

Strategic Improvement Plan 2021-2024

Grafton High School 8117



School vision and context

School vision statement

At Grafton High School we are committed to achieving a culture of growth and achievement for all students. Every student and every teacher will be challenged to continue to learn and improve every year. Our aim is to provide quality teaching and learning in a caring environment.

School context

Grafton High School is a large comprehensive secondary school of over 850 students, located on the traditional lands of the Bundjalung people on the North Coast of NSW. The school contains a support unit with 6 classes and is partially selective, with a selective class in each of Years 7 to 10. The school is the oldest public high school on the North Coast and has a long-standing reputation for academic, cultural and sporting achievement. 16% of students identify as having an Aboriginal background. All students participate in a wide range of cultural recognition and learning experiences focusing on local Bundjalung culture, language and dance. The school's permanent staffing entitlement in 2021 was 66 teaching staff and 18 non-teaching staff. The school employs a number of additional teaching and non-teaching staff from school base and equity funding; including a Business Manager, Transition Adviser and Head Teacher Administration. Our executive staff is stable, with the majority being here for close to 10 years on average. Our teachers are experienced, with only 4% in their early career. The majority of the school's equity funding will be used to support initiatives developed in the 2021-2024 Strategic Improvement Plan.

The situational analysis was completed in 2020, and was widely contributed to by members of staff. This analysis was presented to the P and C and AECG and all families for consideration and feedback at the end of Term 4 2020. The situational analysis was also used as the foundation for the school's 2020 School Excellence Framework Self Assessment Survey.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise learning outcomes for all students in reading and numeracy and to build strong foundations for academic success, we will strategically target student deficits, as identified through current data sets, and plan targeted interventions collaboratively across learning areas to ensure that every student has the opportunity to maximise their learning outcomes. We will also improve student achievement, growth and performance through enrichment opportunities and explicit teaching

Improvement measures

Target year: 2022

Increase the proportion of students in the top 2 bands (or above) in NAPLAN reading by 6%.

Target year: 2023

Increase the % of students achieving expected growth in NAPLAN reading by 6%.

Target year: 2023

Increase the % of students achieving greater than expected growth in NAPLAN numeracy by 6%.

Target year: 2022

Increase the % of students achieving in the top 2 bands in NAPLAN numeracy by 6%.

Target year: 2023

Increase the proportion or number of Aboriginal students attaining the HSC whilst maintaining their cultural identity by 8%.

Initiatives

Data driven practices: Ensure effective strategies and processes are in place to improve student results:

Targeted literacy and numeracy strategies that are informed by data analysis (PAT, NAPLAN and Best Start) and are monitored through Literacy/Numeracy Team.

Develop and implement a program targeting high potential and gifted (HPaG) students to enable them to reach their potential in the physical, intellectual, creative and social-emotional domains.

Improvement in pedagogy: Empower staff to confidently implement strategies to improve student engagement

Staff develop their capacity to improve the retention and educational attainment of Aboriginal students through engagement with PLPs and cultural competence.

Professional Learning goals, identified in staff Performance and Development Plans, targeted towards priority areas of school improvement ensuring staff have the capacity to introduce and implement new strategies to improve student engagement.

Success criteria for this strategic direction

All teachers of Year 7 have tailored literacy and numeracy strategies to ensure the differentiation of curriculum delivery to meet the needs of students the needs of their classes. Teachers use evidence and a range of assessments to inform their teaching and adapt their practice.

Strategies, resources and targets developed by the literacy committee ensure teachers are proficient in their teaching of literacy and numeracy, meeting the needs of students in their subject/stage. Learning goals are informed by combined analysis of all available data.

The development of a program, based on well-developed and evidence-based approaches that cater for the individual student learning needs of targeted HPaG students. Teachers engage in professional learning targeted to school priorities then collaborate across faculties with other staff in their school to improve whole school practice.

The school identifies expertise within its staff and draws on this to further develop its professional learning community. Areas for development in teacher expertise are identified and addressed. Teachers are supported to trial innovative or evidence based, future-focused practices. Increase in the number of teachers participating in Quality Teaching Rounds (QTR) annually.

PLPs for ATSI students will include learning goals that refer to individual literacy and numeracy data for those that are identified as below the level of their cohort or state and national benchmarks.

Evaluation plan for this strategic direction

Evaluation of student progress within this strategic direction can occur through very clear measurement of external literacy and numeracy data through NAPLAN, Best Start and Check In, and internal progress measures such as PAT. Student data will be analysed and plotted over time by the relevant teams, enabling assessment of impact.

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Evaluation of staff progress will involve:

- Staff PDP goals include improvement in data collection, analysis and use.
- Question, data, analysis and implication model to assess progress relating to the literacy and numeracy initiatives in classrooms across the school.

Strategic Direction 2: Culture of High Expectations

Purpose

In order to maximise the learning outcomes for every student, we will maintain a culture of high expectations and quality teaching practice. We aim for all students to successfully complete their schooling to the best of their ability so that they can transition to further education or work. The School will work with parents to encourage high expectations of students.

Improvement measures

Target year: 2024

Increase the percentage of students who value and engage in their education and feel a sense of belonging at the school, demonstrated by a 19% increase in students agreeing or strongly agreeing to the question "Teachers have high expectations for all students".

Target year: 2024

Ensure explicit teaching occurs in every class, every lesson. Teachers use data from pre and post testing to differentiate and inform decision making about their teaching and programming. Move from sustaining and growing to excelling in data use in teaching.

Target year: 2022

-Increase % of HSC course results in top 2 bands by 6%.

-Increase % of HSC course results in top 3 bands by 6%.

Initiatives

Explicit teaching and connections: All students value school and feel they belong

Embed a learning culture that promotes success through explicit teaching, enables students to feel supported and promotes a sense of belonging.

Teachers will have the opportunity to regularly participate in structured lesson observations that focus on how different teaching approaches impact on student learning.

Communication and partnerships with families

Develop strategies for continuous and meaningful communication with parents and carers that focus on student learning and progress.

Parents are presented with clear information on what their children are learning by receiving fortnightly summaries of all courses, in all years via email throughout the year.

Success criteria for this strategic direction

Explicit teaching occurs in all classrooms every lesson, and feedback is provided to ensure that all students understand how to improve. All assessment tasks, in every stage, are uploaded to the Sentral Parent Portal. We will foster a culture of high expectations by utilising explicit teaching strategies that enable students to self-assess, reflect and monitor their work. Teachers will make teaching decisions based on regular collection of data.

Parents will engage with their students and school staff regarding progress through units of work in each subject as described by fortnightly summaries, and students will be able to assess their own learning in these areas. Students and parents will proactively seek assistance and support when falling behind or absences impact learning.

Evaluation plan for this strategic direction

The evaluation plan will involve:

- Mapping of student survey data against staff survey data regarding learning intentions and success criteria, analysing the increase in awareness of what students are supposed to know and be able to do at the end of each unit.
- Monitoring and analysis of external assessment data reflecting the impact of widespread explicit teaching approach.
- Monitor the success of enhanced transition education for school leavers, as a collated destination survey over time.
- Structured data analysis and review opportunities during Tuesday staff meeting times for teams and the executive to monitor and adjust targets, and to provide feedback to teachers, executives and teams.

Strategic Direction 3: Positive and Productive Learning Environments

Purpose

The school will ensure a safe and productive learning environment where all students feel known, valued and cared for. We will achieve this by improving relationships between students and with staff; targeted interventions for students disengaged from learning; and implementing individual wellbeing plans for students with high need.

Improvement measures

Target year: 2022

Increase the proportion of students attending more than 90% of the time by 7% on 2020 levels.

Target year: 2024

Increase the proportion of students reporting a sense of belonging and care at GHS, with improved teacher-student relationships across the school.

Increase the proportion of students responding 'agree' or 'strongly agree' in the Google Form survey question "Most of my teachers are concerned with my success and let me know if they expect more success from me" by 20% on 2020 levels.

Increase the proportion of students responding 'agree' or 'strongly agree' to the Google Form survey question "Generally, students at my school care about learning and getting a good education" by 20% on 2020 levels.

Initiatives

Systems and programs to enhance student engagement with school and sense of belonging

A planned approach to wellbeing - the school through the Learning and Support Team will plan for and monitor a whole school approach to student wellbeing and engagement. Using data from multiple platforms, strategies will be formulated and monitored, with personal wellbeing plans being central to this initiative.

Building the capacity of staff to enhance student care

The implementation of staff training to facilitate measureable improvements and confidence in the provision of care for students, both in an informal context, and through the provision of pastoral care type activities in Home Room and classrooms across the school.

Success criteria for this strategic direction

Students attend school on a regular basis and feel that they can identify staff members to whom they can seek advice and support from. TTFM school data will show improvement in the proportion of students reporting positive connections with the school. Improved student-teacher relationships.

Google Form student surveys used in the situational analysis will show improvement when redistributed relating to care for learning and perceptions of teacher expectations.

Sentral wellbeing data will indicate an improvement in both the volume and level of behaviour incidents at school. Expectations of behaviour are explicitly, consistently and supportively applied across the school.

We will continue to increase student, parent/carer and staff awareness of the role attendance plays in student achievement to improve attitudes and expectations regarding student attendance. The existence of Attendance Procedures that include whole of school and personalised attendance approaches to support consistent and systematic processes that are made available to all stakeholders.

Evaluation plan for this strategic direction

Evaluation will occur through:

- Ongoing monitoring of TTFM student data.
- Ongoing review of student PLPs and PLaSPs.
- Regular review of the Learning and Support Team processes within the school.
- Google Form surveys of students that reference the areas addressed in the situational analysis, allowing proper comparison and measurement of growth.
- Analysis of student wellbeing data in Sentral will also allow measurement of student behaviour incidents and

Strategic Direction 3: Positive and Productive Learning Environments

Evaluation plan for this strategic direction

engagement.