

Strategic Improvement Plan 2024-2027

Urana Public School 3314



School vision and context

School vision statement

We aspire to be an inclusive, personalised and innovative learning environment with authentic experiences through real world connections.

This is achieved through the delivery of high-quality education driven by explicit teaching, high expectations, evidence-based programs and a collaborative approach which results in a dynamic classroom with engaged learners who reach their full potential.

We work together to create a positive school culture and foster valuable connections where the whole community can connect, succeed and thrive.

School context

Urana Public School is located on Wiradjuri land, in southern NSW in the Riverina region, in the small rural township of Urana. There are currently 10 student enrolments from Kindergarten to Year 6.

Urana Public School regularly joins with other nearby small schools and central schools to participate in carnivals, performances, workshops and other activities. We pride ourselves in providing diverse opportunities including sports gala days, science fairs, STEM (Science, Technology, Engineering and Maths) camps, musical performances and excursions.

The school community is focused on providing students with as many new experiences as possible in order for each individual child to discover their unique talents and to grow and develop as a whole person. There is also a strong focus on the delivery of high-quality literacy and numeracy teaching and learning activities in order for students to achieve excellence.

The school completed an analysis to understand the strengths and areas for improvement to ensure all students continue to succeed. As part of this process, we consulted with staff, community and students. Our focus moving forward will focus on curriculum, engagement with community, wellbeing and the teaching and learning cycle.

The school will continue to evaluate its progress and make adjustments to the strategic improvement plan as required.

Strategic Direction 1: Student growth and attainment

Purpose

Urana Public School uses an evidence-informed approach to quality teaching, curriculum planning, implementation and assessment promotes learning excellence. Teaching and learning programs are responsive to the learning needs of students and syllabus requirements.

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

All students demonstrate reading growth and achievement from Term 1 to Term 4 using literacy progressions as a key data point.

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

Student cohorts in 2024 demonstrate numeracy growth from Term 1 to Term 4 using PLAN2 data in Number Sense and Place Value.

Initiatives

Effective teaching and learning

Collaborative professional learning focuses on explicit teaching strategies and student assessment for whole school improvement through effective teaching and learning cycles.

Focus on literacy and numeracy.

There is a school-wide process for analysing the most relevant student data to gain insights into student progress and achievements to inform next steps in teaching and learning.

Success criteria for this strategic direction

- The school analyses assessment data to identify student learning progress.
- There is a school-wide explicit teaching approach which incorporates modelled, guided and independent practice.
- Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge.
- The teaching and learning cycle clearly underpins all teaching and learning programs. Programs are inclusive and describe expected student progression in knowledge, understanding and skills.
- Students have agency in articulating their learning and understand what they need to learn next to enable continuous improvement.
- School-wide and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers.

Evaluation plan for this strategic direction

Success in ensuring that all students are achieving learning outcomes in reading and numeracy will be determined by considering:

- Does teaching and learning show evidence of explicit teaching?
- Are student's needs being explicitly addressed? How do we know?
- Are our assessment practices consistent and reliable?
- Is assessment being used to inform teaching?
- What has been the impact of professional learning to support teachers to implement explicit evidence-based teaching methods?
- How has the full range of assessment strategies improved the teaching and learning cycle within the

Evaluation plan for this strategic direction

classroom?

The school will use external and internal data to regularly analyse the effectiveness of the initiatives in place to satisfy this strategic direction. This data will include system generated data, teaching and learning programs, classroom observations, evidence of students learning and assessment, data collection analysis, teacher surveys.

Regular analysis and review of these data sources and teacher practices will be evident to provide clarity around whether we are on track for achieving the intended improvement measures. Term by term review of data sources including quantitative and qualitative, internal and external data to draw conclusions.

After analysing the data, a determination will be made as to the future direction, in collaboration with school staff, students and community.

Strategic Direction 2: Community Connections through Wellbeing

Purpose

Urana Public School demonstrates educational expertise to lead teaching and learning and create a collaborative culture of high expectations, inclusion, and community engagement, resulting in sustained and measurable whole school improvement.

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% in the attendance rate, from 89.5% in 2023 to 90.5% in 2027.

Initiatives

Community Engagement

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students.

Wellbeing

Urana Public School has 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.

Success criteria for this strategic direction

- Strong partnerships with parents/carers support student learning and wellbeing.
- Student motivation for continuous and ongoing improvement is clearly evident.
- There is a high expectation culture of high attendance rates for all students.
- Teachers, students, parents/carers and the community work together to support consistent processes that ensure high attendance rates.
- The school understands the diversity of their broader community by regularly engaging in a range of school and community-based activities.
- The school is recognised for its strong culture of inclusion that reflects the richness and diversity of the wider school community.
- Individual student learning and wellbeing needs are identified and supported through evidence-informed approaches and programs. This includes targeted support for vulnerable students.
- A school-wide, collective responsibility for student learning and success is shared among students, parents/carers, and staff.
- Planning for learning is informed by robust and holistic information about students' wellbeing and learning needs, developed in consultation with parents/carers where appropriate.
- Staff are equipped and supported with the knowledge and skills to understand the diverse wellbeing needs of students.

Evaluation plan for this strategic direction

Success in ensuring that **all students have increased attendance and student wellbeing and improved connections with the community** will be determined by considering:

- How has the school collaborated with community and key stakeholders to support students and what effect has this collaboration had on the wellbeing,

Strategic Direction 2: Community Connections through Wellbeing

Evaluation plan for this strategic direction

engagement and learning of all students?

- What strategies has the school implemented to promote a culture of high expectations and how has this affected the aspirations and learning of all students?

The school will analyse attendance data, individual learning plans, school-based behaviour and engagement data and internal surveys in order to ascertain if there is a correlation between this data and an uplift in student well-being and engagement.

Regular analysis and review of these data sources and teacher practices will be evident to provide clarity around whether we are on track for achieving the intended improvement measures. After analysing the data a determination will be made as to the future direction, in collaboration with school staff, students and community.