Strategic Improvement Plan 2022-2026

Urunga Public School 3318

School vision and context

School vision statement

At Urunga Public School, we are committed to creating a supportive and nurturing environment for all to connect, succeed and thrive. We work in partnership with the broader Urunga community to provide an inclusive, and innovative environment. The diverse academic, social, emotional and cultural needs of our students are supported and enhanced to enable them all to become adaptive and responsible global citizens.

School context

Urunga Public School is located on the Mid North Coast of NSW. Its current enrolment is 235 students, including 32 (14%) Aboriginal students. The school has very close ties to its local community and it is a member of the Bellinger Dorrigo Learning Community.

Our school has a dynamic learning culture with dedicated staff committed to continual improvement of student learning outcomes through quality teaching practices and programs. Priority areas are the reviewing and developing of our teaching practices in Literacy and Numeracy, and the use of Technology. We are also committed to delivering innovative and creative learning programs for students.

Our situational analysis in 2020 indicated three areas for further improvement, growth and attainment in Literacy and Numeracy, the use and analysis of data to inform future practices and developing programs and strategies to enhance the wellbeing of our students and staff.

The staff and parents enjoy positive relationships, actively promoting the school and its students.

Strategic Direction 1: Student growth and attainment

Purpose

Through explicit systems for collaboration and feedback, all teachers are committed to identifying, understanding and implementing the most effective, explicit teaching methods and evidence-based strategies for Literacy and Numeracy.

Improvement measures

NAPLAN top 2 bands - Reading
Achieve by year: 2022

System Negotiated Targets

There will be an uplift of 5.4% from baseline data in students achieving in the top 2 Bands NAPLAN Reading.

NAPLAN top 2 bands - Numeracy
Achieve by year: 2022

There will be an uplift of 6.2% from baseline data in students achieving the top 2 Bands NAPLAN Numeracy.

NAPLAN expected growth - Reading
Achieve by year: 2023

System Negotiated Targets

There will be an uplift of 2.7% from baseline data in Year 5 students achieving expected growth in NAPLAN Reading..

NAPLAN expected growth - Numeracy
Achieve by year: 2023

There will be an uplift of 3.4% from baseline data in Year 5 students achieving expected growth in NAPLAN Numeracy..

Achieve by year: 2026

School Level Target

Increase the stanine of 5% of students in PAT Grade Reading assessment from 2020 baseline.

Initiatives

High Quality Assessment

Assessment is a core and essential component of teaching and learning programs. High-quality student assessment supports teachers to monitor student progress and inform next steps, determine the effectiveness of chosen teaching strategies - both for learning and engagement.

* All teachers use systematic and reliable assessment information through the consistent collection of data (for example PLAN2, SCOUT, diagnostic assessments and school-based assessments). Teachers regularly analyse and evaluate student data effectively to target differentiated learning needs and implement changes to teaching that will lead to measurable improvement.

* Teachers will be supported to clearly understand, develop and apply formative, summative and differentiated assessment strategies in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

Learning and Engagement

A culture of high expectations needs to be supported by strategies that both challenge and support student learning needs, such as through appropriate curriculum differentiation. *The school's curriculum supports high expectations of learning progress and achievement for all students and is committed to the pursuit of excellence.*

* Staff will be supported to build a deeper understanding of improving high expectations in the classroom through differentiated instruction, providing authentic feedback, and engaging students in positive interactions.

*Teachers will support students to positively engage in learning opportunities that will challenge their thinking and promote motivation to improve academic achievement and achieve measured targets.

Success criteria for this strategic direction

STUDENT-BASED SUCCESS CRITERIA

Student have a clear understanding of how to improve, regardless of their level of achievement and can clearly communicate their understanding to teachers, peers and parents.

Students are interested, motivated and actively engaged in their own learning. They can self assess and reflect on progress against individualised Literacy and Numeracy learning goals.

STAFF-BASED SUCCESS CRITERIA

All staff use assessment data to evaluate the effectiveness and impact of teaching and learning programs.

Staff work collaboratively to use data from internal and external assessments for evaluating learning and teaching, providing differentiated teaching practices. (Australian Professional Standards for Teachers 5.4)

Teachers confidently develop, implement and embed a full range of assessment strategies in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

Staff demonstrate aspirational high expectations of learning progress and achievement for all students in Literacy and Numeracy and expertly practice a range of strategies.

Evaluation plan for this strategic direction

Question: How and in what ways can we determine that high quality assessment and increased student engagement has improved student growth?

Data:

Excel data bases (Tracking and Monitoring Formative and

Strategic Direction 1: Student growth and attainment

Improvement measures

Increase the stanine of 5% of students in PAT Grade Number assessment from 2020 baseline.

Achieve by year: 2026

School Level Data

In the **Tell them From Me Student Survey Student Expectations of Success** and **Engagement** increase by 1.0 from baseline of 8.1 in Survey 2 School Mean in 2020.

In the Domain **Tell them From Me Teacher Survey Data Informs Practice** self reflection increases by 1.1 from baseline of 7.9 In 2020.

School Excellence Framework

In the element of **Data Skills and Use** in the **Teaching Domain** we demonstrate excelling in the theme of **Data Use in Teaching..**

In the element of **Assessment** in the **Learning Domain** we demonstrate excelling in **Formative Assessmen**t and **Whole School Monitoring of student Learning.**

Evaluation plan for this strategic direction

Summative Assessments K-6)

Teacher Programs - Data Informed Adjustments / Evaluation Anecdotal Evidence

Data discussions and portfolios

PAT and NAPLAN data

QTR Coding/ Feedback Sheets /Observations

TTFM data feedback (The Use of Data to Inform Practice) becomes accurate.

PDP's - Personal goals are linked to teaching standards.

Analysis:

Implications:

Strategic Direction 2: Collaborative High Quality Teaching

Purpose

Student assessment data is regularly collected and analysed to identify student progress. Teachers regularly reflect on their practice.

Improvement measures

Developing and Building New Curriculum Knowledge
Achieve by year: 2022

- 100% classroom teachers participate in weekly collaborative team meetings to analyse data and develop collaborative teaching and learning programs that are underpinned by evidence-based strategies.
- 100% of teachers have engaged in professional learning of the K-2 English and Mathematics syllabus, ready for implementation in 2023.

School Excellence Framework - Learning and Development
Achieve by year: 2026

School Excellence Framework

In the element of **Learning and Development**, we demonstrate **Excelling** in the theme of **Collaborative practice and feedback**.

In the element of **Learning and Development**, we demonstrate **Excelling** in the theme of **Professional learning**.

In the element of **Learning and Development**, we demonstrate **Excelling** in the theme of **Expertise and innovation**.

High Impact Professional Learning (HIPL)
Achieve by year: 2026

High Impact Professional Learning Self-Assessment Tool (HIPL)

In the Element of **Professional learning is driven by**

Initiatives

Developing and Building Expert Teachers

A whole-school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

* Develop authentic and meaningful school-wide processes that focus on the use of the Australian Teaching Standards and the implementation of the Performance and Development Framework (PDPs) for all staff to reflect on and improve their practice.

* Target school-wide curriculum development in building expert teachers, focusing on Literacy and Numeracy. This professional learning and development will be supported by current evidence-based research, scheduled opportunities for reflection on practice, and evaluation of the impact on teaching through the critical analysis of teaching and learning programs.

Self-Reflection, Feedback and Collaborative Practice

Teacher collaboration is a powerful learning tool. Great teachers do not just happen; they are developed and keep on developing through self-reflection, feedback and collaboration. Effective collaboration is key to sharing successful and innovative evidence-informed practices. School leadership plays a vital role in creating the conditions and culture that support meaningful teacher collaboration.

* To create an open learning culture based on mutual trust and respect to share successful teaching strategies and practices.

* Staff will be led and supported to continually reflect on their own teaching practice and to develop a deep understanding of how their practices contribute to growth and attainment.

Success criteria for this strategic direction

STUDENT-BASED SUCCESS CRITERIA

Through evidence-based teaching practices, outcomes will be improved in Literacy and Numeracy.

STAFF-BASED SUCCESS CRITERIA

Staff exhibit innovative practice in the selection and organisation of content and delivery of learning and teaching programs.

All teaching staff demonstrate and share their expertise and work collaboratively to provide best practice.

All teachers demonstrate expert teaching knowledge and use effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success.

Staff meet every week as part of an embedded and explicit system that facilitates 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.

SCHOOL-BASED SUCCESS CRITERIA

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in Literacy and Numeracy to support learning.

Evaluation plan for this strategic direction

Question: Is student data collected and analysed to monitor student progress and develop future learning?

Data: NAPLAN data, PAT data, Teacher programs, Online Check-In Assessments for Years 3-6, Literacy and Numeracy Progressions and in-class summative and formative assessments. Teacher surveys.

Strategic Direction 2: Collaborative High Quality Teaching

Improvement measures

identified student needs, Theme 1.1 Understand the link between teaching practice and student needs we demonstrate **Excelling**.

In the Element of **Professional learning is driven by identified student needs, Theme 1.2 1.2 Apply formative and summative evidence** we demonstrate **Excelling.**

In the Element of **Professional learning is driven by identified student needs, Theme 1.3 Underpin professional learning with strong evidence-based research** we demonstrate **Excelling.**

Evaluation plan for this strategic direction

Analysis: All teachers have indicated a growth in confidence to implement, analyse, evaluate and improve students' progress through using a range of summative and formative assessments.

Implication: Whole school assessment schedule is regularly reviewed to include a comprehensive range of assessment strategies that can be triangulated to monitor and track student progress.

Strategic Direction 3: Confident, Resilient and Adaptable Learners

Purpose

There is a whole school strategic and planned approach to monitoring and supporting the wellbeing of all students and staff so they can connect, succeed, thrive and learn.

Improvement measures

Attendance (>90%)
Achieve by year: 2023

System Negotiated Targets

Achieve an uplift of 6.6% in students attending more than 90% of the time from the baseline.

Wellbeing
Achieve by year: 2023

System Negotiated Targets

In Tell Them From Me data, the number of students that report positive well-being will increase by 5% from baseline.

Achieve by year: 2024

School Level Data

Staff feedback for *TTFM Learning Culture* will increase by 5% from baseline 2021 data.

Sentral Behaviour data indicates a decrease in negative incidents by 30%. from 2021 baseline.

Achieve by year: 2026

School Excellence Framework

In the element of **Wellbeing** we demonstrate **excelling in the theme of A Planned Approach to Wellbeing and Behaviour**.

In the element of **Effective Classroom Practice** we demonstrate **excelling** in the theme of **Feedback** and **Classroom Management**.

Initiatives

A Planned Approach to Behaviour Support and Wellbeing

The school implements evidence based change to whole school practices that result in measurable improvements in wellbeing and engagement, through an *Enabling School Environment.*

- Network, school and individual strategies will be used to support improved student attendance.
- Develop a systematic approach in the collection and analysis of behaviour-related data and the monitoring of student behaviour
- All staff use data to identify behaviour patterns. They model and share a flexible repertoire of strategies for behaviour management, student engagement and responsibility for learning.
- Professional learning on behaviour management and engagement systems and strategies.
- Co-designed and explicit teaching of behavioural expectations (*Positive Behaviour for Learning*), communicated with all stakeholders.
- A regular process for all staff of checking-in and monitoring wellbeing.
- Students devise strategies and formulate plans to when completing challenging tasks and to maintain personal safety, including goal setting and check-in, check out.

Developing confident, resilient and adaptable learners

Whole School Wellbeing systems explicitly address and support students to develop self-discipline, set goals and become confident, resilient and adaptable learners that demonstrate positive, respectful relationships across all settings.

- Mindfulness and social/emotional programs for students aligned to data
- Professional learning for staff on the Wellbeing Framework.

Success criteria for this strategic direction

Attendance strategies have led to an increase in the number of students attending school at least 90% of the time.

All students have been provided with opportunities to exercise choice, self-regulation, self-determination, ethical decision making and responsibility.. (Wellbeing Framework)

All staff contribute, develop and share with colleagues a flexible repertoire behaviour and wellbeing strategies using expert knowledge and workplace experience. (4.3.3)

Students analyse factors that influence their ability to self-regulate; devise and apply strategies to monitor own behaviour and set realistic goals. (ACARA P&SC Continuum)

Evaluation plan for this strategic direction

Question: Have we have developed, monitored and analysed whole school wellbeing processes and has this had a positive impact on student wellbeing?

Data:

TTFM Student, Parent and staff data

Be You survey data

Peoples Matter Survey staff?

PDPs for staff focused on this Strategic Direction.

Positive and Negative behaviour data

Attendance data

Wellbeing Program/PBL Lessons/Peer programs with adjustments over time

Observations/Feedback data linked to explicit teaching

Strategic Direction 3: Confident, Resilient and Adaptable Learners

Initiatives

- Expert engagement with community agencies to support school programs and interventions.
- Whole school peer programs developed to build confidence and leadership skills.
- Whole school Visible Learning focus on goal setting, resilience, adaptability and Mindset for learning.

Evaluation plan for this strategic direction

and expectations.

Analysis:

Embedded and scheduled data discussions occur regularly.

Implications

Adjustments made to Implementation and Progress Monitoring as determined by evidence and data analysis.

Urunga Public School (3318) -2022-2026