

# Strategic Improvement Plan 2021-2025

## Granville Boys High School 8811



# School vision and context

## School vision statement

At Granville Boys High School, we are aiming for excellence. Our vision is to offer rich, challenging and engaging teaching and learning, where boys are immersed in a culture of high expectations and explicit teaching so that they have the means to achieve their potential. We are committed to educating a multicultural community of boys to become responsible, active and involved global citizens in a rapidly changing world. At the heart of our teaching and learning is a commitment to safety and mutual respect, so that all can thrive in a dynamic and future-focused, partially selective boys high school.

## School context

Granville Boys High School (710 students), 99% Non English Speaking Background, is a partially selective secondary school for boys, with one selective class in each of the years across 7-10, as well as an enrichment class in each of these junior years. The school also has a Support Unit with four classes including an autism class, two classes for students with a mild intellectual disability and one class for students with a moderate intellectual disability. Granville Boys High School is a culturally and linguistically diverse community which is predominantly from a socio-economically disadvantaged context. The school has a strong literacy and numeracy focus and has introduced its own work skills program which includes a Barber shop and the Pulse Cafe. We have a Robotics program and offer Robotics as an elective course in Stage 5, a newly installed gym equipped with weights and cardiovascular training equipment and a well-maintained and resourced school where technology is integral to our classroom teaching. We have a strong and pro-active SRC that helps drive change and improvement in our school.

Our culturally and linguistically diverse community is supported by the NSW government equity programs. Our school is located in South-Western Sydney which is the most multicultural region of Australia. Our students are from the many cultures that comprise this community..

At Granville Boys High School, we are aiming for excellence. Through our partnerships with universities, local businesses and the wider community, we provide our boys with cutting-edge, high quality teaching and learning opportunities, in order to prepare them for their lives beyond school.

Through our Situational Analysis, we have identified the need to promote a culture of excellence through a focus on **High Potential and Gifted Education, Learning Culture** and a focus on **Student Growth and Attainment. High Potential and Gifted Education** will focus on catering for the learning and well-being needs of our selective students so as to increase retention rates and academic success, in order to give our high-potential and gifted students the means to achieve at the highest level, through execution of quality, best practice teaching and learning. **Learning Culture** will focus on improving the well-being, attendance, behaviour, self-efficacy and academic success of our entire student body as this is vital for Granville Boys High School to continue its trajectory of improvement. **Student Growth and Attainment** will focus on improving HSC and NAPLAN results through a whole-school approach to literacy, numeracy, explicit teaching, effective feedback and quality assessment. Granville Boys High School will be "Aiming for Excellence.

# Strategic Direction 1: Student growth and attainment

## Purpose

Our purpose regarding Student Growth and Attainment will be to improve student literacy (particularly in the Reading strand ) and Numeracy, as measured by NAPLAN results and the number of students achieving in the top two bands. We also aim to improve our HSC results, with an increase in the number of students achieving in the top three bands. We are aiming for academic excellence at Granville Boys High School and our vision is to give our boys the means to achieve at the very highest level.

## Improvement measures

### Reading growth

Achieve by year: 2023

An increase in Check-in assessment mean scaled score for Reading in Year 7 and 9 for 2023 compared with Year 7 and 9 in 2022.

### Numeracy growth

Achieve by year: 2023

An increase in Check-in assessment mean scaled score for Numeracy in Year 7 and 9 for 2023 compared with Year 7 and 9 in 2022.

### HSC achievement - top 3 bands

Achieve by year: 2023

An increase in the number of individual HSC subject results in the top three bands with an uplift of 8.4% from the baseline.

## Initiatives

### Reading

In Reading, we will embed a whole-school program for the explicit teaching of Literacy with a specific focus on Reading. Research indicates that a whole-school collective approach is the most effective way to improve any targeted aspect of student learning. Thus, all staff will be up-skilled on current best-practice research-based pedagogy on the teaching of all domains of Literacy through high-impact professional learning.

### Numeracy

In Numeracy, we will embed a whole-school program for the explicit teaching of Numeracy. All staff will be up-skilled on current best-practice research-based pedagogy on the teaching of Numeracy and will implement such strategies into their classroom practice.

### HSC Results

To improve HSC results and stage 6 student achievement, we will implement a rigorous whole-school approach to preparing our senior students for the demands of the Higher School Certificate. Stage 6 students will be provided with explicit teaching opportunities that are evidence and research-based.

## Success criteria for this strategic direction

The school uses researched, evidence-based strategies to deliver measured improvement in student learning and achievement. Effective teaching methods are identified, promoted and modelled (SEF: Leading / School Planning / Implementation & Reporting)

All teachers understand and explicitly teach literacy and numeracy with success measured by data and improvement progress. (SEF: Teaching / Professional Standards)

The school analyses student progress and achievement data. Teachers respond to trends in student achievement (SEF: Learning / Assessment)

The school uses embedded and explicit systems that facilitate professional dialogue and collaboration (SEF: Teaching / Learning and Development)

## Evaluation plan for this strategic direction

### Question:

What has been the impact of using explicit, evidence-based teaching and learning practices on student performance in Reading, Numeracy and HSC results?

### Data:

External student performance measures (NAPLAN and HSC), internal student performance measures (Literacy and Numeracy progressions), Teaching and Learning programs, classroom observations, Instructional Rounds, student work-samples, Staff Professional Learning evaluations.

### Analysis:

Analyse the data to determine the extent to which student growth and attainment has been achieved.

### Implications:

## Strategic Direction 1: Student growth and attainment

### Evaluation plan for this strategic direction

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Where do we go from here? What good practices would support and define our future directions and next steps?  
What targets do we set next for student growth and attainment?

## Strategic Direction 2: High Potential and Gifted Education

### Purpose

Our purpose regarding High Potential and Gifted Education is to cater for the intellectual, academic, social and emotional needs of our selective students in order to keep them at the school, keep them motivated and see them achieving personal excellence.

### Improvement measures

Achieve by year: 2025

Increase the percentage of the retention rate of selective students.

Achieve by year: 2025

An improvement in the proportion of selective students achieving in the top two bands in NAPLAN Numeracy with an uplift of 17%.

#### HSC achievement - top 2 bands

Achieve by year: 2023

An improvement in the percentage of selective student HSC subject results in Bands 5 and 6 with an uplift of 12%.

Achieve by year: 2025

100% of teachers use explicit evidence-based best-practice teaching strategies in order to facilitate excellence in teaching and learning.

Achieve by year: 2025

An improvement in the proportion of selective students achieving in the top two bands in NAPLAN Reading with an uplift of 17%.

### Initiatives

#### Explicit Teaching

To effectively engage our Gifted and High-Potential students and cater for their learning needs, they will be immersed in explicit teaching and learning experiences that are evidence-based, higher-order and rigorous.

#### Personalised Learning Plans

To meet the deep learning needs of our Gifted and High-Potential students, mentor teachers, in close consultation with parents, will formulate a Personalised Learning Plan (PLP) for each High-Potential and Gifted student. The PLPs will contain explicit learning goals, targets, strategies and performance measures in order to gauge learning improvement and student achievement. Mentors will be assigned to High-Potential and Gifted students in order to guide them through attaining their PLP goals.

#### Assessment and Feedback

There will be a whole-school focus on providing rigorous assessment and quality feedback for High-Potential and Gifted students so as to give them the means to achieve at the highest level. Evidence-based practice will be specific, targeted and timely with feedback in multiple forms helping students to continually strive for improvement and achieve mastery of content, concepts and skills. Consistent feedback systems will be established as well as feedback proformas that all staff will utilise in order to provide this feedback to students.

### Success criteria for this strategic direction

Teachers employ evidence-based effective teaching strategies and these methods are promoted and modelled for learning improvement. (SEF: Teaching / Effective Classroom Practice)

The learning goals of students are informed by analysis of internal and external student progress. Progress towards goals is monitored. (SEF: Teaching / Data skills and Use)

There is a high-performance culture, with a clear focus on student progress and achievement. (SEF: Leading / Educational Leadership)

The school uses research and evidence-based strategies and innovative thinking in designing and implementing its plans. (SEF: Leading / School Planning, Implementation and Reporting)

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. (SEF: Learning / Assessment)

### Evaluation plan for this strategic direction

#### Question:

What has been the impact of explicit, evidence-based practices on High-Potential student performance? What has been the impact of Personalised Learning Plans, quality assessment and feedback?

#### Data:

External student performance measures (NAPLAN and HSC), Literacy and Numeracy progressions, internal assessment results, Personalised Learning Plans, Teaching and Learning programs, classroom observations, work-samples, Professional Learning evaluations, enrolment data, "Tell Them From Me," feedback to students.

#### Analysis:

## Strategic Direction 2: High Potential and Gifted Education

### Evaluation plan for this strategic direction

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Analyse the data to determine the extent to which the needs of High-Potential and Gifted students have been met.

#### **Implications:**

What are our future directions and next steps? What targets do we set next for High-Potential Education?

# Strategic Direction 3: Learning Culture

## Purpose

Our purpose regarding Learning Culture lies in the research-based fact that a strong and positive learning culture and a learning culture of high expectations is linked with high achievement and high performance in schools. Our vision is that all students will be committed to the pursuit of excellence. We aim to develop a learning culture where our community demonstrates aspirational expectations, where our students value learning and are both challenged and supported throughout the process, while they are motivated and committed to the pursuit of excellence.

## Improvement measures

Achieve by year: 2022

An uplift of 11% in positive learning outcomes for students.

### Attendance (>90%)

Achieve by year: 2023

An uplift of 4.3% in the number of students with attendance rates of 90% or higher.

Achieve by year: 2022

An uplift of 4.5% of students at our school reporting a positive sense of wellbeing.

## Initiatives

### High Expectations

We will foster a whole-school culture of high expectations at Granville Boys High School. Research indicates that high expectations create a drive for high performance and high achievement.

### Attendance

There will be a whole-school approach to improving attendance rates at Granville Boys High School. Research indicates that improvements in student attendance rates are linked to improved learning outcomes. The attendance of every student will be closely monitored at Granville Boys High School. There will be constant and ongoing communication with parents.

### Well-being

There will be a whole-school approach to social and emotional support, student engagement and a focus on knowing the learning and well-being needs of all students at our school. Our aim will be that all students feel safe, supported, known, valued, cared for and are proud to be a part of Granville Boys High School.

## Success criteria for this strategic direction

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes (SEF: Learning / Student Performance Measures)

The whole school community demonstrates aspirational expectations and is committed to the pursuit of excellence (SEF: Learning / Learning Culture)

The school has implemented evidence-based change to whole-school practices resulting in measurable improvements in well-being and engagement to support learning (SEF: Learning / Well-being)

## Evaluation plan for this strategic direction

**Question:** What has been the impact of the whole-school approach to improving our learning culture, through a focus on attendance and well-being and fostering a culture of high expectations?

**Data:** Attendance data, Sentral data, "Tell The From Me data," classroom observations, staff surveys, parent surveys.

**Analysis:** Analyse the data on Attendance and Wellbeing to determine the extent to which student improvements in learning culture have been achieved due to the interventions.

**Implications:** Where do we go from here? What are our future directions and next steps? What targets do we set next for Learning Culture?