School Excellence Plan 2022-2026

Urunga Public School 3318

School vision and context

School vision statement

At Urunga Public School, we are committed to fostering a supportive and nurturing environment for our students where excellence is at the heart of all we do. We believe in the power of connection, enabling every student to succeed and thrive. In partnership with our broader Urunga community, we create an inclusive and innovative atmosphere that recognises and enhances the diverse academic, social, emotional, and cultural needs of our students, empowering them to become adaptive and responsible global citizens

School context

Urunga Public School is situated on the Mid North Coast of NSW, currently serving an enrolment of 184 students, including 35 Aboriginal students, representing 19% of our community. We pride ourselves on our strong connections to the local community and are an proud member of the Bellinger Dorrigo Learning Community.

Our school fosters a dynamic learning culture, supported by dedicated staff who are committed to the continual improvement of student learning outcomes through high-quality teaching practices and innovative programs. We prioritise the enhancement of our teaching methods in Literacy and Numeracy, alongside the effective integration of technology. Our commitment extends to delivering creative and engaging learning experiences that inspire our students.

As a Positive Behaviour for Learning school, we uphold our core values of Safety, Responsibility, and Respect, which guide our interactions and expectations within the school environment.

Our situational analysis has identified three key areas for further development: improving literacy and numeracy outcomes, utilising data analysis to inform our practices, and enhancing programs and strategies that promote the wellbeing of both students and staff.

We value the positive relationships between staff and parents, who actively support our school and its initiatives. Parents, carers, and community members are encouraged to participate in our school planning, activities, and events, fostering a collaborative approach to education.

Strategic Direction 1: Student growth and attainment

Purpose

To improve student learning outcomes in Literacy, numeracy and all key learning areas. To ensure every student has the appropriate support to excel in their academic, social, emotional and physical growth within their cultural context.

Improvement measures

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2027

To achieve an uplift of 5 points in year 5 NAPLAN reading mean scaled score by 2027.

Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2027

To achieve an uplift of 5 points in year 5 NAPLAN numeracy mean scaled score by 2027.

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.

*Leadership team regularly analysing external and internal data to inform whole school initiatives.

*APCI will guide and facilitate professional learning to enable teachers to confidently use the teaching and learning cycle effectively.

* Teachers regularly analyse and evaluate student data effectively to target differentiated learning needs and implement improvements 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 appropriate teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

Effective Classroom Practice

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

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

Initiatives

promote motivation to improve academic achievement and achieve measured targets.

*Focus on high-impact professional development to both support and encourage staff in cultivating a profound, contextually relevant comprehension of the English syllabus. This pertains particularly to reading, comprehending, responding to, and crafting texts, while also ensuring a comprehensive grasp of how the curriculum aligns with Literacy Learning Progressions and observable learning behaviours.

*Focus on impactful professional development aimed at both supporting and challenging teachers to develop a profound and contextualized understanding of the Mathematics syllabus. This pertains specifically to Whole Number and Working Mathematically aspects, while also ensuring a clear grasp of how the curriculum aligns with Numeracy Learning Progressions and observable learning behaviours.

Evaluation plan for this strategic direction

Summative Assessments K-6)

Teacher Programs - Data Informed Adjustments / Evaluation Anecdotal Evidence

Data discussions and portfolios

NSW Public Schools Survey- data feedback (The Use of Data to Inform Practice) becomes accurate.

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

Analysis: Most teachers using triangulated data to inform future teaching direction.

Implications: Regular collaboration meetings to analyse the internal and external data to inform next steps in teaching and whole school initiatives.

Strategic Direction 2: Collaborative High Quality Teaching

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.

To ensure that every child is known, valued and cared for. To ensure that students develop foundation skills in literacy and numeracy, strong content knowledge and the ability to learn, adapt and be responsible citizens.

Initiatives

Enhancing Curriculum Knowledge

A whole-school approach to curriculum understanding and implementation ensures the most effective evidence-based teaching methods underpin high quality pedagogical practice. For students to achieve expected or above expected outcomes, teachers need to have an expert knowledge and understanding of student assessment data and a deep understanding of the explicit links between assessment data, curriculum outcomes in the NSW syllabus and observable learning behaviours.

* Deepening teachers' knowledge of new curriculum through the phases of **Engage**, **Enact** and **Embed**.

* 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.

Quality Teaching through 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

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, 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

Initiatives

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.

*Embed school-wide processes and structures so that every student makes measurable learning progress through:

*build collective efficacy and sharing teaching expertise

*develop a high-performance culture with a clear student-centred approach

*implement effective and current evidence-based teaching strategies

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.

Urunga Public School (3318) -2022-2026

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.

We believe leadership should be visible and distributed and that children are at the centre of all of our decision making. Our purpose is to develop and maintain streamlined systems in which leadership is nurtured at all levels.

Improvement measures

Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

Achieve an increase of 2% in the attendance rate, from 86.89% in 2023 to 87.99% in 2027.

Initiatives

A Planned Approach to Attendance and Behaviour Support

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

- Network, school and individual strategies will be used to support improved student attendance.
- Develop individual school attendance support plans for students below 70% with the family, classroom teacher and the Learning Support Team.
- Develop positive classroom systems and management plans for encouraging high 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, engagement systems and strategies.
- Co-designed and explicit teaching of behavioural expectations (*Positive Behaviour for Learning*), communicated with all stakeholders.

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 - eg Smiling Mind
- Professional learning for staff on the Wellbeing Framework.
- Expert engagement with community agencies to

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)

Action plans developed, in consultation with expert agencies to enhance support programs and plans eg Be You, Smiling Mind, Berry Street Education Model.

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 developed, monitored and analysed whole school wellbeing processes and has this had a positive impact on student wellbeing?

Data:

NSW Public School Survey - 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

Strategic Direction 3: Confident, Resilient and Adaptable Learners

Initiatives

support school programs and interventions eg Be You., Berry Street Model, Smiling Mind

- 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.
- A regular process for all staff and students 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.

Evaluation plan for this strategic direction

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

Observations/Feedback data linked to explicit teaching and expectations.

Smiling Mind survey data

Analysis:

Embedded and scheduled data discussions occur regularly.

Implications

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