

Strategic Improvement Plan 2021-2024

Griffith North Public School 4027



School vision and context

School vision statement

Griffith North Public School aims to develop inquiring, knowledgeable and considerate students with a passion for lifelong learning. Students will be empowered to become positive and resilient participants in school and society.

School context

Griffith North Public School (GNPS) has an enrolment of 442 students, along with students from the Early Learning Support Class (ELSC). There are 19 classes from Kindergarten to Year 6. There are 26 nationalities and 13% of our school population are Aboriginal students.

GNPS enjoys a reputation as a high achieving school where strong emphasis is placed on literacy and numeracy. Children are encouraged to take part in a wide range of creative, academic, sporting and personal development activities. GNPS is a Positive Behaviour for Learning (PBL) School and our values are care, respect and responsibility. GNPS is a member of the Griffith Community of Schools (GCoS).

A contextual situational analysis was conducted to inform the development of the plan with key focus areas of developing staff capabilities, data-driven practices, collaboration and student engagement being identified.

We have a dedicated parent body with a Parents and Citizens Association (P&C) that work closely with the school to ensure the best outcomes for all students.

Our staff continually participate in varied professional learning opportunities and implement an array of programs to support and enhance student outcomes and wellbeing.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure that all teachers know their students and understand how they learn. This provides clear direction and enables differentiated teaching and learning, so that all students can achieve personal growth and attainment. We do this to ensure our students are challenged, that adjustments lead to improved learning and that we meet the needs of our individual learners.

Improvement measures

Target year: 2022

7% improvement in the students achieving in the top two bands for NAPLAN reading.

Target year: 2022

7% improvement in the students achieving in the top two bands for NAPLAN numeracy.

Initiatives

Data Driven Practices

Student assessment data will be regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.

Differentiation

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes.

Success criteria for this strategic direction

1. Teaching and learning programs provide the evidence of differentiated curriculum that ensures adjustments have been made to address individual learning needs. Students involved in the planning to support their learning.
2. Collecting and using data is routine and comes from a variety of sources. Stage supervisors provide planned opportunities to ensure consistency of practice is maintained and systems and structures are in place to record data.
3. All teachers engage in the analysis and collaborative discussion on student progress and achievement from the range of data that has been collected. Teacher's respond to trends in the data and provide feedback to students on their learning and give direction of future learning. Teachers modify teaching and learning plans at the point of need.

Evaluation plan for this strategic direction

Evidence of the impact on student learning in Reading and Numeracy from whole school data driven practices will inform us of our success. We will evaluate this by:

1. Analysing our diagnostic data including NAPLAN, School Check-in Assessment, Phonics Screening check.
2. Formative and Summative data from teaching and learning programs, PAT assessments, reading data, anecdotal observations and classroom behaviour, evidenced in SENTRAL.
3. Performance and Development Plan evaluations, classroom observations, Teaching and Learning Program checks showcasing differentiation embedded throughout teaching programs.
4. Feedback from supervising staff, colleagues and students.

Strategic Direction 2: Teaching Excellence

Purpose

Our purpose is to ensure all teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies. If our staff are committed to refining explicit teaching techniques, we will see achievement for all students. Evidence-based teaching methods will ensure learning progress is optimised for all students across a range of abilities.

Improvement measures

Target year: 2023

8% improvement in the students achieving expected growth in NAPLAN reading.

Target year: 2023

7% improvement in the students achieving expected growth in NAPLAN numeracy

Initiatives

Effective Classroom Practice (Explicit Teaching)

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

Collaborative Practice and Feedback

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. This drives ongoing, schoolwide improvement in teaching practice and student results.

Success criteria for this strategic direction

1. Staff professional learning will be driven by student need and will be evaluated by staff.
2. Collaborative teaching and learning across the school.
3. Expert and consistent implementation of explicit evidence-based teaching methods/strategies in all classes.
4. Teachers routinely reviewing learning with each student, ensuring all students have a clear understanding of how to improve.

Evaluation plan for this strategic direction

Our success will be evident throughout classrooms.

1. Teaching and Learning programs
2. PDP Goals and review
3. PL evaluations
4. Teacher Observations and the feedback received
5. Minutes from meetings
6. NAPLAN Growth in Reading and Numeracy data
7. Internal student reading and numeracy data

Strategic Direction 3: Continuous Improvement for Excellence

Purpose

Our purpose is to create a school culture that is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community.

Improvement measures

Target year: 2022

Increase the number of students attending school 90% of the time or more.

5% uplift in the whole school attendance rate.

Target year: 2024

Increase in the number of students responding positively in the Tell Them From Me (TTFM) surveys (sense of belonging, advocacy, high expectations).

Initiatives

High Expectations For All

Whole school systems and practices drive continuous improvement across the school and create an environment that is supportive, safe and drives student growth and success in effective partnerships with the school community.

Success criteria for this strategic direction

1. Teachers, parents and the community work together to support consistent and systematic processes to ensure student absences do not impact on learning outcomes.
2. The school implements evidence based whole school programs in wellbeing and engagement to support learning.
3. Technology supports learning and is expertly integrated into lessons by teachers.

Evaluation plan for this strategic direction

Our success will be evaluated by the following:

1. Attendance data
2. Teaching and learning programs - technology focus
3. Parent, student and staff surveys and/or focus groups
4. TTFM survey results
5. Minutes/notes from professional and community discussions
6. Learning Support Referrals