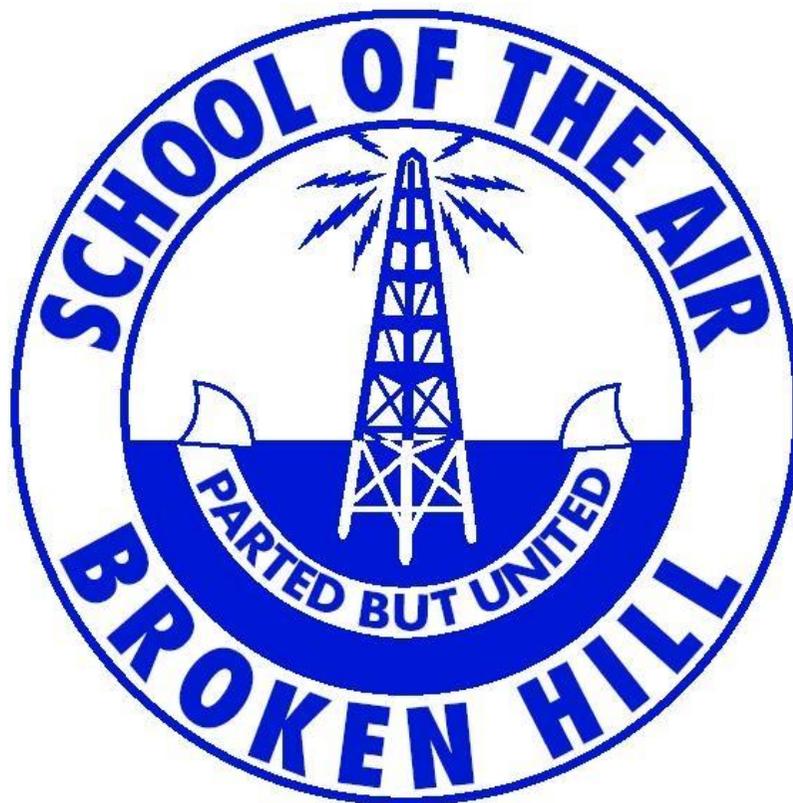


School plan 2015-2017

School of the Air 5302



School background 2015–2017

School vision statement

At School of the Air, we develop our learners to:

- be creative thinkers, to solve problems innovatively, collaboratively and resourcefully;
- develop positive personal values and attributes;
- enjoy and know how to learn and think;
- be independent and critically literate; and
- be compassionate, confident, empathetic and possess a strong sense of well-being and self-worth.

School context

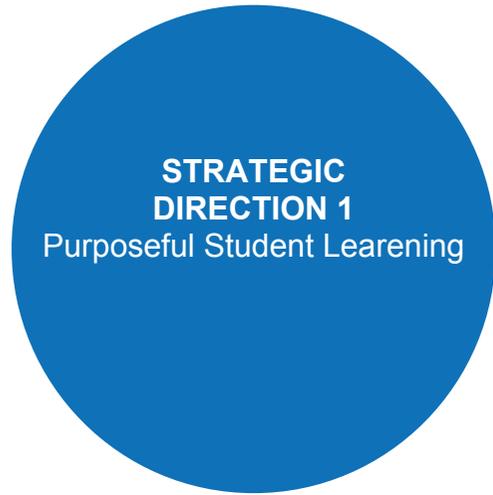
School of the Air (SOTA) is a dual campus distance education school, one campus in Broken Hill and one in Hay. Currently there are 156 students P–6 across 13 classes. The majority of students enrolled through SOTA are geographically isolated with a small number of travelling and students with significant support needs. The students are supported through a unique partnership between the teacher and the home supervisor. For 50% of our families the home supervisor is the mother, in the remainder, it is an employed governess. Students interact and collaborate using the REACT software program over a satellite delivered internet connection to support their learning program. The field services program provides face to face learning opportunities through home visits, mini schools and classrooms. The school prides itself on having strong parental and community partnerships. The School Council and P&C operate effectively to support the learning of our students.

School planning process

The process contributing to the development of this plan involved consultation across all stakeholders, these included: Staff: several meetings and planning sessions held with staff from both campuses including two whole school sessions. Executive: Executive staff took the lead in co-ordinating the plan development and addressed the plan as a standing agenda item. Community: opportunities to contribute included community forums, P&C meetings, School Council and through whole school sessions at mini school and the Home Tutors Conference. Data Analysis: analysis of NAPLAN data, school data, Tell Them From Me Staff Survey, document analysis of current school plan and school processes. The findings from the consultation process has been used to formulate the strategic directions and resulting plans. Our three strategic directions are:

1. Purposeful Student Learning
2. A dynamic and high performing school
3. One school, One community

School strategic directions 2015–2017



Purpose:
To deliver opportunities for students to be highly engaged, independent learners and thinkers through personalised learning and sustainable habits.

Purpose:
To have inspired staff, supervisors and students who challenge their teaching and learning practices. High expectations to achieve success motivated by peer and self-reflection and evaluation to continually improve.

Purpose:
To foster trusting relationships and engaging collaborations across all stakeholders with the success of student learning at the core.

Strategic Direction 1: Purposeful Student Learning

Purpose

To deliver opportunities for students to be highly engaged, independent learners and thinkers through personalised learning and sustainable habits.

Improvement Measures

Students will articulate the process of their learning and identify when a growth mindset is required.

Students will authentically use the language from How2Learn to identify new learning goals in literacy and numeracy., and competently use different strategies to overcome challenges in their learning process.

People

Students

Students will become active participants in their own learning focussing on assessment as, of and for learning and developing voice in their own learning.

Staff

Staff will investigate and implement new curriculum models to engage students.

Staff will utilise new school systems to support student learning.

Community Partners

Distance Education Primary Leaders Alliance will engage to develop high quality learning materials and up-skill staff to in learning materials design

Processes

Organisational and Systems innovation:

Develop and implement efficient school based systems for the development, implementation and analysis of student learning and assessment. These will include but are not limited Sentral, PLAN and Edmodo.

Personalised Learning: Develop and implement school wide processes for personalised learning practices. Three way planning (supervisor/parent, students and teacher) incorporated into planning, implementation and monitoring.

Teacher Quality: Focus on building teacher capacity through professional learning that deepens syllabus knowledge and understanding of how students learn (How2Learn Program).

School Learning Alliances: Build proactive learning alliances with the Far West Network, Primary DE group and other "like minded groups of schools" in developing professional learning for staff and innovative projects.

Evaluation Plan

The implementation and success of the plan will be monitored and evaluated through the ongoing milestone process and data collection around student learning goals.

Practices and Products

Practices

Practices are embedded for parents and supervisors to be engaged and understand the learning progress of their children and how to effectively support them to learn

Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms where appropriate.

Products

Students will articulate the process of their learning and identify when a growth mindset is required.

Students will authentically use the language from How2Learn to identify new learning goals in literacy and numeracy., and competently use different strategies to overcome challenges in their learning process.

Strategic Direction 2: A dynamic and high performing school

Purpose

To have inspired staff, supervisors and students who challenge their teaching and learning practices. High expectations to achieve success motivated by peer and self-reflection and evaluation to continually improve.

Improvement Measures

Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms.

The school leadership team demonstrates instructional leadership, promoting and modelling effective, evidence-based practice.

People

Students

Students are quality learners focussing on engagement and achievement.

Staff

Staff engage in an ongoing cycle as part of the performance development framework. Staff are capable of leading the implementation of personalised learning systems, innovative curriculum practices and data to inform teaching and learning.

Staff

Staff maintaining currency in outstanding teaching practice, embracing current research and using this to inform practice.

Staff

Staff engage in an ongoing cycle as part of the performance development framework.

Parents/Carers

Home supervisors will engage in ongoing professional learning, targeted support provided for new supervisors.

Community Partners

Enhance resilience skills across whole school community.

Processes

Evidence based decision making.

Effective use of quantitative and qualitative student assessment data to inform and improve school curriculum teaching and assessment practices.

Innovative educational resourcing and planning.

Whole school planning developed on a P-6 basis to cater for syllabus expectations and multi-age school rooms.

Collaborative and connected culture

Develop and implement an enhanced performance and development framework within the SOTA context. Foster a collaborative culture across both campuses and share resources. Develop and implement home supervisor support packages and processes for new families.

Evaluation Plan

The implementation and success of the plan will be monitored and evaluated through the ongoing milestone process and data collection around curriculum planning and implementation.

Practices and Products

Practices

The school has embedded and explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes.

Teachers clearly understand and utilise assessment for learning, assessment as learning and assessment of learning in determining teaching directions, school performance levels and effectiveness.

Products

Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms.

The school leadership team demonstrates instructional leadership, promoting and modelling effective, evidence-based practice.

Strategic Direction 3: One school, One community

Purpose

To foster trusting relationships and engaging collaborations across all stakeholders with the success of student learning at the core.

Improvement Measures

Role statements put into place.

Evaluative process with all stake holders to consider the impact our current practices have on student learning.

People

Students

Students are active contributors to own learning and learning of others.

Staff

High levels of mutual respect and trust between staff and community. Staff utilise coaching framework for discussions with students / supervisors.

Parents/Carers

Open, clear communication between all members of the SOTA community.

Confident supervisors able to effectively and efficiently support student learning.

Community Partners

All members of the school community contributing to and engaging in school events and projects.

Leaders

Creating an environment where staff are confident to try new ideas within a supportive framework

Processes

Coaching: Implementation of professional learning program for all teachers to build a culture of coaching throughout the school.

Communication & Roles: Open, clear and transparent communication processes employed throughout school at all levels. Role statements developed and implemented for staff and supervisors.

Growth Mindset: Implement and evaluate strategies to promote the enhancement of growth mindsets with the whole school community (students, staff, parents and supervisors).

Evaluation Plan

The implementation and success of the plan will be monitored and evaluated through the ongoing milestone process and data collection around the Focus on Learning survey and school satisfaction.

Practices and Products

Practices

Positive and respectful relationships across the school community underpin a productive learning environment, and support students' development of strong identities as learners.

There is school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement.

Products

Role statements put into place.

Evaluative process with all stake holders to consider the impact our current practices have on student learning.