## School Background 2015 - 2017

### SCHOOL VISION STATEMENT

It is our vision to develop successful learners in an atmosphere that promotes excellence & equity for all.

### SCHOOL CONTEXT

Ungarie Central School (UCS) is a K-12 rural school, located in the heart of NSW. It is Ungarie Central School’s mission to develop successful learners in an atmosphere that promotes equity and excellence for all. The school currently has 90 students from Kindergarten to Year 12 and 18 staff. UCS receives additional resources and support through Equity funding. These resources assist the school in continuing to improve student literacy and numeracy outcomes and in further developing programs that limit the effects of isolation. Our school values include respect, responsibility and learning.

The school is integral to the Lachlan Access Program partnership, a highly successful and innovative connected learning community delivering Preliminary and HSC courses to students across a network of schools. UCS provides a wide range of successful programs with students given opportunities to represent the school at Regional, State and National levels in academic, cultural and sporting pursuits. The strength of the school is the ability to provide tailored and individualised learning opportunities for every student.

### SCHOOL PLANNING PROCESS

All staff reviewed previous school plan, looking at priority areas and goals. We then evaluated school plan samples from those who used the new planning template.

The National School Improvement Tool was introduced and staff developed knowledge and understanding of the 9 domains. We completed a situational analysis/reflection of where we were at as a school, in relation to these 9 domains in the NSIT.

We aligned the 9 areas under 3 particular themes or categories, these became our strategic directions. We invited P&C members for consultation & feedback as well as focus groups for additional feedback.

The indicators that we believed were the key drivers for improving student outcomes within each priority area were identified. These were then refined and desired practices were outlined a purpose/vision statement for each strategic direction were developed.

The UCS Mission Statement was included as part of our School Vision, along with our purpose statements from each Strategic Direction. Our School Context Statement from previous school planning documents was also included.

Improvement measures for each of the strategic directions were selected, 5 P’s pages developed and our data sources were identified and baselines were established.

Front page of plan created and plan is published.
To build a culture that promotes high expectations, resulting in sustained and measurable whole-school improvement.

To implement the most effective teaching methods in order for staff and students to build educational aspiration and demonstrate ongoing passion for learning to achieve to our potential.

To create a strategic and planned approach to support wellbeing and 21st century learning, in an environment that embraces school and community partnerships.
### Strategic Direction 1: Organisational Effectiveness

<table>
<thead>
<tr>
<th>PURPOSE</th>
<th>PEOPLE</th>
<th>PROCESSES</th>
<th>PRODUCTS AND PRACTICES</th>
</tr>
</thead>
</table>
| **To build a culture that promotes high expectations, resulting in sustained and measurable whole-school improvement.** | **Leaders:**  
- Use evidence based strategies and innovative thinking in designing programs that deliver ongoing improvements in student outcomes  
**Staff**  
- Engage in HOW2Learn Modules, complete deliverables and apply to classroom practice.  
- Implement school policies and practices of PBL.  
- Actively engage in the PDF Process  
- Operate within the guidelines of Financial Management and WHS procedures. | Assessments drive a strong improvement agenda, grounded in evidence from research and practice.  
Set and display explicit goals for attendance, engagement and achievement of learning outcomes.  
All teachers are actively involved in the development of a professional learning community, supported by the PDF, Professional Learning Plans and budget allocations. | HOW2Learn Modules delivered.  
PBL team re-established.  
Strategic approach to Wellbeing Framework complete and timeline set.  
PBL team members complete PD updates.  
Targets set for High Performance and Wellbeing, Culture & Values.  
PDF Timeline implemented.  
Student report timeframes adhered to.  
Budget approvals  
Display and celebrate goals in newsletter, on noticeboard, and on webpage each term.  
Whole school attendance to exceed 95%.  
Budget allocations to reflect school plan priorities.  
WHS Team developed and meetings scheduled. |
| **IMPROVEMENT MEASURE/S** | **Students**  
- Understand where they are in their own learning.  
- Take ownership of improvements in their own learning.  
- Access quality teaching and learning resources.  
- Demonstrate awareness of WHS Procedures.  
**Parents**  
- Are aware of and support their child’s learning progress.  
- Are aware of and support professional learning of staff. | Evaluation plan:  
All milestones to be published and have progress updates in weeks 5 and 10 of each term.  
Milestones to be displayed in staffrooms.  
School plan to be used as a working document. | |
**Strategic Direction 2: High Performance**

**PURPOSE**

To implement the most effective teaching methods in order for staff and students to build educational aspiration and demonstrate ongoing passion for learning to achieve to our potential.

**PEOPLE**

**Leaders**
- Increase understanding of research by John Hattie on Effective Teaching Practices.
- Co-ordinate the analysis and representation of student performance data to evaluate the effectiveness of our teaching practices.
- Collaborate with LaST to allocate learning support staff.
- Evaluate school assessment data to support colleagues with diagnosing learning needs.

**Staff**
- Utilise learning support staff effectively.
- Communicate to parents the support provided for their children.
- Incorporate the Assessment for Learning approach into teaching and learning programs.

**Students**
- Engage with learning support staff.
- Take responsibility for individual student growth as a learner.

**Parents**
- Demonstrate awareness of the support provided to their children.

**PROCESSES**

Assessment data is collected and analysed systematically to identify, review and evaluate teaching practices and allocate learning support staff.

Assessment data is utilised to demonstrate effective implementation of Assessment for Learning approach.

Whole school achievement and progress is monitored and communicated to students, staff, parents and whole school community.

**PRODUCTS AND PRACTICES**

Executive staff and LaST conduct assessment analysis and present findings at whole school staff meetings.

Summary of whole school focus areas communicated to parents and whole school community.

Achievement of goals communicated to whole school community, through Humbug, school sign assemblies and special occasions.

Collaborate with LaST to allocate learning support staff where required.

Internal WSA data displayed, focusing on individual student growth and future focus areas.

**IMPROVEMENT MEASURES**

**PAT Comprehension and Maths**
50% of students at or above stanine 6

**Literacy Continuum:**
80% of students at or above:
- Year 2 – Cluster 8, Year 4 – Cluster 10, Year 6 – Cluster 12, Year 8 – Cluster 14

**Mathematics Key Ideas**
80% of students at or above stage expectations

**NAPLAN**
Proficiency bands of NAPLAN to be at or above:
- 50% for Year 3, 30% for Year 5, 40% for Year 7, 10% for Year 9.
- (Current three-year average is 45, 27, 35 and 7% respectively)

**Evaluation plan:**

All milestones to be published and have progress updates in weeks 5 and 10 of each term.

Milestones to be displayed in staffrooms.

School plan to be used as a working document.
## Strategic Direction 3: Wellbeing, Culture & Values

### PURPOSE
To create a culture that promotes wellbeing and 21st century learning, in an engaging environment that embraces school and community partnerships.

### PEOPLE

#### Leaders
- Supervise the implementation plans of PBL & How2Learn.
- Model exemplary interpersonal skills.
- Allocate resources for reward systems to be affordable for all students.
- Evaluate and revise effective communication methods (i.e. Social Media).
- Allocate staffing and resources to support career pathway development.

#### Staff
- Actively engage in PBL and How2Learn Programs.
- Model high level interpersonal skills.
- Interact with Sentral for welfare and academic notifications.

#### Students
- Engage with PBL and How2Learn to be successful learners.
- Embrace high expectations of own learning, through gaining Habit of Mind Awards.
- Model effective communications with peers, staff and members of the whole school community.

#### Parents
- Are informed of PBL and How2Learn programs through school publications.

### PROCESSES

Set and measure explicit goals that reflect high expectations for students to learn successfully.

Model caring and polite interactions with students and implement strategies to promote appropriate behaviour.

Continue to develop our relationships with community partners to enhance opportunities for our students and allocate resources accordingly.

### PRODUCTS AND PRACTICES

- MindMatters in place and operating across the whole school.
- Systematic reflection on explicit goals.
- Staff demonstrate high level interpersonal skills.
- 100% of staff interact with Sentral.
- Reward systems to be implemented each term.
- Increase whole school community awareness of our community partnerships through social media and official school publications.

Investigate and develop new partnerships to enhance opportunities for our students through the development of a work studies subject/careers advisor role.

Use of staffing, RAM and global funding allocations to support our students in their leadership development career pathway opportunities.

Use of staffing, RAM and global funding allocations to enhance engagement of students through whole school ICT upgrades.

Formalise wellbeing structure and continue to implement a strategic and planned approach to support wellbeing.

### IMPROVEMENT MEASURE/S

- Annual review of communication methods.
- 100% of staff complete employee satisfaction survey that reflects a positive school culture.
- 100% of staff interact with all delivered Sentral modules.
- Implementation of UCS in online social media presence, utilising qualitative and quantitative analysis.
- Implementation Plan for Wellbeing Framework developed and implemented.