

Strategic Improvement Plan 2021-2024

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.

School context

Granville Public School, located in Western Sydney, has a student enrolment of 608; from 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, and our Arabic and Chinese languages; 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 identifying 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 gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy. Work will take place on developing quality summative and formative assessment tasks and data collection practices and developing greater consistency of judgment 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. Engagement to improve practice

Strategic Direction 3. High expectations to improve practice.

Strategic Direction 1: Student growth and attainment

Purpose

We will develop and sustain school procedures and systems which drive evidence informed teaching practice that is responsive to student learning data to build proficiency in reading and numeracy.

Improvement measures

Target year: 2022

Achievement of 2022 system-negotiated target:

- Top 2 bands (or equivalent) NAPLAN reading increase (uplift) of 5.6%.
- Top 2 bands (or equivalent) NAPLAN numeracy increase (uplift) of 5.1%.

Target year: 2023

Achievement of 2023 system-negotiated target:

- Increase (uplift) percentage of student achieving expected growth in NAPLAN reading by 5.1%, and numeracy by 5.4%.

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 and teacher performance 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 that all students are challenged and all adjustments lead to improved student learning. Assessment data is used to provide individualised and differentiated responsive learning opportunities.

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 and teacher performance data.

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)

All teachers understand and effectively teach reading, writing and numeracy with evidence of differentiation with success that can be measured by improved student progress and achievement. (SEF - Literacy and numeracy focus)

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)

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), teaching programs, classroom observations, student work samples, and coaching records.

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: Engagement to Improve practice.

Purpose

To ensure that every student shows strong growth in their learning through explicit, research-informed teaching. Teachers will evaluate their effectiveness and reflectively adapt their practices through collaboration and use of assessment data to inform teaching and engage students.

Improvement measures

Target year: 2024

- 100% of teachers are administering summative assessment at the beginning and completion of each Key Learning Areas learning cycle.
- 100% of teachers are analysing the data to measure both student engagement and growth as a team.

Target year: 2024

- 100% of teachers independently act on and demonstrate improvement in their problems of practice by applying the professional learning and feedback given.
- 100% of teachers regularly plan observations of teaching practice with critiqued feedback and cross stage collaborative practices and evidence based programs.

Initiatives

Collaboration and Practice

Improve on and embed sustainable whole school processes for collaboration and engagement to improve practice:

- Embed and use high impact professional learning structures to build teacher capabilities and collective pedagogical practice.
- Regular and planned opportunities for teachers to engage in professional discourse and collaboration to improve teaching, learning, and engagement.
- Regular and planned observations of teaching practice, with critiqued feedback, to improve practice and professional knowledge.
- Strengthen collaborative, cross-stage collaborations, cross learning environments (Preschool, Mainstream, Support Unit), and evidence-based programs guided by the School Excellence Framework, and current research on Best-Practice/Quality Teaching & Learning with references to Play-based Engagement and Learning.

Assessment

Whole school systemic and reliable assessment procedures are embedded, which lead to ongoing student improvement and growth.

- Reviewing and adapting practices to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.
- Ensuring processes, and practices, are in place to support teachers' consistent, evidence-based judgement and moderation of assessments.

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 systematic and reliable assessment information to evaluate student learning over time and implements changes in practice that lead to engagement, and measurable growth, which relate to the initiatives. (SEF - Whole school monitoring of student learning)

Evaluation plan for this strategic direction

Question:

What has been the impact of collaborative practice and assessment on student performance?

Data:

External student performance measures (NAPLAN), internal student performance measures (Literacy and Numeracy Progressions), teaching programs, classroom observations and feedback, student work samples, and coaching records.

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: High Expectations to Improve Practice.

Purpose

To build the capacity of all staff to implement evidence based practices and a whole school commitment to aspirational expectations of learning progress, engagement and achievement.

Improvement measures

Target year: 2024

Uplift of 20% of parents engage in the Tell Them From Me Survey.

Target year: 2024

100% of teachers develop and implement consistent expectations within the English and Mathematics curriculum areas.

Target year: 2022

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

Initiatives

High Expectations

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students.

Develop consistent expectations and practice within the English and Mathematics programming and planning.

Attendance and Engagement

A whole school approach to support systematic processes that ensure student absences do not impact on learning outcomes to enhance student engagement. Develop, implement, and monitor for effectiveness 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

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)

The school systematically and regularly monitors a range of indicators to gauge the impact of its plan and to inform changes to the implementation that support its ultimate success. The annual report contains data that measures the impact of the plan in terms of student learning progress. (SEF - Annual Report)

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve. (SEF - High Expectations)

Evaluation plan for this strategic direction

Question: What has been the impact of high expectations, attendance and engagement on student progress?

Data:

- Ed Connect Operational Reports
- Attendance Data
- Parent feedback
- Annual staff survey
- People Matter Employee Survey
- Tell Them From Me

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