

Strategic Improvement Plan 2022-2026

Griffith North Public School 4027



School vision and context

School vision statement

Griffith North Public School aims to develop inquiring, knowledgeable and considerate students with a passion for lifelong learning. Students will be empowered to become positive and resilient participants in school and society.

School context

Griffith North Public School (GNPS) has an enrolment of 426 students, along with students from the Early Learning Support Class (ELSC). There are 19 classes from Kindergarten to Year 6. There are 26 nationalities and 13% of our school population are Aboriginal students.

GNPS enjoys a reputation as a high achieving school where strong emphasis is placed on literacy and numeracy. Children are encouraged to take part in a wide range of creative, academic, sporting and personal development activities. GNPS is a Positive Behaviour for Learning (PBL) School and our values are care, respect and responsibility. GNPS is a member of the Griffith Community of Schools (GCoS).

A contextual situational analysis was conducted to inform the development of the Strategic Improvement Plan with key focus areas of developing staff capabilities, data-driven practices, collaboration and student engagement being identified.

We have a dedicated parent body with a Parents and Citizens Association (P&C) that works closely with the school to ensure the best outcomes for all students.

Our staff continually participate in varied professional learning opportunities and implement an array of programs to support and enhance student outcomes and wellbeing.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure that all teachers use data to know their students and understand how they learn. This provides clear direction and enables targeted teaching and learning, so that all students can achieve personal growth and attainment. We do this to ensure our students are challenged, that adjustments lead to improved learning and that we meet the needs of our individual learners.

Improvement measures

Reading growth

Achieve by year: 2023

Increase the mean scaled score of Years 4 and 6 students from 2022 to 2023 in the Reading Check-in assessment.

Numeracy growth

Achieve by year: 2023

Increase the mean scaled score of Years 4 and 6 students from 2022 to 2023 in the Numeracy Check-in assessment.

Initiatives

Data Driven Practices

Student assessment data will be regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions. APC&I will lead teachers in data analyses, interpretation and using this knowledge to identify interventions and modify teaching practice.

Success criteria for this strategic direction

1. Collecting and using data is routine and comes from a range of informal and formal assessment strategies. Middle leaders provide planned opportunities to ensure consistent systems and structures are in place to record data.
2. All teachers engage in the analysis and collaborative discussion on student progress and achievement from the range of data that has been collected.
3. Teachers respond to trends in the data to direct future learning and focus on targeted teaching areas.

Evaluation plan for this strategic direction

Evidence of the impact on student learning in Reading and Numeracy from whole school data driven practices will inform us of our success. We will evaluate this by:

1. Analysing our formal assessment data including NAPLAN, School Check-in Assessment, Phonics Screening check, PAT assessments to identify target learning areas.
2. Utilising formative and summative data to direct teaching and learning programs that will optimise student outcomes.
3. Using the data to provide High Impact Professional Learning to support teachers in targeted areas.

Strategic Direction 2: Teaching Excellence

Purpose

Our purpose is to ensure all teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies. If our staff are committed to refining explicit teaching techniques, we will see achievement for all students. Evidence-based teaching methods will ensure learning progress is optimised for all students across a range of abilities.

Improvement measures

Reading growth

Achieve by year: 2023

Year 3 and Year 5 students can demonstrate reading growth and achievement from Term 4 2022 to Term 4 2023, using PAT as a key data point.

Numeracy growth

Achieve by year: 2023

Year 3 and Year 5 students demonstrate numeracy growth and achievement from Term 4 2022 to Term 4 2023, using PAT as a key data point.

Initiatives

Effective Classroom Practice (Explicit Teaching)

A whole school approach will ensure that teachers employ evidence-based and explicit teaching strategies. These effective methods will be identified, promoted and modelled during professional learning and within classrooms. Whole school systems of intervention will be developed to ensure targeted students receive quality, evidence based learning programs. Curriculum reform initiatives will support teachers to plan and implement the new K-6 English and mathematics syllabuses.

Collaborative Practice and Feedback

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, schoolwide improvement in teaching practice and student results.

Success criteria for this strategic direction

1. Staff professional learning will be driven by student need and will be evaluated by staff.
2. Collaborative teaching and learning across the school.
3. Expert and consistent implementation of explicit evidence-based teaching methods/strategies in all classes.
4. Teachers routinely reviewing learning with each student, ensuring all students have a clear understanding of how to improve.

Evaluation plan for this strategic direction

Our success will be evident through:

1. Teaching and Learning programs that show effective and explicit teaching practices.
2. Authentic PDP process within the school.
3. PL evaluations will demonstrate that PL has had an impact on teaching practices.
4. Teacher Observations and the feedback received
5. Minutes from meetings reflect collaborative practice.
6. Demonstrated growth in student Reading and Numeracy data.

Strategic Direction 3: Continuous Improvement for Excellence

Purpose

Our purpose is to create a school culture that is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

The percentage of students attending school 90% or more of the time will be at or above the lower bound target of 81.8%.

Wellbeing

Achieve by year: 2023

Proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School will be at or above the lower bound target of 93.7%

Initiatives

High Expectations For All

Whole school systems and practices drive continuous improvement across the school and create an environment that is supportive, safe and drives student growth and success in effective partnerships with the school community.

Wellbeing

At school, wellbeing is supported by a strategic and planned approach that supports students so they can connect, succeed, thrive and learn. Wellbeing programs foster students' sense of belonging, value student voice and promote engagement in learning.

Success criteria for this strategic direction

1. Teachers, parents and the community work together to support consistent and systematic processes to ensure student absences do not impact on learning outcomes.
2. The school implements evidence based whole school programs in well-being and engagement to support learning.
3. Student learning goals are student centered and determined by data.
4. An increase in student attendance rates.
5. The establishment of mentoring and coaching support to ensure the ongoing development and improvement of teachers.

Evaluation plan for this strategic direction

Our success will be evaluated by the following:

1. Attendance data
2. Parent, student and staff surveys and/or focus groups
3. TTFM survey results
4. Minutes/notes from professional and community discussions
5. Learning Support Referrals