

School plan 2018-2020

Urana Public School 3314



School background 2018–2020

School vision statement

Urana Public School is an inclusive, personalized and innovative learning environment with authentic experiences through real world connections.

This is achieved through the delivery of high quality education driven by explicit teaching, high expectations, evidence-based programs and a collaborative approach which results in a dynamic classroom with engaged learners who reach their full potential.

We work together to create a positive school culture and foster valuable connections where the whole community can connect, succeed and thrive.

School context

Urana Public School is located in the Riverina region, central to Wagga Wagga, Albury, Deniliquin and Griffith. The school caters for ten students K–6 in a rural setting. Typically it has a strong history of educational delivery for students from Urana and surrounds, and in 2018 will celebrate 150 years. The school is supported by a community from diverse backgrounds with aspirational dreams for their children's future and who support the continuous improvement of the school in improving the literacy and numeracy outcomes for all students.

The school is an Early Action for Success (EAFS) school and has the support of an Instructional Leader, Literacy and Numeracy to support the implementation of quality early intervention literacy and numeracy programs such as Language Literacy and Learning (L3) and Targeting Early Numeracy (TEN) supported by Taking Off With Numeracy (TOWN) and Focus on Reading (FoR). These programs drive the quest for literacy and numeracy growth for all students.

Urana PS is a founding member of the well recognised and highly valued BiJOU Learning Community, Berrigan and Jerilderie are our partners. The learning community provides a vehicle to develop teachers' capacity to meet the literacy and numeracy needs of all students. as well as design innovative projects utilizing emerging technologies.

School planning process

This is an aspirational plan developed with the school community – students, parents, staff and community members. They were consulted using the following methods:

Staff Development Days allowed all staff to work together to look closely at what is happening in the school and to explore what needs to be in place to better meet the needs of all students.

A short survey was distributed to parents and staff to ascertain what school programs they value and what qualities they want the children to develop. Students completed a PMI as a reflection of the school year which highlights the positives and negatives through their eyes. This information informs future planning.

All parents were invited, through casual conversations at the 2018 UPS Presentation Night, to engage with the principal about improvements the school could make.

This feedback assisted in informing the development of the two strategic directions.

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Connections

Purpose:

To encourage a cohesive education community, to promote community engagement and the development of positive and respectful relationships that support student wellbeing and learning and result in motivated students who seek continual self-improvement.



**STRATEGIC
DIRECTION 2**
Engaged Learners

Purpose:

To improve student learning and outcomes across all curriculum areas through the development and delivery of consistent high quality collaborative reflective teaching practice using quality evidence to inform teaching practice utilising innovative and engaging programs.

Strategic Direction 1: Connections

Purpose

To encourage a cohesive education community, to promote community engagement and the development of positive and respectful relationships that support student wellbeing and learning and result in motivated students who seek continual self-improvement.

Improvement Measures

An explicit system of collaboration and feedback against the Australian Teaching Standards exists to drive individual performance of staff. Staff demonstrate growth against the standards.

Staff are fully engaged in learning partnerships that fuel innovation and informed exploration of new pedagogies in relation to emerging technologies supported by quality professional learning opportunities to grow their professional self.

Engagement and attainment is evident across the school/schools, students are positively involved in school and community activities.

People

Students

Experience a sense of belonging and connectedness that respects diversity and identity. They are self-aware and can regulate their own emotions, behaviours and learning.

Staff

Nurture positive professional relationships with the whole school community, which are safe, respectful and supportive to help students to reach their full potential.

Parents/Carers

Actively participate in supporting collaborative partnerships, enabling the aspirations of every student to be valued.

Leaders

Grow external partnerships to create mutual benefit for the school and the community

Community Partners

Our learning community partners are a catalyst for creating a trusted and valued collegial space that fosters collaboration, networking and shared professional learning.

Processes

Teacher Professional Learning and Collaborative practice:

Enhancing staff knowledge and skills through the implementation of high quality evidence based professional learning and collaborative structures to support shared learning

A Planned Approach

Staff and school community collaborate to build a shared understanding of the Wellbeing Framework and implement the Second Steps program to support the social and emotional development of the students

Enhanced Opportunities

Students engage in school programs to support their social and emotional development resulting in positive relationships, a sense of belonging and move towards becoming active and informed young citizens

Evaluation Plan

Annual BiJOU LC survey monkey

Teacher feedback on PL events

PDP goals, evidence and reflections

TTFM surveys

Behaviour monitoring records

Practices and Products

Practices

Classroom teachers lead professional learning across the learning community

The BiJOU LC provides mentoring and coaching support to ensure the ongoing leadership development of all staff

Students will demonstrate the skills, behaviours and values taught and modelled through the Second Steps program.

Students and staff demonstrate a proactive and solutions-focused approach in an environment of change

Products

Professional learning that has an impact on teacher practice leads to improved student outcomes

The school has embedded and explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive ongoing, school-wide improvement in teaching practice, leadership and student outcomes.

The school will have in place a comprehensive and inclusive framework to support the cognitive, social and emotional wellbeing of the students.

Strategic Direction 2: Engaged Learners

Purpose

To improve student learning and outcomes across all curriculum areas through the development and delivery of consistent high quality collaborative reflective teaching practice using quality evidence to inform teaching practice utilising innovative and engaging programs.

Improvement Measures

All students to demonstrate improved literacy and numeracy capabilities as evidenced by continued progress against the Literacy and Numeracy Learning Progressions and proficiency in line with the Premier's Priorities.

The 21st century learning skills and attributes of critical and creative thinking, collaboration and inquiry are evident in all teaching programs.

People

Students

Set personal learning goals and provide and receive quality feedback

Staff

Develop skills and capacity through professional development that is relevant, future focused and shaped by research, evidence and feedback to build their capacity as learners, teachers and leaders.

Leaders

Foster a culture of improved practice and build staff capacity to understand and implement the most effective explicit teaching practices to achieve improved student outcomes and achievement.

Parents/Carers

Parents and Carers will become partners in their child's learning and collaborate with the school community to develop a shared vision for the education of their child.

Community Partners

Provide networking opportunities to share and build capacity for staff and students to deliver on innovation and best practice

Processes

Early Action for Success

Learning is data driven and based on formative assessment practices and learning progressions, targeted intervention and feedback that reflects the evidence and allows access to tailored support, extension and enrichment.

Innovation

Develop staff skills, structures and processes for the implementation of innovative curriculum across the school.

Design and implement learning experiences using emerging technologies and 21 C learning skills across the school

Evaluation Plan

student reflections

individual growth data – internal/external assessments

teacher feedback/PDP reflections

TTFM surveys

DSLG final report

EaFS data– 5 weekly data

Practices and Products

Practices

Students will be involved in authentic learning experiences using emerging technologies. Within these rich learning experiences they will have the opportunity to communicate ideas, collaborate, think critically and creatively problem solve.

Data collection, formative assessment and quality feedback are embedded practice used to design learning, interventions and initiatives to support literacy and numeracy growth for all students.

Products

Students demonstrate enhanced skills across all curriculum areas in problem solving, persistence and perseverance.

Learning experiences that engage students in future focused learning become embedded practice.

Teaching practices are evidence based and informed by student achievement data to ensure teaching and learning programs are differentiated and personalised for to meet individual learning needs.