

Strategic Improvement Plan 2021-2024

Urbenville Public School 3316



School vision and context

School vision statement

Our vision at Urbenville Public School is to ensure *every child is known, valued and cared for*. Our school staff are committed to nurture, guide, inspire and challenge our students - to find the joy in learning, to build their skills and understanding, and to make sense of their world. As our students progress, it means knowing that they are well supported and increasingly self-motivated learners - confident and creative individuals, with the personal resources for future success and wellbeing.

School context

Urbenville Public School is located in Urbenville (population 446) in Northern NSW 30 kilometres south of the NSW/QLD border and 115 kilometres northwest of Lismore. The core values of Urbenville Public School are Respect, Responsibility & Excellence, supported by our school motto, '*Ever Aiming Higher*'. Urbenville Public School is committed to the delivery of high quality public education promoted through effective evidence-based teaching practices supported with highly individualised differentiated lessons and programming for all students. Two key strategic directions have been identified that underpin the development of the school's 2021-2024 school plan.

Strategic Direction 1 focuses on Improving *student growth and attainment* levels. Urbenville Public School is committed to increasing student reading and numeracy outcomes through effective classroom practice, enhanced through the delivery of data-informed decision making.

Strategic Direction 2 involves *strong partnerships*. Urbenville Public School will forge strong partnerships with its school community. Collaboration connects teachers and leaders to their colleagues and to external experts. Learning is informed by sound information about student wellbeing and there is a collective responsibility for learning and success.

Strategic Direction 1: Student growth and attainment

Purpose

To improve student reading and numeracy outcomes K-6 through effective classroom practice underpinned by data driven decision making.

Improvement measures

Target year: 2023

- The proportion of students achieving expected growth in NAPLAN reading exceeds the system negotiated lower bound target.

Target year: 2023

- The proportion of students achieving expected growth in NAPLAN Numeracy exceeds the system negotiated lower bound target.

Target year: 2024

- At least 90% of students are achieving agreed annual learning goals in reading.

Target year: 2024

- At least 90% of students are achieving agreed annual learning goals in numeracy.

Initiatives

Data Use in Teaching

Ensure effective strategies and processes for data use in teaching are used for responsive curriculum delivery.

- High impact professional learning in data literacy, data analysis, and data use in teaching and planning for all staff.
- 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 that focuses on reading and numeracy.
- Embed data informed formative assessment practices as an integral part of daily instruction in every classroom.

Effective Classroom Practice

Embed a learning culture of effective classroom practice that enables students to create, receive feedback and achieve their learning goals.

- Employ evidence-based teaching methods that optimise learning progress for all students, across the full range of abilities focusing on reading and numeracy.
- 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 in reading and numeracy.

Success criteria for this strategic direction

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.

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. (*Excelling - School Excellence Framework*)

Evaluation plan for this strategic direction

Question: To what extent have our students improved their reading and numeracy learning outcomes from effective classroom practice driven by student's data.

Data: NAPLAN, Check In assessments, PLAN2, Essential Assessment, WARP & WARL assessments, SA Spelling Test, in-class formative assessments.

Analysis: Staff will analyse the collected data to evaluate the effectiveness of the strategies implemented.

Implication: The implications for future practice will be developed from the analysis undertaken.

Strategic Direction 2: Strong Partnerships

Purpose

To develop strong partnerships within our school community that promotes a collective responsibility for student learning and success.

Improvement measures

Target year: 2024

- All teachers at Urbenville Public School demonstrate an annual improvement in teacher capacity measured through the *Australian Institute for Teaching and School Leadership - Teacher Self-Assessment Tool*.

Target year: 2024

- Modified 'Tell Them From Me' survey data indicate, greater than 90% of parents are active participants and engage in their child's learning.

Target year: 2022

- The proportion of students attending school exceeds the system negotiated lower bound target.

Target year: 2023

- Above 80% of students reporting high expectations for success, advocacy, and sense of belonging at school.

Target year: 2024

- Modified 'Tell Them From Me' survey data indicate greater than 90% of parents report positive feedback about the school and are satisfied with its service delivery.

Initiatives

Collaboration

- The professional development process is underpinned by explicit systems that facilitate professional dialogue, collaboration, classroom observations and timely feedback between school staff.
- Targeted professional learning that explicitly aims to improve teacher practices and student outcomes.

Wellbeing

- There is a school wide, collective responsibility for student learning and success, which is shared by both parents and students.
- Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

Community Engagement

- The school is accessible and responsive to the needs of our learning community, delivering best practice to support a culture of high expectation and aspiration for our students.
- The school establishes a professional learning community which is focused on continuous improvement of teaching and learning.
- The school has established management practices and processes that a responsive to community feedback and there is a whole school approach to improving service delivery.
- The school is forging stronger community partnerships on country with the Githabul AECG and its representatives.

Success criteria for this strategic direction

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.

The school adopts a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn. (*Excelling - School Excellence Framework*)

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.

Evaluation plan for this strategic direction

Question: To what extent do the strong partnerships that the school facilitates build and contribute to the learning outcomes of our students?

Data: 'Tell Them From Me' (modified) survey data, staff surveys, classroom observations, professional development plan's, collegial conversations.

Analysis: Staff will analyse the collected data to evaluate the effectiveness of the strategies implemented.

Implication: The implications for future practice will be developed from the analysis undertaken.