

School plan 2018-2020

Ultimo Public School 3305



School background 2018–2020

School vision statement

Ultimo Public School is creating a culture where all students are physically active beings who will develop their musculo skeletal selves as healthy, strong people. We practice our vision in everything we do...whether it be as a school leader, teacher, student or parent. Our vision is underpinned by our key message, which is that physical and mental well being can enhance and make best use of quality learning and teaching. We embed our message with Health and Well being, which is our first strategic direction. We believe that once this is firmly embedded in our school culture, Strategic Direction 2 (Literacy) followed by Strategic Direction 3 (Science, Technology, Engineering, Arts and Mathematics) will be enhanced and maximised.

School context

Ultimo Public School is located on the fringe of Sydney's Darling Harbour and Chinatown area. The school is within walking distance of Sydney's CBD as well as many educational resources such as the Powerhouse Museum, Aquarium and Maritime Museum and other major landmarks of Sydney.

The school has experienced rapid enrolment growth due to the revitalisation of the Pyrmont and Ultimo areas. In 2017 the school had an enrolment of 287 students in 12 classes. The school serves a rich and culturally diverse local community. Just over 65% of students speak a language other than English and 8% of students identify as Aboriginal. The school provides a positive and caring environment where each student feels respected, nurtured and challenged to achieve individual excellence. The school strongly promotes the values that form the basis of a democratic and just society. Staff members work with commitment and professionalism to deliver a balanced learning program, with an emphasis on literacy, numeracy and technology. The school also delivers strong programs in creative arts performing arts. Mandarin community language is also taught at the school. Ultimo Public School strives to be at the cutting edge of educational innovation by forming deep partnerships with local universities. It also enjoys close links to local community groups.

School planning process

The goals in this document reflect the focus group discussions of staff and community around the new planning process for 2018–2020. Our consultation processes included:

- Students, parents and staff taking part in the Tell them From Me Student survey (Centre for Education Statistics and Evaluation);
- Staff and parents involved in a consultation process aimed at identifying goals and strategies to achieve those goals. The data used to inform and guide the planning process includes
- PLAN data (student tracking along the Literacy and Numeracy Continuums);
- Report achievement statistics;
- NAPLAN data has been used to guide planning. The planning process has been driven by discussions and contributions made during the following
- Executive meetings; • Staff meetings;
- Staff Development Days;
- Individual professional learning opportunities;
- Parent workshops;
- P&C meetings.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Health & Well being

Purpose:

Purpose:

To improve the capacity of students to be physical beings by following the Physical Literacy Continuum to enhance student academic achievement through:

- The school establishing active partnerships and works collaboratively to ensure continuity of learning for students;
- Extra-curricular learning opportunities that are significant, support student development and are strongly aligned with the school's vision, values and priorities;
- The school analysing internal and external assessment data to monitor, track and report on student and school performance;
- Parents having an understanding of what their children are learning and receiving regular information to support progression to the next level;
- The school identifying expertise within its staff and drawing on this to further develop its professional community.

STRATEGIC DIRECTION 2 Literacy with a focus on Writing

Purpose:

Purpose:

To build capacity of teachers to deliver quality educational programs in Literacy, with a focus on Writing and editing.

This will be achieved through:

- Monitoring, evaluating and reviewing processes being embedded and undertaken routinely by:
- integrating technology, the library and information services into curriculum delivery
- Teachers differentiating the curriculum to meet the needs of individual students.
- Teachers communicating learning intentions and providing feedback to students.

STRATEGIC DIRECTION 3 STEAM (Science, Technology, Engineering, Arts, Mathematics)

Purpose:

Purpose:

To deliver quality educational programs in STEAM (Science, Technology, Engineering, Arts and Mathematics).

To build the capacity of teachers to deliver quality educational programs through the implementation of quality teaching of Science and Technology, Engineering, the Arts and Mathematics, thus developing skills in communication and enterprise.

This will be demonstrated through:

- Staff having purposeful leadership roles based on professional expertise and areas of interest;
- Monitoring, evaluation and review of processes being embedded and undertaken routinely;
- Curriculum delivery integrating technology, library and information services;
- The school providing a range of extracurricular offerings

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Health & Well being

The Physical Literacy continuum is a comprehensive and inclusive framework designed to support the cognitive, emotional, social, physical and spiritual well-being of students, which measurably improves individual and collective well-being.

STRATEGIC DIRECTION 2 Literacy with a focus on Writing

STRATEGIC DIRECTION 3 STEAM (Science, Technology, Engineering, Arts, Mathematics)

for student development;

- Teachers differentiating curriculum delivery to meet the needs of individual students;
- The school analysing internal and external assessment data to monitor, track and report on student and school performance;
- Parents having an understanding of what their children are learning and receive regular information to support progression to the next level;
- The school identifying expertise within its staff and drawing on this to further develop its professional community.

Strategic Direction 1: Health & Well being

Purpose	People	Processes	Practices and Products
<p>Purpose:</p> <p>To improve the capacity of students to be physical beings by following the Physical Literacy Continuum to enhance student academic achievement through:</p> <ul style="list-style-type: none"> • The school establishing active partnerships and works collaboratively to ensure continuity of learning for students; • Extra-curricular learning opportunities that are significant, support student development and are strongly aligned with the school's vision, values and priorities; • The school analysing internal and external assessment data to monitor, track and report on student and school performance; • Parents having an understanding of what their children are learning and receiving regular information to support progression to the next level; • The school identifying expertise within its staff and drawing on this to further develop its professional community. <p>The Physical Literacy continuum is a comprehensive and inclusive framework designed to support the cognitive, emotional, social, physical and spiritual well-being of students, which measurably improves individual and collective well-being.</p>	<p>Parents/Carers</p> <p>How do we develop capabilities of our people to bring about transformation?</p> <p>Students:</p> <ul style="list-style-type: none"> • Students will be presented with experiences that help them understand the behaviours, attitudes and expectations that enhance well being and lead to improved student outcomes. • Stage 3 students are informed of the meaning of physical literacy and the benefits of physical activity, as well as the forms it can take. • Students are exposed to Restorative Justice practices through teacher modelling and integration in classroom curriculum. <p>Staff:</p> <ul style="list-style-type: none"> • Staff will be supported to identify, highlight and model the behaviours, attitudes and expectations that enhance well being and lead to improved student outcomes. • Staff will be presented with the draft PDHPE Syllabus, due to be released in 2018 and trained in integrating the Physical Literacy Continuum into classroom curriculum. • Staff will collaborate in stage teams during staff meetings to create Circle Solutions units on Keeping Physically Active and Healthy Eating choices/habits. <p>Parents:</p> <ul style="list-style-type: none"> • Parents surveyed on the types of physical 	<ul style="list-style-type: none"> • Students will continue to participate in a comprehensive and inclusive framework of activities that supports their cognitive, emotional, social, physical and spiritual well-being. Such activities include YBRAVE, Life Education and Seasons for Growth.. As an adjunct to Seasons for Growth, Years 3, 4 and 5 will engage in the Bounce Back program for relationship building and resilience and Kids Matter. The content of these programs will be integrated into other Health and Personal development programs. • Students actively engage in strategies and techniques for Restorative Justice. • Students to be involved in the following Got Game programs: <ul style="list-style-type: none"> Term 1 Yoga (indoor) Term 2 Athletics (actual shot put and discus) + Cross Country Carnival Term 3 Fundamental Movement Skills + Athletics Carnival Term 4 – Dance (indoor) + Fun Run and Swimming Lessons • Staff will receive professional leaning on the Physical Literacy Continuum and the draft PDHPE Syllabus through guest speakers and collegial sharing. • Staff will be empowered to follow the guidelines of the Physical Literacy Continuum and the PDHPE Syllabus, through the creation of an updated PDHPE scope and sequence encompassing the two documents. This will be initiated by members of the PDHPE committee and done in 	<p>Practices</p> <ul style="list-style-type: none"> • Students to participate in Circle Solutions units on Keeping Physically Active and Healthy Eating choices/habits. • The Personal and Social Attributes Aspect of the Physical Literacy Continuum will be achieved through the continuation of such programs as Classroom Procedures/Rules Setup, Anti-bullying, Digital Citizenship, Circle Solutions, Child Protection and Drug education • Staff will be given opportunities to conduct internal (Stage team) swaps and/or mentoring with teachers of preferred areas of teaching expertise. • Casuals and newly appointed teachers are updated on Restorative Justice practices through termly refreshers, inductions and casual folders. • Extra sporting activities/clubs will take place outside of class-time rather than whilst the teacher is on playground duty • Parents are work-shopped and surveyed at the start of each year as well as during Kindergarten Orientation. This will impact upon their ability to engage in the culture of Health and Wellbeing. • Executive (then staff) will use the Well-being Self-assessment Tool along with the School Excellence Framework to plot the school's strengths and areas for further direction. <p>Products</p>
<p>Improvement Measures</p> <p>Executive (then staff) to use the Well-being Self-assessment Tool along with the School Excellence Framework to plot the</p>			

Strategic Direction 1: Health & Well being

Improvement Measures

school's strengths and areas for further direction.

Surveys and focus groups to gain data on family sport and fitness activity.

Use of monitoring devices to measure pre and post fitness in students.

People

activities in which they and their families participate.

Community partners:

- iEngage Physical Activity Pilot Study Staff of the University of Sydney to inform staff and parents of their pilot project.

- Got Game to provide:

Term 1 Yoga (indoor activities)

T2 Athletics (Got Game to teach actual shot put, discus and high jump skills from 2018 – Long jump difficult as no sandpit).

T3 Fundamental Movement Skills

o T4 Dance (indoor activities) at Kindergarten Orientation

Processes

consultation with staff.

- Whole-stage fitness rotation groups to be encouraged – optimally 3 times per week. Buddy classes between Stage 3 and kindergarten will focus on sport.

- Parents in-serviced by iEngage staff on physical activity and updated on the iEngage pilot program.

- Thorough discussion and consultation with staff prior to food events.

- The PDHPE team will roll out staff PL on the Physical Literacy Continuum.

- Staff will be timetabled stage planning time each term to plan for Physical Education and activities involving skills identified in the Physical Literacy Continuum

- Staff will be supported by the pDHPE team to conduct internal (stage team) swaps and/or mentoring with teachers of preferred areas of teaching expertise.

- Eating indoors and maintenance of maximum play time.

- Teachers to model and remind students of nude food practices.

- iEngage Physical Activity Pilot Study Staff of the University of Sydney will record the level of physical activity of Year 5 and/or Year 6 students, using an activity sensor (GeneActiv) to be worn for 5 school days. The students will be informed of the importance and forms of physical activity. They will also be given feedback on their own levels of physical activity.

- SEDA College to be re-engaged to

Practices and Products

- Parent surveys will reveal a culture of physically active lifestyles.
- Class programs will contain evidence of circle-time and physical activity
- Children will become physical beings and develop an awareness and understanding of physical vitality.

Strategic Direction 1: Health & Well being

Processes

provide more sporting opportunities for both boys and girls: Girls soccer/rugby sessions separate from boys soccer/rugby sessions.

- Stage 2 and 3 will team up with Kindergarten to form Buddy Classes for sporting activities.
- Classroom Teachers to document in programs that one hour of Sports and three twenty-minute sessions of Fitness is provided to students each week.

Evaluation Plan

What does it look like when we have achieved our goal?

- Circle times will focus on active lifestyles and healthy eating choices.
- Students will feel confident in their own physical abilities.
- students will demonstrate an improved understanding of cognitive, emotional, social, physical and spiritual well-being.
- Staff will have been inserviced in the Physical Literacy continuum
- All staff and students will be using Restorative Justice practices
- Parents will be well aware of Restorative Justice
- Stage fitness rotations will be occurring x3 weekly across the school
- Nude food will be in 90% of classrooms
- A buddy system will operate between Kindergarten and Stage 2 and 3.

Strategic Direction 2: Literacy with a focus on Writing

Purpose	People	Processes	Practices and Products
<p>Purpose:</p> <p>To build capacity of teachers to deliver quality educational programs in Literacy, with a focus on Writing and editing.</p> <p>This will be achieved through:</p> <ul style="list-style-type: none"> • Monitoring, evaluating and reviewing processes being embedded and undertaken routinely by: • integrating technology, the library and information services into curriculum delivery • Teachers differentiating the curriculum to meet the needs of individual students. • Teachers communicating learning intentions and providing feedback to students. 	<p>Students</p> <ul style="list-style-type: none"> • Students reflect on own writing abilities and have an increased understanding of writing conventions and effective written communications, through exposure to such strategies as Seven Steps to Effective Writing and NAPLAN Writing Guide. <p>Staff</p> <ul style="list-style-type: none"> • Teachers to successfully identify, target and move up mid-range/Sound performing students in literacy, particularly writing. <p>Staff</p> <ul style="list-style-type: none"> • Establish a baseline of where each middle-of-the-range student sits at the beginning of each year. Work to achieve the Premier's targets by moving middle achievers up to the top two NAPLAN bands. <p>Parents/Carers</p> <ul style="list-style-type: none"> • Parents are updated biannually and upon request on the progress of their children. <p>Leaders</p> <ul style="list-style-type: none"> • The School Executive will provide staff the opportunity to grow and achieve optimal performance through consistent feedback, counselling and mentoring. This will specifically include Quality Teaching and Learning strategies in Literacy and Numeracy, focusing particularly but not only, on beginning teachers. <p>Community Partners</p>	<p>Processes</p> <ul style="list-style-type: none"> • Students will reflect on their own writing abilities by critiquing the writing samples of others (narrative and persuasive texts) using the NAPLAN marking guide/document. • Touch typing will be introduced into classes and handwriting will be a focus. • Touch typing and handwriting as a focus – Current and innovative programs to be used. • CT will provide regular targets, learning intentions and feedback strategies to students. • Face-to-face feedback to students will involve modeling and providing examples of work at each level and also by referring to 'I can' statements. • Teachers will attend PL on Seven Steps to Writing Success • A member of the Literacy team will reconfigure the Home Reader system from E1 – Extension to Reading Recovery levels 1 – 30, and cull dilapidated readers in order to provide a faster progression for students and create a sustainable system for growth in the future. <p>Leaders:</p> <ul style="list-style-type: none"> • Stage teams will be supported to establish consistency of teacher judgment and to compare various student work samples at various levels of achievement. • Literacy committee will purchase touch typing programs/apps in consultation with the ICT team and have them installed on computers/devices. 	<p>Practices and Products</p> <p>Practices</p> <ul style="list-style-type: none"> • Teachers share Seven Steps notebooks, resources and teaching strategies on a regular basis inside and outside PL. • Teachers are consistently using the wording of the Literacy Continuum / Learning Progressions as report comments. • Executive staff will support Stage team members along the path towards meeting their goals, instead of relying solely on a review schedule. <p>Products</p> <p>Students</p> <ul style="list-style-type: none"> • Most students (90%) will be able to reflect on their own writing abilities and identify effectively used writing conventions in the writing samples of others (narrative and persuasive texts). • 90% of students will produce high quality written texts (particularly narratives and persuasive). • Students will feel confident with their writing abilities. • There will be a 20% increase of mid-range students achieving in the top two NAPLAN bands in English (particularly writing), thus achieving the Premier's Targets. • Staff will report how students feel they are making faster progress using the new leveled Home Reader system.. • Seven Steps to Successful Writing concepts, practices and resources have
<p>Improvement Measures</p> <p>All students will be tracked using PLAN data (Literacy continuums) with the majority showing expected growth per semester relevant to expected time frames, then Learning progressions guide the assessment and reporting of student progress.</p>			

Strategic Direction 2: Literacy with a focus on Writing

People

- Corporate and community volunteers will continue to be used to support targeted students in reading and writing.

Processes

- Literacy committee will conduct staff PL on the use of the touch-typing programs purchased.

- A member of staff/executive will be released to compare report grades (e.g. %age of Sound), PLAN data and NAPLAN results.....to be funded by QTSS resources.

This will help identify those students aligned to the Premier's Targets.

Evaluation Plan

- Data collected from Term 1 to Term 3 on **reading**, will show a dramatic improvement across all classes.
- Data collected from Term 1 to Term 3 on **spelling**, will show a dramatic improvement across all classes.
- Data collected from Term 1 to Term 3 on **Narrative writing**, will show a dramatic improvement across all classes.
- Data collected from Term 1 to Term 3 **attitudes towards writing**, will show a dramatic improvement across all classes.
- Parents will report that their child feels they progress in Home Reading at a more satisfying pace.
- Teachers will be using Learning Intentions and Feedback as part of their lessons.
- Students will be touch typing confidently.
- Students will demonstrate proper

Practices and Products

become ingrained in the teaching of Literacy at UPS.

- Students now expect to hear Learning Intentions at the start of lessons and receive feedback after.

Strategic Direction 2: Literacy with a focus on Writing

Processes

pencil-grip and letter formations.

- There will be a 20% increase of mid-range students achieving in the top two NAPLAN bands in English (particularly writing), thus achieving the Premier's Targets.

Strategic Direction 3: STEAM (Science, Technology, Engineering, Arts, Mathematics)

Purpose	People	Processes	Practices and Products
<p>Purpose:</p> <p>To deliver quality educational programs in STEAM (Science, Technology, Engineering, Arts and Mathematics).</p> <p>To build the capacity of teachers to deliver quality educational programs through the implementation of quality teaching of Science and Technology, Engineering, the Arts and Mathematics, thus developing skills in communication and enterprise.</p> <p>This will be demonstrated through:</p> <ul style="list-style-type: none"> • Staff having purposeful leadership roles based on professional expertise and areas of interest; • Monitoring, evaluation and review of processes being embedded and undertaken routinely; • Curriculum delivery integrating technology, library and information services; • The school providing a range of extracurricular offerings for student development; • Teachers differentiating curriculum delivery to meet the needs of individual students; • The school analysing internal and external assessment data to monitor, track and report on student and school performance; • Parents having an understanding of what their children are learning and receive regular information to support progression 	<p>Students</p> <ul style="list-style-type: none"> • Students will be given opportunities to problem–solve using a variety of strategies in Mathematics, through enquiry–based activities and reciprocal numeracy. <p>Students</p> <ul style="list-style-type: none"> • Students will be given opportunities to manipulate, explore, create, as well as have fun, though enjoyable and challenging hands–on activities in Science and Technology. <p>Students</p> <ul style="list-style-type: none"> • Students from K to 6 will participate in meaningful and enjoyable musical activities involving exploring, collaborating, composing, harmonising, experimenting and presenting. <p>Students</p> <ul style="list-style-type: none"> • Students will showcase their original artworks at UPS' Creative Art Show in Term 3. <p>Staff</p> <ul style="list-style-type: none"> • Staff have purposeful mentoring/team teaching/training, roles based on professional expertise and personal interest. <p>Staff</p> <ul style="list-style-type: none"> • Teachers to successfully identify target and move up mid–range/Sound performing students in the area of Mathematics. <p>Staff</p>	<p>Students:</p> <ul style="list-style-type: none"> • Students supported to understand how to unpack a mathematical problem to be solved and select appropriate strategies to use in a collaborative and reciprocal manner. • Students (K–6) will create original artworks, incorporating artistic styles studied during art appreciation sessions. • Gifted and Talented (GATS) groups/clubs provided for students. This may include Maths Olympiad, chess club, coding club and Maker spaces • The Powerhouse Museum will offer spaces and specific programs to students. <p>Staff:</p> <ul style="list-style-type: none"> • Stage 3 teachers supported in using a variety of resource programs which complement the Stepping Stones program and expose students to Stage 4 Mathematics content. E.g. iMaths (project–based mathematical challenges), reSolve Modules (inquiry based and real life activities – a joint project between Aust. Academy of Science & Aust. Association of Mathematics Teachers). • Teachers to be in serviced/work–shopped on the teaching • Designated staff members will create a Science Scope and Sequence, incorporating the Science and Technology Syllabus, as well as the Primary Connection units. 	<p>Practices</p> <ul style="list-style-type: none"> • Students will understand how to unpack a mathematical problem to be solved and select appropriate strategies to use in a collaborative and reciprocal manner • Gifted and Talented (GATS) groups/clubs will create amazing opportunities for our learners. • Stage 3 teachers will effectively implement the Stepping Stones program and expose students to Stage 4 Mathematics content. • PL will provide teachers with up to date skills and tools for successful program implementation. • Non–teaching Assistant Principal will present analysis of data to then drive programming. • Mathematics Scope and Sequence will drive programming and assessment. <p>Products</p> <ul style="list-style-type: none"> • Students (K–6) will create original artworks, incorporating artistic styles studied during art appreciation sessions. • A clear scope and sequence for Science will tie in with the Primary Connections resources. • Teachers will demonstrate that they have gained essential skills in administering SENA assessment.

Strategic Direction 3: STEAM (Science, Technology, Engineering, Arts, Mathematics)

Improvement Measures

to the next level;

- The school identifying expertise within its staff and drawing on this to further develop its professional community.

Improvement Measures

- All students tracked using PLAN data (Numeracy continuums) with the majority showing expected growth per semester relevant to expected time frames, then Learning progressions guide the assessment and reporting of student progress.
- Students will display a variety of abilities in problem solving (enterprise), through working mathematically.
- NAPLAN – 8% more students in Years 3 and 5 score in the top two bands for numeracy tests (from 2019).
- Students will engage in maker space activities.

People

- Classroom teachers to be mentored/in-serviced in the Jelly Beans Musical program, in a team teaching setting, by specialist teacher (Ms

Staff

- Classroom teachers to be trained by other teachers (Ben Carter) with skill and interest in ICT – movie/video creation

Leaders

- School Executive provides teachers with the opportunity to grow and achieve optimal performance through consistent feedback, counselling and mentoring (Coaching Method). This method can be used particularly in the area of quality teaching and learning in literacy and numeracy and with supporting and mentoring beginning teachers.

Processes

Leaders:

- Member of staff/executive released to compare report grades (e.g. %age of Sound), PLAN data entered by CL teachers and NAPLAN results (funded by QTSS funds). This will assist to identify those students that should be targeted according to the Premier's Targets.
- Analysis of internal assessment data to monitor track and report on student and school performance.
- Designated executive/staff member or Maths committee to support staff in Mathematics by completing the Mathematics Scope and Sequence (incorporating the Stepping Stones program).
- Release timewill be provided to those CT wishing to use SENA testing to assist with PLAN/Numeracy Continuum / Progressions tracking.

Evaluation Plan

- Students will report more confidence understanding how to unpack mathematical problems
- The school will show an increase in the use of the Powerhouse Museum
- Stage 3 teachers will be accessing higher levels of maths using resources such as: Stage 4 Mathematics content.
- Staff will have been inserviced in Visual Arts
- UPS will have a current scope and sequence integrating the Science and Technology Syllabus, as well as the Primary Connection units.

Strategic Direction 3: STEAM (Science, Technology, Engineering, Arts, Mathematics)

Processes

- There will be a report compiled on report grades, PLAN data and NAPLAN results
- There will be a current scope and sequence for Maths