

School plan 2018-2020

Unanderra Public School 3308



School background 2018–2020

School vision statement

Empowering students as lifelong learners by providing rich and diverse opportunities within a positive community inspired by supportive and influential leadership.

School context

Unanderra Public School has a long proud history of service to its community stretching back 140 years. The school relocated to the hills of Cordeaux Heights as a planned aspect of the new housing estate in 1999. The former school site is now a centre for commercial business along the Princes Highway in Unanderra.

The school has witnessed a slow but steady decline in student enrolments over the past 10 years. We will commence 2018 with a 16 class structure engaging 385 students in their daily learning.

Teaching staff provide broad and engaging learning experiences that are differentiated to meet the specific need of students. Literacy and numeracy form the basis for challenging and relevant classroom learning.

The school has experienced a significant change in teaching staff due to retirements, promotions to other schools and the filling of long-term temporary positions with permanent teachers. Staff movement supports the positive school culture that exists across our school.

Unanderra Public School is actively supported by a vibrant Parents and Citizens Association and involved community members. Parents are encouraged to participate within the school and assist where possible. Innovations such as Grandparents Day and Dad's Arvo assist our school engage with family members who traditionally may not have participated in regular school activities.

Unanderra Public School is a Positive Behaviour for

School planning process

This 2018–2020 School Plan was developed through consultation, collaboration and consensus of staff, students and community including the Northern Illawarra AECG.

Data to support the focus for this plan was developed from:

- 2017 self-evaluation surveys
- NAPLAN
- Best Start
- 2017 External Validation process
- Evaluations of 2015–2017 School Plan.

While there is a three-year planning period it is vital that the plan retain the flexibility of adapting to annual needs. Therefore an expanded planning committee will evaluate ongoing achievements and possible areas for expansion of the plan using the milestones as key markers.

School background 2018–2020

School vision statement

School context

Learning environment and we ensure our students interact in a safe, respectful and responsible manner. High expectations of students, community and staff ensure we remain focused on our core business– the successful attainment of student learning outcomes.

School planning process

School strategic directions 2018–2020



Purpose:

To ensure a whole school approach to the delivery of quality differentiated teaching and learning experiences by building the capacity of students to actively engage in quality learning, assume responsibility for their learning success and become self-reflective learners.

Literacy and numeracy remain the core focus of learning across all key learning areas. Quality teaching and learning will feature professional development that provides a basis for a consistent, assessment-driven approach to the implementation of the curriculum and the BIU strategy.

Purpose:

Connectedness strengthens the capacity of students to manage their emotional, mental and physical wellbeing as responsible and productive learners who contribute positively to the life of the school and community.

A shared vision of connectedness provides the foundation for the maintenance of our positive school culture that can be achieved through communication and supporting our students to be respectful and socially responsible citizens.

Purpose:

Educational Leadership directs us towards identifying potential leadership while working collaboratively to provide opportunities that facilitate succession building and strengthen the Unanderra PS learning community.

The leadership team maintains a focus on distributed, instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement.

Strategic Direction 1: Quality Teaching & Learning – BIU

Purpose

To ensure a whole school approach to the delivery of quality differentiated teaching and learning experiences by building the capacity of students to actively engage in quality learning, assume responsibility for their learning success and become self-reflective learners.

Literacy and numeracy remain the core focus of learning across all key learning areas. Quality teaching and learning will feature professional development that provides a basis for a consistent, assessment-driven approach to the implementation of the curriculum and the BIU strategy.

Improvement Measures

- Increase the proportion of students in the top two NAPLAN bands by 8% in Reading and Numeracy (2019).

Increased numbers of students with higher than expected growth on internal school performance measures and external performance measures, particularly between Year 3 and Year 5.

People

Students

Develop capacity to set achievable learning goals, participate in feedback and reflect on their growth.

Develop practical literacy and numeracy skills and understandings through engaging learning experiences that are challenging and differentiated.

Staff

Differentiate teaching and learning experiences to meet all students' learning needs through the use of assessment for learning with a focus on literacy and numeracy.

Teachers and support staff utilise evidence-based intervention programs to provide continuous support for students.

Parents/Carers

Build parents/carers awareness of opportunities where they can contribute to or support their child's learning.

Developing and creating an increased knowledge of teaching strategies and working collaboratively with teachers on their students' learning journey.

Community Partners

Developing and promoting school networks to share information and resources that support learning to assist the development of successful and confident life-long learners.

Processes

Assessment for learning

Embed assessment for learning pedagogy as a means of ensuring high expectations K–6, incorporating the importance of feedback on learning and quality assessment.

Quality classrooms

Strengthen evidence-based practice in teachers' ability to plan, program, teach and assess literacy and numeracy through focused professional learning and data-driven programming.

Personalised Learning

Foster a team approach in driving the BIU Premier's Priority through LaST, SLSO, parent support and classroom teachers by ensuring literacy, numeracy, Aboriginal education and differentiation remain priorities.

Evaluation Plan

All data will be analysed collaboratively.

- Ongoing review of NAPLAN and PLAN and PLAN2/progressions data.
- Analysis of internal formative and summative assessment.
- ACER OARS PAT.
- Establishing baseline data and ongoing evaluation of assessment for learning strategies.
- Teaching and learning programs.
- Students work samples.
- Analysis of feedback: student to teacher, teacher to student and student

Practices and Products

Practices

Every teacher uses differentiated programming and teaching in literacy and numeracy across K–6, effectively utilising data from formative and summative assessments.

Staff complete professional learning in the areas of Focus on Reading, synthetic phonics and the learning progressions to strengthen evidence-based practice in teaching reading.

Students in middle bands of external performance measures individually targeted and moved to proficient bands in line with Premier's Priority.

Products

Assessment for learning and effective feedback practices evident and consistently applied in 100% of classrooms K–6.

Improved student performance in all aspects of literacy with an emphasis on reading comprehension and numeracy.

Students achieving in the top bands of external measures in reading and numeracy with continued representation of Aboriginal students achieving in the top two NAPLAN bands.

Strategic Direction 1: Quality Teaching & Learning – BIU

People

Leaders

Lead the school in self-reflection and professional dialogue that is informed by rigorous analysis of whole school data, growth and performance.

Demonstrate instructional leadership, promoting and modelling effective evidence-based practice.

Processes

to student.

- PLPs and IEPs are regularly updated and evaluated.

Strategic Direction 2: Connectedness

Purpose

Connectedness strengthens the capacity of students to manage their emotional, mental and physical wellbeing as responsible and productive learners who contribute positively to the life of the school and community.

A shared vision of connectedness provides the foundation for the maintenance of our positive school culture that can be achieved through communication and supporting our students to be respectful and socially responsible citizens.

Improvement Measures

Improved communication from the collection, analysis and consultation of school data between students, parents and staff.

Increased understanding of PBL values that are explicitly, consistently and supportively applied across the school as determined by external PBL data. e.g. SET, BOQ.

People

Students

Develop the skills needed to succeed as lifelong learners through promoting a positive learning culture focused upon mindset, values and a commitment to the pursuit of excellence.

Students use immersing ICT initiatives that support them to be creative and critical thinkers through their development.

Staff

Collaboratively build a commitment and capacity to implement a consistent whole school approach to connectedness. Staff have a shared understanding of the Positive Behaviour Learning (PBL) values, growth mindset and learning dispositions that are consistently promoted.

Design and implement teaching and learning experiences and programs that incorporate ICT to develop creative and critical thinking skills.

Parents/Carers

The school community builds a culture of respectful relationships and develops a strong sense of belonging and inclusion for all school community members.

Continued support to parents and caregivers to access community agencies that address family needs. Utilising parent volunteers to support students learning alongside teachers and sharing parent skills and expertise within the school community.

Leaders

Processes

Learning Culture

Ensure school values are successfully shared between students, staff and community through professional learning, data–drive decision–making and introduction of effective programs.

Community Engagement

Maximise staff, student and community interaction through ensuring clear channels of communication are established, parent information sessions to meet community needs and the ICT team reviews current technology platforms.

Future Focus

Enhance the development of students' creative and critical thinking skills by building the capacity of teachers to implement current and immersing ICT initiatives such as iHub, STEM and coding.

Evaluation Plan

All data will be analysed collaboratively.

- Internal PBL data e.g. ebs4 and external PBL data e.g. SET, BOQ.
- Establishing baseline data and ongoing evaluation of learning dispositions/growth mindset.
- Parent, students, teacher surveys and forums.
- Community participation data.
- Website and Facebook usage data.
- Classroom observations.
- Professional learning register.

Practices and Products

Practices

PBL, growth mindset and learning disposition practices are consistently embedded into all classrooms and school wide settings in order to achieve identified school wide PBL targets.

Staff and parents engage in a collaborative learning community to develop positive school communication links and strengthen home–school connections.

Opportunities are provided for students to develop creative and critical–thinking skills, as teachers embed future focused learning into their teaching practice.

School programs address the needs of identified student groups e.g. Aboriginal students, Gifted and Talented students, students with a disability.

Products

All students are able to demonstrate our PBL values, a growth mindset and attributes of a good learner.

An increase of parent interactive in workshops, teacher interviews, PLP meetings and school communication platforms.

All students identified with additional learning needs are placed on IEPs. Learning and Support teams work collaboratively with classroom teachers to provide learning that is equitable and supportive.

All staff participate in collaborative professional learning which is reflected in their programs, resulting in increased

Strategic Direction 2: Connectedness

People

Leaders build the capacity of staff to embed quality teaching and professional practice across learning environments.

School leaders create opportunities for students, staff, families and the wider community to be involved in collaborative planning with professional learning communities externally to further build teacher capacity across schools.

Community Partners

Develop community partnerships that support the delivery of tailored programs for identified students.

Processes

- Meeting minutes.

Practices and Products

opportunities for students to develop future focused skills.

Strategic Direction 3: Educational Leadership

Purpose

Educational Leadership directs us towards identifying potential leadership while working collaboratively to provide opportunities that facilitate succession building and strengthen the Unanderra PS learning community.

The leadership team maintains a focus on distributed, instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing

Improvement Measures

100% of staff have a Performance and Development Plan (9PDP) to reflect on how to improve their own practice and career progression using the appropriate P&D Framework, professional standards and evidence of achievement.

People

Students

Develop leadership skills by facilitating and providing extensive opportunities that showcase student capabilities across the school.

Staff

Develop capabilities to perform school based and inter-school based leadership roles through provision of extensive professional learning opportunities at all levels that ensures goals of each individual are achieved within agreed timeframes.

Parents/Carers

Cultivate communication and decision-making skills through provision of leadership opportunities in the school environment.

Community Partners

Through strong communication the community is aware of the annual and future planned school goals and place importance on the need to work together towards a goal.

Leaders

Building leadership capacity through school based professional learning and collaboratively planning and consulting with communities externally to build leadership capacity across the Community of Schools (CoS), such as school based leadership programs for aspiring executives.

Processes

Student Leadership

Capacity building of students emphasising the development of effective leadership, management skills and leadership attributes through: Aboriginal education, SRC, reading buddies program, captains and house captains.

Professional and instructional leadership

Supporting the development of high performing teachers through executive successions-building initiatives, teacher accreditation processes and delivering upon an evidence-based pedagogical culture within our school and in our CoS.

School Excellence

Evolving staff and community effectiveness in understanding, preparing, evaluating and reporting upon the cyclic process of school evaluation and its importance within a high-performing culture.

Evaluation Plan

All data will be analysed collaboratively.

- Analysis of PDPs.
- Achievement and maintenance of teacher accreditation at all levels.
- Analysis of feedback after classroom observations.
- Student surveys.
- Community participation data.

Practices and Products

Practices

Reintroducing Kinder/Stage 3 buddy system and buddy classes re-established across the school.

Embedding a formalised Instructional Leadership succession building process driving school change and best practice.

Staff are involved in planning of school plan and future directions.

Products

Broadening of leadership capabilities and skills for all students across the school.

Distributed Instructional Leadership to sustain a structure of effective evidence-based teaching and ongoing improvements.

Evidenced-based strategies used to drive innovative thinking in designing and implementing the successful delivery of the school plan and measured improvements in student progress and achievement.