

School plan 2018-2020

Ulong Public School 3304



School background 2018–2020

School vision statement

At Ulong Public School, our students are the heart of our vision. We believe it is our job to ensure they are equipped to lead a full and happy life in this 21st Century – meaning that academic, creative, social and physical skills receive equal attention. This is reflected in the broad range of programs we offer. We place enormous value on the partnerships between our school and our local and wider community to ensure our students become lifelong, responsible learners.

School context

Ulong Public School is situated in the village of Ulong forty kilometres west of Coffs Harbour on the Mid North Coast of New South Wales. It is an isolated rural and remote village with a school FOEI of 162. The school receives additional funding of \$27,903 due to the school's location. This funding is used to reduce the impact of isolation by using video conferencing and interactive facilities in the classrooms. Virtual tours, as well as subsidising excursions and travel costs ensure full participation in excursions that would otherwise not be possible for all students.

The school is classified as a P6 primary school with total enrolment of 21 students. There are a number of staff including: a teaching principal; a second classroom teacher; a temporary part-time teacher for 3 days and a library teacher. To cover the release from face to face program, learning support and library; a school learning support officer for 3 days to run Multi and Mini Lit Programs; a general assistant for 1 day; and the school administrative manager for 3 days a week. All staff are highly skilled and passionate about their work. The school is an active partner in the Orara Valley Learning Community of schools. Students participate regularly in community events and competitions and Orara Valley Learning Community activities. They interact with other valley students to experience extension activities in academic areas such as gifted and talented programs, enrichment days, debating and sporting events and carnivals.

School planning process

In developing our School Plan, the principal, staff, students, parents, and other community members work through a variety of activities focused on three areas of priority: Student Learning, School & Community Involvement and Student Wellbeing. For each of these areas, schools establish the following:

- a vision statement
- 3 Strategic Directions
- areas of focus
- implementation strategies (Processes)
- indicators of success (Product)
- time lines
- responsibility for implementing strategies.

School strategic directions 2018–2020

**STRATEGIC
DIRECTION 1**
LEARNING: Inquiry and
Innovative Learning

Purpose:

We will inspire and create educational environments where critical skills are developed through innovative, dynamic teaching and learning practices. Students will develop a greater capacity for independent learning, self-regulation and critical thinking and are able to articulate their learning, take risks, set learning goals and track their own progress, to become successful learners.

**STRATEGIC
DIRECTION 2**
TEACHING: Literacy &
Numeracy

Purpose:

We will ensure all teachers are committed to identifying, understanding & implementing the most effective, explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

**STRATEGIC
DIRECTION 3**
LEADING: High Expectations
and Shared Responsibility for
School Improvement

Purpose:

We will seek to create a school community that has a shared responsibility to fostering a school wide culture of high expectation and works in a diligent and sustainable way to embed a system of values that builds a highly developed social conscience and a culture of success.

We will build quality relationships where all stakeholders feel they belong and their contributions are valued. These are supported by clearly defined roles and responsibilities for all community members.

We will build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices.

Strategic Direction 1: LEARNING: Inquiry and Innovative Learning

Purpose

We will inspire and create educational environments where critical skills are developed through innovative, dynamic teaching and learning practices. Students will develop a greater capacity for independent learning, self-regulation and critical thinking and are able to articulate their learning, take risks, set learning goals and track their own progress, to become successful learners.

Improvement Measures

Students are achieving at or above stage level in each KLA.

Each student's Plan 2 data demonstrates at or above expected growth.

People

Students

Develop their ability to articulate their goals and learning, before, during and after learning experiences.

Engage in authentic learning experiences where they know that they are learning for a purpose because they create ideas, products and services for others and can confidently explain what and how they learn.

Staff

Embed a deep understanding of student engaged assessment.

Facilitate authentic and personalised learning opportunities for students.

Staff analyse and review student learning data to inform teaching and learning using the learning progressions, Plan 2 and syllabus documents.

Parents/Carers

Participate, engage, contribute & work collaboratively with staff & community members, in active partnerships to improve and provide authentic experiences and learning environment.

Leaders

Use the evidence of engagement, student engaged assessment and portfolios to frame future decisions.

Processes

Ensure effective implementation of Project Based Learning to enhance student engagement, with authentic learning experiences, that extend student critical thinking skills. Equip all staff with the resources and strategies to embed student engaged assessment, with a focus on articulation of learning intentions, success criteria and providing feedback, to improve learning outcomes.

Utilise and develop digital portfolios as a platform for students to capture and articulate their learning journey, with direction and understanding. Student led conferences will give students a leadership role in communicating their progress.

Evaluation Plan

Analysis of pre & post assessment tasks.

Analysis of Plan data.

Practices and Products

Practices

Students experience a range of authentic assessment tasks that are integrated into the natural learning process and reflected in the student's digital portfolio.

The NSW curriculum is implemented and differentiated to cater for all learning needs.

Products

100% of students engage in Project Based learning and STEM and are able to interact and communicate for authentic learning purposes.

100% of students encapsulate their learning experiences utilising digital portfolios.

Students know they are learning for a purpose because they create ideas, products or services for others.

Student learning is evidenced through digital portfolios and the articulation of learning goals.

Strategic Direction 2: TEACHING: Literacy & Numeracy

Purpose

We will ensure all teachers are committed to identifying, understanding & implementing the most effective, explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

Improvement Measures

100% of year 5 students will achieve at or above expected growth in reading, writing & numeracy by 2020 in NAPLAN data.

100% of staff have developed a quality, sequenced program in numeracy, reading & writing.

100% of students K – 6 are achieving grade appropriate markers in reading & comprehension by 2020 on the Learning progressions.

People

Students

Engage in peer & self reflection activities and provide meaningful feedback to teachers regarding the learning process.

Staff

Work collaboratively across stages & schools to evaluate and adjust teaching strategies, leading to measurable improvements in student learning.

Parents/Carers

Engage in learning activities & ongoing communication regarding how to support their children in literacy & numeracy.

Leaders

Research, establish & support structures & feedback processes designed to ensure improved teacher practice & measurable student learning improvements.

Processes

Use research & data to develop & implement high quality professional learning in literacy & numeracy that is evident in teacher programs. Mentoring of all teachers in best practice quality literacy & numeracy.

Professional learning delivered in collaboration with other schools in our EAFS alliance to enhance student learning.

Evaluation Plan

Analysis of NAPLAN data.

Evaluation of teaching programs.

Analysis of student growth on Learning Progressions.

Practices and Products

Practices

Students demonstrate responsibility in achieving their goals.

Parents collaborate & support their child's learning goals.

Teachers provide explicit feedback from a number of sources of assessment to help students achieve their goals & to report to parents on a regular basis.

Products

Students can confidently discuss what their learning needs are & recognise areas for improvement. Students can give evidence that demonstrates they understand the learning necessary to move forward and, with teacher support, begin to articulate their learning goals.

Practices are embedded for parents to be engaged & understand the learning process of their children & how they can effectively support them.

Teachers can evaluate & report on student performance & implement the appropriate strategies to meet students needs.

Teachers review student assessment data & compare results from external assessments (e.g. Naplan, Plan 2 data, Pat) with internal measures to build consistent & comparable judgement of student learning. Moving from delivering to sustaining & growing in student performance measures.

Strategic Direction 3: LEADING: High Expectations and Shared Responsibility for School Improvement

Purpose

We will seek to create a school community that has a shared responsibility to fostering a school wide culture of high expectation and works in a diligent and sustainable way to embed a system of values that builds a highly developed social conscience and a culture of success.

We will build quality relationships where all stakeholders feel they belong and their contributions are valued. These are supported by clearly defined roles and responsibilities for all community members.

We will build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices.

Improvement Measures

Move the school from delivering to excelling in Leading/Educational Leadership/High Expectations Culture in the School Excellence Framework.

100% of staff have engaged in Professional Learning that is aligned to the School Management Plan and the Australian Professional Standards for teachers.

Teachers produce substantive evidence to support their improvement in Pedagogy.

People

Students

Engage in authentic learning experiences where they know they are learning for a purpose because they create ideas, products and services for others.

Leaders

Use the evidence of engagement, student engaged assessment and work samples to frame future decisions.

Staff

Facilitate authentic and personalised learning opportunities for students.

Engage and develop personalised professional development through a range of strategies that focus on feedback, self evaluation, sharing and the mindset that forming respectful relationships of trust is important to achieve growth.

Parents/Carers

Participate and contribute to authentic learning experiences and develop an understanding of critical thinking and engagement.

Community Partners

Work collaboratively to improve learning opportunities for parents.

Processes

Sustained and measurable whole school improvement.

Instructional Leadership across the school.

High expectations culture.

Evaluation Plan

Ongoing reflection and evaluation by all staff to drive school milestones and future school directions.

Evaluation of School Excellence Framework Survey.

Lesson observations and coding utilising the NSW Quality Teaching Framework ensuring teachers are implementing new learning and desired changes.

Practices and Products

Practices

Teachers engage in a range of Professional Learning around student Engagement, Project Based Learning and meeting the needs of future focused learning.

Effective Instructional Leadership and Management skills are developed in all staff to facilitate whole school improvement and build a strong pipeline of leaders.

Students, staff and parents share and demonstrate the core values of the school by working together in a cooperative and respectful way.

Products

Teachers develop deep understandings in authentic pedagogy that is reflective of the NSW Quality Teaching Framework and is highly engaging for students.

Staff portfolios of evidence aligned to PDP process, Australian Professional Teaching Standards, School Management Plan.

Student, staff and parent surveys reflect greater satisfaction with the schools student well being practices.

Educational forums will be initiated by staff where parents/community gain insights into the school's overall educational charter and specific curriculum pedagogies, and encouraging parent input.