

# Strategic Improvement Plan 2021-2024

## Granville South Public School 2066



# School vision and context

## School vision statement

We are committed to providing an inclusive, respectful and stimulating learning environment where every child is known, valued and cared for. All children are empowered to embrace learning, fulfil their potential and build social, emotional and physical wellbeing in order to make positive contributions to the community.

## School context

Granville South PS is located on a bustling Woodville Road in Guildford and has a rich history of change and reinvention since 1889. The population of the school is 324 students and growing. More than ninety per cent of students come from a non-English speaking background with a very small number of Aboriginal and Torres Strait Islander students. We acknowledge and celebrate everyone equally.

Granville South Public School is committed to continuous improvement and quality service to our families and community. Highly qualified, dedicated and caring staff provide a range of excellent educational programs that meet the academic, cultural, physical, emotional and social needs of students. Proactive wellbeing programs such as Positive Behaviour for Learning provide an inclusive environment and focus on building respect, resilience and social responsibility along with the desire to excel.

Through our situational analysis, we have identified the need for a continued emphasis on embedding quality teaching practices in literacy and numeracy. Using evidenced based teaching strategies as outlined in the What Works Best document we will provide opportunities to improve teacher practice, as outlined in the High Impact Professional Learning policy, and ensure students achieve expected growth and attainment in their learning. This will be achieved through collaboration, quality intervention, instructional leadership and assessment.

There will continue to be a strong focus on student attendance, values and student engagement through the use of effective practices and strategies to support student wellbeing.

We have identified the need to move towards deeper reflective practices based on quality data analysis. We will look to embed reflective practices not just in school planning but also in all teaching and learning practices. This reflective practice will involve a deeper use of data to inform all processes and practices across the school.

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to maximise student learning outcomes for every student in reading and numeracy and to build strong foundations for academic success in all key learning areas, we will further develop evidenced based teaching practices that are responsive to the learning needs of individual students.

## Improvement measures

### Target year: 2022

Increase the proportion of students in the Top 2 NAPLAN reading bands by 7.6% from system-negotiated target baseline.

### Target year: 2022

Increase the proportion of students in the Top 2 NAPLAN bands in numeracy by 7.3% from system-negotiated target baseline.

### Target year: 2023

Increase the proportion of students achieving Expected Growth in reading by 9.2% from system-negotiated target baseline.

### Target year: 2023

Increase the proportion of students achieving Expected Growth in numeracy by 7.3% from system-negotiated target baseline.

### Target year: 2024

80% of students in K-6 achieving stage appropriate levels in Understanding Texts sub element of the Literacy Progressions.

### Target year: 2024

Students achieving grade appropriate instructional reading levels:

Kindergarten: 72%

## Initiatives

Improve on and embed sustainable and evidence based whole school processes for reading.

- Professional learning and teaching practice is informed by research such as What Works Best, High Impact Professional Learning and High Potential and Gifted Education policy.
- Expertly use student assessment data to reflect on teaching effectiveness and provide individualised, explicit, differentiated and responsive learning opportunities as identified in Personalised Learning and Support Plans and weekly data chats
- Establish and use Instructional Leader positions to work with teachers using data to monitor and assess student progress and design future learning on a whole class, group and individual level.

Improve on and embed sustainable and evidence based whole school processes for numeracy.

- Professional learning and teaching practice is informed by research such as What Works Best, High Impact Professional Learning and High Potential and Gifted Education policy.
- Expertly use student assessment data to reflect on teaching effectiveness and provide individualised, explicit, differentiated and responsive learning opportunities as identified in Personalised Learning and Support Plans and weekly data chats
- Establish and use Instructional Leader positions to work with teachers using data to monitor and assess student progress and design future learning on a whole class, group and individual level.

## Success criteria for this strategic direction

- Teachers employ evidenced based effective teaching strategies that are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.
- All teachers have a sound understanding of student assessment and data concepts. They analyse, interpret and they collaboratively use this to inform planning, identify interventions and modify teaching practice.
- The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data.
- All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement with success that can be measured by improved student progress and achievement data.
- The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning.

## Evaluation plan for this strategic direction

### Evaluation plan Question:

To what extent have we achieved our improvement measures and can we demonstrate impact and improvement of student outcomes in reading and numeracy?

### Data:

We will use a combination of data sources. These will include:

- PLAN 2
- PAT
- Check In Assessments

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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Year 1: 72%

Year2: 85%

## Evaluation plan for this strategic direction

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- Literacy and Numeracy Tool Kit
- Survey
- Observation
- Focus group
- Student voice
- Interview
- Performance and Development Plans

### Analysis:

Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

### Implications

Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.

## Strategic Direction 2: Effective Classroom Practice

### Purpose

To ensure that every student shows strong growth in their learning through explicit, research-informed teaching. Our teachers will evaluate their effectiveness and reflectively adapt their practice through collaboration and use of assessment data to inform teaching.

### Improvement measures

#### Target year: 2024

100% of teachers independently act on and demonstrate improvement in their problems of practice, identified through classroom observations by Instructional Leaders.

#### Target year: 2024

Through weekly data chats, 100% of classroom teachers are able to analyse whole school, stage level, class level and individual data to inform their teaching.

#### Target year: 2024

100% of classroom teachers developing quality summative assessments in numeracy and are analysing this data (collaboratively in stage teams) to measure student progress, ensuring consistent teacher judgement in student reports and PLAN2 data.

### Initiatives

#### Assessment

Improve on and embed sustainable whole school processes for assessment through:

- Reviewing and adapting practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.
- Ensuring processes are in place to support teachers' consistent, evidence-based judgement and moderation of assessments.
- Develop systems and professional capacity for analysis of NAPLAN, PAT and minimum standard data to identify and monitor improvement measures and to target areas as needed.

Improve on and embed sustainable whole school processes for collaboration.

- Embed and use high impact professional learning structures to build teacher capabilities and collective pedagogical practice
- Regular and planned opportunities for teachers to engage in professional discussion and collaboration to improve teaching and learning.
- Regular and planned observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.
- Strengthen collaborative support for teacher performance development, cross-stage collaborations and evidence-based programs guided by the School Excellence Framework.

### Success criteria for this strategic direction

- The school analyses student progress and achievement data and a range of other contextual information.
- The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers to drives ongoing, school wide improvements in teaching practice and student results
- A school culture where teachers constantly share knowledge, observe each other in practice, ask probing questions, collaboratively review student work samples, and challenge others' perspectives.
- The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement.

### Evaluation plan for this strategic direction

#### Evaluation plan Question:

To what extent have we achieved our improvement measures and to what extent can we demonstrate impact and improvement of student outcomes?

#### Data:

We will use a combination of data sources. These will include:

- Survey
- Observation
- Focus group
- Problems of Practice data
- Interview
- Lesson observations

## Strategic Direction 2: Effective Classroom Practice

### Evaluation plan for this strategic direction

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- Performance and Development Plans
- Personalised Learning and Support Plans

#### Analysis:

Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

#### Implications

Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.

## Strategic Direction 3: Student Engagement and Wellbeing

### Purpose

To ensure that we are a place where every student matters and every moment counts. A planned approach to wellbeing will ensure that students can connect, succeed, thrive and learn.

### Improvement measures

#### Target year: 2022

Increase the proportion of students in the Tell Them From Me survey reporting feeling a sense of belonging by 5%.

#### Target year: 2024

Increase the proportion of students in the Tell Them From Me survey reporting a positive wellbeing by 4.5%.

#### Target year: 2022

Increase (uplift) percentage of students attending school more than 90% of the time by 6.6% or above.

#### Target year: 2024

Decrease the number of partial absences (late arrivals) by 10%.

### Initiatives

Embed a whole-school approach to student attendance where there is a collective responsibility for improving regular attendance rates for all students.

- High impact and evidence based professional learning to ensure there is a consistent and systematic process around student wellbeing and attendance.
- Communicating clear information to students and parents regarding attendance requirements and the consequences of unsatisfactory attendance or student lateness.

Authentically embed school wide values that underpin every area of school life such as student wellbeing, student learning, communication and decision-making.

- Consult with students, community and staff members ensuring that the values we choose aligns with our school vision
- Values are taught explicitly in classrooms and through the activities and relationships of the school and its community.

### Success criteria for this strategic direction

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

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

All students and teachers have a sound understanding of our school values and can communicate these confidently using a common language.

Our core values guide the learning experiences that are provided for students and how they are provided.

The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential.

Our core values represent the aspirations and beliefs for students, staff and community members.

### Evaluation plan for this strategic direction

#### Evaluation plan Question:

To what extent have we achieved our improvement measures and to what extent can we demonstrate impact and improvement of student outcomes?

#### Data:

We will use a combination of data sources. These will include:

- Survey
- SCOUT
- Focus group
- Interview

## Strategic Direction 3: Student Engagement and Wellbeing

### Evaluation plan for this strategic direction

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- Attendance data
- Sentral data
- Tell Them From Me data

#### Analysis:

Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

#### Implications

Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.