## School vision statement

Parkes Public School (PPS) is committed to excellence in learning, teaching and leading to foster a supportive, inclusive and innovative school culture where every student has the opportunity to achieve their full potential as confident, creative, active and informed citizens in a safe, respectful and caring environment.

## School context

PPS is a K-6 school with a fluctuating enrolment of 430 to 440 students. The school is on a split site with separate playgrounds for the Infants and Primary children.

The school has 17 mainstream classes and four multi-categorical classes. There are 28 children enrolled in the support classes. Over 90 (21%) of our students are from an Aboriginal background. Seven students belong to families where English is a second language.

The school operates some exceptional programs. It has a very effective Preschool to Kindergarten transition program. It is an Early Action for Success (EAsF) school and a Positive Behaviour for Learning (PBL) school.

PPS is highly inclusive of all children and operates strong learning and support programs.

Wiradjuri language and culture is embedded in the schools' culture.

The school has a strong academic, sporting and performing arts history.

PPS offers an extensive range of student welfare programs.

Parkes Public is a proud member of the Henry Parkes Learning Community (HPLC).

## School planning process

In 2014 the school surveyed parents, students and staff about school programs and practices. Parents were given the opportunity of attending workshops (two) where they had direct input into the school planning process. The school planning process was also discussed at a number of P&C meetings during 2014 and at one school council meeting.

The Principal and representatives from the AECG met to discuss and plan the Aboriginal programs and best ways to meet the needs of the students through the Resource Allocation Model (RAM) allocation.

Staff participated in numerous meetings where they brainstormed the positive and negatives about the school and what needed to be put in place for the future. They had considerable input into the development of the vision statement and strategic directions. One staff development day and a number of staff meetings were set aside for this purpose.

The students identified positives and negatives about our school through surveys conducted in Peer Support lessons.

In 2014 the school surveyed parents, students and staff about school programs and practices. The results of the surveys and meetings indicated that our school community was positive about the many programs on offer to the children but more could be provided in terms of ICT, Creative and Performing Arts and Gifted and Talented programs.

There was an indication that further playground experiences/activities should be introduced.
Purpose
Students will be actively engaged in meaningful, challenging relevant learning experiences to develop to their full potential to positively contribute to a rapidly changing world.

Purpose
A professional staff will embrace and embed effective teaching practices in classrooms thereby fostering a culture that has learning at the centre of all school decisions and directions.

Purpose
To build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational effectiveness at PPS and as a part of the HPLC.
Strategic Direction 1: ENGAGED LEARNING

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

Students will be actively engaged in meaningful, challenging relevant learning experiences to develop to their full potential to positively contribute to a rapidly changing world.

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

STUDENTS
Develop an understanding of how they learn best and take responsibility for their own learning both in and out of the classroom and have an understanding of expectations of their performance and what is required to achieve at the highest levels.

STAFF
Engage in professional learning activities to improve their knowledge, understanding and skills to increase their capability to deliver programs to improve outcomes for students.

PARENTS/CARERS
Develop their knowledge, skills and understanding as partners in their children’s learning.

Processes
How do we do it and how do we know?

- One hundred per cent of Infants teachers will participate in the Early Action for Success program and undertake training in Language, Learning and Literacy (L3) and Targeted Early Numeracy (TEN).
- One hundred per cent of Stage 2 and 3 teachers will undertake professional learning in Phase 2 (Vocabulary and Fluency) of Focus on Reading (FoR) and TOWN (Taking off with Numeracy).
- One hundred per cent staff trained in and adhering to all student welfare programs.

EVALUATION
Analysis of student welfare data on a term basis will inform future planning.

- Observation of lessons and teaching programs.

Products and Practices

PRODUCTS
The average results of mainstream students as measured against the continuums will be stage appropriate in literacy and numeracy.

- Year 5 and 7 NAPLAN results indicating 75% of students making average or greater than average growth in literacy and numeracy.
- Eighty per cent students achieve Level Purple in the PBL awards system.

PRACTICES
One hundred per cent teaching staff will embed ongoing continuum assessments within their teaching.

- Staff teaching practices will be guided by students’ individual needs.
- One hundred per cent teachers will be utilising L3 and TEN or FoR and TOWN strategies.
- Staff will utilise PLAN data and the continuums to move children along the developmental path.
- Teachers will know how to assess and what to do to move students to the next cluster.
- Students will develop their skills in self-assessment and have greater understanding of their learning.
- One hundred per cent of staff and teachers will be following the Positive Behaviour for Learning Program, focusing on classroom intervention and Tier 2 students.

Improvement Measures

- The average results of mainstream students as measured against the continuums will be stage appropriate in literacy and numeracy.
- Year 5 and 7 NAPLAN results indicating 75% of students making average or greater than average growth in literacy and numeracy.
- 80% students achieve level Purple.
## Strategic Direction 2: QUALITY TEACHING

<table>
<thead>
<tr>
<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
</tr>
</thead>
</table>
| A professional staff will embrace and embed effective teaching practices in classrooms thereby fostering a culture that has learning at the centre of all school decisions and directions. | **STUDENTS**  
Take responsibility for and develop their capacity to give feedback on their learning.  
**STAFF**  
Undertake targeted professional learning on a personal and school needs basis to become more effective practitioners and to build leadership capacity.  
**PARENTS**  
Provided with the knowledge of and strategies to support the professional learning undertaken by staff. | Staff and parents will be trained in a variety of processes as required to achieve the school plan products.  
Structured professional learning will be provided for the HPLC.  
Establish school-wide and HPLC relationships to provide mentoring and coaching support to ensure the ongoing development of all staff.  
Infrastructure in the school reorganised to better promote the use of technology in classrooms. | **PRODUCTS:**  
Staff demonstrate a deep understanding of quality teaching in their practice.  
Classrooms organised in such a way as to promote the embedding of technology into quality teaching practice.  
Increased number of staff with the capacity to fulfil leadership positions within the school and to drive whole school improvement. |
| **LEADERS**  
Provide succession planning, leadership development, and workforce planning to drive whole-school improvement. | **PRACTICES**  
All staff engaged in professional dialogue.  
Quality teaching will be embedded and delivered in teaching and learning programs as evidenced by program supervision, classroom observation and feedback of standards observed.  
ICT embedded in classroom practice.  
Effective observation and feedback become embedded in teacher development across the HPLC.  
KLA workshops for parents held to equip them to confidently support their children's learning.  
Staff develop professional learning goals to meet school and individual needs. | | |
| **Improvement Measures** |  
Staff demonstrate a deep understanding of quality teaching in their practice.  
Individual student growth will meet or exceed state average growth in Years 5 and 7 NAPLAN assessments.  
Increased number of staff with the capacity to fulfil leadership positions within the school and to drive whole school improvement.  
Classrooms organised in such a way as to promote the embedding of technology into quality teaching practice. |  
Analysis of student results on a five weekly basis.  
Focus group of students, staff and parents convened on a term basis to provide feedback on resultant change in classroom practice.  
Positive student responses in Tell Them From Me surveys.  
Parent evaluations of Key Learning Area (KLA) workshops to measure effectiveness and to consider where to next? | |

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## Strategic Direction 3: COMMUNITY PARTNERSHIPS

**Purpose**
To build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational effectiveness at Parkes PS and as a part of the Henry Parkes Learning Community.

**People**

<table>
<thead>
<tr>
<th>STUDENTS</th>
<th>Develop a clear understanding of the Core Values, cultural significance and purposeful leadership, actively modelling positive citizenship and contributing to the school, the community and the society in which they live.</th>
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<tbody>
<tr>
<td>STAFF</td>
<td>Engage in activities to build partnerships and leadership capacity across a variety of networks.</td>
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<tr>
<td>PARENTS</td>
<td>Have a clear understanding of the schools’ strategic direction and priorities and have input into their ongoing evaluation. Support their children’s education by further developing and valuing community links.</td>
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<tr>
<td>COMMUNITY PARTNERS</td>
<td>The community of Parkes values and celebrates the contribution that public education makes to a cohesive society.</td>
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<tr>
<td>LEADERS</td>
<td>The school leadership team makes deliberate and strategic use of partnerships and relationships to access resources for the purpose of improving student outcomes and promoting the school within the local and wider community.</td>
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</tbody>
</table>

**Processes**

| HPLC meetings embedded in all school calendars and agenda derived from individual, learning community and wider community needs with decisions acted upon and communicated to relevant audiences and acted upon within individual schools. |
| A combined HPLC staff meeting held annually to outline the benefits and directions of the learning community. |
| Information sessions provided for parents to gain a deeper level of understanding about the policies, programs, and processes operating within the school and how to effectively support their child’s learning at home. |
| Consistent use of social media to communicate with parents and community. |
| Student Leadership enhancement by the sequential implementation of Peer Support. |

**Products and Practices**

<table>
<thead>
<tr>
<th>PRODUCTS</th>
<th>An enhanced capacity of our school to provide learning opportunities to meet the needs of all students.</th>
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<tbody>
<tr>
<td></td>
<td>Enhanced parent and community involvement</td>
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<td>Enhanced student leadership opportunities.</td>
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<td>Whole school community understands and values the benefits of HPLC and public education.</td>
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<tr>
<td>PRACTICES</td>
<td>Embedded practices for parents to be informed of school programs.</td>
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<td>Staff and students actively engaged in school and community programs.</td>
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<td>HPLC executive meet twice per term.</td>
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<td>Regular HPLC information disseminated to whole school community.</td>
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<td></td>
<td>Active and strategic communication to school and wider community.</td>
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<td></td>
<td>An additional part time Aboriginal School Learning Support Officer employed.</td>
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</table>

**Improvement Measures**

- An enhanced capacity of our school to provide learning opportunities to meet the needs of all students.
- Enhanced parent and community involvement
- Enhanced student leadership opportunities.
- Whole school community understands and values the benefits of HPLC and public education.