

# Strategic Improvement Plan 2021-2024

## Unanderra Public School 3308



# School vision and context

## School vision statement

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The Unanderra vision is embedded within the schools motto '*Strive to Achieve*'. This shared vision celebrates the individuality of each child and highlights the positive partnerships between the staff, students and school community. The school aspires for all students to aim to achieve beyond their potential and empower them as lifelong learners by providing rich and diverse opportunities within a harmonious community. Inspired by respectful relationships, positive student wellbeing and supportive leadership, students are actively encouraged to be proud of their uniqueness and uphold the values of being *Safe, Respectful and Responsible* learners,

## School context

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Unanderra Public School is a medium sized school situated in the suburb of Cordeaux Heights. Whilst changing sites in 1999, it has a long and proud history stretching back over 140 years. Enrollments have remained steady over the past few years with a current enrollment of 377 students. At present, the school has 17 classes, with 2 classes being self-funded by the school. The student population is made up of 7% of students identifying as Aboriginal and 21% coming from a Language Background Other than English. Students come from a variety of socio-economic backgrounds. In 2020, the school had a Family Occupation and Education (FOE) index of 94.

Unanderra Public School is a Positive Behaviour for Learning environment and has a strong focus on student well-being, guiding and supporting students to interact in a safe, respectful and responsible manner. High expectations of students, community and staff ensure we remain focused on our core business- the successful attainment of student learning outcomes. Our strong culture of excellence is reflected in our school motto - "*Strive to Achieve*".

A dedicated teaching staff provide a variety of engaging learning experiences that are differentiated and future-focused to meet the specific needs of the whole child. Literacy and numeracy form the basis for challenging and relevant classroom learning. Students, staff and the school community recognise that student wellbeing and engagement are important conditions for learning.

Unanderra Public School is actively supported by a strong Parents and Citizens Association and involved community members. Parents are encouraged to participate within the school and assist where possible and continuously strives to engage with family members

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to drive student growth and performance in literacy and numeracy we will establish a culture strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community so that students are knowledgeable, confident and engaged learners.

## Improvement measures

### Target year: 2022

#### Systems Negotiated Target

% of students achieving in **top two bands** in *reading* increases to 42.40% (lower bound) by 2022.

### Target year: 2022

#### Systems Negotiated target

% of students achieving in **top two bands** of *numeracy* increases to 33.85% (lower bound) by 2022.

### Target year: 2023

#### Systems Negotiated Target

% of students achieving **expected growth** in *reading* increases to 62.30% (lower bound) by 2023.

### Target year: 2023

#### Systems Negotiated Target

% of students achieving **expected growth** in *numeracy* increases from 55.34% (baseline) to 61% (lower bound) by 2023.

### Target year: 2024

School Self-Evaluation against the School Excellence Framework in the domain of **Effective Classroom Practice** moves from Sustaining and Growing (2020) to Excelling (2024)

## Initiatives

### Literacy and Numeracy

Student learning in literacy and numeracy will be underpinned by high quality teaching that is differentiated, targeted and specific to the individual needs of all students. Evidence-based, collaboratively developed and research informed programs will be embedded in all classrooms K-6 and explicitly taught.

- Tracking/Data check in- Aboriginal Students tracked through monitoring system-Excellence in Learning (Aboriginal Reflection Plan Action Guide)
- Data collection and tracking in literacy and numeracy.

### Assessment and Data Use

Assessment will be used flexibly and responsively as an integral part of daily classroom instruction, with formative assessment practices expertly implemented by all teachers in order to inform the teaching and learning cycle and accurately report on student learning progress.

- Formative Assessment TPL- Dylan Wiliam
- Whole school assessment schedule

## Success criteria for this strategic direction

### Literacy and Numeracy

Teaching and learning programs demonstrate deep understanding of the curriculum with evidence of: - planned teaching and learning experiences reflecting high expectations for student learning

- differentiation and adjustments based on individual student needs

- revisions based on feedback of teaching practices

The use of systematic and reliable assessment information to evaluate student learning with formative assessment practices being expertly implemented by teachers.

A whole-school assessment reporting schedule is developed to track students and assist with the analysis of student progress to inform further teaching and respond to trends in student achievement.

#### ( Learning - Assessment )

Classroom programs are collaboratively designed around effective evidence-based teaching methods, optimising learning progress for all students.

Personalised Learning Pathways for all Aboriginal students include aspirational literacy and numeracy goals that are routinely monitored and updated.

#### ( Teaching - Effective Classroom Practice )

### Assessment and Data Use

Teachers understand, develop and apply a full range of assessment strategies to determine teaching directions, monitor and assess student progress and reflect on teaching effectiveness.

Teachers analyse, interpret and extrapolate data to collaboratively inform planning and modify teaching practice.

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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### Target year: 2024

School Self-Evaluation against the School Excellence Framework in the domain of **Data Skills and Use** moves from Delivering (2020) to Sustaining and Growing (2024)

### Target year: 2024

School Self-Evaluation against the School Excellence Framework in the domain of **Assessment** moves from Delivering (2020) to Sustaining and Growing (2024)

### Target year: 2024

**Aboriginal Student data** (Year 3 and 5) is above both Statistically Similar School and State averages in both reading and numeracy.

## Success criteria for this strategic direction

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( Teaching - Data Skills and Use)

## Evaluation plan for this strategic direction

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Question:

To what extent can we demonstrate the improvement of student outcomes in literacy and numeracy as a result of improved teacher practice and effectiveness?

Data:

A range of data sources will be used including:

- \* PLAN2
- \* NAPLAN
- \*internal/external assessments
- \* observations
- \* document analysis
- \* surveys
- \* resource allocation analysis

Analysis:

Analysis will form an integral part of the initiatives through planned Progress and Implementation Monitoring every 5 weeks. The school will review progress towards the set improvement measures on an annual basis and this will be reported in the Annual Report.

Implications:

Future actions will be informed based on the findings of the analysis.

# Strategic Direction 2: SD 2 Wellbeing, Inclusion and belonging

## Purpose

In order to maximise each individual sense of wellbeing, inclusion and belonging we will shape a school community centred around student choice, leadership and social and emotional learning. This will establish a culture focused on positive relationships that support and enhance all the domains of wellbeing.

## Improvement measures

### Target year: 2022

#### Wellbeing System Negotiated Target

Percentage of students reporting positive wellbeing increases to 88.1% (lower bound) - 93.1% (upper bound) by 2022.

### Target year: 2024

Students with a positive Sense of Belonging (as identified through TTFM) increases to NSW Govt Norm with a minimum of 81% by 2024.

### Target year: 2024

Forming positive social connections and friendships promoting engagement and positive relationships to increase in an upward trend with the NSW Govt Norm of a minimum of 85%.

### Target year: 2024

The percentage of students attending more than 90% of the time exceeds 82.6%.

## Initiatives

### Positive School Culture

A consistent whole school approach providing a positive and harmonious environment that maximises the learning and wellbeing of each student. To enhance student voice and respectful relationships will be embedded. The school will implement clear and concise practices to develop considerate, compassionate students who value diversity, social inclusion and positively contribute to the global community.

This initiative will be achieved through the implementation of:

- Refinement of whole school PBL program including the Unanderra Unite project.
- Buddy/Mentoring program.
- A whole school students, staff and community expectations- code of conduct procedures.
- Fathering Project.
- Transition programs engaging with local preschools and high schools (P-K, 2-3, 6-7).

### Wellbeing Processes

A whole school approach to develop learning and support practices that give staff and students every opportunity to connect, succeed and thrive across the school. The school will implement initiatives and practices that promote student wellbeing, resilience, self-confidence and self-efficacy.

This initiative will be achieved through the implementation of:

- Berry Street Education Model
- Trauma Informed Practice professional learning
- Refinement of whole school Learning and Support practices

## Success criteria for this strategic direction

### Positive School Culture

The school has co-developed expectations of behaviour with staff, students and the community that are explicitly and consistently applied across the school. Evidence-based change to whole school practices are evident resulting in measurable improvements in wellbeing and engagement to support learning.

Positive and 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.

### (Learning- Wellbeing)

### Wellbeing Processes

The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students. Through the implementation of efficient and effective systems the school actively seeks to build effective partnerships with parents/carers of students whose continuity of learning is at risk.

### (Learning- Learning Culture)

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.

### (Leading- Community Engagement)

## Evaluation plan for this strategic direction

Question:

To what extent can we demonstrate that a concise and explicit school wide system that supports positive relationships and an increased learning environment is embedded across the school and that it is effective?

## Strategic Direction 2: SD 2 Wellbeing, Inclusion and belonging

### Initiatives

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- Higher Duties (Rel/AP) allocation for Learning and Support, Wellbeing teacher
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### Evaluation plan for this strategic direction

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Data:

We will use a combination of data sources. These will include:

- TTFM (Parents/Students)
- UPS/PBL meeting minutes
- Stage team meeting minutes
- Executive team meeting minutes
- Learning Support Team meeting minutes
- SENTRAL analysis- PBL- playground, Stage teams-Classroom
- Wellbeing framework self assessment pre and post data
- School generated surveys
- Staff, student, community informal observations-collated
- Focus groups
- Interviews
- Attendance data

Analysis:

Analysis will be embedded within each initiative through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implications:

The findings of the analysis will inform future actions.

# Strategic Direction 3: SD 3 Quality Systems and Practices

## Purpose

In order to establish a self-sustaining and self-improving highperformance culture, we will develop quality systems and explicit processes so that teacher practice is enhanced and supported. This will result in a clear focus on student progress and achievement, reflective of the overarching strategic vision of the school community.

## Improvement measures

### Target year: 2024

In 2024, all teaching staff will understand and apply the procedures for utilising school resources and systems to provide high quality teaching practice, manage professional development and improve student outcomes.

The 2024 SEF S-aS will indicate a move from Sustaining and Growing (2020) to Excelling (2024) in the domain of Management Practices and Processes.

### Target year: 2024

100% of teachers will be implementing new syllabus documents planned to be released (e.g. English and Mathematics).

### Target year: 2024

100% of teaching and learning programs will have evidence of ongoing implementation for critical and creative thinking skills.

## Initiatives

### Systems and Processes

A whole-school organisational and administrative system outlining the explicit procedures to follow and staff expectations will be generated for all existing processes that impact on teacher practice and student outcomes.

- Procedural documents will be devised and shared, with teachers following the school systems and processes for all identified areas.
- Teachers will be well informed about all school processes impacting on teacher practice and student outcomes.
- New to the school staff will be provided with an induction that outlines all necessary information to be able to teach in line with our school vision, daily procedures and expectations.
- A process of consultation, review, maintenance and implementation will be in place to ensure systems and process are effective, up-to-date and sustainable.

A variety of focus areas will be identified, with some processes including:

- Attendance monitoring
- PDPs and observations
- Communication
- Programming, assessment and reporting
- Evaluative practices
- Teacher accreditation
- Acknowledgment of Country

### Curriculum Provision

Our teaching and learning programs will be designed using all current syllabus documents and incorporate future focused teaching strategies to enhance student engagement and achievement. Professional learning

## Success criteria for this strategic direction

### Systems and Processes

Management practices and processes are responsive to staff, student and school community feedback. There is a whole school approach to improving service delivery and increasing parent/community engagement in an optimum student learning environment. The leadership team measures student, staff and school community satisfaction and shares its analysis and actions in response to the findings.

#### (Leading- Management Practices and Processes)

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.

#### ( Learning- Learning Culture)

### Curriculum Provision

The school demonstrates a high performance culture, with a clear focus on students progress and achievement and high quality service delivery. Unanderra Public 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.

#### (Leading- Educational Leadership)

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable students assessment and continuous tracking of student progress and achievement.

#### (Learning- Curriculum)

## Evaluation plan for this strategic direction

# Strategic Direction 3: SD 3 Quality Systems and Practices

## Initiatives

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across the school will develop a culture of continuously improving teaching and learning processes with a focus on new syllabus documents and critical and creative thinking

This initiative will be achieved through the implementation of:

- Teaching and learning programs that are designed using the most current syllabus documents for all KLAs. Teachers will be able to competently plan to address student learning needs using these documents.
  - Teaching and learning programs that will integrate the skills outlined in the critical and creative thinking continuum.
  - Scope and sequences will be devised for all KLAs and developed to ensure syllabus outcomes and content are delivered effectively for each stage.
  - Teaching and learning programs that integrate Aboriginal and Torres Strait Islander histories and cultures; teach about the concept, history and progress of reconciliation; and engage Aboriginal and Torres Strait Islander people from within the school community.
  - NSW AECG STEAM Camp for Aboriginal and Torres Strait Islander students.
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## Evaluation plan for this strategic direction

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*Question:*

To what extent do the quality systems and explicit processes enhance teaching practice to ensure we have a culture of high performance?

*Data:*

We will use a combination of data sources. These will include:

### Systems and Processes

- PDP and observation process (collaborative, regularly reviewed)
- Staff consultation feedback (review of quality teaching practices)
- Periodical reviews of processes and procedural documents (evaluation forms)
- Staff feedback on induction package
- School data used to evaluate management processes (e.g. PDP submissions, following observation procedures, accreditation requirements)
- Focus group feedback (student, community, staff)

### Curriculum Provision

- Stage planning session minutes
- Program collections and review
- Annual review or scope and sequences
- Teacher/student surveys (effectiveness of teaching practice, TPL, self-reflection of C&C thinking skills)

*Analysis:*

Analysis will be embedded within the initiatives through the 'implementation and progress monitoring' activities. Annually, the school will review progress towards the 'progress measures' and 'improvement measures'.

*Implications:*



## **Evaluation plan for this strategic direction**

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The findings from the ongoing analysis process will inform future actions.