

# Strategic Improvement Plan 2021-2025

## Grahamstown Public School 4609



# School vision and context

## School vision statement

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Grahamstown Public School - **where together we grow with pride, learn for life and strive to be the best that we can be!**

In this learning community we will:

- Acknowledge and develop the whole child in partnership with the wider school community.
- Develop respectful, responsible citizens who show pride in themselves and their community.
- Offer a supportive learning environment where education is valued and positive relationships are nurtured.
- Aspire to personal best through a community of high expectations in all dimensions of education.

## School context

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Grahamstown Public School is in the Port Stephens area and draws a majority of students from families with a low socio-economic background. There are currently 315 students from an increasingly diverse cultural heritage, including 61 Aboriginal students and 17 Defence Force family students. Grahamstown Public School currently operates 13 mainstream classes including one self funded boys class, and has 5 students enrolled in an MC class. We have a staff of over 45, including teaching, support and administrative staff, who are dedicated to achieving our vision. Our staff are well supported by a P&C committed to helping our school be the best it can be for their children. With a FOEI of 141, we need a strong focus on supporting students and their personal and academic development. Student well-being is endorsed through an active Learning Support Team, student leadership development, a staff dedicated to furthering wellbeing and strong communication between home and school. Our school works in partnership with community agencies such as The Smith Family, KU Steps To Starting School, Port Stephens Family Services and Wandiyali to provide ongoing wellbeing support to families and young children. In conjunction with our neighbouring Lakeside Learning Community Schools, we provide a quality education for the families of the Raymond Terrace community. Our school is situated on Worimi land and we have a strong partnership with the Yooyong Aboriginal Education Consultative Group who support us in developing our Aboriginal students, embedding Aboriginal perspectives into our practices and building knowledge of and respect for our Aboriginal heritage and culture. Educational engagement is supported through a well developed network of ICT equipment and quality practice embedded to supplement and support curriculum. Our School proudly offers a wide range of extra curricula activities to develop interest, skill and talent through sport, visual and performing arts and environmental projects. Grahamstown Public School works in collaboration with the entire community to support students to: grow with pride, learn for life and strive to be the best that they can be.

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to improve student learning outcomes in literacy and numeracy we will develop and sustain whole school processes for collecting and analysing data to ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence-informed teaching strategies and embedded evaluative practice.

## Improvement measures

### Reading growth

Achieve by year: 2023

85% of students achieve appropriate growth in the area of focus - Literal Comprehension. In progression strand of Understanding Texts.

### Numeracy growth

Achieve by year: 2023

85% of students will achieve appropriate growth in learning progressions in the area of Number and Place Value in ES1 and Stg 1 and Additive Strategies in Stg 2 and Stg 3.

## Initiatives

### Numeracy

In Numeracy, we will embed sustainable whole school processes for assessment and the review and analysis of data. The evaluation of this data will be regularly used to:

- inform areas of additional focus for teaching and learning in numeracy, guiding instructional leadership coaching and mentoring programs
- embed evidence-based, best practice teaching strategies that respond to student learning needs in numeracy
- determine the impact of implemented teaching strategies on student learning and engagement in numeracy
- facilitate personalised learning that is targeted to support student growth in numeracy
- review and refine assessment processes and practices in numeracy
- design and implement a teacher professional learning plan and determine school resourcing to ensure best practice in the teaching of numeracy

### Reading

In Reading, we will embed sustainable whole school processes for assessment and the review and analysis of data. The evaluation of data will regularly be used to;

- inform areas of additional focus for teaching and learning in reading, guiding instructional leadership coaching and mentoring programs
- embed evidence-based, best practice teaching strategies that respond to student learning needs in reading
- determine the impact of implemented teaching strategies on student learning and engagement in reading
- facilitate personalised learning that is targeted to support student growth in reading
- review and refine assessment processes and

## Success criteria for this strategic direction

**Make student assessment a part of everyday practice across all stages of the learning process, to provide students with learning opportunities that allow them to be supported and challenged:**

- Teachers clearly understand, develop and apply a full range of assessment strategies in determining teaching directions, , monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness. ( DK&U - E)
- Teachers share criteria for student assessment with students. Formative and summative assessments create opportunities for students to receive feedback on their learning. (ASS - S&G)
- Feedback from students on their learning derived from assessments informs further teaching. (ASS-E)

**Collect and analyse meaningful data and make teaching decisions based on this data analysis:**

- All teachers have a sound understanding of student assessment and data concepts ( eg. causality, bias). They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice ( DS&U - E)
- The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement and implement changes in teaching that lead to measurable improvement ( Ass - E)
- The school has identified, and students are aware of, expected growth on internal school progress and achievement data. (SPM - S&G)
- Progress towards learning goals for students is monitored through collection of quality, valid and reliable data. (DS&U - E)

## Evaluation plan for this strategic direction

Question:

# Strategic Direction 1: Student growth and attainment

## Initiatives

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- practices in reading
- design and implement a teacher professional learning plan and determine school resourcing to ensure continued best practice in the teaching of reading

## Evaluation plan for this strategic direction

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To what extent have we improved in the delivery of appropriate learning experiences for every student, that is underpinned by evidence informed practices and evaluative thinking, and what impact has this had on student outcomes in literacy and numeracy?

Data:

We will use a variety of sources to determine impact. These will include:

- Internal data sources such as PLAN2
- External assessments and data sources such as NAPLAN and SCOUT
- Internal and external surveys
- Focus groups and student voice
- Document analysis and comparisons - Teaching and Learning programs, SEF

Analysis:

Analysis will be embedded through the activities within the initiatives, through progress and implementation monitoring. Annually the school will review progress towards the achievement of improvement measures through a rigorous process of evaluation

Implications:

The findings from the analysis will inform :

- Future directions annually
- The direction for following the School Improvement Plans
- Annual reporting of the school progress measures published in the Annual Report each year.

# Strategic Direction 2: Wellbeing

## Purpose

Improving positive attendance patterns, strong wellbeing processes and classroom environments that support social and emotional wellbeing, connectedness and continuous progress for all, will ensure students and teachers meet their learning and personal potential and develop positive partnerships with each other, families and the community .

## Improvement measures

### Attendance (>90%)

Achieve by year: 2023

### Achievement of System Negotiated Targets:

To achieve an uplift of 3.57% of students attending >= 90%

To achieve an attendance rate of 95%

### Improved TTFM Data

Achieve by year: 2025

### As evidenced by the Tell Them From Me Survey

To achieve an uplift of 10.05% of students reporting positive wellbeing.

To achieve an uplift of 5% of students reporting a positive Learning Culture in their classrooms.

To achieve an uplift of 5% of students reporting Effective Learning time.

To achieve an uplift of 5% of Students reporting Positive Teacher-Student Relationships.

## Initiatives

### Social and Emotional Wellbeing

We will embed sustainable whole school processes for supporting and maintaining the social and emotional wellbeing of our students. These will include:

- embedding a selection of consistent teaching strategies and programs which support wellbeing
- implementing classroom structures which promote optimised learning environments for all students.
- designing and implementing effective transition processes across all aspects of schooling
- developing and maintaining strong relationships between school and home
- embedding professional learning plans which focus on trauma informed practice and emotional and social wellbeing, taking into account social economic and cultural needs of the students and their families, so that teachers fully embed the principles of best practice in their dealings with all students

### Classroom Management

We will embed sustainable whole school processes for supporting and maintaining positive learning environments for all students so that their participation in learning opportunities is maximised. These will include:

- consistent PBL practices and principles in all areas of the school
- Human resource structures that are responsive to school context and need
- professional learning to support effective classroom management, including that which is culturally relevant

### Attendance

We will embed sustainable whole school processes for supporting and maintaining positive attendance rates for all students so that their learning experiences are

## Success criteria for this strategic direction

**Initiate strategies to build a positive learning environment in the classroom and across the school, characterised by supportive relationships and regular contact with each student and their families:**

- The school has implemented evidence based change, strengthened processes and embedded best practice , resulting in measurable improvements in wellbeing and engagement to support learning. ( WB-E)
- Planning for learning is informed by sound holistic information about each student's wellbeing and learning and cultural needs in consultation with parents/carers. (WB - E)

**Provide structure, predictability and opportunities for active student participation in the classroom and school activities. Promote a growth mindset and positive behaviours which support student engagement in learning:**

- Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school. (WB - E)
- All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning. (ECP-E)

### Prioritise attendance

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

## Evaluation plan for this strategic direction

**Question:**

# Strategic Direction 2: Wellbeing

## Initiatives

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optimised. These will include:

- regularly monitoring and addressing attendance concerns
  - promoting the importance of regular school attendance
  - recognising positive attendance patterns in students
  - working together with families to ensure that student absences do not impact on learning outcomes
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## Evaluation plan for this strategic direction

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To what extent have we improved the social and emotional wellbeing of our students, provided positive learning environments and developed positive attendance patterns for all students. Is there an improved sense of belonging and connectedness based on positive relationships across the school and its community which support ongoing improvement for all?

### Data:

A variety of data sources will be used to gather information about our progress measures, including:

- Sentral Wellbeing Data
- ERN suspension Data
- SCOUT attendance data
- Tell Them From Me student, parent and staff wellbeing data
- ACER Wellbeing survey
- Focus groups and student voice
- Professional Discussion
- Document analysis - SEF

### Analysis:

Analysis will be embedded through the activities within the initiatives, through progress and implementation monitoring. Annually the school will review progress towards the achievement of improvement measures through a rigorous process of evaluation

### Implications:

The findings from the analysis will inform :

- Future directions annually
- The direction for the following School Improvement Plans
- Annual reporting of the school progress measures published in the Annual Report each year.

# Strategic Direction 3: Whole School Processes and Practices

## Purpose

To define and implement agreed processes, practices and partnerships based on effective communication and collaboration that embed a culture of accountability, high expectations and continuous improvement for all.

## Improvement measures

Achieve by year: 2025

### Achieve improvement as measured by the School Excellence Framework:

Learning Domain

1. Learning Culture to Excelling
2. Wellbeing to Excelling
3. Assessment to Excelling
4. Student Performance Measures to Sustaining and Growing

Teaching Domain

1. Effective Classroom Practice to Excelling
2. Data Skills and Use to Excelling
3. Learning and Development to Excelling

Leading Domain

1. Management Practices and Processes to Excelling

Achieve by year: 2025

### Achieve improvements as measured by the People Matter Survey in the areas of:

Communication and Change management - uplift of 33%

Teamwork and Collaboration - uplift of 33%

Wellbeing, Health and Safety - uplift of 17%

Achieve by year: 2025

## Initiatives

### Collaboration

We will embed sustainable whole school processes for supporting, maintaining and improving collaboration between all staff, students and families to support improved outcomes for all. These will include:

- Planned professional learning opportunities to share and gain teaching expertise in evidence based teaching practices
- embedded regular Quality Teaching Outstanding Learning sessions to allow teachers to work in stage cohorts to analyse data, moderate work samples and collaboratively plan future teaching sequences that address identified needs
- refined QTSS structures which allow for peer mentoring and coaching, opportunities to observe colleague practice, give effective feedback and work together to plan, develop and refine teaching and learning programs and practices
- increased regularity and involvement in the development and review of Personalised Learning and Support Plans
- strategically planned opportunities for parents to be actively engaged in their child's learning
- enhanced partnerships with other local schools to enhance student outcomes
- embedded evaluative processes which include all stake holders to drive continuous improvement

### Communication

We will embed sustainable whole school processes for supporting, maintaining and improving communication between all staff and between the school, parents and the wider community. These will include:

- consistent Communication Meetings and minutes accessible to all
- development of GPS TEAM for all communication and storage of files which is accessible to all from

## Success criteria for this strategic direction

### Regularly dedicate time throughout the school year for working with colleagues to plan, develop and refine teaching and learning programs:

- 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. (L&D-E)
- Whole school and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers. (L&D-E)
- The school demonstrates a high performance culture, with a clear focus on student progress and achievement and high quality service delivery.(EL-E)

### Work in partnership with colleagues and families to achieve shared goals:

- Management practices and processes are responsive to school community feedback. There is a whole school approach to improving service delivery and customer (parent and/or student) experience. (MP&P-E)
- The school engages in strong collaborations between parents, students and the community that inform continuity of learning for all students at transition points. (LC-E)
- Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes(R - E)

## Evaluation plan for this strategic direction

### Question:

To what extent do our processes and practices support effective communication and collaboration models, and

# Strategic Direction 3: Whole School Processes and Practices

## Improvement measures

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**Achieve improvements in data from Tell Them From Me Survey:**

**Teachers:**

1. Collaboration - uplift of 15%
2. Data informs Practice - uplift of 10%

**Parents:**

1. Parents are Informed - uplift of 15%
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## Initiatives

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any location.

- Systematic and regular communication to Parents/Carers and the wider community around school events through a variety of media ( Facebook, Class Dojo).
  - scheduled opportunities for parents/carers to be involved in their child's learning through avenues of communication and key events
  - Constant and rigorous opportunities for parent and student voice regarding school priorities
  - Consultative partnerships between school and families which regularly engage parents to improve their understanding of student learning
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## Evaluation plan for this strategic direction

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what impact have they had on the culture of accountability, high expectations and improvement for all for students, staff and families?

**Data:**

We will use a variety of sources to determine impact. These will include:

- External assessments and data sources such as SCOUT
- Internal and external surveys such as Tell Them From Me, Leading Improvement, Innovation and Change, People Matter
- Focus groups and student voice
- Peer observation schedules
- Document analysis and comparisons - Teaching and Learning programs, School Processes and practices documentation, SEF
- Hits on social Media such as Facebook, Class Dojo
- Sentral wellbeing data contact logs
- Parent engagement in PLSP processes

**Analysis:**

Analysis will be embedded through the activities within the initiatives, through progress and implementation monitoring. Annually the school will review progress towards the achievement of improvement measures through a rigorous process of evaluation

**Implications:**

The findings from the analysis will inform :

- Future directions annually
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