

# School plan 2018-2020

**Southern Cross School of Distance Education 4659**



**Southern Cross**  
SCHOOL OF DISTANCE EDUCATION

# School background 2018–2020

## School vision statement

We are a catalyst for change, inspiring learners to reach their full potential and to continue to support the whole child providing flexible quality teaching and learning programs that are accessible and engaging.

We build supportive relationships with our school community and develop partnerships that support learning, wellbeing and engagement.

Our staff is innovative and dynamic, working collaboratively to inspire and support our students to be lifelong learners who are active and informed citizens.

Our core values are Opportunity, Wellbeing and Engagement

## School context

Southern Cross School of Distance Education is a K–12 school committed to the wellbeing and engagement of our students, creating a dynamic learning community, and developing a culture of learning in distance education. Our school contributes to the lifelong learning of a diverse range of students and their communities with a focus on excellence and equity. Our school is built on the land of the Traditional Custodians, the Aboriginal peoples of various nations with our main campus being on the country of the Bundjalung nation, providing educational services for students south to the Coffs Harbour area, west to the Inverell area and north to the Queensland border.

The school current has 34 learning hubs, 3 campus' and a special programs unit to cater to the needs of students in various locations. Our staff are professional and dedicated to supporting students, their families and their educational needs and wellbeing.

## School planning process

This plan was developed through ongoing consultation of staff, students and community.

A planning team was established to manage this process including Danny Henman, David Thick, Sharon Hodgson, Kim Morris, Tiffeny Cox and Rob Roberts.

Our context presents a significant challenge for the involvement of our community in making decisions and contributing to educational improvement. Such as a wide geographical spread of students, parents/carers and staff, diversity of students, changing nature of enrolments and staff working in many disciplines.

The school undertook a detailed collaborative process to combat these challenges. Data collections and surveys occurred at staff meetings, on School Development Days, through the school newsletter, using electronic means and 1:1 with students/parents on visits.

The planning team analysed the information to identify the school strengths, goals and areas for improvement. Three strategic directions and purpose statements were developed..

# School strategic directions 2018–2020



**Purpose:**

To ensure the wellbeing of our students and staff, their engagement in the best possible educational pathway to equip students with lifelong skills to become active and informed citizens.

**Purpose:**

To create a stimulating teaching and learning environment underpinned by high expectation relationships and to ensure Teaching and Learning is designed and implemented to develop successful learning outcomes through quality instruction and assessment. .

**Purpose:**

Increase community participation with the school, learning hubs and learners to create partnerships within the school and across all our enrolment areas.

# Strategic Direction 1: Wellbeing and Engagement

Purpose	People	Processes	Practices and Products
<p>To ensure the wellbeing of our students and staff, their engagement in the best possible educational pathway to equip students with lifelong skills to become active and informed citizens.</p>	<p><b>Staff</b></p>	<p><b>Teacher Professional learning and Accreditation</b></p>	<p><b>Practices</b></p>
<p><b>Improvement Measures</b></p>	<p>Staff are involved in structured professional learning to increase knowledge and awareness in meeting the personalised needs of students. Staff wellbeing opportunities.</p>	<p><b>Student Leadership</b></p>	<ul style="list-style-type: none"> <li>• TPL opportunities for all staff to achieve best practice for the wellbeing of our students and staff. Primary initiatives, one per term</li> </ul>
<p>Due to the diverse nature of our students social, emotional and learning needs, their wellbeing is to be a major priority of any strategies</p>	<p><b>Community Partners</b></p>	<p><b>Student Opportunities</b></p>	<ul style="list-style-type: none"> <li>• Staff to assist students in increasing participation in co- curricula and student leadership roles.</li> <li>• Expansion of the Student leadership team, initiate a peer mentoring program.</li> </ul>
<p>Evidence of the Social, Emotional and Learning needs of students embedded into teaching and learning programs</p>	<p>Collaboration and consultation with external agencies in providing holistic care to students.</p>	<p><b>Promotion of student and school achievements.</b></p>	<ul style="list-style-type: none"> <li>• Teachers deliver a range of strategies specifically designed to Improve the outcomes for Aboriginal students</li> </ul>
<p>Tell them from me or other survey results indicate that students feel a sense of pride and belonging in their school and education by having a voice in their future direction</p>	<p><b>Students</b></p>	<p><b>Evaluation Plan</b></p>	<ul style="list-style-type: none"> <li>• Students have a pattern of study that provides a pathway to post school options.</li> <li>• Enrolment and wellbeing team maintain close relationship with external agencies</li> <li>• Refinement of the Skills for Work and Vocational Pathways course to prepare students for work readiness.</li> </ul>
<p>All student achievement is recognised.</p> <p>Improved recognition of students, abilities and achievements in a variety of contexts and forums as measured by feedback on canvas and learning materials, student awards at presentation days.</p>	<p><b>Staff</b></p>	<ul style="list-style-type: none"> <li>• TPL monitoring by executive staff</li> <li>• Annual review of school leadership team</li> <li>• Merit system review</li> <li>• Records of alternate and transition programs eg "Yes", TAFE, white card etc</li> <li>• Monitoring publicity of events and digital platforms</li> <li>• Monitor attendance and engagement</li> <li>• Wellbeing survey results</li> <li>• Executive evaluation of teaching programs</li> <li>• Leaving destination survey</li> </ul>	<ul style="list-style-type: none"> <li>• Leaving destination survey</li> <li>• Promotion of activities and achievements on internal digital platforms</li> <li>• External media agencies used for publicity</li> <li>• K-12 Awards ceremonies and presentation days</li> <li>• Merit system</li> </ul>
<p>A greater range of post school options are accessed by students.</p> <p>Creativity, collaboration and innovation are employed to enhance student learning and wellbeing and maximise student post school career options.</p>	<p><b>Staff</b></p>	<p><b>Staff</b></p>	<p><b>Products</b></p> <p>Relevant information regarding school</p>
<p>How do we measure?</p>	<p><b>Staff</b></p>	<p><b>Staff</b></p>	
<p>Increased attendance and engagement</p>	<p>Maintain contact with students &amp; families at</p>		

# Strategic Direction 1: Wellbeing and Engagement

<b>People</b>
least weekly through video lessons, as well as emails, Google for Education etc
<b>Parents/Carers</b>
Positive relationships a priority to gain access to student
<b>Community Partners</b>
Transition program similar to high school facilitated
<b>Leaders</b>
Liaise with high school to ensure consistency across school

<b>Practices and Products</b>
practices and decision making processes.
Trained knowledgeable staff in student wellbeing practices.
Implementation of valuable support programs.
<ul style="list-style-type: none"> <li>• Active student leadership team</li> <li>• Students participation in external collaborative forums</li> <li>• Conduct presentation days</li> <li>• Representation at community events eg ANZAC Day</li> </ul>
<ul style="list-style-type: none"> <li>• Increase percentage of parents/carers completing the wellbeing survey up to 75%, to provide community voice and feedback on DE practices.</li> <li>• Increased participation in school camp.</li> <li>• Staff to use set systems to refer students to possible support including LaST, Enrolment and Wellbeing teams.</li> <li>• Embedding Aboriginal cultural practices into everyday procedures</li> <li>• Kid's Club, Rainbow Gallery programs</li> <li>• Every student has a pattern of study that provides a pathway to a credential</li> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• active users on all digital platforms</li> <li>• Media articles</li> </ul>

# Strategic Direction 2: Culture of Learning

Purpose
To create a stimulating teaching and learning environment underpinned by high expectation relationships and to ensure Teaching and Learning is designed and implemented to develop successful learning outcomes through quality instruction and assessment. .
Improvement Measures
Majority of students in Year 12 meet HSC minimum standards in Literacy and Numeracy
Decrease number of N determinations in Stage 5
Increased value added data of students enrolling in SCSODE
Improved academic outcomes, measured in PLAN data and primary campus assessments

People
<p><b>Students</b></p> <p>Build skills to self assess utilising rubrics, literacy and numeracy progressions to improve learning.</p> <p><b>Staff</b></p> <p>Teaching staff will develop expert skills in a range of learning pedagogies and technologies to produce teaching and learning programs that are student centred and improve student learning outcomes</p> <p><b>Leaders</b></p> <p>Leaders create a shared vision of curriculum implementation and embrace varied pedagogical practices</p> <p><b>Leaders</b></p> <p>The school executive adopts a coordinated approach to literacy where the teaching of literacy skills is valued and there is an expectation of improvement in literacy standards across the school.</p> <p><b>Parents/Carers</b></p> <p>Parents/carers develop their skills as supervisors to support student engagement in learning.</p> <p><b>Community Partners</b></p> <p>Collaboration with external agencies to create learning alliances to enhance student outcomes and supporting high expectation relationships</p> <p><b>Students</b></p> <p>Use the language and practices of Growth</p>

Processes
Individualised support for students
Evidence informed teaching and learning programs, especially in numeracy and literacy
Opportunities for students
Creating continuity of learning K–12
Evaluation Plan
Process towards improvement measures will be evaluated through:
<ul style="list-style-type: none"> <li>• student engagement reviews</li> <li>• faculty reviews and plans</li> <li>• analysis of school based and external student assessment data</li> <li>• analysis of success of school teams</li> <li>• review of professional learning</li> </ul> <p>Learning plan evaluated by student, teacher and supervisor at the end of each cycle.</p>

Practices and Products
<p><b>Practices</b></p> <p>Teaching and learning focuses on the learner through adjustments, quality assessments tasks and feedback both from and to the student.</p> <p><b>Primary LAST spread sheet updated and monitored</b></p> <p>Teachers implement the 5 elements of the Literacy and Numeracy Strategy 2017 –2020.</p> <p>Teachers apply HOW2Learn and Stronger Smarter strategies to increase effective engagement in learning</p> <p>The school has processes in place to support teacher’s consistent, evidence–based judgement and moderation of assessments.</p> <p>Learning sequences personalised for each student</p> <p>Seven Steps writing used throughout primary</p> <p>Feed back on <b>assessment tasks</b> to be received by student <b>within a week</b> (after receipt from teacher), delivered by most appropriate technology.</p> <p>This will be achieved through the schools focus strategies of HOW2Learn and stronger smarter as well as the NSW Department of Education Literacy and Numeracy Strategy 2017–2020. and NESA Stronger HSC Standards</p> <p><b>Products</b></p> <p>Teaching and learning programs are</p>

# Strategic Direction 2: Culture of Learning

<b>People</b>
Mindset & High Expectations
<b>Staff</b>
Professional development in HOW2Learn, Stronger Smarter, technology and Literacy and Numeracy (Rip it up Reading, Seven Steps writing)
<b>Leaders</b>
Develop relationships with high school and other distance education schools for pooling of resources
<b>Parents/Carers</b>
Professional learning for supervisors eg SMART goals, growth mindset, literacy
<b>Community Partners</b>
Families encouraged to incorporate local experiences and discuss changes with teacher

<b>Practices and Products</b>
dynamic, showing evidence of adjustments to meet student needs and revisions based on feedback.
Assessment supports student learning, is accessible and meets individual personal and cultural needs enabling students to readily attain educational outcomes.
Literacy and Numeracy progressions inform staff and enable them to individualise learning materials to build skills.
Collaboratively developed project based learning sequences including
<ul style="list-style-type: none"> <li>• clearly communicated learning goals, negotiated with student and/or family</li> <li>• explicit instruction, including live lesson opportunities preferably via video conferencing and worked examples</li> <li>• multiple practice opportunities with some choice of activities and options for peer interaction</li> <li>• assessment tag points, success criteria, self-assessment opportunities</li> </ul>
contextual formatting

# Strategic Direction 3: Dynamic Community

## Purpose

Increase community participation with the school, learning hubs and learners to create partnerships within the school and across all our enrolment areas.

## Improvement Measures

A larger number of Community Partners providing opportunities for students.

Increased parent and carer interaction in surveys and planning processes.

Improved community perspective of the school and our students. measured through parent/teacher interaction.

Enrolment enquiries dealt with as the need requires in a consistent and timely manner.

Weekly Articles/posts in school newsletter and Facebook promoting activities within the school

## People

### Students

Students are engaged in school life through their learning and interactions with the wider school community via our communication methods, mini schools, outreach program and learning hubs.

Opportunities that help engage students in school life such as, being part of representative sporting teams, leadership and mentor programs.

### Staff

Staff actively make contact with students, parents, community partners, mentors and their peers to promote learning. Teachers sourcing and supporting programs to ensure student engagement.

### Leaders

Regular communication through school newsletters, meetings and visits to the hubs and programs.

Filtering information to Teachers and Student on a daily weekly basis. Staff meetings.

### Parents/Carers

Parents are encouraged and supported to make contact seek advice, clarity and monitor the progress of their children through SCSODE.

Parents and carers share information that will help teachers be more effective in the implementation of educational programs. Keeping open lines of communication.

## Processes

Data analysis and student outcomes

Partnerships and community Alliances.

Professional learning

Holistic community

## Evaluation Plan

Evaluation to be conducted through use of online surveys, phone calls and written opportunities for all to provide feedback on how well the school is providing for students and student outcomes in our circumstances and method of delivery. Also on the opportunities provided for students and any recommendations or ideas that they may have.

Ask enrolling families how they heard about us.

Survey on bottom of leavers form: What worked for you? How could we improve? Any other comments?

## Practices and Products

### Practices

Communication through newsletters and publications, community engagement days, reporting and Annual Report.

Communication through online sources and social media, phone contacts, morning conversations during student pickups and drop offs

Regular surveys and analysis of these to provide data and inform executive and school teams.

Specific practices targeting different enrolment categories

mini-schools for Isolated & sometimes travellers

online collaboration for all

### Products

Regular updates from the community in a package that can be presented to staff and used for the AR.

Monthly primary Facebook posts & contributions in every newsletter



# Strategic Direction 3: Dynamic Community

<b>People</b>
<b>Community Partners</b>  Actively work with the school to provide and promote opportunities for students to access and excel.  Working with community to create opportunities and a learning culture through connections with community Elders and family.
<b>Students</b>  Student voice expressed in Kids' Club
<b>Staff</b>  Active participation in community and networks
<b>Leaders</b>  AP to attend NR Network meetings and join other relevant networks
<b>Parents/Carers</b>  Invited to contribute skills at mini-schools eg older families mentoring new families
<b>Community Partners</b>  Engage local experts for learning at mini-schools eg emergency services