

Strategic Improvement Plan 2021-2025

The Beach School 5579

**BELONG
BELIEVE
BEYOND
BEACH SCHOOL**

A place to be you

School vision and context

School vision statement

The school's vision is to create a community of young people who are aware and informed and able to make healthy lifestyle choices about their education and vocational options; recreational activities and health and wellbeing.

The Beach School is committed to providing a supportive engaging and flexible learning environment that helps young people address the barriers to the education they may be facing. The Beach School aims to create a stimulating, safe and supportive environment that will enhance student engagement in learning and attendance, so students perform at their best academically and feel safe to grow emotionally.

School context

The Beach School is a NSW Department of Education School for Specific Purposes (SSP) catering for students in years 7 - 12. Nestled in the quiet, tree-lined streets of Allambie Heights, our small campus provides a tranquil environment where students can reflect, heal, and overcome emotional and academic challenges. Our holistic program is uniquely designed to help students develop the skills to find success in their learning, expand their resilience, manage and communicate their emotions, strengthen their connections with themselves and those around them and discover transition options to enable steps forward

The school delivers high quality and personalised education for all students to foster their emotional and social well-being in order to make all transitions positive throughout their schooling and beyond.

The Beach School is focused on our students becoming adaptable, connected and reflective thinkers who are able to: communicate effectively; integrate back into mainstream or alternative suitable settings; think positively about self; make informed choices; learn to take personal accountability; develop skills for lifelong learning, and be constructive members of the community.

A comprehensive situational analysis that led to the development of the 2021-24 Strategic Improvement Plan both of which involved genuine consultation with students, families, staff, the local AECG and external agencies has informed our key areas.

The Beach School will nurture student well-being and maximise their learning potential to ensure individual goals are based on self-regulation, behaviour, and well-being to assist the successful transition.

There will also be a focus on working collaboratively with other schools and the community to deepen and broaden the understanding of the contribution of The Beach School to the education and wellbeing of young people.

Strategic Direction 1: TRANSITION

Purpose

Our purpose is to ensure that our students have positive and meaningful experiences during multiple transition points within their schooling and beyond.

Improvement measures

Achieve by year: 2025

Every student is known, valued and cared for.

Achieve by year: 2025

Every student achieves their individual learning goal at an optimal level in wellbeing, learning, engagement and attendance.

Initiatives

School Culture

- Students are holistically known, valued and cared for
- Embed a school culture that is strongly based on smooth transitions.
- Adjust all teaching and learning programs to address student transition into school and beyond.

Work and life readiness

- Students are supported and encouraged at key transition points by programs that will include development of soft skills, resume writing, interview preparation and site induction.
- Students will be taught independent living skills through school based programs
- The school will work collaboratively with agencies to support student growth to become strong, independent community members

Connections

- Develop an agreed set of protocols for each transition point that facilitates a successful transition for each student.
- Work collaboratively with other stakeholders so there is a connected approach
- Parents/carers feel heard and included in the student journey
- Supported Aboriginal students transitioning from school into the community

Success criteria for this strategic direction

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. (Learning, Learning Culture, High Expectations)

The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment. (Learning, Learning Culture, Transitions and Continuity of learning)

The school's curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with other schools or organisations, where useful and practicable. (Learning, Curriculum, curriculum provision)

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes. (Learning, Curriculum, differentiation)

The leadership team deploys teaching and non-teaching staff to make best use of available expertise to meet the needs of students. (Leading, School resources, staff deployment)

Evaluation plan for this strategic direction

Questions

1. What have we done to provide additional support for students and families feeling at crucial transition points coming into and out of The Beach School? How successful has the transition been?

Exiting The Beach School; Careers advisor worked with each student and their family at the transition point of year 10 and year 12. This involved an initial meeting in term 2

Strategic Direction 1: TRANSITION

Evaluation plan for this strategic direction

to work out student goals and then set a plan to work towards. During lockdown this became difficult. Once lockdown lifted students were able to consolidate directions. This resulted in 7 students receiving an HSC, 6 students moving into apprenticeships and work, 2 students moving into further education and 5 students reintegrating back to mainstream.

Integration into The Beach School; Students and families are required to have a meeting with the principal and AP Wellbeing. This meeting is an introduction to what The Beach School offers. Families leave that meeting with a greater sense of what The Beach School offers and its appropriateness for the student. Families then have a follow-up meeting with the counsellor and AP Wellbeing. Students are integrated gradually working with the family to increase time at school. Parents/carers data shows this has made them feel less overwhelmed, developed understanding and a sense of belonging.

2. What data is collected to show that school initiatives are resulting in a change to how The Beach School is perceived by schools and the wider community? *Initial parent data, follow up from IEP data, parent feedback (verbal and in writing), anxiety scale*

Data

- Student PLPs
- Student focus groups and surveys
- parent focus groups and surveys
- internal assessments
- observation
- Professional Learning
- checklists
- engagement with agencies

Analysis

We will analysis the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction.

Strategic Direction 1: TRANSITION

Evaluation plan for this strategic direction

Implications

Rigorous data analysis will determine our impact and guide future planning to ensure continuous improvement so students are well supported at The Beach School.

Strategic Direction 2: WELLBEING FOR LEARNING

Purpose

Our purpose is to ensure that we nurture student wellbeing to maximise student potential. Each student will have a high quality individual education program that aligns with their identified goals and aspirations. The Wellbeing Framework drives individualised education programs to meet individual student learning and wellbeing needs.

Improvement measures

Achieve by year: 2025

Each student is supported by staff to achieve short and long term goals by delivery of an innovative programs to meet individual student needs.

Achieve by year: 2025

The staff facilitate measurable improvements in wellbeing and engagement, that acknowledge context, and enhance student learning and wellbeing outcomes.

Achieve by year: 2025

Every 5 weeks there is whole school case management to reflect and review student goals to ensure that the academic and wellbeing goals are being met.

Initiatives

Individualised Program Delivery

- Each student will have an Individualised Education Plan (IEP) which will be designed collaboratively with the student, family and staff
- IEP's will incorporate specific elements that support for students to reach academic and wellbeing goals
- Programs will be co-designed with students

Holistic Wellbeing

- Programs are underpinned by meaning and purpose across the domains of social wellbeing, physical wellbeing, spiritual wellbeing, cognitive wellbeing and emotional wellbeing
- Learning experiences are identified for individual students to enhance their feelings of being valued as part of the school community
- Selected learning experiences are meaningful and authentic for individual student growth

Success criteria for this strategic direction

The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. (Learning, Wellbeing, A planned approach to Wellbeing)

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers. (Learning, Wellbeing, Individualised learning needs)

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school. (Learning, Wellbeing, Behaviour)

Student reports are personalised and comprehensive, providing detailed, clear and specific information about student learning, growth, next steps and improvement measures, as well as relevant contextual and/or comparative data. (Learning, Reporting, Student Reports)

Evaluation plan for this strategic direction

Questions

1. Are all stakeholders using the IEP goals and meetings to best support the growth the student requires?

During Covid the IEP goals became the driving reportable force. Our students, staff and parents thought the measurements to achieving the

2. To what extent have the individual programs we have been running improving wellbeing outcomes for students?

3. What strategies are students employing to allow them to respond productively and positively to differently to situations due to the intervention of The Beach School?

Strategic Direction 2: WELLBEING FOR LEARNING

Evaluation plan for this strategic direction

Data

- surveys of students, staff and parents
- focus groups
- IEP plans, meetings and goals
- effectiveness of programs
- staff observation
- entry and exit surveys
- data from previous settings

Analysis

We will analysis the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction.

Implications

Rigorous data analysis will determine our impact and guide future planning to ensure continuous improvement so students are well supported at The Beach School.