

# Strategic Improvement Plan 2021-2025

## Grose View Public School 4483



# School vision and context

## School vision statement

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Grose View Public School aspires to deliver quality teaching for all students to drive continual learning in all areas of the curriculum, with a strong focus on the progress of all students. We believe that to achieve the development of literacy and numeracy skills in all students, we must strive to create an environment that centres on student engagement and positive wellbeing. We value our strong links with all facets of the community and endeavour to work towards the achievement of common goals, developed in partnership with the broader school community.

## School context

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Grose View Public School is located on Dharug land in the picturesque Grose Valley, nestled at the foot of the Blue Mountains. Our school was established in 1976 and currently has an enrolment of 243 students.

Our school enjoys a close and productive relationship with our parents, community groups and neighbouring schools. We have a positive school culture with a diverse range of students, who love learning beyond the classroom and about the world around them. We currently have only a small percentage of students who speak a language other than English, however, we have had a significant uplift in the number of Aboriginal and Torres Strait Islander students enrolled at the school. We currently have 31 students (12%) identifying as Aboriginal and/or Torres Strait Islander. The school community carer profile is quite diverse and not dominated by one particular group. This reflects the changing nature of the community as new families move into the area. Extra-curricular opportunities in Sport, Science, Technology, and Creative and Performing Arts, enable our students to excel through a range of different experiences.

The whole school community, involving students, staff, parents and the local Aboriginal community was consulted in a thorough situational analysis followed by the development of this Strategic Improvement Plan. The school has undertaken a comprehensive situational analysis and identified the following areas for improvement across learning, teaching and leading. In the forward plan, the school will be targeting three strategic priorities, Student Growth and Attainment - Mathematics, Student Growth and Attainment - Reading and Leading Learning. We will be focussing resourcing towards deeply embedding structures across the school to drive continual school improvement in student academic achievement, specifically in Literacy and Numeracy. As part of this analysis, we have identified a need to use data-driven practices that ensure all students have access to stage appropriate learning. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to support all students, including those identified as high potential and gifted. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy. Departmental support staff will be utilised to build understanding on how to do this successfully and the development of an instructional leader position will lead much of this work in the school. Work will take place on developing quality summative and formative assessment tasks and data collection practices, and developing greater consistency of judgement within our school and with partner schools. Our work with individual students will be responsive and closely monitored. Individual and targeted support will be provided where growth is not evident. Pre- and post-assessments will be carried out to assess the impact of this support. Structures will be put in place to identify students who need intervention and students not showing growth will be referred to the Learning and Support Team for intensive intervention. Continual monitoring of student performance data will determine areas of need and success at a class and school level, and the involvement of the whole school community in this process will be essential for success.

These areas have been established through deep consultative processes with the community and key stakeholders, which has included students, staff, the parent community and broader educational community.

# Strategic Direction 1: Student growth and attainment

## Purpose

To increase the number of students achieving expected growth in Reading and Mathematics NAPLAN and increase the number of students achieving the top 2 bands in Numeracy and Reading NAPLAN through data-informed, explicit teaching.

## Improvement measures

### Numeracy growth

Achieve by year: 2023

### Numeracy Growth

An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

Achieve by year: 2025

## Initiatives

### Data Informed Teaching and Learning

Teachers will have access to professional learning and resources to help them interpret and use data effectively.

Teachers will effectively analyse and use student data to help them identify areas in which students' learning needs may require additional attention and development.

Teachers will use this knowledge to develop and implement differentiated quality plans and instruction.

Teachers will develop the skills to analyse their own impact and use this knowledge to provide continuous improvement for all students, across a full range of abilities.

### Research-Based Pedagogy

Teachers will use explicit teaching practices that involve:

- teachers clearly explain to students why they are learning something,
- how it connects to what they already know,
- what they are expected to do,
- how to do it, and
- what it looks like when they have succeeded.

Teachers provide students with opportunities in every lesson to:

- check their understanding,
- ask questions, and
- receive clear, high-quality, timely and effective feedback.

## Success criteria for this strategic direction

The school uses systematic and reliable assessment information to evaluate and track student learning over time and implements changes in teaching that lead to measurable improvement.

The school has processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments.

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-informed effective teaching strategies.

Effective methods are identified, promoted and modelled, and students' learning improvements are monitored and tracked, demonstrating growth.

## Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- Analysis of NAPLAN data - yearly
- Analysis of Check-In data - termly
- Analysis of internal school data - termly
- Analysis of Progression data
- Reflection on SEF Element - Learning and Development
- Reflection on SEF Elements - Curriculum, Assessment and Data Skills and Use
- Teaching and Learning program analysis - termly
- Classroom observations - weekly

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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- Survey Data - staff, students and parent community

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions.

# Strategic Direction 2: Enhancing Teacher Capabilities

## Purpose

Teachers will demonstrate increased personal responsibility for improving their teaching practice in order to improve student learning. Individually and collaboratively, teachers will continue to evaluate the effectiveness of their teaching practices, including sophisticated analysis of student engagement, learning growth and outcomes, to plan for the ongoing learning of each student in their care.

## Improvement measures

### Reading growth

Achieve by year: 2023

### Reading Growth

An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

Achieve by year: 2025

## Initiatives

### Instructional Leadership Development

Instructional Leaders will work collaboratively with all teachers to model quality practice, co-teach, observe, give feedback to develop quality practice across the school.

Instructional Leaders will plan, scaffold and facilitate professional learning to meet the needs of individual teachers.

Teachers will engage in professional discussion and collaborate to improve teaching and learning in their classrooms.

### Data Informed Intervention

Teachers will contribute to gathering and analysing data to co-construct data walls. They will then participate in meaningful discussions about students' areas of need and set targets for each individual FACE.

During case management meetings teachers will present work samples to Knowledgeable Others in a problem-solving forum, focused on supporting teachers with recommended instructional strategies for implementation in order to achieve individual student growth.

## Success criteria for this strategic direction

The school has a high-performing teaching staff whose capacities are continually built to ensure every student experiences high-quality teaching.

The leadership team participates in capacity development programs and implements principles of evaluative thinking, continually monitoring the impact of programs and approaches used by all teachers, and improves practice as required.

The learning goals for students are informed by an analysis of internal and external student progress and achievement data. Progress towards goals is monitored through the collection of quality, valid and reliable data.

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, school-wide improvement in teaching practice and student results.

## Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- Analysis of NAPLAN data - yearly

### Evaluation plan for this strategic direction

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- Analysis of NAPLAN data - termly
- Analysis of Internal School Data - termly
- Analysis of Progression Data
- Reflection on SEF element - Learning and Development
- Reflection on SEF elements - Curriculum, Assessment and Data Skills and Use
- Teaching and Learning Programs - termly
- Classroom observations - daily
- Survey Data - staff, students and parent community

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions.

# Strategic Direction 3: Wellbeing and Engagement

## Purpose

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Teachers and staff continue work with a commitment to nurture, guide, inspire and challenge students - to find the joy in learning, to build their skills and understanding, and to make sense of their world.

## Improvement measures

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### Attendance (>90%)

Achieve by year: 2023

### Negotiated Target Attendance

There will be a 12% uplift from the baseline percentage of students attending school at least 90% of the time.

### Wellbeing

Achieve by year: 2023

### System Negotiated Target Positive Wellbeing at School

There will be a 12% uplift from the baseline percentage in students reporting positive and inclusive school culture as evidenced in the TTFM Survey.

## Initiatives

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### Community Engagement

Staff will continue to build strong relationships with parents by keeping them informed about their children's progress and by involving them in their child's learning journey.

Teachers will identify, initiate and build on opportunities that engage parents/carers in both the progress of their children learning and in the educational priorities of the school.

Parents, carers and the broader community are helped to understand how they can support their children and are encouraged to provide input into plans for improvement.

Teachers will demonstrate responsiveness in all communications with parents/carers about their children learning and wellbeing.

### Attendance

Staff will develop and implement whole school and personalised attendance initiatives to improve regular attendance rates for all students, including those at risk.

Staff will regularly monitor and analyse attendance data to inform planning.

## Success criteria for this strategic direction

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

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations and effectively caters for the range of equity issues in the school.

## Evaluation plan for this strategic direction

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The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

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

- Analysis of SCOUT Attendance Data
- Analysis of SCOUT Wellbeing Data (TTFM - *WellbeingSense of Belonging*)
- Analysis of SCOUT Wellbeing Data (TTFM - *Wellbeing*)
- Reflection on SEF element - Educational Leadership
- Reflection on SEF element - Wellbeing
- Reflection on SEF element - Learning Culture
- Reflection on SEF element - Reporting

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions.