

# Strategic Improvement Plan 2021-2025

## 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 800 students, located on the traditional lands of the Bundjalung people on the North Coast of NSW. The school contains a support unit with 7 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. 17% 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 2022 was 67 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. Our teachers are experienced, with less than 10% 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

### NAPLAN top 2 bands - Reading

Achieve by year: 2022

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

### NAPLAN top 2 bands - Numeracy

Achieve by year: 2022

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

### Reading growth

Achieve by year: 2023

Increase average Check In result in relation to SSSG in reading.

### Aboriginal student HSC attainment

Achieve by year: 2023

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

### Numeracy growth

Achieve by year: 2023

Increase average Check In result in relation to SSSG in numeracy.

## 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. This includes student participation in a range of curricular and extra-curricular activities, including but not limited to: Cultural Group, Bundjalung Language, Senior Aboriginal Studies, Tutoring, NAIDOC Celebrations, Dance and other opportunities as they arise.

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. PLP's will also refer to and document student participation in cultural activities.

## 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

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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impact.

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

Achieve by year: 2025

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".

Achieve by year: 2025

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 the from sustaining and growing to excelling in data use in teaching.

### Wellbeing

Achieve by year: 2023

Increase the proportion of students reporting expectations for success, and sense of belonging at school by 4%.

### 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

Achieve by year: 2021

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.

### Attendance (>90%)

Achieve by year: 2023

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

## Initiatives

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

1. The school attendance coordinator will set up a system where parents are sent an email twice a term (every five weeks) consisting of an attendance report.
2. The school attendance coordinator will communicate with home group teachers and year advisers students falling just below the 90% threshold (between 80 and 90%) so there can be contact made with those students to look at ways for them to achieve the 90% threshold.
3. Home group teachers will be provided a list of students of concern that sit between 70 and 80% and a dialogue for them to make parental contact via telephone to ascertain any problems or concerns that may be contributing to the student's attendance.
4. Term 4 Students with above 85% attendance for the year to receive a certificate during year assembly in week 9.
5. Students with 95% or above annual attendance to receive an award at the school presentation evening.
6. Special award for 100% attendance.
7. Survey/discussion with students to occur in Homegroup for ideas on refinement of swimming and athletics carnivals to improve student attendance at these events.
8. Possible school funded busses one per house to transport students to Maclean to be involved whole school.

### Wellbeing for School Improvement: Student engagement and a sense of belonging

Utilise the **NSW DoE Wellbeing Framework** as the foundation of a planned approach to wellbeing,

based on evidenced based strategies that are strengths based, proactive and protective. (Bringing together:

## Success criteria for this strategic direction

1). **Attendance:** 90% + 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 data to indicate increase in the proportion of students reporting positive connections with the school. Improved student-teacher relationships.

Sentral wellbeing data will indicate an improvement in both the volume and level of behaviour incidents at school. Expectations of behaviour are communicated and reinforced across the school.

Improve student, parent/carer and staff awareness of the role attendance plays in student achievement, attitudes and high expectations. Attendance Procedures include a whole school and personalised attendance approaches, to support consistent and systematic processes for all stakeholders.

2). **Wellbeing:** There is school-wide, collective responsibility for student learning and success, which is shared staff and students. (LEARNING DOMAIN - Wellbeing)

Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs. (LEARNING DOMAIN -Wellbeing)

All students have opportunities to work with Homeroom teachers, or other identified staff members, who can provide advice, support and assistance to help students fulfill their potential. (LEARNING DOMAIN -Wellbeing).

Staff encouraged to thank colleagues for support and assistance each week and join weekly for a social chat.

3). **PBL framework:** promoting student wellbeing to foster optimum conditions for student learning across the whole school.

Further recognition of student achievement and further development of positive, respectful relationships between students and staff (LEARNING DOMAIN - Wellbeing)

## Strategic Direction 3: Positive and Productive Learning Environments

### Initiatives

Learning and Support, Wellbeing Team, Specialist Student Support Staff together - integrated approach.

To strengthen students' cognitive, physical, social, emotional and spiritual development through:

- systems and programs to enhance student engagement with school and sense of belonging.
- Identifying, developing and implementing whole school strategies that promote student connection to their learning.
- Promote positive and respectful relationships and

contribute to a sense of belonging to school and community.

- Building teacher capacity to personalise student learning and support students of all abilities to achieve.
- Actively develop and build positive relationships with parents and develop their capacity to support and enable the aspirations of every student.
- Staff wellbeing  
Staff recognition and thanks for working together as a team and helping each other out.

### Positive Behaviour for Learning

#### Further collaborate with staff to revisit principles of PBL

Create, review and revise a PBL school wide plan of action.

Review the PBL framework to

strengthen systems within the school such as, structures, and processes that underpin ongoing school improvement.

Focus on recognition of student engagement in positive expectations and effort - **Positive School Culture.**

### Evaluation plan for this strategic direction

Evaluation will occur through:

1) - 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 engagement.

2). Attendance data will be obtained from SCOUT but also real time school data can also be used as accurate snapshot information.

## Strategic Direction 3: Positive and Productive Learning Environments

### Initiatives

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This will Include:

Re-visiting common: vision, language and practices to further support PBL.

Clear expectations of students and staff reviewed and recommunicated.

Collecting and using data for decision making; identify, develop and implement evidenced-based whole school practices that enhance learning opportunities and outcomes for students.

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