

Strategic Improvement Plan 2021-2024

Ulong Public School 3304



School vision and context

School vision statement

At Ulong Public School, teachers & leaders inspire and enthuse students to learn through providing high quality, stimulating learning opportunities which interest, motivate and challenge the students to reach their full potential. We provide a safe, secure and welcoming environment where all students are listened to, respected and valued as individuals.

As part of a small community, we place enormous value on developing a strong home school partnership to encourage parents to value the learning and personal growth of their children and to support the school by promoting the school's wellbeing (Positive Behaviour for Learning) expectations of respect, responsibility and personal best.

We ensure a student centred, safe learning environment that nurtures, guides challenges and inspires all students through an individualised learning journey, with a strong focus on improved attendance and uplifting the core literacy and numeracy skills that facilitate success by embedding effective reading and numeracy strategies to improve student achievement.

School context

Ulong Public School is situated in the village of Ulong, 40 kilometres west of Coffs Harbour on the Mid North Coast of New South Wales. It has a transient population and is an isolated rural, village. The school as a FOEI of 172. The school receives additional funding of \$34,763 due to the school's location. This funding is used to reduce the impact of isolation by using video conferencing and interactive facilities in the classrooms. Virtual tours, as well as subsidising excursions and travel costs ensure full participation in excursions that would otherwise not be possible for all students.

The school is classified as a TP2 primary school with total enrolment of 16 students, 2 of whom identify as Aboriginal. There are a number of staff including a teaching principal; a second classroom teacher 5 days a week; a temporary part-time teacher 2 days a week to cover the release from face to face program, learning support and library; school learning support officer for 4 days to run Multi and Mini Lit Programs and support students with identified needs; a general assistant for 1 day a week and a school administrative manager for 3 days a week. All staff are highly skilled and passionate about their work.

The school has been involved in the Early Action for Success K-2 literacy and numeracy strategy since 2015. An instructional leader has been appointed 1 day a fortnight. This has led to improved curriculum implementation and quality teaching where stringent data analysis provides teachers with direction for future teaching. Professional learning is an active element.

The school is an active partner in the Orara Valley Learning Community of schools. Students participate regularly in community events and competitions and Orara Valley Learning Community activities. They interact with other valley students to experience extension activities in academic areas such as gifted and talented programs, enrichment days, debating and sporting events and carnivals.

The school has an active P&C and a collaborative relationship with the parent community and local primary and high schools.

From our situational analysis findings, the high level areas for improvement are: reading fluency, vocabulary and comprehension, student's achievement in numeracy, student wellbeing and sense of belonging. Student attendance in K-2 is strong, however, 3-6 attendance requires improvement.

The school consulted with students, staff, parents/carers, local AECG and the broader community through surveys, staff and P&C Meetings to seek input and develop the plan.

Strategic Direction 1: Student growth and attainment

Purpose

To further develop and refine data driven, explicit teaching practices that are responsive to the learning needs of individual students.

Improvement measures

Target year: 2022

- 30% of students achieve in the top 2 bands in NAPLAN reading & numeracy.

Target year: 2023

- At least 60% of students achieve expected growth in NAPLAN reading & numeracy tests.

Target year: 2024

K-2 reading goals:

- 90% Kindergarten students to achieve at least levels 8-12 in reading by the end of year.
- 90% Year 1 students to achieve at least levels 16-18 in reading by the end of year.
- 90% Year 2 students to achieve at least levels 22-30 in reading by the end of year.

Initiatives

Effective use of school wide data

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

- High impact professional learning in data literacy, data analysis and data use in teaching for all staff.
- Using data to monitor and assess student progress and design future learning on a whole school, class and individual level.
- Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.
- Embed data informed formative assessment practices as an integral part of daily instruction in every classroom

Best practice teaching of literacy & numeracy

High Impact Professional learning in teaching literacy & numeracy, to build teacher capabilities and collective pedagogical practice.

- Whole school participates in Quality Teaching Rounds.
- Regularly dedicate time throughout the school year for working with colleagues to plan, develop and refine teaching and learning programs.
- Regularly participate in structured lesson observations that focus on how different teaching approaches impact on student learning.

Success criteria for this strategic direction

All teachers have a sound understanding of student assessment and data concepts (e.g. causality, bias). They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

Staff are confident and competent in using the Learning Progressions & PLAN 2 to identify students learning needs and where to next.

Teachers use data effectively to evaluate student understanding of lesson content and inform teaching practice.

Every teacher participates in QTR to gain feedback to improve teaching of literacy and numeracy.

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.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives. This analysis will guide the school's future directions:

- Check-in assessment/NAPLAN data/Scout reports.
- Student work samples.
- Teaching and learning programs show evidence of differentiation.

The evaluation plan will involve:

- Regular review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

After analysing the data a determination will be made as to the future directions.

Strategic Direction 2: Student Engagement and Connecting with Community.

Purpose

To develop authentic communication and consultative decision making to drive innovative programs that promote improvement and community engagement.

Improvement measures

Target year: 2022

- Annual parent satisfaction survey indicates at least 90% of parents feel their children are provided with explicit feedback on their learning.

Target year: 2024

- 75% of students are achieving their learning goals aligned to the literacy and numeracy progressions.
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Initiatives

Personalised learning

Embed a learning culture that provides explicit, specific and timely feedback that supports improved personalised learning.

- Engage in high impact professional learning to build teacher capabilities and enhance collective pedagogical practices.
- Expertly use student assessment data to reflect on teacher effectiveness and provide individualised, explicit, differentiated and responsive learning opportunities.
- Ensuring teaching and learning programs across the school will show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.
- Involve students and parents in planning to support learning, and share expected outcomes.

School community partnerships & high expectations

Ensure effective strategies that build strong relationships and enhance school community partnerships:

- Enriching student learning and wellbeing, by supporting and empowering positive school community partnerships by implementing the Family-School Partnership Framework.
- Engage all stakeholders in special events, celebrations and cultural events.
- Engage with parents and carers to encourage them to hold high expectations of their children.
- Regularly inform parents and carers of their child's progress and learning goals as well as learning expectations.
- Provide parents and carers with positive feedback.
- Take the opportunity to make 'good news' calls, and

Success criteria for this strategic direction

The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data.

Reporting on school performance is based on valid and reliable data and analysis.

Students can articulate their learning and understand what they need to learn next to enable continuous improvement.

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.

The school staff measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community.

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives. This analysis will guide the school's future directions:

- Annual community satisfaction surveys.
- Plan 2 student data.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

Strategic Direction 2: Student Engagement and Connecting with Community.

Initiatives

do not only make contact to report student misbehaviour.

- Invite parents and carers to view their child's work regularly and discuss their goals.
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Evaluation plan for this strategic direction

After analysing the data a determination will be made as to the future directions.

Strategic Direction 3: Wellbeing

Purpose

To foster positive and supportive relationships between students, teachers and community members that promote the wellbeing of every student, so that they can connect, succeed, thrive and learn.

Improvement measures

Target year: 2022

- Increased percentage of students attending school more than 90% of the time, maintaining or improving upon the school level target.
- Decrease the percentage of students attending less than < 80% of the time to achieve a minimum of the system-negotiated lower bound target.

Target year: 2024

- 95% of the students and parents survey data represents that there is a sense of belonging and high level satisfaction with the PBL process implemented.
- 80% of the students and parent surveys indicate there is a strong sense of belonging with in the school.

Initiatives

Positive behaviours for learning

Implement PBL across the school to ensure consistent processes encouraging high level student engagement and instilling core values.

- Students are provided with structure, predictability, and opportunities for active student participation in classrooms.
- Staff will respond to student disengagement and disruptive behaviours in a calm, consistent and fair manner to support students to re engage in learning.
- Staff proactively teach healthy coping strategies, resilience and self regulation.
- Develop whole school programs/strategies to enhance wellbeing and values with a growth mindset.
- Teaching and learning programs demonstrating social/emotional learning is embedded into the curriculum across the school.
- Showcase student progress and achievements to ensure that all students are known, valued and cared for across the school.

Attendance

Initiate, implement and embed systems, processes and practices that encourage and accurately monitor student attendance.

- Foster regular attendance by establishing a positive and welcoming school culture for all students.
- Provide tailored interventions for students with significant support needs.
- Regularly communicate with all parents/carers. and timely interventions for students at risk.
- Educate students regarding the importance of regular school attendance.
- Attendance data will be regularly analysed and used

Success criteria for this strategic direction

The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfill their potential.

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school by implementing PBL (Positive Behaviour of Learning).

Attendance data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives.

- Kids Matter Survey
- Parent/Community Surveys
- EBS4 Data
- Scout Attendance/Engagement Data.

Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.

Regular professional discussion around the School Excellence Framework elements and themes.

Whole staff reflective sessions.

After analysing the data a determination will be made as to the future directions.

Initiatives

- to inform planning.
 - School community celebrates regular and improved attendance.
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