

Strategic Improvement Plan 2024-2027

Unanderra Public School 3308



School vision and context

School vision statement

The Unanderra vision is embedded within the school's motto 'Strive to Achieve'. The shared vision aspires to foster relational trust, lifelong wellbeing and supportive leadership, so that the students, staff and community members can connect, succeed and thrive.

School context

Unanderra Public School is proudly located on Dharawal Country with a strong focus on aspirational goals, student wellbeing and guiding and supporting students to interact in a safe, respectful and responsible manner. Our school changed sites in 1999 and enjoys a long and proud history stretching back over 140 years. Our current enrolment of 358 students has 15 mainstream classes and 1 K-2 Autism support class. In 2023, the school had a Family Occupation and Education (FOE) index of 95.

Our students come from diverse backgrounds, with 8% identifying as Aboriginal and close to 16 % identifying as EAL/D. High expectations of students, community and staff ensure we remain focused on our core business-the successful attainment of student learning outcomes.

Our dedicated teaching and non-teaching staff provide a variety of engaging learning experiences that promote critical thinking, are differentiated and future focused, to meet the specific needs of the whole child. Literacy and numeracy form the basis for challenging, relevant and explicit classroom learning. Students, staff and the school community recognise that student wellbeing and engagement are important conditions for learning.

Unanderra Public School is actively supported by a strong Parents and Citizens Association and involved community members. Parents are encouraged to participate within the school and actively contribute where possible. The staff at Unanderra Public School enjoy positive relationships with the broader community and continuously strive to maintain active engagement with all family and community members

Strategic Direction 1: Student growth and attainment

Purpose

In order to drive student growth and attainment we will ensure teaching and learning strategies are underpinned by research-based pedagogies and the curriculum is adapted to meet the needs of all students.

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: 2024

An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2023.

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: 2024

An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2023.

Effective Classroom Practice

Achieve by year: 2027

Improvement in the element of Effective Classroom Practice as measured by the School Excellence Framework.

Initiatives

Quality Teaching and Learning

Evidence-based teaching practices for literacy and numeracy instruction will be embedded across the curriculum, within all K-6 classrooms to improve student outcomes.

This will include:

- High quality literacy and numeracy practice, underpinned by What Works Best, High Potential and Gifted Education and High Impact Professional Learning.
- Explicit teaching providing instruction and skills to transfer to real-world situations.
- Inquiry based learning strategies, enhancing cooperation, collaboration and student voice for meaningful learning opportunities.
- Ongoing development of staff in explicit teaching and inquiry based learning in line with the High Impact Professional Learning model.
- Support for teachers through collaboration, targeted professional learning and feedback on the implementation of effective teaching strategies.

Success criteria for this strategic direction

Quality Teaching and Learning

Teachers expertly implement research-based practices to enhance teaching and learning. (Literacy and Numeracy Focus)

Explicit teaching strategies are evident, refined and improved in line with What Works Best update 2020. (Explicit Teaching)

Inquiry based learning strategies are evident in all classrooms and student apply explicit skills to real world scenarios. (Expertise and Innovation)

Student voice is encouraged and teachers adapt learning to meet the needs of all students in their class. (Curriculum Provision)

Evaluation plan for this strategic direction

Question: To what extent are teaching and learning strategies underpinned by research-based pedagogies and the curriculum adapted to meet the needs of all students?

Data: NAPLAN, Check-in assessment, Best Start, PAT

Analysis: Regular analysis of the effectiveness of initiatives in achieving the purpose and improvement measures of the strategic direction will be embedded through progress and implementation monitoring.

Implications: The findings from the analysis of data will inform school progress, resourcing and future directions.

Strategic Direction 2: Lifelong Wellbeing

Purpose

To ensure ongoing and lifelong wellbeing practices where students connect and student voice is enhanced and embraced.

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 1.1% in the attendance rate, from 90.95% in 2023 to 92.1% in 2027

Initiatives

Lifelong Wellbeing

A consistent whole school approach providing a positive and harmonious environment that maximises the learning and wellbeing of each student to enhance student voice and respectful relationships will be embedded. Leadership groups enable student-led projects to change and improve culture and climate.

This initiative will be achieved through the implementation of:

- Buddy, mentoring and peer support program.
 - Leadership initiatives including SRC
 - Playground clubs
 - Social skills education
 - Senior leaders playground support for kindergarten
 - Rigorous and proactive learning support structures
 - Attendance monitoring and support for families
 - Ongoing professional learning based on wellbeing needs, trauma informed practice and catering for the whole child
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Success criteria for this strategic direction

Student voice and agency is used to inform and refine practices and processes which are responsive and proactive in meeting emerging needs. (A planned approach to inclusion and wellbeing)

Embedded processes are in place to ensure that all students feel empowered and can access staff members for guidance, support and assistance. (Caring for students)

Curriculum provision promotes high expectations for student learning and nurtures student agency, enhanced practices incorporate student voice. (Curriculum provision)

Evaluation plan for this strategic direction

Question: To what extent are we successfully promoting student wellbeing and empowerment

Data: Attendance data collection, TTFM

Analysis:

Implications:

Strategic Direction 3: Capacity Building

Purpose

To build the capacity of school leaders, teachers, staff, students and community members, creating a culture of continual improvement.

Improvement measures

Educational Leadership

Achieve by year: 2027

Improvement in the element of Educational Leadership as measured by the School Excellence Framework.

Initiatives

Capacity Building

To build the capacity of all staff, students and community through collaboration, agency and instructional leadership.

This will include:

- Establishing goals and a culture of high expectations in the school
- A professional learning community which is focused on continuous improvement of teaching and learning.
- A focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement.
- Professional learning to include observation, coaching, mentoring, coplanning and coteaching to improve teaching practice in every classroom.
- Collaborative high impact professional (HIPL) learning driven by student need to improve teacher effectiveness.

Success criteria for this strategic direction

A focus on distributed educational leadership, sustaining a culture of effective, evidence-informed teaching and ongoing improvement. (Leading, teaching and learning)

A strong professional learning community with a sustained focus on evidence-informed teaching, wellbeing, and leadership practices. (High expectations culture)

A high performance culture and strong relational trust enable professional growth and collaborative feedback to flourish. (Performance management and development)

A strong culture of professional dialogue, collaboration, observation, modelling and feedback. (Collaborative practice and feedback)

Mentoring and coaching support ongoing development and improvement by all teachers. (Coaching and mentoring)

Evaluation plan for this strategic direction

Question: To what extent has the capacity of students, staff and community members improved?

Data: Parent participation in curriculum based information sessions

Analysis:

Implications: