

Strategic Improvement Plan 2023-2026

Granville Public School 2064



School vision and context

School vision statement

At Granville Public School we have high expectations that all students will continuously improve in an engaging, respectful, and inclusive environment.

Our vision is for teachers to collaboratively empower all students to become resilient, self-directed, and successful learners.

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School context

Granville Public School, located in Western Sydney, has a student enrolment of 608 including Preschool to Year 6, and 7 Special Education Support Unit Classes.

The school culture is that of connectedness, inclusion, and belonging with students, staff, parents, and the wider community working together to promote school excellence. Our school is supported by a strong and vibrant multi-cultural community. Our Arabic and Chinese Community Language Program supports students in maintaining and developing further communicative competence in their community language. 95% of our students have a language background other than English, and 99.6%, of these students require some level of EAL/D (English as an Additional Language or Dialect) support. Less than 1% of students identify as Aboriginal. Our students come from a wide range of socio-economic backgrounds. Extra-curricular opportunities in sport, Science, Technology, and Creative and Performing Arts, enable our students to excel through a range of different experiences.

Through our situational analysis, we have identified a need to use data-driven practices that ensure all students have access to stage-appropriate learning.

Through the NAPLAN data analysis, the school has identified system-negotiated target areas in Reading and Numeracy. Work will continue to develop quality summative and formative assessment tasks and data collection practices and promoting greater consistency of judgement within and across schools.

Our work with individual students will be responsive and closely monitored. Individual and targeted support will be provided where growth is not evident. Pre and post-assessments will be carried out to assess the impact of this support. Structures will be put in place to identify students who need intervention and students not showing growth will be referred to the Learning and Support Teacher for intensive intervention. Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

To inform this Strategic Improvement Plan, authentic community consultation with both the parent and staff community has occurred. The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. The school's high level areas for improvement in this School Improvement Plan are:

- Strategic Direction 1: Student growth and attainment
- Strategic Direction 2. Collaboration and Professional Learning to Improve Practice
- Strategic Direction 3: Assessment and Data to improve practice

Strategic Direction 1: Student growth and attainment

Purpose

Develop and embed sustainable whole school practices in the delivery of evidence-based teaching strategies, focused on the improvement of all students' literacy and numeracy skills.

Improvement measures

Numeracy growth

Achieve by year: 2023

An increase in check-in assessment mean scaled score for numeracy in Year 3 and Year 5 for 2023 compared with Year 3 and Year 5 in 2022.

Reading growth

Achieve by year: 2023

An increase in check-in assessment mean scaled score for reading in Year 3 and Year 5 for 2023 compared with Year 3 and Year 5 in 2022.

Attendance >90%

Achieve by year: 2023

A 15% uplift of students attending greater than 90% of the time.

Initiatives

Evidence-informed teaching practices

Systematic collection, analysis, and evaluation of student learning data that drives strategic professional learning, planning, and programming of quality teaching practices

Implementation of school-wide processes and procedures that facilitate the improvement of every teacher through evidence-informed professional learning where impact is measured in improved student learning data

Explicit and systematic procedures for curriculum planning and delivery with targeted resourcing that ensures consistent and cohesive quality teaching and learning with an effective assessment to demonstrate student growth

Differentiation

Teaching and learning programs across the school show evidence of individual student need ensuring all students are challenged and all adjustments lead to improved student learning

Assessment data is used to provide individualised and differentiated responsive learning opportunities

Attendance

Develop, implement, and monitor for effective strategies to support teachers, students, and families in improving student attendance.

Regularly engage with parents to improve understanding of student learning and strengthen student outcomes and parent partnerships.

Success criteria for this strategic direction

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes. (SEF - Differentiation)

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. (SEF - Explicit Teaching)

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. (SEF - Attendance)

Evaluation plan for this strategic direction

Question:

What has been the impact of using evidence informed teaching practices and differentiation on student performance?

Data:

External student performance measures (NAPLAN and Check in Assessment), internal student performance measures (Progressions), essential assessment data, teaching programs, classroom observations, attendance data and student work samples.

Analysis: Analyse the data to determine the extent to which purpose has been achieved.

Implications: Where do we go from here? Future directions and next steps

Strategic Direction 2: Collaboration and Professional Learning to Improve Practice

Purpose

Develop and embed sustainable whole school processes and structures for collaboration and high impact professional learning to improve practice and student learning outcomes.

Improvement measures

Collaboration Matrix

Achieve by year: 2026

100% of teachers are measured at the Embedding/Excelling stage of the Collaborative Teacher Matrix.

High Impact Professional Learning

Achieve by year: 2026

Internal measures indicate an on-balance judgement of Excelling in the High Impact Professional Learning school self-assessment tool in Element 1 - Professional learning is driven by identified student need and Element 3 - Collaborative and applied professional learning strengthens teaching practice.

Initiatives

Collaboration and Practice

Develop and sustain whole school structures and processes for teachers to engage in meaningful collaboration with a focus on impacting student achievement.

Regular and planned opportunities for teachers to engage in professional discourse and collaboration to improve teaching and learning

Strengthen collaboration across stage and learning environments within the school including the Preschool, Mainstream and Support Unit

High Impact Professional Learning

Staff engage in cycles of professional learning which focuses on deepening teaching practice for ongoing student growth.

Embed and use the High Impact Professional Learning (HIPL) model to build teacher capabilities and collective pedagogical practice.

Success criteria for this strategic direction

- The school uses embedded and explicit systems that facilitate professional discourse, collaboration, teaching practice observations, the modelling of effective & Best Practice/Quality Teaching, and timely feedback between teachers to drive ongoing, school wide improvement, and engagement in teaching practice with student engagement and growth. (SEF - 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. (SEF - Learning & Development)

Evaluation plan for this strategic direction

Question:

What has been the impact of collaborative practice and high impact professional learning on student learning and outcomes? What does the evidence tell us?

Data: The school will use the following data sources to determine success;

Collaborative Matrix and High Impact Professional Learning (HIPL) School Self-assessment tool.

Analysis:

Analyse the data to determine the extent to which purpose has been achieved.

Implications:

Where do we go from here? Future directions and next steps.

Strategic Direction 3: Assessment and Data to Improve Practice

Purpose

To ensure the implementation of appropriate curriculum provision for every student is underpinned by effective assessment and data, feedback, evidence-informed strategies and embedded evaluative practice.

Improvement measures

Assessment

Achieve by year: 2026

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement.

Data

Achieve by year: 2026

Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

Initiatives

Assessment

Review and adapt practices to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth and report student achievement.

Ensure processes, and practices, are in place to support teachers' consistent, evidence-based judgement and moderation of assessments.

Data

Embed effective strategies and processes for data analysis and reflection to ensure responsive curriculum delivery.

Ensure teachers clearly understand, develop and apply effective feedback, assessment strategies and achievement data to inform teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching practices

Success criteria for this strategic direction

All teachers have a sound understanding of student assessment and data concepts (e.g. causality, bias). They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice. (SEF - Data skills & Use)

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers. (SEF - Assessment)

Assessment is a tool that supports learning across the school. Teachers use reliable assessments to capture information about student learning. (SEF- Assessment)

Assessments are developed/sourced and used regularly across stages/year levels/ subject areas or the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension. (SEF - Data Skills & Use

Evaluation plan for this strategic direction

Question: What has been the impact of using consistent assessment and data processes to improve student learning outcomes?

Data: NAPLAN, Check-In , Essential Assessment, progressions and Internal student assessment data

Analysis: Analyse the data to determine the extent to which the purpose has been achieved.

Implications: Where do we go from here? Future directions and next steps.