### School vision statement

Our vision is to provide a holistic 21st century education which develops resilient individuals who are active and informed citizens, empowered to think critically and creatively, within an environment that values diversity, equity and excellence.

### School context

Parramatta High School, established in 1913, is a co-educational partially selective secondary school located in the city of Parramatta. The school has an enrolment of 868 students. The community is multicultural with an ethnic composition of LBOTE of 86% and 1% ATSI. The predominant languages, apart from English, are Chinese, Arabic and Turkish with a high percentage supported by three ESL staff and one STLTA staff. The school has approximately 64 teaching staff and 10.8 Support Staff including 1.0 SLSO. Funded programs include the Refugee Transition Program with Homework Centre after school, Multi-Lit, focus on Reading, ALARM, Teacher Professional Learning and Student Assistance funding. The school has a range of Quality Teaching programs that support learning in the classroom and recognise student diversity. The staff is skilled in and applies the Quality Teaching model to enhance best practice. All staff are trained in GERRIC (Gifted and Talented) Strong student welfare and learning programs are provided across all stages including PBL and Positive Education. Development of Student Leadership is essential to school ethos, with programs such as Students Representative Council, LOFT (Leaders of the Future Training), Social Justice League, Fast Forward and High Resolves leading to increased leadership capacity and civic and citizenship awareness amongst our students. The Parramatta High community strives to enhance the whole child through academic excellence, supportive welfare structures and global citizenship opportunities. Parramatta High School has a strong commitment to community partnerships and has strong relations with groups such as Rotary, AUSSIP, University of Western Sydney and the Australian Business and Community Network.

### School planning process

During 2014 the school undertook a thorough process of reviewing practices and systems and identifying directions for the next 3 years. Parents and students were surveyed and staff were asked to identify strengths and opportunities for the school. Data on academic performance, attendance, retention and welfare was collected and analysed. This information was collated and used by all staff and executive to formulate our 3 strategic directions through a series of meetings held after school and on staff development days. The Purpose, People, Processes, Products and Practices for each strategic direction were further developed and refined after consultation amongst the executive with assistance from DEC personnel. School Leadership teams were formed and milestones established for each strategic direction.
School strategic directions 2015 - 2017

**Purpose:**
To develop and implement quality curriculum and innovative practices for every student in our care. At Parramatta High School students will be lifelong learners who are confident, engaged and empowered citizens. All students will have access to a rigorous, dignified and meaningful curriculum.

**STRATEGIC DIRECTION 1**
Creating a High Performing and Dynamic Learning School.

**Purpose:**
To embed and implement explicit, targeted and engaging professional leadership and learning. At Parramatta High School there will be a culture of continued professional, growth, reflection and collaboration.

**STRATEGIC DIRECTION 2**
Developing Quality Leadership and Professional Learning Practices

**Purpose:**
To develop a high functioning, strategic organisation that values individuals and fosters a collaborative environment. At PHS this will ensure a holistic education for all students where management practices and processes encourage considered risk taking to promote a culture of continued improvement and learning success.

**STRATEGIC DIRECTION 3**
Enhancing Organisational Effectiveness with an Inclusive and Engaged School and Community
Strategic Direction 1 *Creating a High Performing and Dynamic Learning School.*

**Purpose**

To develop and implement quality curriculum and innovative practices for every student in our care. At Parramatta High School students will be lifelong learners who are confident, engaged and empowered citizens. All students will have access to a rigorous, dignified and meaningful curriculum.

**People**

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

**Students:** Develop their potential as independent lifelong learners, able to apply their knowledge and 21st century skills as creative and critical thinkers.

**Staff:** Targeted TPL to ensure that teachers value, understand and implement strategies that cater to various learning needs of students and know their curriculum and how to teach it.

**Parents/Carers:** Resources developed to assist parents with their child’s learning and parents educated on how they can assist the learning of their students.

**Community Partners:** Continued use of Community groups to enhance the educational opportunities for our students.

**Leaders:** Lead innovative development of curriculum and pedagogy.

**Processes**

How do we do it and how will we know?

**Academic Improvement program**

- **Literacy: ALARM and Academic Writing**
  - Faculties analyse data to develop and modify programs to meet the learning needs of all stages in the delivery of curriculum
  - Facilitate the implementation of ALARM across all KLA’s

- **IEP’s Year 11/12**
  - Best practice assessment

- **Whole School assessment Policy**
  - Faculties to establish differentiated assessment and assessment policy that ensures differentiated assessment
  - Assessment for, as and of learning. (formative, self-reflective and summative)
  - Review of current Teaching, Learning and Assessment practices with a view to adopt best practice related to differentiated Teaching, Learning and Assessment pedagogies

- **Effective feedback**
  - Facilitate the provision of quality feedback and opportunities for reflection to all students in all faculties

**Evaluation Plan**

- Review and analysis of SMART and RAP data.
- Staff and student surveys on effective feedback and teaching practices.
- Monitoring and review of assessment tasks and practices.

**Products and Practices**

- **What is achieved and how do we measure?**
  - Increase number of students achieving in the top 3 bands in all external exams
  - 100% of staff to be trained in ALARM program
  - IEPs in place for all senior students
  - Establishment of effective Leadership Teams in Assessment and Quality Teaching

- **Product:** Fully differentiated assessment across all stages

- **Product:** Implementation of ALARM across all KLA’s

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

- **Practice:** Enhance teacher quality through professional development and support the delivery of the literacy across all curriculum.

- **Practice:** Quality feedback and opportunities for reflection provided to all students in all faculties.

- **Practice:** Analysis and evaluation of SMART and RAP data

- **Practice:** Assessment for Learning principles guide teaching pedagogy.

- **Practice:** All staff plan for and implement effective teaching and learning and assessment for all equity groups.

**Improvement Measures**

- Increase number of students achieving in the top 3 bands in all external exams
- 100% of staff to be trained in ALARM program
- IEPs in place for all senior students
- Establishment of effective Leadership Teams in Assessment and Quality Teaching.
**Strategic Direction 2: Developing Quality Leadership and Professional Learning Practices**

<table>
<thead>
<tr>
<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
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| To embed and implement explicit, targeted and engaging professional leadership and learning. At Parramatta High School there will be a culture of continued professional, growth, reflection and collaboration. | **How do we develop capabilities of our people to bring about transformation?**  
**Students:** To provide students with meaningful, challenging and future focussed learning experiences to achieve and thrive as learners, leaders, responsible, productive citizens.  
**Staff:** All teaching staff develop and apply IPLPs that are aligned to APST  
Participate in differentiated professional learning that will increase their skills in teaching 21st-century learners in line with the school plan.  
SASS staff participate and engage in professional development opportunities to further leadership and growth.  
**Parents/careers:** Will be informed and equipped to understand quality, contemporary teaching and learning practices to support the learning of their child.  
**Community partners:** Develop a working partnership with the wider community to enhance opportunities for the practice and application of collaborative, critical thinking and creative skills in a broader educational context.  
**Leaders:** Build sustainable leadership capacity through professional learning opportunities for new, relieving and aspiring members of School Executive through targeted programs, including LEAD and Step Up and School Teams. This will build and support a culture of high expectations resulting in sustained and measurable whole school improvement. | **How do we do it and how will we know?**  
**QTF Projects**  
- Effective teaching practices  
  - Develop capabilities of teaching staff through professional learning and best practice aligned with school plan which is relevant and evidenced based.  

**Research and PD into 21C pedagogies**  
- Faculty action research projects  
  - Develop 21C staff pedagogies and student skills  
  - Identify and provide access to ICT needed to facilitate 21C learning  

**Staff Performance and Development**  
- IPLPs  
  - Design and implement a system to produce IPLPs reflecting the Performance and development framework and Australian Teaching Standards  
  - Review current induction practices and resources  
  - Staff development coordination  
  - Coordinate TPL focusing on team based projects through a variety of professional learning forums  

**Evaluation plan**  
- Faculty self-assessment of programs reported through the Performance and Development process.  
- IPLPs reviewed by supervisors | **What is achieved and how do we measure?**  
- 100% of staff have developed and applied IPLPs that are aligned to APST and SASS professional standards.  
- 100% of teaching programs incorporate QTF and a variety of 21C pedagogies  

**Product:** Development of policy and implementation of programs and strategies for Life Skills, provision of Extension courses, acceleration, class grouping/streaming, cross-curricular projects and all equity groups  
**Product:** All staff have IPLP that are aligned to Australian PTS and SASS Professional Standards  
**Product:** Targeted programs for teachers who require accreditation, new scheme teachers, teachers with leadership aspirations and teachers on improvement programs and teachers new to PHS  

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**  
**Practices:** Enhance Quality Teaching practice through professional development, coaching and mentoring  
**Practices:** Staff present, model and share a range of teaching strategies.  
**Practices:** Develop and implement collaborative school based lesson observation process based on Quality Teaching Framework and APTS.  
**Practices:** Critical thinking and problem solving skills are regularly used by staff in their pedagogy |

**Improvement Measures**
- 100% of staff have developed and applied IPLP’s that are aligned to APST or SASS professional standards.  
- 100% of teaching programs incorporate 21C pedagogies  

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**Parramatta HS 8135**  
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Planning template – V2.0 [11/11/14]
# Strategic Direction 3: Enhancing Organisational Effectiveness with an Inclusive and Engaged School and Community

## Purpose
To develop a high functioning, strategic organisation that values individuals and fosters a collaborative environment. At PHS this will ensure a holistic education for all students where management practices and processes encourage considered risk taking to promote a culture of continued improvement and learning success.

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

**Students:** Engage students behaviourally, emotionally and cognitively, to optimise student experience and enhance the learning outcomes and development of leadership capabilities.

**Staff:** Staff engage professionally with colleagues, parents/carers and the community, and in relevant and focused professional learning. Build the capacity of SASS and other school staff to navigate change driven by Finance/SALM through targeted professional learning and work rotation practices.

**Community:** Develop stronger partnerships with family and community, therefore strengthening engagement in student learning.

**Parents/Careers:** Design a multifaceted communication strategy to build awareness amongst parents to focus on intellectual quality. Supporting parents with the learning of their children.

**Leaders:** Use effective change management and community engagement strategies.

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

**Positive Education**
- Design, implement and evaluate a sustainable Positive Education model at PHS
- Develop school knowledge and understanding of Positive Psychology Research and Positive Education Models
- Connect Positive Education to key educational documents: APST, QTF, ACARA NSW curriculum, Melbourne Declaration, SLCF, PHS School Plan, PBL, PHS Welfare Policy

**School Systems**
- Finance/SALM

**Partnerships**
- Families/Schools/Tertiary/Business/Government
  - Consolidate and develop strategic partnerships that enhance the quality of teaching and learning that reflect the "Strengthening family and community engagement in student learning resource"

## Products and Practices
**What is achieved and how do we know?**
- Increased Family, COS, Tertiary institutions, Business and Government agencies actively involved and supportive of the schools educational priorities through community partnerships.

**Product:** PHS Positive Education Model implemented for 100% of staff

**Product:** Models to support students with high and complex needs.

**Product:** PHS and its community will implement a comprehensive, integrated whole school approach to Positive Behaviour for Learning.

**Product:** Multifaceted communication strategy to provide awareness support for families to support the mental wellbeing and fitness of students

**Product:** Enhanced communication channels and partnerships within PHS school community and between PHS and COS.

**Product:** Collaborative planning with parents and carers to accurately identify strengths, skills and needs of all students.

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

**Practices:** Positive culture of engagement is reported on and celebrated across the whole school community

**Practices:** Ongoing professional development of staff and other staff in the confident use of Finance/SALM.

**Practices:** Increase effective management and operation of the SASS staff.

## Improvement Measures
- Increased Family, COS, Tertiary institutions, Business and Government agencies actively involved and supportive of the schools educational priorities through community partnerships.

- PHS Positive Education Model implemented for 100% of staff

**Evaluation Plan**
Analysis of measureable data from website, surveys, opportunities provided by school for involvement etc. Attendance at Parent Teacher night, Forums and P & C.