

# Strategic Improvement Plan 2021-2024

## Ultimo Public School 3305



# School vision and context

## School vision statement

At Ultimo Public School every child is known, valued and cared for. A culture of high expectations and collaboration supports effective classroom practice, empowering students to be reflective, resilient and confident learners. A connected community promotes a true partnership between school, families and our students.

## School context

Ultimo Public School is an inner city school located on the fringe of Darling Harbour and Chinatown area.

In 2020 our school completed a major rebuild that transformed our teaching environments into flexible, collaborative learning spaces. The school enrolment is increasing and enrolled 410 students in 17 classes in 2021.

Our school is supported by a strong, connected multi-cultural community and our Chinese community language supports student in maintaining and developing further communicative competence in their community language. 71% have a language background other than English, and 30% require some level of EAL/D (English as an Additional Language or Dialect) support 5% of students identifying as Aboriginal. Our students come from a wide range of socio-economic backgrounds.

Through our situational analysis we have identified the need to focus on high expectations and effective teaching and learning programs that are consistent across the school. Collaborative practice and feedback will support co-teaching environments and continual improvement. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in reading and numeracy.

A focus on instructional leadership will drive explicit teaching across the school. Teaching and learning programs will be responsive to data and our instructional leader will support classroom teachers to analyse and action this information.

# Strategic Direction 1: Student growth and attainment

## Purpose

To ensure students develop and grow strong numeracy and reading learning outcomes through data driven, consistent explicit, evidenced based teaching practices within a culture of high expectations.

## Improvement measures

### Target year: 2023

**Growth in Numeracy:** The percentage of students achieving expected growth in NAPLAN numeracy to be above the system negotiated target of 65.2%

### Target year: 2022

**Top 2 Bands in numeracy:** 54.1% of students achieving in the top two bands in NAPLAN numeracy.

### Target year: 2023

**Growth in Reading:** The percentage of students achieving expected growth in NAPLAN reading to be above the system negotiated target of 66.5%.

### Target year: 2022

**Top 2 Bands in Reading:** 59.1% of students achieving in the top two bands in NAPLAN reading.

## Initiatives

### Curriculum

- Develop a K-6 scope and sequence to ensure continued challenge and maximum learning.
- Teaching and learning programs are developed collaboratively across the school.
- Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring all students are challenged and all adjustments lead to improved learning.
- Identification of students who require tiered intervention.
- Utilise targeted funding to develop a numeracy support program across the school.
- Intensive literacy support program developed and implemented across the school with a focus on reading.

### Instructional Leadership

- Focus on high quality, ongoing professional learning that is aligned to numeracy and reading.
- Create and sustain a culture of effective, evidence based teaching and ongoing improvement.
- Support staff to differentiate teaching and learning programs
- Support staff shoulder-to-shoulder in classrooms
- Develop the capacity of staff to analyse and interpret data and collaboratively use this to inform planning, interventions and teaching practice.
- Focus on student achievement and growth.

## Success criteria for this strategic direction

### Initiative 1: Curriculum

- The school's Curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with other schools or organisations.
- Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.
- 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.

### Initiative 2: Instructional Leadership

- The leadership team maintains a focus on distributive instructional leadership to sustain a culture of effective, evidenced-based teaching and ongoing improvement so that every student makes measureable learning progress.
- The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.
- The school demonstrates a high performance culture with a clear focus on high quality service delivery.
- All students are taught by high performing teachers.

## Evaluation plan for this strategic direction

Data will be collected and analysed from internal and external data sources including:

- Best Start, NAPLAN, Literacy and Numeracy Progressions, SCOUT - Value added data

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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- Progressive Achievement Test (PAT) data
- Student work samples
- Evidence of scope and sequence implementation
- Evidence of assessment framework implementation
- Evidence of tiered intervention implementation
- Consistent, whole school approach to the teaching of numeracy and reading.
- Teaching and Learning Programs
- Evidence of evaluation, reflection and differentiation through regular data conversations

## Strategic Direction 2: Explicit systems for collaboration and feedback

### Purpose

To ensure student growth through embedded and explicit systems that facilitate collaboration, effective practice and specific and timely feedback.

### Improvement measures

#### Target year: 2024

All students will achieve within the expected end of year learning progression for Understanding Texts (UnT).

#### Target year: 2024

All students will achieve within the expected end of year learning progression for Quantifying numbers (QuN) and Additive strategies (AdS) or Operating with decimals (OwD).

#### Target year: 2024

Assessment element in Learning domain in the School Excellence Framework is Excelling in all themes including Formative assessment and Whole school monitoring of student learning.

#### Target year: 2024

Effective co-teaching pedagogy is common practice in all classrooms across the school.

### Initiatives

#### Continuous Assessment

- Ongoing, high quality professional learning targeted to the learning progressions.
- Utilise an Instructional leader to model, support and lead formative assessment pedagogy across the school
- Formative assessment pedagogy is implemented in all rooms.
- Progressive Achievement Tests and other summative data is monitored and reviewed.
- A consistent approach to creating, applying and reviewing individualised learning goals across all grades.
- Develop a data wall to visually represent the learning journey of each student and to identify those students who are at risk of not achieving the expected end of year progression.
- Community workshops with a focus on Assessment

#### Collaborative Teaching

- Ongoing, high quality professional learning that is targeted to the individual needs of teachers.
- Co-teaching pedagogy occurs in literacy blocks across the school.
- All stages involved in a collaborative planning cycle.
- Students requiring tiered interventions are identified and can access various levels of support.
- Teachers are involved in a collaborative teaching and learning cycle.

### Success criteria for this strategic direction

#### Initiative 1: Formative assessment

- Assessment is used flexibly and responsively as an integral part of daily classroom instruction.
- Formative assessment is practiced expertly by teachers.
- The school analyses student progress and achievement data and a range of other contextual information.
- Teachers respond to trends in student achievement, at individual, group and whole school levels.
- Students and parents understand the assessment approaches used in the school and their benefits for learning.
- The school has processes in place to support teachers consistent, evidence-based judgement and moderation of assessments.

#### Initiative 2: Collaborative Practice

- The school uses embedded and explicit systems that facilitate professional dialogue, collaborations, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.
- The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning.
- Teaching staff demonstrate and share their expertise within the school and with other schools.

### Evaluation plan for this strategic direction

Data will be collected and analysed from internal and external data sources including:

- NAPLAN , Check-in Assessment data, Learning Progression tracking
- Progressive Achievement Test (PAT) data, Internal

## Strategic Direction 2: Explicit systems for collaboration and feedback

### Evaluation plan for this strategic direction

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data sources

- Teacher observation and feedback sessions
- Agenda and minutes from data conversations
- Teaching and learning programs.
- Student work samples
- Tell Them From Me data: **Students:** Intellectual Engagement - Skills Challenge & Explicit teaching practices and feedback. **Staff:** Collaboration, Data informs practice & teaching strategies.

## Strategic Direction 3: A thriving school community

### Purpose

A culture of trust, respect, high expectations and continual improvement exists and is evident and widespread among students, staff and the wider school community.

### Improvement measures

#### Target year: 2024

Wellbeing element in Learning domain in the School Excellence Framework is excelling in all themes including, a planned approach to wellbeing and behaviour.

#### Target year: 2022

More than 86.8% of students attending school more than, on average, nine days per fortnight.

#### Target year: 2024

Tell Them From Me Wellbeing data (advocacy, belonging, expectations for success) improves to be 92%.

### Initiatives

#### Whole School Positive Behaviour Strategy

- Launch Departments new Behaviour Strategy
- Provide ongoing and targeted professional learning to all staff.
- Implement Positive Behaviour for Learning framework.
- Update and launch student behaviour implementation procedures and expectations
- Review and re-launch anti-bullying policy and re-align school initiatives .
- Engage whole-school community in behaviour initiatives.
- Introduce parent workshops that support families to support their children.

#### Student Wellbeing

- Assistant Principal Learning & Wellbeing role to support equity issues, students and staff.
- Utilise the Wellbeing Framework to identify areas for improvement across the school.
- Develop strong systems and clear streamlined processes for identifying, supporting and monitoring students, particularly those requiring learning support or high performing students.
- Develop authentic opportunities for student voice to be at the centre of the decision making process.
- Create and implement an attendance plan for all students at UPS
- Generate authentic opportunities for families to engage within our school.
- Introduce student Wellbeing Week each term
- Focus on the values in NSW public schools
- Organise opportunities for daily check-ins with students across the school

### Success criteria for this strategic direction

#### Initiative 1: Whole School Positive Behaviour Strategy

- 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.
- Students, teachers and staff, and members of the wider school community have a shared understanding of the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes.

#### Initiative 2: Student Wellbeing

- Our 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 fulfil their potential.
- The school has implemented evidence-based change to whole school practices, resulting in measureable improvements in wellbeing and engagement to support learning.
- Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

### Evaluation plan for this strategic direction

Our school will use the following data sources to track and monitor progress:

- Tell Them From Me (TTFM) data
- SCOUT attendance data
- SENTRAL incident data
- SENTRAL Wellbeing data
- Learning and Support Team minutes
- Internal data sources; student referrals
- Data from SRC related activities

## Strategic Direction 3: A thriving school community

### Evaluation plan for this strategic direction

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- Evidence of student voice in the decision making process
- Evidence of implementation of attendance strategy.