- Increased number of parents attending and supporting learning opportunities (parent workshops, information sessions)
- Increased number of community partnerships supporting educational programs

## People

### How do we develop capabilities of our people to bring about transformation?

#### Students:
- Students are explicitly taught social skills.

#### Staff:
- Develop staff capacity through targeted professional learning, collaboration and communication, focusing on high quality teaching and personal development programs.

#### Parents:
- Increase parent understanding and engagement through improved communication and involvement in educational programs.

#### Community partners:
- Support educational opportunities for all students through positive relationships with the local and wider community.

#### Leaders:
- Promote positive partnerships between students, staff and the community through effective leadership, communication and collaboration.

## Processes

### How do we do it and how will we know?

#### PLC to focus on establishing initiatives for consistent high standard practices in curriculum, leadership and professional learning.

#### Establish workshops, forums and information sessions to increase parent understanding, participation and engagement with student learning.

#### Develop and implement group and whole school programs to explicitly teach social skills and enhance student wellbeing and resilience.

### Evaluation plan:
- Use internal review processes to monitor:
  - Parent attendance
  - Parent feedback
  - Student involvement in extracurricular activities
  - Behaviour referrals
  - Local community support

- Use ‘Tell Them From Me’ surveys to monitor student, parent and staff feedback.

- Use PAVE data to monitor incidents of bullying behaviour.

## Products and Practices

### What is achieved and how do we know?

#### Products:
- Increased number of parents attending and supporting learning opportunities (parent workshops, information sessions)

#### Practices:
- Increased number of community partnerships supporting educational programs
- Increased number of students engaged in academic and non-academic programs within the school and wider community.

### What are our newly embedded practices and how are they integrated and in sync with our purpose?

#### Practices:
- Partnerships adequately resourced and sustainable.
- Individual, group and whole school programs support the wellbeing of all students.
- Access to intellectual, physical and/or other resources through community partnerships.
- The school collects evidence to evaluate partnerships.