

School plan 2018-2020

Urunga Public School 3318



School background 2018–2020

School vision statement

At our school, parents, teachers and the wider community work together with a commitment to nurture, guide, inspire and challenge students. This means every child is known, valued, cared for and supported to become confident, self motivated and creative individuals.

The school demonstrates a culture of high expectations of its leaders with the shared responsibility of having a clear focus on student progress and achievements while catering for a range of equity across the learning community.

The wellbeing of our community is supported by a culture that nurtures, guides, inspires and challenges individuals to find joy in teaching and learning.

The pursuit of excellence in Literacy and Numeracy for all students with aspirational expectations combined with explicit teaching and dynamic, engaging and differentiated learning that is evidence based and driven by valid and reliable data.

Teachers will demonstrate a responsibility to continuously improve and update their practices in order to increase student learning.

School context

Urunga Public School is a primary school on the mid–north coast of NSW with 195 students of which 24 are Aboriginal. In 2018, a new Principal and School Administration Manager were appointed. All teachers have developed their own professional learning plan referenced to Australian Professional Standards for Teachers.

Our school has a dynamic learning community with dedicated staff committed to continual improvement of student learning outcomes through quality teaching practices and programs. Priority areas are reviewing and developing new scope and sequences for English (with emphasis on writing and Mathematics. Technology is a focus area as an assistive learning tool, supporting innovative and creative ideas and engaging learners in digital ways. The school has developed individual plans for supporting students.

The staff and parents enjoy a positive relationship, actively promoting the school and its students.

The school budget is approximately \$1,899,951.00. The Base School Allocation total is \$1,585,059.00 which includes Staff Wages at \$1,368,124.00; School Operational Funding at \$88,338.00; Utilities at \$22,143.00; Per Capita at \$39,641.00; Location at \$33,834.00; Urgent Minor Maintenance at \$6,288.00; Professional Learning at \$14,648.00; School Support Allocation at \$11,383.00; Site Specific at \$660.00.


There is also Funding Support at \$109,400.00; Socio–economic Background at \$91,849.00; Aboriginal Background at \$33,217.00; Low Level Adjustment for disability at \$80,425.00. The remainder of the budget allocation are used for asset replacement, utilities, maintenance and supplementation of teachers.

School planning process

In 2017 and the beginning of 2018, our school carried out a situational analysis involving a process of consultation to review the 2015 to 2017 School Plan and compare and contrast findings that would inform future directions of our school for our 2018 –2020 plan. All stakeholders including students, staff, parents and community members were engaged in this process. Our school's evaluation process has included reviews of the strengths, opportunities and areas for development across the school. The methodology used by the evaluation team to conduct the planning process included:

- Analysis of semester 1 & 2, 2016 and 2017 school based assessments, NAPLAN analyses and on–line diagnostic assessments; and analysis of policies and programs, plans and budgets, attendance and communications to meet future needs.
- Staff, student, parent and community member forums and surveys examined the strengths, interesting aspects of the school and where improvements could be made.
- Aboriginal parent forums which discussed support for student learning and assistance with raising cultural consciousness.
- Evaluation of professional learning including consistent teacher judgement (CTJ), common assessment tasks and improving teaching practices.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 LEARNING

Purpose:

To ensure that every child is known, valued and cared for.
To ensure that students develop foundation skills in literacy and numeracy, strong content knowledge and the ability to learn, adapt and be responsible citizens.



STRATEGIC DIRECTION 2 TEACHING

Purpose:

To understand and use evidence based and explicit teaching in all settings. We will use student data wisely to track the improvement of all students and will work collaboratively and systematically to sustain quality teaching practices.



STRATEGIC DIRECTION 3 LEADING

Purpose:

We believe leadership should be visible and distributed and that children are at the centre of all of our decision making. Our purpose is to develop and maintain stream lined systems in which leadership is nurtured at all levels.

Strategic Direction 1: LEARNING

Purpose

To ensure that every child is known, valued and cared for. To ensure that students develop foundation skills in literacy and numeracy, strong content knowledge and the ability to learn, adapt and be responsible citizens.

Improvement Measures

1. 75% of students at or above expected growth in Year 5 Reading NAPLAN data
2. 75% of students at or above expected growth in Year 5 Writing NAPLAN data
3. 30% of students in the top 2 bands in Year 3 Numeracy NAPLAN data.
4. 30% of students in the top 2 bands in Year 3 Writing NAPLAN data

People

Students

Contribute to well planned learning through self direction, developing learning goals and providing meaningful feedback to teachers and peers.

Staff

Teachers work collaboratively to develop, implement and improve teaching strategies that engage students.

Parents/Carers

Parents, carers and community engage in communication and feedback to support student learning.

Processes

1. Develop and implement literacy programs and practices that are differentiated and engaging, based on feedback. Teaching practices will be consistent.
2. Consistently high impact teaching and learning strategies to support literacy and numeracy, so students are aware of where they are, where they need to be and how they are going to get there.
3. Implement a whole school integrated approach to student well being which is consistently applied, so that students can connect, succeed and thrive at each stage of their schooling

Evaluation Plan

- Analysis of NAPLAN data
- Tell Them From Me survey participation

Practices and Products

Practices

- Implement English and Mathematics scope and sequences K–6.
- Professional learning based on Mathematics and English curriculum.
- Professional learning in Quality Teaching Rounds – based on Quality Teaching Framework
- Professional learning in Visible learning
- Responsive to Wellbeing Framework self assessment tool

Products

- Develop English and Mathematics scope and sequences K–6
- Develop a model Quality Teaching Rounds within and across schools
- Develop teacher capacity to support students to engage identifying learning goals.
- Develop a K–6 welfare system and policy that supports and promotes all students to connect, succeed and thrive
- Collaboratively develop a Positive Behaviour for Learning model

Strategic Direction 2: TEACHING

Purpose

To understand and use evidence based and explicit teaching in all settings. We will use student data wisely to track the improvement of all students and will work collaboratively and systematically to sustain quality teaching practices.

Improvement Measures

100% of teachers engage in lesson observations and quality feedback

Every five weeks, teachers analyse student learning data to determine teaching directions

People

Students

Engage in peer and self reflection activities.

Provide meaningful feedback to teachers regarding the learning process.

To work with teachers to identify learning goals.

Staff

Report on student progress using reliable data.

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

Demonstrate a sound understanding of student assessment and data concepts.

Community Partners

Collaborate with staff to identify strategic priorities for continuous improvement.

Engage in authentic learning and assessment activities.

Ongoing communication with staff regarding their child.

Processes

1. Implementing, monitoring and evaluating NSW Syllabuses by ensuring high quality assessment, planning, programming and teaching models across K–6.

2. To increase teachers' data literacy skills to inform future planning, drive teaching and improve student progress.

3. Embed explicit systems that facilitate respect, professional dialogue, collaboration, classroom observation and the provision of specific and timely feedback between teachers.

Evaluation Plan

Analyse records of lesson observations

Evaluation of lesson observation and feedback model

Analysis of collaborative data analysis sessions

Practices and Products

Practices

- Research schools and systems that have been identified as achieving excellence in evidence based teaching strategies
- Engage Network support staff for advice
- Professional learning in the use of data
- Utilise PLAN data program which drives teaching and consistent assessment
- Professional learning in Quality Teaching Rounds
- Effective feedback given to teachers based on the Quality Teaching Framework
- Collaboration across grades, stages, K–6 and across schools and learning communities.

Products

- Teaching staff collaborate and analyse data to inform teaching
- Individualised learning goals will be identified and implemented for each student
- Develop whole school assessment schedule
- Teaching is differentiated to support the learning needs of all students
- Teaching programs which are individualised for each student
- Quality Teaching Rounds implemented
- Explicit systems for collaboration

Strategic Direction 3: LEADING

Purpose

We believe leadership should be visible and distributed and that children are at the centre of all of our decision making. Our purpose is to develop and maintain streamlined systems in which leadership is nurtured at all levels.

Improvement Measures

1. All staff have PDP goals aligned to the school plan and Australian Professional Teaching Standards
2. Tell Them From Me survey data results reflect an annual improvement
3. Improvement annually in benchmark data taken from school generated Community Feedback survey

People

Students

Build the capacity of students to understand that learning relies upon taking responsibility in working together with teachers and community members.

Staff

Design professional learning, school-wide systems and structures to develop staff capabilities.

Engage in communication systems to maximise collaboration

Parents/Carers

Enhance the collaborative learning community through provision of opportunities for parents and teachers to work together to improve the intellectual quality of educational programs in the school.

Actively encourage parental participation and engagement in communication with the school and in appropriate school professional learning.

Processes

1. Build a professional learning community which is focussed on distributed instructional leadership amongst staff within and across schools, where leadership is viewed as a shared responsibility.

2. Inclusive and responsive systems of communication are embedded school wide

3. The school leadership team model instructional leadership and support the culture of high expectations and community engagement.

Evaluation Plan

1. Analysis of staff PDPs
2. Analysis of Tell Them From Me data.
3. Analysis of annual staff feedback survey

Practices and Products

Practices

- Professional learning in Instructional leader model. Research other schools identified as models of best practice.
- Opportunities provided for staff to adopt leadership roles eg Quality Teaching Rounds, focus groups
- Audit of current systems.
- Research of effective communication systems in other schools
- inclusive, appropriate and efficient communication systems are adopted
- Leadership team encourage feedback from students, staff and community eg surveys, workshops, forums, meetings.

Products

- Develop an Instructional Leader model across the school. Teachers identifying
- Develop efficient whole school systems for effective communication and feedback
- Leadership team responsive to feedback from school and community
- Develop and embed a cyclic model of instructional leadership