

Strategic Improvement Plan 2021-2024

Grafton Public School 2060



School vision and context

School vision statement

At Grafton Public School we strive for excellence in an inclusive environment where every student maximises their potential and remains connected to culture. Teachers are passionate and committed to supporting the development of students with a focus on student wellbeing, student academic growth and social success. Our vision is to be partners in learning and collaboratively empowering all students to become confident, resilient and successful life long learners.

School context

Grafton Public School is a large, comprehensive, split site primary school which sits on Bundjalung country, with a current enrollment of 544 students, including 110 Aboriginal students. The school provides a strong, holistic and inclusive educational program, with 6 special education classes and 18 mainstream classes, including an enrichment class. The school is a member of the Grafton Community of Schools and works closely with local government and other support and cultural agencies across the Clarence Valley. Grafton Public School provides a caring and supportive environment, values respectful relationships and has a culture of high expectations for all. Grafton Public School enjoys strong parent and AECG partnerships, is a Positive Behaviour for Learning (PBL) school and has well established policy frameworks. The school is a Phase 2 Early Action for Success school and has strong creative and performing arts programs, technology, and sporting programs.

The school improvement plan has been written after extensive collaboration with staff using the School Excellence Framework, the 'What Works Best' document and small appreciative inquiry focus groups. Consultation was had with our parents, P&C, members of the Local AECG and students. A Situational Analysis assisted in identifying the areas for priority over the next four years and our strategic directions are a direct result of this thorough process.

Strategic Direction 1: Student growth and attainment

Purpose

To improve student learning outcomes in literacy and numeracy through quality assessments, data informed teaching practices and effective student feedback.

Improvement measures

Target year: 2022

Aboriginal Student Achievement

Increase of 5% in the number of Aboriginal students in the Top 3 NAPLAN bands in reading and numeracy from baseline SCOUT data

Target year: 2022

Reading and Numeracy

Increase of 6% of the number of students in the Top 2 NAPLAN bands of reading and numeracy baseline SCOUT data.

Target year: 2023

Expected Growth

Increase the % of students achieving NAPLAN 'expected growth' in reading by 8% and numeracy by 12% as measured by SCOUT baseline data.

Target year: 2024

Assessment and Data Informed Practices

Assessment is a tool that supports learning across the school. Teachers routinely use evidence of learning to inform their teaching and met the learning needs of students.

Improvement as measured by the School Excellence Framework:

** Assessment - Goal to move to Sustaining and Growing.*

Initiatives

Assessment & Data Informed Practices in Literacy and Numeracy

Ensure effective strategies and processes for data analysis are used for responsive, point of need curriculum delivery in literacy and numeracy.

* Professional learning in data analysis and data use to inform teaching practices for all teaching staff K-6

* Regular Instructional Leader (IL) grade conferences to effectively analyse grade, class and individual student data to address identified needs through differentiation and targeted interventions.

Effective Feedback

Embed a learning culture that enables students to reflect on their learning, receive timely explicit teacher feedback and achieve their learning goals.

* Professional learning for teaching staff in providing timely, explicit feedback and identifying clear future learning goals for students.

* Promoting classroom learning environments that encourage student engagement in self reflective processes and developing growth mindset practices.

Success criteria for this strategic direction

Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students.

The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels.

Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teacher feedback supports improved student learning.

Evaluation plan for this strategic direction

Staff will use the following data sources to regularly analyse and evaluate the effectiveness of the initiatives and associated activities in achieving success against the improvement measures of the strategic direction:

-NAPLAN Data

-SCOUT Data

- NSW Department of Education Learning Progressions (PLAN 2) and Assessments (Phonological Awareness, Phonics, Interview for Student Reasoning, Check In Assessments and Short Quizzes)

-Internal Assessment Data (Markbook & Essential Assessments)

-IL Conference agenda/minutes

-Grafton Public School Assessment schedules K-6

-Evidence of Differentiation in Teaching Programs including Learning Goals for all students

-Personalised Learning Plan (PLP) samples

-School Excellence Framework Self Assessment

Strategic Direction 1: Student growth and attainment

Improvement measures

Target year: 2024

Effective Feedback

Teachers provide explicit, specific and timely formative feedback related to success criteria. Teacher's feedback supports improved student learning.

Improvement as measured by the School Excellence Framework:

** Effective Classroom Practice- Goal to move to Sustaining and Growing.*

Evaluation plan for this strategic direction

- Student Work Samples

The evaluation plan will involve the following:

- Fortnightly Instructional Leader collaboration meetings as a grade to analyse data sources and make informed, evidence based decisions into required interventions and teaching strategies to achieve outcomes.

- Regular professional dialogue in executive and grade/stage meetings covering the targeted areas of the School Excellence Framework and the System Negotiated Targets determined by the Premier's Targets and school baseline data.

- Regular reviews of student data and teaching programs by teaching staff with executive staff to ensure differentiation of programs and individual learning goals are aligned with student needs and the school targets.

-Semester reviews of student PLPs by senior executive

-The QDAI model will be used as part of the evaluation process.

Future directions will be determined after a thorough analysis.

Strategic Direction 2: High Impact Professional Learning and Continual Professional Growth

Purpose

To ensure high impact professional learning and leadership opportunities are available to all staff in order to maintain a school culture of continual growth, developing aspiring leaders and collaborative practices.

Improvement measures

Target year: 2024

High Impact Professional Learning

All staff incorporate evidence based PL into their teaching and learning programs with evidence of 8 Ways Aboriginal Pedagogy.

Improvement as measured by the School Excellence Framework:

** Learning and Development (Collaborative Practice and feedback) - Goal to move from 'Sustaining and Growing' to 'Excelling'*

Target year: 2024

Leadership and Mentoring

Whole school and/or inter-school relationships provide mentoring and coaching support to ensure the on-going development and improvement of all teachers, by expert teachers.

-Improvement as measured by the School Excellence Framework:

** Learning and Development (Coaching and Mentoring) - Goal to move from 'Sustaining and Growing' to 'Excelling'*

Initiatives

High Impact Professional Learning

Teachers actively engage in targeted professional learning and embed evidence based practice into teaching and learning programs

* Embed and use the High Impact Professional Learning (HIPL) model to build teacher capabilities and collective pedagogical practice.

* As a result of HIPL, Teachers will collaborate to develop learning programs and assessments aligned with the curriculum.

* Professional Learning in '8 ways Aboriginal pedagogy' for all staff in order to improve teaching programs and embed Aboriginal culture and history in all classrooms.

Leadership and Mentoring

Ensure effective, explicit processes are in place to support the continuous improvement of all staff.

* Create leadership opportunities and up skill staff through professional learning to build capacity in the areas of leadership, mentoring and coaching.

* Provide support systems to all staff in targeted areas of development as indicated on individual Professional Development Plans and whole school focus areas .

Success criteria for this strategic direction

Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice. Teachers have an opportunity to collaborate with staff across schools to share and embed best practice.

Teachers' Professional Development Plans are supported by a coordinated whole school approach to developing professional practice, informed by research and evidence.

Formal mentoring and/or coaching to improve teaching and develop aspiring leaders is provided to teachers upon request or when identified as in need of support. This includes beginning teachers and teachers moving to a new grade.

Evaluation plan for this strategic direction

Staff will use the following data sources to regularly analyse and evaluate the effectiveness of the initiatives and associated activities in achieving success against the improvement measures of the strategic direction:

- Professional Learning courses are measured against PDP goals
- PDP whole school tracking database
- IL/AP collaboration agendas/minutes
- Mentoring and leadership program participation rates
- Principal Credential completion rates for aspiring leaders
- AITSL Self Assessment Survey for staff to self reflect on their professional practice
- Grafton Community of Schools network participation
- Grafton and Clarence Network Middle Executive participation rates and completed professional learning sessions

Strategic Direction 2: High Impact Professional Learning and Continual Professional Growth

Evaluation plan for this strategic direction

- SCOUT Professional Learning Data / NESAs Principal dashboard data (Professional Learning Logs)
- Teaching and Learning Programs reflect HIPL to improve student outcomes
- Student Personalised Learning Plans for ATSI students and teacher programs reflect 8 ways pedagogy

The evaluation plan will involve the following:

- Regular HIPL with Instructional Leaders and executive for staff to build capacity and stay informed of best practice teaching.
 - Regular opportunities for executive and aspiring leaders to complete Principal Credential modules with senior executive.
 - Grade reviews of teaching programs to embed 8 Ways Aboriginal Pedagogy into units of work.
 - Semester reviews of ATSI student PLPs by the Aboriginal Education Team
 - The QDAI model will be used as part of the evaluation process.
- Future directions will be determined after a thorough analysis.

Strategic Direction 3: Student Well-being

Purpose

To promote positive student well-being through increased school engagement and the implementation of new behaviour and attendance initiatives.

Improvement measures

Target year: 2022

Student Attendance

Teachers, parents and the community work together to support consistent and systematic processes to ensure student absences do not impact on learning outcomes

- From SCOUT baseline attendance data, increase the number of students attending school above 90% of the time by 8%.

- Improvement in attendance as measured by the School Excellence Framework:

** Learning Culture (Attendance) - Goal to achieve 'Excelling'*

Target year: 2022

Positive Well-being

The school has implemented evidence based change to whole school practices, resulting in measurable improvements in well-being and engagement to support learning.

- Increase the percentage of students reporting 'Expectations for Success', 'Advocacy', and 'Sense of Belonging' by 7 % in the Tell Them From Me Survey from SCOUT baseline data.

- Improvement in well-being as measured by the School Excellence Framework:

** Well-being (A planned approach to well-being) - Goal to achieve 'Excelling'*

Initiatives

Student Attendance

Implement consistent and effective student attendance systems and procedures collaborating with senior executive, learning and support team, parents, students, HSLO and AHSLO representatives.

* Regularly analysing and reviewing attendance data to support student engagement

* Implementing research based attendance improvement programs for those identified at risk students

* Whole school incentive and award system for consistent attendance each term/semester

Positive Student Well-being

Ensure effective systems are implemented to collect, analyse and use data to monitor and refine a whole school approach to well-being and engagement, to improve learning.

* Data is regularly analysed and evaluated to inform impact and is responsive and differentiated to cater for the needs of all students.

* Targeted behaviour expectations are explicitly taught in classes on a weekly basis determined by data and linked with 8 Ways Aboriginal Pedagogy.

* Implement some components of PAX Good Behaviour Game strategies to support classroom teachers to strengthen learners self-regulation, strengthen peer networks and increase appropriate social decision making.

Success criteria for this strategic direction

Attendance data is regularly analysed and is used to inform planning. Teachers, parents and the community work together to support personalised attendance approaches to improve regular attendance rates for all students, including those at risk.

Expectations of behaviour and well-being initiatives are co-developed with students, staff and the community and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school.

Evaluation plan for this strategic direction

Staff will use the following data sources to regularly analyse and evaluate the effectiveness of the initiatives and associated activities in achieving success against the improvement measures of the strategic direction:

- Sentral attendance and wellbeing data

- Communication evidence to our school community via newsletter and GPS Facebook page

- School procedures to implement, monitor and evaluate attendance and wellbeing initiatives

- % of students who achieve set attendance targets

- TTFM student, parent and staff Survey

- % of students accessing tier 2 well-being initiatives

-The number and topics of PBL lessons delivered to K-6 students

- GPS executive team along with LaST complete the 'Wellbeing Framework Self-Assessment'

The evaluation plan will involve the following:

- Regular attendance meetings with DP, LaST and HSLO

Strategic Direction 3: Student Well-being

Evaluation plan for this strategic direction

staff to monitor and discuss attendance progress

- Term evaluations of attendance for students reaching benchmarks

- Regular reviews of student data through Wellbeing Sentral to determine tired interventions, PBL focus and behaviour strategies.

- Executive staff and teaching staff to analyse TTFM results

- The QDAI model will be used as part of the evaluation process.

Future directions will be determined after a thorough analysis.