

# Strategic Improvement Plan 2022-2026

## Granville South Public School 2066



# School vision and context

## School vision statement

---

We are committed to providing an inclusive, respectful and stimulating learning environment where every child is known, valued and cared for. All children are empowered to embrace learning, fulfil their potential and build social, emotional and physical wellbeing in order to make positive contributions to the community.

## School context

---

Granville South PS is located on a bustling Woodville Road in Guildford and has a rich history of change and reinvention since 1889. The population of the school is 313 and has been quite stable at this number. More than ninety per cent of students come from a non-English speaking background with a very small number of Aboriginal and Torres Strait Islander students. We acknowledge and celebrate everyone equally.

Granville South Public School is committed to continuous improvement and quality service to our families and community. Highly qualified, dedicated and caring staff provide a range of excellent educational programs that meet the academic, cultural, physical, emotional and social needs of students. Proactive wellbeing programs such as Positive Behaviour for Learning provide an inclusive environment and focus on building respect, resilience and social responsibility along with the desire to excel.

Through our situational analysis, we have identified the need for a continued emphasis on embedding quality teaching practices in literacy and numeracy. Using evidenced based teaching strategies as outlined in the What Works Best document we will provide opportunities to improve teacher practice, as outlined in the High Impact Professional Learning policy, and ensure students achieve expected growth and attainment in their learning. This will be achieved through collaboration, quality intervention, instructional leadership and assessment.

There will continue to be a strong focus on student attendance, values and student engagement through the use of effective practices and strategies to support student wellbeing.

We have identified the need to move towards deeper reflective practices based on quality data analysis. We will look to embed reflective practices not just in school planning but also in all teaching and learning practices. This reflective practice will involve a deeper use of data to inform all processes and practices across the school.

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to maximise student learning outcomes for every student in reading and numeracy and to build strong foundations for academic success in all key learning areas, we will further develop evidenced based teaching practices that are responsive to the learning needs of individual students.

## Improvement measures

Achieve by year: 2026

Students achieving grade appropriate instructional reading levels:

Kindergarten: 75%

Year 1: 72%

Year 2: 88%

Achieve by year: 2026

Using base line data, increase reading stamina in 80% of Yr 2 - 6 students by 10%.

Achieve by year: 2026

Students working at an overall sound level in English:

Yr 3: 75%

Year 4: 80%

Year 5: 75%

Year 6: 80%

## Reading growth

Achieve by year: 2023

.

## Numeracy growth

Achieve by year: 2023

## Initiatives

### Reading

Improve on and embed sustainable and evidence based whole school processes for reading.

- Professional learning and teaching practice is informed by research such as What Works Best, High Impact Professional Learning and High Potential and Gifted Education policy.
- Expertly use student assessment data to reflect on teaching effectiveness and provide individualised, explicit, differentiated and responsive learning opportunities as identified in Individual Learning Plans and weekly data chats
- Assistant Principal, Curriculum and Instruction to work with teachers on expertly using data to monitor and assess student progress and design future learning on a whole class, group and individual level.

### Numeracy

Improve on and embed sustainable and evidence based whole school processes for numeracy.

- Professional learning and teaching practice is informed by research such as What Works Best, High Impact Professional Learning and High Potential and Gifted Education policy.
- Expertly use student assessment data to reflect on teaching effectiveness and provide individualised, explicit, differentiated and responsive learning opportunities as identified in Individual Learning Plans and weekly data chats.
- Assistant Principal, Curriculum and Instruction to work with teachers on expertly using data to monitor and assess student progress and design future learning on a whole class, group and individual level.

## Success criteria for this strategic direction

- All teachers expertly employ evidenced based effective teaching strategies that are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating expected growth.
- All teachers have a sound understanding of student assessment and data concepts. They analyse, interpret and they collaboratively use this to inform planning, identify interventions and modify teaching practice.
- The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data.
- All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement with success that can be measured by improved student progress and achievement data.
- The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning.

## Evaluation plan for this strategic direction

### Evaluation plan Question:

To what extent have we achieved our improvement measures and can we demonstrate impact and improvement of student outcomes in reading and numeracy?

### Data:

We will use a combination of data sources. These will include:

- PLAN 2
- Check In Assessments
- Literacy and Numeracy Tool Kit

## Evaluation plan for this strategic direction

---

- Survey
- Observation
- Focus group
- Student voice
- Interview
- Performance and Development Plans

### **Analysis:**

Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

### **Implications**

Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.

# Strategic Direction 2: Excellence in Teaching

## Purpose

Teachers will develop and demonstrate high levels of professionalism and commitment while working individually and collaboratively to ensure high quality teaching and learning is evidence based, reflective and responsive to student need.

## Improvement measures

### Assessment

Achieve by year: 2026

The school is represented as 'Excelling' against the SEF element of Assessment in the Learning domain.

### NSW Curriculum Implementation

Achieve by year: 2026

The school is represented as 'Excelling' against the SEF element of Curriculum in the Learning domain.

### Assessment

Achieve by year: 2026

School leadership team systematically analyses a variety of whole school data to evaluate programs and inform future whole school planning.

## Initiatives

### Assessment

### Assessment

Improve on and embed sustainable whole school processes for assessment through:

- Professional learning around assessment is informed by research such as What Works Best, High Impact Professional Learning and High Potential and Gifted Education policy.
- Develop systems and professional capacity for analysis of NAPLAN, Check In Assessments and minimum standard data to identify and monitor improvement measures and to target areas as needed.

### NSW Curriculum and Syllabus Implementation

Effectively implement the new NSW curriculum. This will be achieved through:

- Middle leadership (APs, APC&Is and Team Leaders) develop and strengthen their own expertise in evidence-informed literacy and numeracy practice by actively engaging in high-quality targeted professional learning, with focus on the new curriculum.
- APC&Is coordinate and deliver high impact professional learning structures to build teacher capabilities and pedagogical practice around implementation of the new syllabuses.
- APC&Is working shoulder to shoulder with teachers both in planning quality lessons from the new syllabuses and implementing the units of work.

## Success criteria for this strategic direction

- The school leadership team uses systematic and reliable whole school assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement.
- The school leadership team uses systematic and reliable whole school assessment information to evaluate school programs.
- The school has processes in place to support teachers' consistent, evidence based judgement and moderation of assessments.
- All teachers effectively implement the new NSW curriculum ensuring every student learns with understanding, builds skills in applying and transferring knowledge and makes excellent, ongoing progress in their learning.

## Evaluation plan for this strategic direction

### Evaluation plan Question:

To what extent have we achieved our improvement measures and to what extent can we demonstrate impact and improvement of student outcomes?

### Data:

We will use a combination of data sources. These will include:

- Survey
- Observation
- Focus group
- Interview
- Lesson observations
- Performance and Development Plans

### Analysis:

### Evaluation plan for this strategic direction

---

Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

#### Implications

Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.

# Strategic Direction 3: Student Engagement and Wellbeing

## Purpose

---

To ensure that we are a place where every student matters and every moment counts. A planned approach to wellbeing will ensure that students can connect, succeed, thrive and learn.

## Improvement measures

---

### Wellbeing

Achieve by year: 2023

Increase the proportion of students in the Tell Them From Me survey reporting feeling a sense of belonging by 3%.

---

Achieve by year: 2026

Increase the proportion of students in the Tell Them From Me survey reporting a positive wellbeing by 4.5%.

---

### Attendance (>90%)

Achieve by year: 2023

Increase (uplift) percentage of students attending school more than 90% of the time by 8.5% or above.

---

## Initiatives

---

### Attendance

Embed a whole-school approach to student attendance where there is a collective responsibility for improving regular attendance rates for all students.

- High impact and evidence based professional learning to ensure there is a consistent and systematic process around student wellbeing and attendance.
  - Communicating clear information to students and parents regarding attendance requirements and the consequences of unsatisfactory attendance or student lateness.
- 

### Values Education

Authentically embed school wide values that underpin every area of school life such as student wellbeing, student learning, communication and decision-making.

- Consult with students, community and staff members ensuring that the values we choose aligns with our school vision.
  - Values are taught explicitly in classrooms and through the activities and relationships of the school and its community.
- 

## 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.
- All students and teachers have a sound understanding of our school values and can communicate these confidently using a common language.
- Our core values guide the learning experiences that are provided for students and how they are provided.
- Our core values represent the aspirations and beliefs for students, staff and community members.

## Evaluation plan for this strategic direction

---

### Evaluation plan Question:

To what extent have we achieved our improvement measures and to what extent can we demonstrate impact and improvement of student outcomes?

### Data:

We will use a combination of data sources. These will include:

- Survey
- SCOUT
- Focus group
- Interview
- Attendance data
- Sentral data
- Tell Them From Me data

### Analysis:

Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

# Strategic Direction 3: Student Engagement and Wellbeing

## Evaluation plan for this strategic direction

---

### Implications

Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.