

Strategic Improvement Plan 2021-2024

The Grange Public School 4518



School vision and context

School vision statement

At The Grange Public School, we ***motivate, challenge*** and ***inspire*** every student to become a high performing lifelong learner. We cultivate a ***strong, positive*** and ***inclusive*** school culture that serves to promote ***personal growth*** and ***academic excellence***.

School context

The Grange Public School is located in the South-West Sydney suburb of Minto, on Dharawal Land. The school has a student enrolment of 301. The Grange Public School culture is that of inclusion, belonging and connectedness with students, staff, parents and the wider community working together to achieve shared aspirations.

The Grange Public School is supported by a strong, vibrant multi-cultural community. 59% of students are from a language background other than English. Within The Grange Public School community, there are 30 language backgrounds, with the three most common additional languages being Bengali (10%), Samoan (8%) and Urdu (5%).

Our school supports all students to recognise and acknowledge the contributions of elders, past, present and emerging. We value the importance of indigenous history and culture and work with the school community and the local AECG to ensure we are all learning and growing together. We have 13% of students who identify as Aboriginal and work in partnership with our community to value the identity, culture, and heritage of our Aboriginal students.

Through our situational analysis, we have identified a need to use data-driven practices that ensure all students have access to stage appropriate learning. We have determined that we need to continue to develop our formative and summative assessment practices. This will support teachers to successfully plan for and deliver quality differentiated instruction to all students. Through the NAPLAN gap analysis, the school has identified system and school-negotiated target areas in Reading and Numeracy. Educational leaders build teacher capacity through collaborative practices, with a strong focus on evidenced-based learning to improve literacy and numeracy outcomes.

The wellbeing and engagement of our students remain a priority. The TFFM surveys provide ongoing data pertaining to student wellbeing. The school embeds the systems and practices of Positive Behaviour for Learning. This framework is further supported by Trauma-Informed Positive Education to ensure all students are able to connect, succeed and thrive.

The school values its community and is focused on maintaining and building strong partnerships with staff, parents and students. We recognise the important role our community plays in supporting our students to be life long learners.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student growth and attainment in reading and numeracy through developing consistent school-wide practices for assessment. Student data is routinely used to inform lesson planning, explicit teaching and to provide effective feedback.

Improvement measures

Target year: 2022

Reading Top 2 Bands

There has been a 7.9% increase in the percentage of Year 3 and Year 5 students achieving in the top two bands in NAPLAN reading.

Target year: 2022

Numeracy Top 2 Bands

There has been a 7.1% increase in the percentage of Year 3 and Year 5 students achieving in the top two bands in NAPLAN numeracy.

Target year: 2023

Reading Expected Growth

There has been a 5.3% increase in the percentage of Year 3 and Year 5 students achieving at or above expected growth in NAPLAN reading.

Target year: 2023

Numeracy Expected Growth

There has been a 6.8% increase in the percentage of Year 3 and Year 5 students achieving at or above expected growth in NAPLAN numeracy.

Target year: 2024

2024 Improvement Measure

School Excellence Framework Measures:

Initiatives

Effective Assessment

Embed a culture where staff use a variety of student assessment measures to meet the educational needs of students.

- Design and deliver high-quality formal assessment tasks in literacy and numeracy to develop standards of performance against the syllabus.
- Use assessment to provide students with learning opportunities to reflect on their progress and inform future learning goals.
- Build the capacity of staff to make student assessment a part of everyday practice in reading and numeracy instruction.

Data Driven Practices

Building a culture where data is used to inform teaching and learning.

- Regularly dedicate time in collaborative planning sessions to use data effectively to inform teaching and learning in reading and numeracy.
- Expertly use student assessment data to reflect on teaching effectiveness and provide individualised and responsive learning opportunities.
- Collect meaningful internal data to monitor student growth and attainment in reading and numeracy across the year.

Success criteria for this strategic direction

Effective Assessment:

- Teachers use assessment flexibly and responsively as an integral part of daily classroom instruction.
- Teachers develop, select and use formal and informal diagnostic, formative and summative assessment strategies to assess student learning.
- Teachers provide feedback to students from assessments relative to their learning goals.
- Teachers use systematic and reliable assessment information to evaluate student learning over time and implement changes in teaching that lead to measurable improvement.

Data-Driven Practices:

- Teachers analyse student progress and achievement data and a range of other contextual information to respond to trends in student achievement, at the individual, group and whole-school levels.
- Teachers analyse, interpret and collaboratively use data to inform planning, identify interventions and modify teaching practice.
- Teachers set explicit, challenging and achievable goals for all students that are informed by analysis of internal and external student progress and achievement data.
- Staff monitor learning goals through a collection of quality, valid and reliable data.

Evaluation plan for this strategic direction

Question:

To what extent have we supported growth and attainment in reading and numeracy at The Grange Public School?

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the

Strategic Direction 1: Student growth and attainment

Improvement measures

Learning: The element of Assessment is validated at Sustaining and Growing. Some themes are assessed as Excelling.

Learning: The element of Curriculum is validated at Sustaining and Growing. Some themes are assessed as Excelling.

Teaching: The element of Data Skills and Use is validated as Sustaining and Growing.

Evaluation plan for this strategic direction

purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

Data:

Annual improvement measures, Naplan reading and numeracy, SEF-SAS and Internal school data.

Analysis:

The analysis will be embedded within the initiatives through progress and implementation monitoring. Annually, the school review progress towards improvement measures.

Implications:

The findings of the analysis will inform:

- * future directions

- * Annual reporting on school progress measures and published in the Annual School Report.

Strategic Direction 2: High Expectations Learning Culture

Purpose

To ensure that students, staff and community members have high expectations for success at school, which includes learning, attendance, wellbeing and relationships.

Improvement measures

Target year: 2022

Attendance

There has been an 8.3% increase in the percentage of students attending 90% of the time.

A decrease in the % of students attending <80% of the time.

Target year: 2022

Wellbeing

There has been a 4.5% increase in the percentage of students reporting expectations for success, advocacy and a sense of belonging.

Target year: 2024

2024 Improvement Measure

School Excellence Framework Measures:

Learning: The element of Learning Culture is validated at Sustaining and Growing. Some themes are assessed as Excelling.

Teaching: The element of Effective Classroom Practice is validated as Sustaining and Growing. Some themes are assessed as Excelling.

Initiatives

High Expectations

Building a culture where teachers have high expectations of their students by knowing them well, valuing them as learners, and understanding how to support their learning.

- Challenge all students to learn new things by developing a whole school approach to visible learning.
- Building teacher capacity to guide and support students towards meeting expectations through clear and specific feedback.
- Provide opportunities for students to progress towards mastery of concepts through modelled, guided and independent practice.
- Regularly engage with parents and carers to inform and achieve high expectations of their children across all areas of school life.

High-Quality Relationships

Developing the capacity of staff to build quality relationships with each of their students to foster a safe, positive and stimulating learning environment.

- Establish clear and consistent expectations for learning behaviours, making connections between student effort and improved performance.
- Develop high-quality student-teacher relationships through Positive Education Models.
- Support student engagement in learning through evidenced-based practices such as the Berry Street Educational Model (BSEM) and Positive Behaviour for Learning (PBL).

Success criteria for this strategic direction

1. High Expectations Learning Culture

- Teachers produce evidence that teaching and learning programs are adjusted to address individual student needs, ensuring that all students are challenged.
- Teachers implement the most effective evidence-based teaching methods to optimise learning progress for all students, across the full range of abilities.
- Teachers build effective partnerships in learning with parents and students to motivate students to continually improve.
- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact learning outcomes.

2. High-Quality Relationships

- Teachers develop positive, respectful relationships that are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.
- Teachers ensure that planned teaching is taking place so that all students can engage in productive learning.
- Teachers model and share a flexible repertoire of strategies for classroom management and the promotion of student engagement and responsibility for learning.

Evaluation plan for this strategic direction

Question:

In what ways are The Grange Public School promoting a high expectation learning culture?

Strategic Direction 2: High Expectations Learning Culture

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:

Data:

Annual Improvement Measures, Internal school data: Teaching and learning programs, classroom observations, IEPs and PLPs, Sentral data, Behaviour Support Plans, parent meeting records, Tell Them From Me (TTFM) data, Tiered Fidelity Survey (TFI).

Analysis:

The analysis will be embedded within the initiatives through progress and implementation monitoring. Annually, the school review progress towards improvement measures.

Implications:

The findings of the analysis will inform:

- * future directions

- * Annual reporting on school progress measures and published in the Annual School Report.

Strategic Direction 3: Educational Leadership for Excellence

Purpose

To develop excellence in educational leadership and collaborative practice, to ensure quality teaching aligns to high impact professional learning.

Improvement measures

Target year: 2024

Progressive Achievement Test (Reading):

A 7% increase in the percentage of students in years 2-6 achieving at above expected growth in PAT reading.

Target year: 2024

Progressive Achievement Test (Numeracy):

A 7% increase in the percentage of students in years 2-6 achieving at, or above expected growth in PAT numeracy.

Target year: 2024

PLAN2- Phonological awareness K-1:

An increase in the percentage of students in K-1 achieving at or above expectation in Phonological Awareness skills as evidenced by PLAN2 data.

Target year: 2024

PLAN2- Quantifying Number K-1:

An increase in the percentage of students in K-1 achieving at or above expectation in Quantifying Number as evidenced by PLAN2 data.

Target year: 2024

2024 Improvement Measure

School Excellence Framework Measures:

Teaching: The element of Learning and Development is validated at Sustaining and Growing. Some themes are

Initiatives

Collaborative Practice in Professional Learning Communities

Effective collaborative practice focused on improving teaching quality.

- Through regularly scheduled collaboration sessions staff will work alongside colleagues to plan, develop and refine teaching and learning programs in literacy and numeracy.
- Develop a process for structured lesson observations that focuses on how teacher expertise and effective practice impact student learning.
- Participate in professional learning across networks and contexts to share and gain expertise in evidence-based teaching practices.

Instructional Leadership To Support A Culture Of High Expectations.

The school leadership team sustains a culture of evidence-based teaching, high impact professional learning to drive ongoing improvement.

- Develop the capacity of instructional leaders to drive a strong focus on evidence-based teaching and ongoing improvement.
- Establish a professional learning community and provide opportunities for collaborative decision-making around class, stage and whole school data to establish a collective responsibility for whole-school improvement.

Success criteria for this strategic direction

1. Collaborative practice:

- Teachers implement programs that are systematically planned as part of a coherent program that has been collaboratively designed.
- Teachers are engaged in 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.
- Teachers apply knowledge and understanding of effective teaching strategies to support students literacy and numeracy achievement.

2. Educational Leadership:

- The leadership team establishes a professional learning community that is focused on continuous improvement of teaching and learning.
- School leaders have established a strong focus on distributed instructional leadership to sustain a culture of effective evidenced-based teaching and ongoing improvement.
- The leadership team participates in and leads strategies to support high-quality professional learning opportunities for colleagues that focus on improved student learning.

Evaluation plan for this strategic direction

Question:

In what ways has The Grange Public School developed professional learning communities that foster collaboration?

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

Strategic Direction 3: Educational Leadership for Excellence

Improvement measures

assessed as Excelling.

Teaching: the element of Professional Standards is validated as Sustaining and Growing. Some themes are assessed as Excelling.

Leading: The element of Educational Leadership is validated as Sustaining and Growing. Some themes are assessed as Excelling.

Evaluation plan for this strategic direction

directions:

Data:

Professional Teaching Standards, High Impact Professional Learning (HIPL) School self-assessment tool, PDPs, Teacher Talk timetables, professional learning program logics.

Analysis:

The analysis will be embedded within the initiatives through progress and implementation monitoring. Annually, the school review progress towards improvement measures.

Implications:

The findings of the analysis will inform:

* future directions

* Annual reporting on school progress measures and published in the Annual School Report.