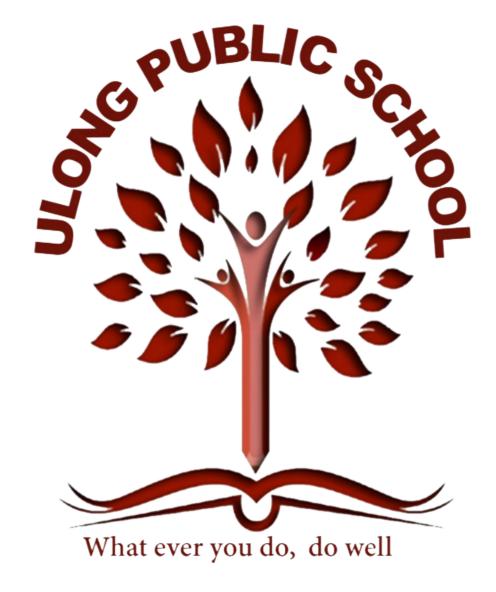# Strategic Improvement Plan 2022-2026

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 has a FOEI of 142. The school receives additional funding of $33,075 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 19 students, 1 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 appointed an Assistant Principal Curriculum and Instruction for one day a week and the school is funding an additional day. This dedicated executive position has an explicit focus on the leadership of effective, evidence-based literacy and numeracy and assessment for improving student learning outcomes across the curriculum. Professional learning is an active element of the position.

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.

Purpose

In order to maximise student learning outcomes in literacy and numeracy, we will ensure that our teaching practices are reflective of data analysis and are underpinned by evidence-informed strategies and embedded evaluative practice.

Improvement measures

Numeracy growth
Achieve by year: 2023

NAPLAN Expected Growth

All students K-6 are able to demonstrate growth and achievement in Number and Place Value over the year using the Numeracy Progressions.

Reading growth
Achieve by year: 2023

NAPLAN Expected Growth

All students K-6 are able to demonstrate growth and achievement in Understand Texts over the year using the Literacy Progressions

Initiatives

Literacy

Establish and embed a culture of agreed practices in the delivery of quality teaching focused on the improvement of all students' literacy skills.

- Teachers use and have a deep understanding of evidence-based explicit teaching practices in literacy with a focus on reading comprehension, vocabulary and grammar.

- Teaching and learning programs are dynamic and aligned with new K-2 syllabus that show evidence of differentiation and revision based on consistent and reliable student assessment and feedback on teaching practices.

- Embed and use high impact professional learning structures, including the use of Instructional Leaders, to develop teacher capacity and effective classroom practice.

- High impact professional learning on the use of the literacy progressions to personalise learning and understanding.

Numeracy

Establish and embed a culture of agreed practices in the delivery of quality teaching focused on the improvement of all students' numeracy skills.

- The staff will develop and have a deep understanding of evidence-based explicit teaching practices in mathematics with a focus on working mathematically.

- The staff will develop a Shared understanding of how numeracy is taught K-6, implement interventions, set clear and transparent learning goals and develop a depth of knowledge and understanding of the mathematics syllabus through professional learning and consistent numeracy teaching practice and

Success criteria for this strategic direction

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. **(SEF - Effective Classroom Practice)**.

Professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice. **(SEF - Learning and Development)**.

The principal and Assistant Principal Curriculum instructional leadership to support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement. **(SEF - Educational Leadership)**.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in reading, vocabulary, spelling and numeracy? Do teachers collaborate to evaluate, reflect on and adapt practice?

Data:

A combination of data sources will be used, including:

NAPLAN data, Check-in Assessment data, SCOUT data, School-based assessment data (i.e. reading benchmark & Essential assessments), Learning sprint data analysis, Student work samples, Literacy and Numeracy PLAN2 data, Student PLP's, Classroom observations, PDP's, SEF S-As, Year 1 Phonics Screening Check.

Analysis:

 Analyse the data and triangulate to determine the extent to which the purpose has been achieved.

Initiatives

routines.

- Strategies implemented reflect research and best practice and will include: broadening problem solving skills in maths; increasing engagement in maths through number talks, rich maths tasks and "talk moves"; building maths vocabulary; using graphics in maths and working on cognitively challenging tasks.

Evaluation plan for this strategic direction

Implications:

The findings of the analysis will inform future actions to maximise student learning outcomes and annual reporting on school progress measures.

Strategic Direction 2: Connect, Succeed, Thrive

Purpose

To ensure that every student is able to connect, succeed and thrive, there will be a planned approach to developing whole-school wellbeing processes that support high levels of wellbeing and attendance.

Improvement measures

Attendance (>90%)
Achieve by year: 2023

- Increase the percentage of students attending school 90% or more to between 80% and 100%
- Decrease the percentage of students attending less than < 80% of the time to achieve a minimum of the system-negotiated lower bound target.
- 90% of students reporting Expectations for Success, Advocacy and Sense of Belonging at School.

A Planned Approach to Wellbeing
Achieve by year: 2024

- 95% of the students and parents survey data represents that there is a sense of belonging and high-level satisfaction with the Positive Behaviours for Learning program implemented.
- 80% of the students and parent surveys indicate there is a strong sense of belonging within the school.

Belonging
Achieve by year: 2026

SEF Element of Learning Culture move from Sustaining and Growing to Excelling.

SEF Element of Effective Classroom Practice move from Sustaining and Growing to Excelling.

Initiatives

Planned approach to wellbeing

Improve our planned approach to student wellbeing to support all students to connect, succeed and thrive.

- Implement evidence-based approaches to support students requiring a targeted intervention approach through the implementation of PBL Tier 2 systems.
- Ensure that the whole-school environment enables the development of healthy, happy and successful individuals through our continued implementation of PBL Tier 1 systems.
- Ensure that students are provided with personalised and differentiated learning opportunities that are responsive to their needs and reflective of the learning goals they are working towards.
- Implement programs and practices that continue to promote engagement and challenge in order for students

Attendance

Improve our consistent and systematic processes to ensure that student absences do not impact on learning outcomes.

- Analyse data to identify any trends in regards to student absenteeism.
- Targeted, individualised support to assist at-risk students to improve their attendance.
- Develop teacher understanding of factors that contribute to student absenteeism through research-based professional learning.

Success criteria for this strategic direction

A strategic and planned approach develops whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.**(SEF - Wellbeing)**

School culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community. **(SEF - Learning Culture)**

Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions. **(SEF - Data Skills and Use)**

Evaluation plan for this strategic direction

Question: How will we know that our systems and processes for enhancing student wellbeing and attendance have been successful?

Data: PBL- School wide evaluation Tool (SET), PBL - Tiered Fidelity Inventory (TFI), Student administration (ebs: central), School surveys, Wellbeing data, Individual/Personalised Learning Plans (e.g. % of students with plan, % of students meeting goals infills/PLPs), Attendance data and Wellbeing self-assessment tool

Analysis: Analysis will be embedded within the initiatives through progress and implementation monitoring. Progress towards the improvement measures will be reviewed periodically. Regular professional discussion around the School Excellence Framework elements and themes.

Implications: The findings of the analysis will inform future actions to maximise student wellbeing outcomes and attendance at school as well as annual reporting on school progress measures.