

Strategic Improvement Plan 2024-2027

Grose View Public School 4483



School vision and context

School vision statement

To be an outstanding learning community, demonstrating educational excellence through evidence-based practices in Literacy and Numeracy, to foster the growth of healthy minds and healthy bodies.

School context

Grose View Public School is located on Dharug land in the picturesque Grose Valley, nestled at the foot of the Blue Mountains. Our school was established in 1976 and currently has an enrolment of 272 students.

Our school enjoys a close and productive relationship with our parents, community groups and neighbouring schools. We have a positive school culture with a diverse range of students, who love learning beyond the classroom and about the world around them. We currently have only a small percentage of students who speak a language other than English, however, we have a significantly higher proportion of Aboriginal and Torres Strait Islander students enrolled at the school. We currently have 24 students (9%) identifying as Aboriginal and/or Torres Strait Islander. The school community carer profile is quite diverse, however, is dominated by trade, clerks and skilled office profiles. This reflects the changing nature of the community as new families move into the area.

The school undertook an extensive review of the previous Strategic Improvement Plan through the External Validation process. This, coupled with community consultation through the Situational Analysis, enabled the development of the current Strategic Improvement Plan. The school has undertaken a comprehensive situational analysis and identified the following areas for improvement across learning, teaching and leading. In the forward plan, the school will be targeting three strategic priorities, Student Growth and Attainment, Enhancing Teacher Capabilities and Community Engagement. We will be focusing resourcing towards deeply embedding structures across the school to drive continual school improvement in student academic achievement, specifically in Literacy and Numeracy. As part of this analysis, we have identified a need to strengthen and deeply embed our data-driven practices that ensure all students have access to stage-appropriate learning. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to support all students, including those identified as high potential and gifted. Through Check In data, the school has identified system-negotiated target areas in Reading and Numeracy. Current GVPS staff, as well as expertise within the SoLaR and EAST networks, will be utilised to build understanding on how to do this successfully. Work will take place on developing quality summative and formative assessment tasks and data collection practices, and developing greater consistency of judgement within our school and with partner 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 Team 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.

These areas have been established through deep consultative processes with the community and key stakeholders, which has included students, staff, the parent community and broader educational community.

Strategic Direction 1: Student growth and attainment

Purpose

To ensure all students consistently show growth and perform at high levels on external and internal school performance measures, while closing equity gaps.

Improvement measures

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

An increase in Check-in Assessment mean scaled score for reading in Years 4, 5 and 6 for 2024 compared with 2023 mean scores.

Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

An increase in Check-in Assessment mean scaled score for numeracy in Years 4, 5 and 6 for 2024 compared with 2023 mean scores.

Initiatives

Assessment and Programming Meetings

Weekly programming and assessment meetings in stage teams (K-2, 3-6 and LST/RFF). The purpose of these meetings will be to develop teachers' understanding of how we assess, why we assess the way we do, and what to do with the results so we can optimise teacher instruction.

Weekly assessment and programming sessions will ensure reliable assessment processes are in place and teachers are held accountable for adhering to the whole school assessment schedule and lesson adjustment to drive student learning progress.

Teachers will be required to bring relevant data to discuss and reflect upon and plan their lessons accordingly. They will engage in meaningful data interpretation, and conversation. Teachers will develop consistent teacher judgement within and across stage teams.

Internal and external assessment will be utilised to analyse, interpret, and extrapolate data. Teachers will engage in conversations in order to collaboratively use data to inform planning, identify interventions and modify teaching practice. This will include students needing further support, and High Potential and Gifted students.

Success criteria for this strategic direction

- The school has processes in place to support teachers' consistent, evidence-informed judgement and moderation of assessments.
- Teachers collect and use assessment data to analyse student progress, identify gaps and inform planning
- Assessment is used flexibly and responsively as a part of daily classroom instruction
- There is a whole school approach to support consistency of teacher analysis and judgement about student achievement
- The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement.
- Learning goals for students are informed by the analysis of internal and external student data. Progress towards goals is monitored through the proportionate collection of quality, valid and reliable data.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- Analysis of NAPLAN data - yearly
- Analysis of Check-In data - yearly
- Analysis of internal school data - termly
- Reflection on SEF Elements -Curriculum, Assessment, Data Skills and Use and Student Performance Measures
- Teaching and Learning program analysis - termly
- Staff Survey Data

The evaluation plan will involve:

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures
- Regular professional discussion around the School Excellence Framework elements and theme
- Executive team and whole staff reflective sessions
- At least one artefact uploaded and annotated each term

Strategic Direction 2: Enhancing Teacher Capabilities

Purpose

To ensure all teachers are committed to identifying, understanding and implementing the most effective, explicit teaching methods, with the highest priority given to evidence-informed inclusive teaching strategies.

Initiatives

SoLaR Battalion - Hawkesbury

Teaching staff will develop a deep understanding of the Science of Learning (a body of knowledge, based on the best available, gold-standard research). This will include Cognitive Load Theory and Explicit Teaching principles, and how to apply these to positively impact student learning in all learning areas, and for students at all levels, including high-potential and gifted students.

Reading

All teachers across the school and SoLaR Battalion - Hawkesbury, will have a thorough understanding of all components of the reading progress (content knowledge) and how to apply Cognitive Load and Explicit Teaching principles to drive learning for **all** students.

Mathematics

All teachers across the school and SoLaR Battalion - Hawkesbury, will have a thorough understanding of Mathematics content, and how to apply Cognitive Load and Explicit Teaching principles to drive learning for all students. This will include strategies specifically relevant to Mathematics, for example, modelling techniques, worked examples, targeted instruction etc.

As a result of the above, teachers will make adjustments to suit the needs of their classroom or individual students, within the established frameworks and school processes and procedures.

Teachers will have a deep understanding of modelling techniques, informed by Cognitive Load Theory, and use these expertly to ensure learning progress for all students, including learners requiring additional support and high potential and gifted students.

Teachers will understand effective questioning and feedback strategies, and use these expertly to ensure learning progress for all students.

Success criteria for this strategic direction

- Teachers consider students' cognitive load and employ explicit teaching strategies to optimise learning progress of students across the full range of abilities.
- Effective teaching methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth
- All teachers deliver lessons via Explicit Instruction principles
- All teachers engage with high-quality professional learning, at a Battalion and school level
- School-wide and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers, by expert teachers such as those accredited at Highly Accomplished or Lead.
- Effective practices are enhanced by fostering learning alliances with other schools and organisations
- Teachers justify decisions about lesson planning and implementation, based on best available research
- Teachers think critically and exercise their professional judgement to address individual student needs and learning goals, in line with Science of Learning principles

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- Analysis of NAPLAN data - yearly
- Analysis of Check-In data - yearly
- Analysis of internal school data - termly
- Reflection on SEF Elements - Effective Classroom Practice, Professional Standards Learning and Development

Strategic Direction 2: Enhancing Teacher Capabilities

Initiatives

Professional Learning and Coaching

Teachers will engage with professional learning at a network level. This will be provided through the Battalion Model, where teachers engage with whole of network learning provided by external consultants (Battalion Days), observation opportunities by expert teachers (Company Days) and Middle Leader development days (Platoon Days). This learning will continue to develop teachers' English content knowledge, as well as pedagogical (how to teach) knowledge.

Teachers will engage with extensive mentoring and coaching at a school and SoLaR Battalion level, to ensure adequate support is provided for all teaching staff to continually improve their practice. This work will be carried out by the SoLaR Battalion Middle Leaders at the Battalion level, as well as Assistant Principal Curriculum and Instruction at a school level. Other middle leaders and expert teachers will also develop their skills in this area to provide support within the school, and across the learning alliance.

Professional learning will develop a deep understanding for teachers in content knowledge (English and Mathematics), as well as pedagogical knowledge (how to teach the content). Teachers will become experts in all content areas and they will know how to teach this content, using gold-standard, research-based teaching strategies.

Evaluation plan for this strategic direction

- Teaching and Learning program analysis - termly
- Classroom observations - fortnightly
- Staff Survey Data

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures
- Regular professional discussion around the School Excellence Framework elements and theme
- Executive team and whole staff reflective sessions

Strategic Direction 3: Community Engagement

Purpose

To ensure the school demonstrates a strong culture of inclusion, encouraging positive attendance trends and a strong sense of belonging for all community members. The school partners with all stakeholders to support equitable outcomes for all students.

Improvement measures

Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

The attendance rate for the school is increased from 91.53% in 2023 to 93% by 2027.

Initiatives

Effective Parent Partnerships

High-level support will be provided to parents in the areas of English and Mathematics. Executive and teaching staff will continue to build strong relationships with parents by involving them in their child's learning journey. This will be done through a number of Parent Workshops, where school staff will develop parent understanding of what we are teaching and how we are teaching. We will then provide parents with an in-depth model for them to understand assessment/reporting and how to support students in the home environment.

Teachers will identify, initiate and build on opportunities that engage parents/carers in both the progress of their child's learning (assessment) and in the educational priorities of the school, including student attendance.

Parents, carers and the broader community will engage in 3-Way conversations, designed for parents to understand where their child is at with their learning and how they can support their children in the home environment. Parents and students will be encouraged to provide input into plans for improvement and how these plans will be realised.

Teachers will demonstrate responsiveness in all communications with parents/carers about their child's learning and wellbeing.

Success criteria for this strategic direction

- Teachers directly engage with parents and carers to improve understanding of student learning and strengthen student outcomes
- There is a shared commitment to school priorities which enable the success of every child
- The school partners with the community to support student learning growth
- reporting to parents and carers is responsive to feedback
- Staff, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact learning outcomes
- The school is recognised for its strong culture of inclusion that reflects the richness and diversity of the wider school community

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

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

- Analysis of SCOUT Attendance Data
- Analysis of SCOUT Wellbeing Data (TTFM - *Wellbeing Sense of Belonging*)
- Analysis of SCOUT Wellbeing Data (TTFM - *Wellbeing*)
- Reflection on SEF element - Community Engagement and High Expectations Culture

The evaluation plan will involve:

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

Strategic Direction 3: Community Engagement

Evaluation plan for this strategic direction

- Regular professional discussion around the School Excellence Framework elements and themes
- Executive team and whole staff reflective sessions.