

Strategic Improvement Plan 2023-2026

Grenfell Public School 2082



School vision and context

School vision statement

The Grenfell Public School community instills high expectations for learning and is committed to continuous improvement using the values of *respect*, *responsibility* and *resilience*.

School context

Grenfell Public School is a K-6 school located on Wiradjuri country with a current population of 180. There are 13% Torres Strait Islander and Aboriginal students and 2% of students have English as a Second Language. All students participate in events such as reconciliation day, NAIDOC week, Anzac Day and community activities. Grenfell Public School embodies the values of 'respectful, responsible and resilient learners' and we partner with our whole school community in the pursuit of instilling these values.

Grenfell is a small rural town situated in the Central West of NSW in between the towns of Young, Cowra and Forbes. Much of Grenfell's productivity comes from the farming industry within the shire including cropping, livestock and small rural businesses. Grenfell is the birthplace of the famous poet Henry Lawson, it is a picturesque town, steeped in history. Located in the Weddin Shire, the area has a population of approximately 3597 people. It is a community whose friendliness and family focus, make it an attractive place to live and work.

The school is set amid ten acres of well maintained, park-like grounds and gardens. Our students and staff enjoy well-resourced classrooms offering programs such as STEM and Kitchen/Garden. The current staff are experienced and bring a varied range of interests and expertise into the school. The active Parents and Citizens Association (P&C) supports school programs and provides additional funding for school resources.

Grenfell Public School enjoys a high profile within the community participating in local cultural and sporting events. The Henry Lawson Festival is a key event in the school calendar, where students participate in poetry recitation or a play performance, as well as a street parade and Arts related competitions. Our reputation is founded on the deliverance of quality education and developing the individual talents, interests and abilities of our students.

Our school has an active Student Representative Council from years 3-6, who lead activities and are involved in fundraising opportunities to support local, regional and national causes. Our students participate in a variety of extracurricular activities including marimbas, debating, public speaking and many sporting activities locally and at representative levels.

A comprehensive situational analysis has been conducted which led to the development of the 2022 - 2026 Strategic Improvement Plan, involving consultation with students, staff and parents. Through our situational analysis, our data indicated an integrated approach of explicit teaching, curriculum planning, and data analysis is required to increase student achievement in Reading and Numeracy. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in reading and numeracy. Continual monitoring of student performance data will determine areas of need and success at a class and school level. The involvement of the whole school community in this process will be essential for success. In order to move forward our aim is to strengthen the culture of continuous improvement and work together with all stakeholders to achieve a common sense of wellbeing and achievement for all. Professional practice is continually addressed to drive our journey into excellence. Future considerations from this include building, systems that include collaboration, connection with experts and team building where we are working smarter and not harder.

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in reading and numeracy and to build strong foundations for success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of all students.

Improvement measures

Reading

Achieve by year: 2026

- An increased proportion of students in year 3 and year 5 can demonstrate reading growth and achievement from Term 1 to Term 4, using PAT as a key data point.

Numeracy

Achieve by year: 2026

- An increased proportion of students in year 3 and year 5 can demonstrate numeracy growth and achievement from Term 1 to Term 4, using PAT as a key data point.

Initiatives

Data Driven Practices.

All staff increase their confidence in using data to adapt and reflect on programs for individual student needs. If we monitor student learning, identify skills gaps and collaborate as a whole school community then teaching directions are determined by current data so that student learning is planned, monitored and adapted to suit their current needs.

Assessment.

Build the capacity of staff to confidently and consistently use summative assessment systematically to determine the individual learning needs of students and next steps in learning. If we ensure clear processes are in place to support teachers' consistent, valid and evidence-based judgement through moderation of assessments, then staff can collaboratively develop a school-wide system of analysing assessment data to identify learning progress and gaps of students. So that students receive explicit, specific and timely feedback to support growth, and they can articulate their next steps in learning.

Success criteria for this strategic direction

All students articulate their Literacy and Numeracy learning goals and know the next steps in their learning.

Data and feedback inform teaching practice and direct learners and learning.

Feedback strategies used are varied and relate specifically to student learning needs.

Data analysis is planned and responsive to students learning needs.

There is a school wide system of collaborative practice around the collection, monitoring and use of data.

The school uses a systematic process to support teachers' consistent teacher judgement and evaluates student learning over time.

Evaluation plan for this strategic direction

Question: Have data driven teaching practices had an impact on students reading and numeracy outcomes?

Data: Grenfell Public school will use the following data sources to analyse the effectiveness in achieving the improvement measure of this strategic direction. This analysis will guide the school's future directions:

- NAPLAN
- Scout
- student work samples
- Literacy and numeracy PLAN 3 data
- Best start
- Check in assessments
- DOE literacy and numeracy assessments
- student PLPs
- student focus groups
- SEF SaS

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- parent surveys

Analysis: Regular review of these data sources will provide clarity around whether we are on track for achieving the intended improvement measures.

Regular professional discussion around the School Excellence Framework elements and themes.

The executive and strategic direction teams will collect and analyse data twice per term during staff meetings.

Implications: The findings of the analysis will inform:

- future activities and actions.
- annual reporting on school progress measures.

Strategic Direction 2: Professional Practice

Purpose

Grenfell Public School will strengthen the capabilities of all staff by embedding robust systems of professional learning that focus on effective classroom practice, collaboration, feedback and mentoring.

Improvement measures

Reading growth

Achieve by year: 2023

Reading

Increase the mean scaled score of Years 3 and 5 students from 2022 to 2023 in the Reading Check-in assessment.

Numeracy growth

Achieve by year: 2023

Numeracy

Increase the mean scaled score of Years 3 and 5 students from 2022 to 2023 in the Numeracy Check-in assessment.

Initiatives

Effective Classroom Practice.

To embed a whole school system that promotes the development of explicit teaching and feedback. If we participate in and share PL that centres around building teacher capacity, as well as provide opportunity for ongoing mentoring and observation, then we will use effective evidence-based teaching methods and be reflective in practice. So that learning and feedback for students in Reading and Numeracy is optimised.

Learning and Development.

Teaching practice across the school shows quality evidence-based learning, ensuring all students are challenged by teachers selecting the most effective strategies. If we plan, participate and evaluate in high impact professional learning and engage through coaching and mentoring, then all staff will be able to apply this knowledge to confidently address student needs. So that effective teaching strategies support all students.

Success criteria for this strategic direction

Evidence based teaching practices are embedded into teaching and learning programs.

There is a school wide process to embed, share and reflect on the effectiveness of the professional learning.

A formalised process is in place for all staff to access mentoring and coaching support.

High impact professional learning will focus on explicit teaching practices in reading and numeracy.

Effective methods in reading and numeracy are identified, promoted and modelled for all staff.

Teachers provide explicit and timely feedback to students.

Evaluation plan for this strategic direction

Question: Have we strengthened the capabilities of all staff through embedding systems of effective classroom practice, collaboration, feedback and mentoring?

Data: Grenfell Public school will use the following data sources to analyse the effectiveness in achieving the improvement measure of this strategic direction. This analysis will guide the school's future directions:

- professional learning reflections
- meeting minutes
- PDP process
- professional learning in literacy and numeracy
- timetable for mentoring and coaching
- systems of feedback
- feedback from staff and students

Analysis: Regular review of these data sources will provide clarity around whether we are on track for achieving the intended improvement measures.

Regular professional discussion around the School

Strategic Direction 2: Professional Practice

Evaluation plan for this strategic direction

Excellence Framework elements and themes.

The executive and strategic direction teams will collect and analyse data twice per term during staff meetings.

Implications: The findings of the analysis will inform:

- future activities and actions.
- annual reporting on school progress measures.

Strategic Direction 3: High Expectation Relationships

Purpose

With a collective responsibility the school fosters high expectation relationships through practices that promote student wellbeing so that our students develop a strong sense of belonging, a belief they will succeed, and thrive in their school environment.

Improvement measures

Wellbeing

Achieve by year: 2023

Tell Them From Me:

Increase Advocacy to 84%

Increase Expectation for success to 97%

Increase Sense of belonging to 75%

Attendance >90%

Achieve by year: 2023

Increase attendance rate to students attending 90% of the time to between lower bound 83.1% and upper bound 88.1%

Initiatives

Learning Culture.

To embed a strong culture of collective responsibility around building aspirations and ongoing performance improvement throughout the school. If we commit to strengthening partnerships with parents and the community then we can plan for and support the whole student, so that they are motivated to give their best, pursue excellence and have a strong sense of belonging.

Wellbeing.

To implement a strategic and planned approach in identifying the wellbeing needs of students. If we collect, analyse and use reliable wellbeing data from the whole school community then we can monitor, respond and action evidence-based change so that a school wide responsibility is evident and there are clear measurable improvements in supporting student wellbeing and engagement.

Success criteria for this strategic direction

The parents and community exhibit high expectations for learning and well-being.

Students' sense of belonging and expectation for success are similar across equity groups and sit similar or higher to previous years.

The school uses embedded systems to collect, analyse and respond to wellbeing data.

The school engages in student wellbeing initiatives that support and promote positive behaviour and success in learning.

Evaluation plan for this strategic direction

Question: How effective have the adopted practices around student wellbeing and high expectation relationships been on improving students' sense of belonging and their engagement in school life?

Data: Grenfell Public school will use the following data sources to analyse the effectiveness in achieving the improvement measure of this strategic direction. This analysis will guide the school's future directions:

- Tell Them from Me survey data.
- Scout
- survey data
- school attendance
- student PLP'S
- student focus groups
- SEF SaS
- parent surveys

Analysis: Regular review of these data sources will provide clarity around whether we are on track for achieving the intended improvement measures.

Regular professional discussion around the School

Strategic Direction 3: High Expectation Relationships

Evaluation plan for this strategic direction

Excellence Framework elements and themes.

The executive and strategic direction teams will collect and analyse data twice per term during staff meetings.

Implications: The findings of the analysis will inform:

- future activities and actions.
- annual reporting on school progress measures.

e data 1-2 times per term.