

Strategic Improvement Plan 2021-2024

Urana Public School 3314



School vision and context

School vision statement

Urana Public School is an inclusive, personalised and innovative learning environment with authentic experiences through real world connections.

This is achieved through the delivery of high quality education driven by explicit teaching, high expectations, evidence-based programs and a collaborative approach which results in a dynamic classroom with engaged learners who reach their full potential.

We work together to create a positive school culture and foster valuable connections where the whole community can connect, succeed and thrive.

School context

Urana Public School is located on Wiradjuri land, in southern NSW in the Riverina region, in the small rural township of Urana. There are currently 6 student enrolments from Kindergarten to Year 6.

Urana PS regularly joins with other nearby small schools and central schools to participate in carnivals, performances, workshops and engagement activities. We pride ourselves in providing diverse opportunities including sports gala days, science fairs, STEAM (Science, Technology, Engineering and Maths) camps, musical performances and excursions. A school chaplain has been employed 2 days per week and runs engaging after school activities as well as integrated wellbeing programs.

The school community is focused on providing students with as many new experiences as possible in order for each individual child to discover their unique talents and to grow and develop as a whole person. There is also a strong focus on the delivery of high quality literacy and numeracy teaching and learning activities in order for students to achieve excellence.

The school completed a situational analysis to understand the strengths and areas for improvement to ensure all students continue to succeed. As part of this process we consulted with staff, community and students. Our focus for the next 4 years has been determined and includes a focus on engagement with community, assessment, wellbeing and staff performance.

The school will continue to evaluate its progress and make adjustments to the strategic improvement plan as required.

Strategic Direction 1: Student growth and attainment

Purpose

To increase student outcomes in reading, writing and numeracy, teachers know how individual students are progressing with their learning and collaborate to plan and explicitly teach high quality and personalised literacy and numeracy programs.

Improvement measures

Target year: 2023

NAPLAN Expected Growth

There will be an uplift in students achieving expected growth in reading, writing and numeracy.

Target year: 2022

NAPLAN Top 2 Bands

The percentage of students achieving in the top two bands in NAPLAN within the Narrandera small school network increases by 3% in Reading and 4% in Numeracy.

Initiatives

Staff performance

The school will utilise consistent and high quality professional learning which supports the capacity of teachers to effectively respond to diverse student needs.

Teacher professional learning will be aligned with the strategic improvement plan to support student attainment of growth in reading, writing and numeracy.

Assessment for Learning and Individualised Planning

Teachers will regularly and collaboratively assess for planning by analysing internal and external data against syllabus standards.

Attainment of student learning goals will be individualised and measurable and students given timely and appropriate feedback.

Success criteria for this strategic direction

Staff Performance

High quality and individualised teaching and learning programs utilising the most effective strategies in literacy and numeracy will be designed, implemented and evaluated.

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation and feedback between teachers to improve teaching practice and student results.

Assessment for Learning and Individualised Planning

Systematic and reliable assessment information is utilised to evaluate student learning over time and changes are implemented in teaching that lead to measurable improvement in students outcomes in literacy and numeracy.

Students will be able to articulate what the learning intentions are in any given activity and how they will know when they have achieved them.

Evaluation plan for this strategic direction

What has been the impact of professional learning to support teachers to implement explicit evidence based teaching methods?

How has the full range of assessment strategies improved the teaching and learning cycle within the classroom?

The school will use external and internal data to regularly analyse the effectiveness of the initiatives in place to satisfy this strategic direction. This data will include external and internal assessment data, individual learning plans, teaching and learning programs and teachers' Performance and Development Plans.

Regular analysis and review of these data sources and teacher practices will be evident to provide clarity around whether we are on track for achieving the intended

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

improvement measures. After analysing the data a determination will be made as to the future direction, in collaboration with school staff, students and community.

Strategic Direction 2: Educational Leadership

Purpose

To enhance student well-being and engagement, the school will work in partnership with parents and community to maintain high expectations, aspirations and embrace positive change.

Improvement measures

Target year: 2022

Attendance

Data will indicate an uplift in students attending more than 90% of the time.

Target year: 2024

Well-being

There will be an uplift of the number of students reporting improvement in expectations for success, advocacy, a sense of belonging at school and literacy and numeracy.

Initiatives

Student Well-being and Engagement

The school will embed evidence based well-being strategies so that all students can fulfill their potential.

The school will collaborate with the whole school community and other agencies to identify and implement strategies to support the learning and engagement of all students.

Community Engagement

The school will employ evidence based strategies to encourage community involvement within the school.

The school demonstrates a commitment to high expectations by the development of authentic engagement between the school and community.

Success criteria for this strategic direction

Student Wellbeing and Engagement

All students have expectations of success, advocacy and a sense of belonging at school.

Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents, carers and other agencies.

The school community works together to support consistent and systematic processes that ensure student attendance is a priority.

Community Engagement

Cultural awareness is embedded in teaching and learning programs and students are enriched by it.

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students and commits to the pursuit of excellence.

Community stakeholders will be invested in the school improvement process, providing feedback and sharing in successes and responding to areas of future improvement.

Evaluation plan for this strategic direction

How has the school collaborated with community and key stakeholders to support students and what effect has this collaboration had on the wellbeing, engagement and learning of all students?

What strategies has the school implemented to promote a culture of high expectations and how has this affected the aspirations and learning of all students?

The school will analyse attendance data, individual learning plans, school based behaviour and engagement data and school culture surveys in order to ascertain if there is a correlation between this data and an uplift in

Evaluation plan for this strategic direction

student well-being and engagement.

Regular analysis and review of these data sources and teacher practices will be evident to provide clarity around whether we are on track for achieving the intended improvement measures. After analysing the data a determination will be made as to the future direction, in collaboration with school staff, students and community.