# School background 2015 - 2017

**SCHOOL VISION STATEMENT**

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

**SCHOOL CONTEXT**

Parramatta East is a very special public school. Every day, we strive to ensure our students receive a quality education in a caring and safe environment. The school services a diverse school community with students originating from forty countries. This represents 82% of students with 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 and sought after public school. 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 and facilities are enhanced by the park-like setting which creates a pleasant and welcoming environment. All classrooms have interactive capability and the state of the art technology lab and iPad kits ensure students are regularly accessing and developing 21st century learning capabilities.

The school enjoys a supportive, yet varied school community. From parents who are professionals or run their own business to parents that are supported by government welfare programs, the socio-economics of the community stretches across a broad spectrum. Whilst a number of families own their own home, the majority of students reside in town-house or high density unit developments. There is also a cluster of homes within the school’s drawing area that are managed by the NSW Department of Housing.

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 and the Parent and Citizens Association is excellent, giving strong support to the students and staff. At Parramatta East, we provide a myriad of learning experiences and opportunities and celebrate high quality, student learning outcomes.

**SCHOOL PLANNING PROCESS**

The Parramatta East Public school planning process has been authentic, collaborative and consultative.

The school improvement team, comprised of school and community representatives, worked collaboratively to establish Parramatta East Public School’s strategic directions and vision statements. The team examined student achievement data, demographic changes and targets for Parramatta East Public School. This information was used to summarize the beliefs and develop our vision statement and this was presented to stakeholders through various meetings, the P&C and newsletter articles. Feedback and suggestions were then considered in the development of the plans and vision statement for the school.

The school employed Mr Peter Rowsell, a Change and Leadership consultant, to upskill executive staff on strategic thinking and planning. This information was then delivered to our staff and stakeholders by the school executive.

Stage 2 and 3 students and the Student Representative Council were actively involved in the decision making process through the Tell Them From Me surveys and various focus groups.
School strategic directions 2015 - 2017

We prepare young people to be lifelong learners and effective global citizens.

STRATEGIC DIRECTION 1
To provide quality learning experiences for every child

Parramatta East PS is a school where every child learns. Learning is viewed as a vital lifelong process. Learning provisions are personalised for each student in ways which are purposeful, engaging, and differentiated, to ensure support at their individual level of development. Students understand that what they are learning applies in a global context and that they have the power to question, challenge and interact with contemporary thinking and events.

At PEPS learning opportunities and environments reflect pedagogy that promotes high levels of intellectual quality, high quality learning environments and develops and makes explicit to students the significance of their work.

STRATEGIC DIRECTION 2
To ensure leadership learning and capacity building for all staff

Research clearly indicates extending the capabilities of each staff member through quality professional development and leadership opportunities will ensure the school remains at the cutting-edge of delivering learning programs which reflect best practice in education. At PEPS, teachers work together to improve teaching and learning across their year and stage group. Formal mentoring is designed to coach teachers and improve teaching and leadership practice and feedback is planned and constructive from peers, school executive and students.

STRATEGIC DIRECTION 3
To strengthen community engagement and organisational practices

The school currently enjoys a high level of community trust. Through clear and transparent practices we strengthen this trust and form stronger partnerships with the school community. The parents are responsive to the needs of their children and work closely with the school to support the learning progress of every child and improve the academic profile of the school. This partnership creates a culture of collaboration, engaged communication and quality organisational practices to maximise student learning outcomes.
Strategic direction 1: To provide quality learning experiences for every child

**PURPOSE**

Why do we need this particular strategic direction and why is it important?

We want Parramatta East to be the most outstanding primary school in Western Sydney. A school which achieves excellence in all areas. Our students are focused on learning, independent and confident. They question and challenge concepts and ideas and collaborate to solve problems using a variety of resources and technologies. Our teachers deliver high quality and engaging units of study linked directly to the NSW Australian curriculum. They differentiate the curriculum to respond to the individual needs of students and work collaboratively to ensure support structures are measurable and effective. The staff understands that clear and effective feedback is vital to students’ success.

**IMPROVEMENT MEASURE/S**

NAPLAN literacy and numeracy data continues to trend upwards and is less volatile year-on-year. In 2015, 55% of students are achieving Proficiency levels in Reading, Writing and overall Numeracy. This will increase to 60% in 2016 and 65% in 2017

PLAN data and school based data indicates consistent progression along the Literacy & Numeracy Continuums. 75% of students are reaching the expected cluster for their year group by the end of each year

**PEOPLE**

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

Students: Engage students in their own learning, ensuring clear understanding of expectations around performance and what is required to achieve at the highest level

Staff: Provide personalised professional development for all teaching staff through a range of strategies focusing on quality student feedback, critical reflection and high-quality pedagogy and peer evaluation

Parents: Develop an understanding of the continuity of education programs and the importance and effectiveness of quality feedback in achieving academic success at school and home

Community partners: Sharing skills, resources and ideas to enrich and extend curriculum programs

Leaders: Develop capacity to analyse and communicate whole school data, focused on improving and monitoring student growth and performance

**PROCESSES**

How do we do it and how will we know?

Students: Written, personal learning goals and comparing self-assessment to teacher assessment. Discussing expectations with teachers and peers articulating the requirements for high level achievement

Implementation of GATS strategies including a GATS class and identification procedures for gifted students. We will work with local selective high schools to develop partnerships that support students seeking SHS selection

Staff: Develop a planned, continually improving curriculum that reflects the understanding of integrated units of study which include explicit task outlines and rubrics to provide clear guidance and quality feedback to students

Employ effective differentiation strategies supported by the LST, LaST, Reading Recovery and EAL/D

Utilise co-operative learning, mastery learning and Peer Tutoring programs to improve student outcomes

Work with the PLC to strengthen the way we learn with and from each other

Leaders: Engage the school community in dynamic professional learning and share opportunities with all staff

Deliver L3 across K-1 throughout 2015-16

Implementation of effective staff Performance and Development processes

Evaluation plan: Review and adjust academic programs ensuring the highest standards, and access for every student.

**PRODUCT AND PRACTICES**

What is achieved and how do we know?

Product: NAPLAN literacy and numeracy data continues to trend upwards with less volatility year-on-year. Assessment as, of and for learning is evident in all teaching programs as are assessment tasks which include self-reflection and peer assessment

L3 principles and practices of delivering data driven and personalised learning are embedded across K-1. Professional dialogue and pedagogy reflects the impact of personalised learning on student outcomes

Implement a longitudinal study around how parents communicate with their children about learning and expectations of school

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

Practices: Students are regularly using self and peer assessment to inform learning. This forms an integral component of overall student assessment

Rubrics developed and applied for visible learning, formative assessment and quality feedback

Implementation of the NSW Australian Curriculum has a planned strategy of implementation, integrated across the school

Teachers set annual PD goals and monitor progress each semester aligned to the school plan
Strategic direction 2: To ensure leadership learning and capacity building for all staff

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<td><strong>Why do we need this particular strategic direction and why is it important?</strong></td>
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<td>Research clearly indicates extending the capabilities of each staff member through quality professional development and leadership opportunities will ensure the school remains at the cutting-edge of delivering learning programs which reflect best practice in education. Formal mentoring is designed to coach teachers and improve teaching and leadership practice and all feedback is planned and constructive.</td>
<td><strong>Students:</strong> Shared student leadership is valued and implemented at all levels in our school with opportunities for staff and students to take on and share a variety of roles. Training and mentoring is implicit and student development is encouraged and nurtured. <strong>Staff</strong> Capacity of our staff will be built to demonstrate their professionalism and leadership in line with teaching standards. Staff will be supported to think creatively and innovatively when planning and delivering school initiatives.</td>
<td><strong>Students:</strong> Strengthening the concept of ‘students’ voice’ through feedback and assessment of school practices and developing a strong mindset about the importance of their role. <strong>Staff:</strong> Ensure all staff members are involved in coordinating school initiatives and discuss progress with the school executive. Forging clear links between the work teachers undertake and the BOSTES teaching standards. <strong>Leaders:</strong> Will utilise the School Excellence Framework to engage and support staff in developing professional learning and improvement plans which includes explicit goals. Provide support and training to ensure staff can deliver projects and priorities effectively. Evaluate and improve staff induction practices and ensure staff are engaging with professional teaching standards.</td>
<td><strong>Product:</strong> Staff is supportive of students seeking leadership opportunities and actively assists in developing skills and attitudes which demonstrate a high value on leadership experiences. <strong>Professional development is a focus for every staff member. This is reflected in Performance and Development Plans and meeting national teaching standards.</strong> <strong>Staff involvement in Mandarin lessons.</strong> <strong>What are our newly embedded practices and how are they integrated and in sync with our purpose?</strong> <strong>Practices:</strong> All staff members demonstrate increased leadership through their roles and obligation to demonstrate excellence in all areas of their work.</td>
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## Strategic direction 3: To strengthen community engagement and organisational practices

### PURPOSE

Why do we need this particular strategic direction and why is it important?

As major stakeholder with our school, the parents, staff and broader community are partners in the delivery of quality learning and the achievement of high order student outcomes. The school seeks to reflect the aspirations of the parent community and understands they have a significant role to play in meeting the needs of every student.

### PEOPLE

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

- **Students**: Student feedback and opinions are significant in creating community perceptions around the school. Through empowering students about their learning, the purpose of learning and a rich array of learning experiences and resources, we create a positive and meaningful school experience for students.

- **Staff**: Clear, honest and comprehensive communication between staff and the community develops a climate of transparency and trust. Staff will provide clear, honest appraisal around student progress and class systems with parents regularly, both formally and informally.

- **Parents**: The parents are the key adults in the lives of our students. It is imperative that a positive, supportive attitude towards learning and education are developed and sustained for students to truly value their school experience. Engaging with, informing and empowering parents provides the solid foundation for extending our partnerships.

- **Community partners**: Within the PLC, inter-school relationships provide mentoring and coaching support for staff.

- **Leaders**: School leaders make deliberate and strategic use of its partnerships to access resources to improve learning outcomes and enrich its standing within the community.

### PROCESSES

How do we do it and how will we know?

- **Students**: The school articulates a commitment to equity and high expectations for learning and is responsive to changing needs within the community.

- **Staff**: Parents have an understanding of what their children are learning and receive regular information to support progression to the next level.

- **Community**: The school community is committed to the school’s strategic directions and practices to achieve educational priorities.

- **Leaders**: The school solicits and addresses feedback on school performance.

### PRODUCT AND PRACTICES

What is achieved and how do we know?

- **Product**: Delivery of parent information sessions around the Quality Teaching Framework and the research that underpins our quest to be the highest performing school.

- **Practices**: Student engagement, endeavour and personal achievement valued in strong effective ways.

- **Use of multi-media tools and applications** will keep parents informed and shift traditional mindsets around what is high quality teaching and learning.

In Term 1 of each year, Kindergarten parents are surveyed to gauge their beginning school experience and their expectations for the future. This will provide baseline data. These same parents will then be surveyed in Year 3 and Year 6 as part of a longitudinal study of parent expectations and perceptions of primary school life.

Parent information sessions are conducted each semester to keep parents informed of current directions in learning.

Acceptance and use of school info App will be measured to determine degree of information flow to parents.

Annual surveys, including ‘School Satisfaction Survey’ will identify levels of community satisfaction and areas of school strength and weakness.

Increase in the number of students selected for enrolment into Selective High Schools.

Successful transition into the LMBR administration environment.

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