

Strategic Improvement Plan 2021-2024

Ulladulla Public School 3302



School vision and context

School vision statement

Ulladulla Public School is a student centered, progress driven school providing a supportive environment where excellence is achievable. We are a school where high expectations are the norm and decisions are made on the best available, validated research. Curriculum differentiation and quality teaching practice are readily observable and expected. We are a school where a sense of respect and courtesy is extended to students, staff and the broader community. We continually seek to renew, reflect and evaluate our practice with the intention of improving student learning. We foster collaboration and a rich culture of meaningful feedback. Our staff and student body adopt a growth mindset facilitated by learning challenges that create opportunity to practice thinking dispositions and engage in the attributes we value.

We aim to create the conditions for each and every child to expand and grow with a focus on respect; Literacy; Numeracy; resilience; responsibility; self-regulation and independence; thinking - critical and creative.

Our staff believe that high expectations and meaningful feedback combined with explicit teaching; differentiation and providing opportunities for challenge create conditions for our students to flourish. By embracing professional learning combined with the belief that all students can learn ensures a quality education and a commitment to learning.

We value developing authentic relationships with our students, parent and colleagues.

School context

Ulladulla Public School is located on the South Coast. Ulladulla Public School has 744 students with 11% Aboriginal Background. Ulladulla Public School is a student centered, progress driven school providing a supportive environment where excellence is achievable. We have 5 Support Unit classes consisting of 1 Emotionally Disturbed (ED), 1 Intellectually Mild (IM) and 3 Multi-Category (MC) classes. and 27 mainstream classes.

We have a balance of early, mid and late career teachers who combine to ensure quality systems and structures are developed and maintained. We value input from our community and we are constantly seeking to improve each year. Our community are supportive of our school initiatives and activities wanting to be a part of the education of their children.

Ulladulla Public School has participated in self evaluations against the School Excellence Framework to garner areas of achievement, improvement and focus. Staff identified two key elements of the School Excellence Framework of 'Curriculum' and 'Effective Classroom Practice' to be focus areas of professional development and focus.

Curriculum - in school that excel, an integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students.

Effective Classroom Practice - In schools that excel, all teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence based teaching strategies.

Ulladulla Public School staff continue to be reflective of feedback from our broader community as we endeavor to strengthen our parents

Our School Improvement Plan is directly linked to raising student achievement in Literacy and Numeracy with a particular focus on Reading and Whole Number through effective teaching practice and quality systems and structures. We know that effective teaching makes the biggest difference to our students and professional development will be aligned to our school goals to our staff embed evidence based practices. We know that we need quality systems and structures to monitor growth and progress as well as informing and giving access to our parent body.

Strategic Direction 1: Student growth and attainment

Purpose

In order to enhance student learning outcomes and continued growth, an integrated approach to quality teaching, curriculum planning and delivery, and assessment ensures learning excellence and responsiveness in meeting the needs of all students in reading and numeracy.

Improvement measures

Target year: 2022

Increase the % of students in top 2 bands in NAPLAN reading from the baseline data to meet the lower bound .

Target year: 2022

Increase the % of students in top 2 bands in NAPLAN numeracy from the baseline data to meet the lower bound.

Initiatives

Literacy

Embed a consistent approach to using explicit teaching practices in literacy across the whole school that supports student growth and attainment.

- Implementing evidence based synthetic phonics methodology K-6 to meet the needs of all students.
- Implementing high impact professional development and Instructional Leader support for continued training, mentoring and modelling in literacy to ensure that learning programs are reflective of student needs.
- Embed student growth tracking and consistent assessment and pedagogical approach across the whole school.

Numeracy

Embed evidence based, explicit teaching practices in order to support student's growth and attainment in numeracy.

- Undertaking evidence based professional development for all staff.
- Implementing evidence based methodology K-6 to meet the needs of all students in numeracy.
- Establish an Instructional Leader Numeracy to work with teachers and students to ensure delivery of consistent, effective and explicit teaching practices that maximise student growth and attainment.
- Embed student growth tracking and consistent assessment across the whole school.

Success criteria for this strategic direction

The school's curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with other schools or organisations, where useful and practicable (SEF - Curriculum - Excelling).

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes (SEF - Curriculum - Excelling).

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers (SEF Assessment - Excelling).

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement (SEF Assessment - Excelling).

Evaluation plan for this strategic direction

The school will employ the QDAI evaluation process to regularly analyse the effectiveness of the reading and numeracy initiatives in achieving the specific purpose and improvement measures of this strategic direction. This evaluation process will occur every 5 weeks and will guide the school's future directions:

QDAI Evaluation Process

Question:

Evaluation plan for this strategic direction

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in reading and numeracy?

Data:

Ulladulla Public School will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- NAPLAN data
- SCOUT Data
- SEF SaS
- Progressive Achievement Test (PAT) data
- Internal assessment
- Observation

Analysis:

Analysis will be imbedded within the initiatives through progress and implementation monitoring. UPS will review progress towards the improvement measures each year.

Implications:

The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures (published in the Annual School Report and school website)

Strategic Direction 2: Effective Teaching Practice

Purpose

In order to improve reading and numeracy outcomes for all students we are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies. Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.

Improvement measures

Target year: 2023

An uplift of 5.7% of students achieving at or above expected growth from the school's baseline data in NAPLAN reading.

Target year: 2023

An uplift of 8% of students achieving at or above expected growth from the school's baseline data in NAPLAN numeracy.

Initiatives

Effective Feedback

Embed a culture of effective feedback to enable explicit, specific and timely feedback for students and staff

- Embed explicit structures for collaboration, observation and feedback to sustain quality teaching practice.
- Establish whole school feedback protocols and systems linked to growth mindset and the Learning Pit.
- Ongoing professional development delivered on effective feedback practices.
- Develop student capacity to articulate own learning through Bump It Up Walls, WAGOLLS (What a Good One Looks Like), Data Walls, Learning Intentions and Success Criteria.

Data Driven Practices

Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery.

- High Impact professional learning in data analysis and data use in teaching for all staff
 - Instructional Leader to work with teachers using data to monitor and assess student progress and design future learning for classes, groups and individuals.
 - Embed data informed formative assessment practices as an integral part of instruction in every classroom.
 - Triangulate data sources to inform teaching practice ; conduct gap analysis; validate consistent teacher judgement; identify class, cohort, group and individual needs NAPLAN, PAT Testing, School Assessment.
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Success criteria for this strategic direction

- Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated (SEF Effective Classroom Practice - Excelling).
- Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness (SEF Data Skills and Use - Excelling).
- All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data (SEF Professional Standards - Excelling).
- The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school wide improvement in teaching practice and student results (SEF Learning and Development - Excelling).

Evaluation plan for this strategic direction

The school will employ the QDAI evaluation process to regularly analyse the effectiveness of the effective feedback and data driven practices initiatives in achieving the specific purpose and improvement measures of this strategic direction. This evaluation process will occur every 5 weeks and will guide the school's future

Strategic Direction 2: Effective Teaching Practice

Evaluation plan for this strategic direction

directions:

QDAI Evaluation Process

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of effective teaching methods, including effective feedback and use of data to inform teaching in reading and numeracy?

Data:

Ulladulla Public School will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- NAPLAN data
- Progressive Achievement Test (PAT) data
- Internal assessment
- Student work samples
- Data walls
- Grade data collection and graphing
- Learning Walk data (observations)
- Tell them from me survey

Analysis:

Analysis will be imbedded within the initiatives through progress and implementation monitoring. UPS will review progress towards the improvement measures each year.

Implications:

The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures

Strategic Direction 3: Quality Systems and Structures

Purpose

Ulladulla Public School supports a professional learning culture where the effectiveness of all school members enhances communication, and engagement with our school community. Embedding administrative systems, structures and processes ensures ongoing school improvement in wellbeing and attendance.

Improvement measures

Target year: 2024

SEF The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning resulting in movement from sustaining and growing to excelling as against the SEF SAS in wellbeing and attendance.

Target year: 2022

An uplift of 5.4% in students experiencing positive wellbeing from the baseline data to meet the lower bounds total in the Tell Them From Me survey

An uplift of 10.1% in students sense of belonging as identified in Tell Them From Me survey.

Target year: 2022

An uplift of 3.1% in student attendance attending 90% of the time or more from the baseline data to meet the lower bound.

Initiatives

Quality System and Structures to enhance positive school culture

Effective collaboration within the school community involves teachers, students and parents working together to achieve purposeful communication and engagement at all levels

- Enhance the connection with parents by building on opportunities that engage parents/carers in both the progress of their children's learning and the educational priorities of the school.
- Develop explicit structures for collaboration, observation and feedback that supports effective classroom practice.
- Develop roles and responsibilities statements, procedures and timelines for all staff for accountability and quality assurance.

Wellbeing and Attendance

Teachers parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

- Staff procedures and administrative practices are reviewed
- Identify effective communication; (school newsletter, facebook, notice board, enrolment and assembly events, phone alert system) to raise awareness of the importance of regular school attendance and learning success
- Develop a case managed approach to proactively support families towards improved attendance. This will involve the analysis of data to target families in need of wrap around support.
- Develop a whole school approach to positive attendance
- Ensure practices of roll marking are consistent and provide professional learning support for any

Success criteria for this strategic direction

The school uses a centralised system for analysing and reporting data on student and school performance, including academic growth in Literacy and Numeracy. (SEF Reporting - Excelling).

Student reports are personalised and comprehensive, providing detailed, clear, specific information about learning, growth, next steps and improvement measures, as well as relevant contextual and/or comparative data. (SEF - Reporting - Excelling).

Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Reporting to parents has been enhanced in response to feedback received (SEF - Reporting - Excelling).

Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve (SEF - Learning Culture - Excelling).

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school (SEF - Educational Leadership - Excelling).

The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning (SEF - Educational Leadership - Excelling).

Evidence based whole school practices support students to connect, succeed, thrive and learn so that attendance and engagement are measurable and support students strong sense of belonging.

Evaluation plan for this strategic direction

Initiatives

inconsistencies.

- Embed a whole school approach to support students develop a strong sense of belonging , strong school pride, high engagement and expectations of learning and advocacy at school.
 - Strengthen our Aboriginal sense of cultural competence and sense of identity
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Evaluation plan for this strategic direction

The school will employ the QDAI evaluation process to regularly analyse the effectiveness of the quality systems and structures initiatives in achieving the specific purpose and improvement measures of this strategic direction. This evaluation process will occur every 5 weeks and will guide the school's future directions:

QDAI Evaluation Process

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement in creating quality systems and structures at Ulladulla Public School.

Data:

Ulladulla Public School will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- Tell them from me survey
- Role statements
- Meeting minutes
- Teaching and learning programs
- PLPs, IEPs, ILPs
- SCOUT data

Analysis:

Analysis will be imbedded within the initiatives through progress and implementation monitoring. UPS will review progress towards the improvement measures each year.

Implications:

The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures

Strategic Direction 3: Quality Systems and Structures

Evaluation plan for this strategic direction

(published in the Annual School Report and school website)