

School Excellence Plan 2025-2028

Eureka Public School 1879



School vision and context

School vision statement

At Eureka Public School, we aspire to create a supportive learning environment where respect and responsibility are at the core of our community. Our vision is for every student to be successful, and to make a meaningful difference in the world around them.

School context

Eureka Public School is a small school situated at the edge of the Byron Shire with a history that spans over 128 years. The school has 34 students and is situated on beautiful grounds that include a student and parent-run garden as well as an orchard.

Strategic Direction 1: Student growth and attainment

Purpose

To improve student growth in reading and numeracy outcomes.

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: 2027

- All students demonstrate growth and achievement in vocabulary over the year, using the learning progressions.

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: 2027

- All students demonstrate growth and achievement in numeracy over the year, using the learning progressions.

Initiatives

Effective Classroom Practice

Build teacher capability to implement evidence informed teaching practice which is responsive to staff and student need.

- Create, enact and embed scope and sequences for all curriculum areas, including the supporting assessment processes, units of work and outcome mapping with associated processes which support consistent teacher judgement and student feedback
- Develop a school wide consistent understanding and instructional model of the most effective, evidence informed, inclusive explicit teaching methods.
- Establish and implement a whole school framework of cyclical assessment, data collection and analysis which assists in the tracking and monitoring of student learning.
- Embed collaborative processes to support teachers to make consistent, evidence informed judgement and moderation of assessments, within school and across learning communities.

Success criteria for this strategic direction

- The school's curriculum provision promotes high expectations for student learning and nurtures student agency.
- Effective practices are enhanced by incorporating student voice and fostering learning alliances with other schools or organisations, where appropriate.
- Students' learning pathways are longitudinally monitored to ensure sustained challenge and optimal learning outcomes.
- Teachers think critically and exercise their professional judgement in adjusting teaching and learning programs.
- All students are challenged, and all adjustments lead to improved engagement for learning.
- Teachers involve students and parents/carers in planning to support learning and share expected outcomes.
- Teachers consider students' cognitive load and employ explicit teaching strategies to optimise learning progress of students across the full range of abilities.
- Effective teaching methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.
- The school uses systematic and reliable assessment information to evaluate student learning over time.
- The school has processes in place to support teachers' consistent, evidence-informed judgement and moderation of assessments.
- Teachers clearly understand, develop, and apply a full range of formative and summative assessment strategies.
- Staff effectively apply strategies to gather and analyse data to inform teaching decisions.

Evaluation plan for this strategic direction

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Our school intends to use a range of evaluative practices to analysis progress through the Q.D.A.I. model:

Question: To what extent have we achieved our purpose?

Data: Baseline student data for literacy and numeracy collected in Term 1, updated 5 weekly in PLAN2 focus areas. Classroom observations and Guttman charts, external assessment data, Check-In Assessments NAPLAN, Essential Assessment data and student work samples.

Analysis: Data is analysed and triangulated on termly basis, to determine the extent to which the purpose and improvement measures have been achieved.

Implications: Rigorous analysis of the data to determine impact will guide ongoing implementation, as well as future planning to ensure continuous improvement in teacher practice and student outcomes.

Strategic Direction 2: Attendance

Purpose

To improve attendance rates, strengthening student engagement and outcomes.

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

Improve the attendance rate of students in the school from 89% in 2023 to 90.8% by 2027

Initiatives

Attendance

Develop consistent and systematic processes to monitor and support student attendance.

Involve teachers, students, parents/carers, and community stakeholders in creating awareness and addressing attendance issues.

Regularly review and adjust strategies based on emerging data trends and feedback.

Teachers, students, parents/carers and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

Success criteria for this strategic direction

- 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 and systematic processes that ensure student absences do not impact on learning outcomes.
- There is an embedded school-wide and data-informed approach to support student and staff wellbeing.
- Student voice and agency is used to inform and refine practices and processes which are responsive and proactive in meeting emerging needs.
- Positive and respectful relationships are evident throughout the school community, promoting student wellbeing and creating an optimal environment for learning across the school.
- Teachers model and share a flexible repertoire of strategies for classroom management which promote student engagement and responsibility for learning.
- The leadership team has established a strong professional learning community with a sustained focus on evidence-informed teaching, wellbeing, and leadership practices.
- There is a collaborative culture of high expectations and continuous improvement across the school, underpinned by high staff wellbeing.

Evaluation plan for this strategic direction

Our school intends to use a range of evaluative practices to analyse progress through the Q.D.A.I. model:

Question: To what extent have we achieved the purpose?

Data: Baseline student data for wellbeing collected in Wk 1 Term 1, updated on an ongoing basis in Schoolbytes, survey data and anecdotal feedback.

Analysis: Data is analysed and triangulated on a regular

Strategic Direction 2: Attendance

Evaluation plan for this strategic direction

basis, to determine the extent to which the purpose and improvement measures have been achieved.

Implications: Rigorous analysis of the data to determine impact will guide ongoing implementation, as well as future planning to ensure continuous improvement in school systems, teacher practice and student outcomes.