

Strategic Improvement Plan 2022-2026

Umina Beach Public School 3995



School vision and context

School vision statement

Umina Beach Public School is committed to working in partnership with the school community to be an excelling school where every student, teacher and leader will improve, thrive, learn and grow. We are united by our shared purpose to ensure our students meet and exceed their academic goals and support the needs of the whole child. Aligned to the department of education values, we value, embed and emulate excellence, respect, integrity and equity within a culture of high trust and support.

School context

Umina Beach Public School is a large, comprehensive K-6 public school situated on the scenic Central Coast, Brisbane Water Peninsula locale. The school has a current population of 635 students structured into 26 mainstream classes, organised into mixed ability groups.

Students

- Aboriginal and Torres Strait Islander students make up 8.4% of the school population.
- A range of socio-economic backgrounds are represented within the families of the school and diversity and inclusion are celebrated with approximately 35 nationalities.

Staffing

- Staffing consists of 26 Teachers, 4 Assistant Principals, 1 full time and 1 part time Assistant Principal - Curriculum and Instruction, 2 Deputy Principals, 1 Principal, Office Admin Staff and School Learning Support Officers (SLSOs).
- The school receives socio-economic and Aboriginal funding through the School Based Resource Allocation (SBAR). In partnership with P & C, funds are monitored and distributed to programs across the school for improvement, innovation and continued success.

Partnerships

- The school has an effective, hardworking P&C who donate in excess of \$25,000 to the school each year.
- The school is an active and proud member of the Brisbane Water Learning Community and the Koorana AECG and values the consultative partnerships that exist between all stakeholders.

Extracurricular

- The experienced staff are committed and support a range of extra curricula activities including dance, chess, debating, public speaking, recorder ensemble, bands, choirs, a school parliament, Social Projects committee, environmental club, lunchtime clubs, leadership opportunities and numerous sporting team representation opportunities at school, zone and regional levels.

Support

- The Learning Support Team is recognised as a model of best practice and capably supports the needs of students through regular meetings, targeted and differentiated support informed by student data, small-group tuition and learning intervention, intervention and support programs to support wellbeing and engagement, a strong referral process, partnerships with local agencies and provision of School Learning

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Support Officers to ensure participation of all students in curriculum activities. The school is an active participant in the Positive Behaviour for Learning (PBL) program, with a focus on social and emotional wellbeing.

School Excellence in Action: Cohort A (*External Validation: August 2021*)

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximize student learning outcomes for every student in numeracy and reading, we will develop and embed whole-school processes for gathering, analysing and responding to student data to ensure appropriate curriculum provision, underpinned by evidence-informed strategies and embedded evaluative practice. All staff will develop and employ data driven practices to understand the individual learning needs of all students and inform differentiated teaching and learning.

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.

Initiatives

Evidenced Based Teaching Strategies

Embed a K-6 culture where all teachers are committed to identifying, understanding, and implementing the most effective explicit teaching methods with the highest priority given to evidence based teaching strategies that enhance the learning outcomes of our students. This will include:

- developing a school wide approach to literacy and numeracy
- ensuring a shared focus on high expectations
- building teacher capacity through shared and differentiated professional learning

Data Informed Practice

Embed data informed systems, practices and processes across K-6 to ensure effective analysis of a wide range of student data and use. Student assessment data will be regularly used across the whole school to:

- identify student achievement and progress
- reflect on teaching effectiveness and inform teaching strategies
- establish student learning goals in relation to student learning needs
- drive reflection of teaching effectiveness and inform future teacher programming

Success criteria for this strategic direction

- All teachers effectively embed evidence based teaching strategies into literacy and numeracy instruction.
- Learning intentions and success criteria are evident and are authentically observed in all classrooms.
- All teaching and learning programs are responsive to the needs of learners, showing evidence of differentiation based on student assessment.
- Assessment data is collected on a regular and planned basis and used responsively as an integral part of classroom instruction.
- Teachers use assessment data to inform teaching and learning priorities and the provision of individual student support.
- All teachers confidently and flexibly employ evidence-based teaching methods to optimise learning progress for all students
- Student learning improvement demonstrates growth in all classrooms.
- Student assessment data is regularly used school-wide to identify student achievements and progress, informing teacher practice and future school directions.

Evaluation plan for this strategic direction

Question: to what extent have we achieved our purpose and can demonstrate evidence of impact on all student outcomes in reading and numeracy?

Data: We will analyse a variety of data sources including:

- NAPLAN
- Check In
- SEF
- Teaching Programs
- Lesson Observations
- Student voice

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- Teacher reflection

Analysis: will be embedded within the initiatives through progress implementation monitoring. Systematic collection, analysis and use of data pertaining to this strategic direction will occur at regular intervals across the planning cycle.

Implication: The findings of the analysis will inform future directions and next steps.

Strategic Direction 2: Quality Teaching

Purpose

In order to maximise student learning outcomes for every student, high impact professional learning practices and collaborative practices will be embedded to develop expert teachers who inspire and support students to sustain academic growth and achievement. Developing a culture of high expectations and a focus on excellence will ensure a shared sense collective teacher efficacy and strong commitment to quality teaching practices across all classrooms.

Improvement measures

Quality teaching

Achieve by year: 2026

The school sustains a strong collaborative culture, supported by mentoring and coaching mechanisms, to implement evidence-informed, effective and inclusive teaching strategies across every classroom.

Initiatives

Quality teaching

Strengthen and embed a whole-school quality teaching approach to ensure teachers engage in school-wide explicit teaching practices, incorporating modelled, guided and independent practice, with teachers considering students' cognitive load and employing explicit teaching strategies to optimise learning progress of students. This will:

- ensure all teachers are committed to understanding, and implementing the most effective explicit teaching methods, with the highest priority given to evidence-informed inclusive teaching strategies.
- ensure all teachers consider students' cognitive load and employ explicit teaching strategies to optimise learning progress of students across the full range of abilities.
- ensure all teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning.
- be supported by mentoring or coaching to improve teaching and develop aspiring leaders.

Success criteria for this strategic direction

- effective implementation of new syllabuses in all classrooms
- formative assessment practices are embedded in all classrooms
- all teachers engage in shared collaborative practices, including classroom visits and observations
- reflection and feedback processes are in place and utilised by all staff
- a whole-school approach to learning and development is embedded across the school, aligned to the school plan with explicit systems for collaboration and feedback in place to sustain quality teaching practice.

Evaluation plan for this strategic direction

Question: to what extent have we achieved our purpose and demonstrate evidence of impact on student academic growth and achievement through the implementation of quality teaching practices?

Data: We will analyse a variety of data sources including:

- NAPLAN
- Check In
- SEF
- Teaching Programs
- Lesson Observations
- Student voice
- Teacher reflection and evaluation feedback

Analysis: will be embedded within the initiatives through progress implementation monitoring. Systematic collection, analysis and use of data pertaining to this strategic direction will occur at regular intervals across the planning cycle.

Implication: The findings of the analysis will inform future directions and next steps.

Strategic Direction 3: Wellbeing and engagement

Purpose

In order to maximise social and emotional student learning outcomes for every student to see them learn, thrive and grow, there will be a planned approach to developing whole school wellbeing and engagement processes. The development of whole-school systems and processes for tracking and responding to student attendance data, wellbeing data, Personalised Learning Plans and Individual Education Plans will ensure appropriate provision of support, underpinned by evidence-informed intervention strategies, ensuring every individual student reaches their full potential.

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

- The attendance rate for the school is increased from 89.19% in 2023 to 90.29% by 2027.

Initiatives

Advocacy, belonging and expectation of success

A strong sense of belonging and inclusion is integral to the goal of every student being known, valued and cared for in our school. Advocacy and a planned approach to learning underpin respectful relationships and a culture of success where every student, every teacher and every leader improves every year.

In a school that is committed to building transparency, belonging, mutual respect and trust we will focus on delivering success through:

- Increased vision on school pride and a sense of belonging for all stakeholders.
- Creating a culture where everyone is valued and respected on their differences as an individual, with an emphasis on student voice and agency.
- An environment where we respect others' expertise, experience and points of view, and listen with an open mind.
- High expectations for growth of all school community members each year.

Success criteria for this strategic direction

- All classrooms and all learning environments are well managed within a consistent, school-wide approach.
- A school-wide, consistent approach to wellbeing and engagement is in place with shared values and expectations and all teachers share a flexible repertoire of strategies to promote student engagement and responsibility for learning.
- School-wide systems are in place to monitor student wellbeing data, enabling teachers to evaluate individual and class data to inform classroom engagement strategies and the provision of individual student support.
- School-wide systems to monitor student attendance are in place and ensure teachers and parents work together through consistent and systematic processes that ensure student absences do not impact on learning outcomes.
- School-wide systems are in place to ensure individual student learning needs, goals and cultural aspirations are known, valued and met through the provision of collaboratively developed differentiated support plans and PLPs.

Evaluation plan for this strategic direction

Question: to what extent have we achieved our purpose and can demonstrate evidence of impact on all student outcomes in wellbeing and engagement, attendance and PLP goal achievement?

Data: We will analyse a variety of data sources including:

- NAPLAN
- Check In
- SEF
- Teaching Programs
- Lesson Observations
- Student voice
- Teacher reflection

Evaluation plan for this strategic direction

Analysis: will be embedded within the initiatives through progress implementation monitoring. Systematic collection, analysis and use of data pertaining to this strategic direction will occur at regular intervals across the planning cycle.

Implication: The findings of the analysis will inform future directions and next steps.