

School plan 2018-2020

Eden Marine High School 8487



**EDEN MARINE
HIGH SCHOOL**
RESPECT RESPONSIBILITY RESILIENCE

School background 2018–2020

School vision statement

Eden Marine High “assists all students to reach their potential”.

At Eden Marine High School, we provide experiences that will engage students in a purposeful and positive way through our core values of Respect, Responsibility and Resilience. We believe in developing and sustaining strong and positive relationships within and outside the school that will create opportunities to build learning capacity that will work towards ensuring all students become successful learners, confident, creative individuals and informed citizens in a 21st century world. We are a dynamic school community that is committed to continuous improvement in a safe and richly diverse learning environment.

School context

Eden Marine High School (enrolment of 601 students, including 8% Aboriginal students) is a comprehensive, rural school on the far south coast of NSW. Marine education is an important feature of the school’s curriculum and culture. The school offers a diverse academic and vocational curriculum to accommodate the needs of all students. The school prides itself on providing a broad range of creative, performing arts and sporting programs to cater for the diverse needs of students. A feature of the school is the innovative use of technology to support teaching and learning. The school fosters positive relationships with its local community to maximise learning opportunities for its students and is well resourced with playing fields, attractive grounds and close proximity to Lake Curalo and Aslings Beach. Eden Marine High School (EMHS) is a proud and active member of the Sapphire Coast Learning Community (SCLC) and collaborates in a highly professional and strategic partnership with partner schools to deliver innovative and outstanding academic and student wellbeing programs.

School planning process

In 2017, a comprehensive and inclusive consultation process was undertaken by the school. This consultation included reviewing current school practices, collecting and analysing evidence, along with input in a variety of forms from staff, students, parents and community members. A number of open planning meetings were undertaken along with other consultation strategies to give all stakeholders the opportunity to contribute and engage in all elements of the planning process and give and be provided with feedback at all stages. Key stakeholder groups have been authentically engaged in the school planning process. This process has included a review of strengths, opportunities and areas of improvement. As a result, three key strategic directions have been identified as the foundation for a shared commitment for the future by the Eden Marine High School community. Each strategic direction provides details of the purpose (why), people and processes (how), products and practices (what) that are to be realised through the implementation of the plan. Ongoing and strategic consultation will be a key feature in the implementation and review of this plan.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Connected and Creative
Learners

Purpose:

To develop a whole school culture that focuses on learning while building educational aspiration, utilising a strategic and planned approach so that all students connect, succeed, thrive and learn.

To develop our students as dynamic global citizens by equipping them with the skills, processes and resilience to be confident, critical thinkers and creative individuals.

STRATEGIC DIRECTION 2

Collaborative Teaching and
Learning Partnerships

Purpose:

Foster a positive and informed teaching and learning environment through collaboration and empowerment with authentic partnerships between students, staff, parents and community.

To strengthen the accountability of our teaching practices by ensuring they are consistently evaluated and adapted.

STRATEGIC DIRECTION 3

Leading Inclusive, Enriched and
Supportive School
Environments

Purpose:

Our aim is to better meet the academic, creative, sporting and wellbeing needs of all students. We will achieve this by improving the physical and learning environments of the school. We will improve access to flexible learning opportunities in all areas of school life. We will enhance the image of the school in our local community to attract and retain students and staff.

Leaders will ensure succession planning by providing opportunities to build capacity of staff and students to develop their leadership skills. This will ensure a self-sustaining and self-improving community that continues to support the highest levels of learning.

Strategic Direction 1: Connected and Creative Learners

Purpose

To develop a whole school culture that focuses on learning while building educational aspiration, utilising a strategic and planned approach so that all students connect, succeed, thrive and learn.

To develop our students as dynamic global citizens by equipping them with the skills, processes and resilience to be confident, critical thinkers and creative individuals.

Improvement Measures

The proportion of students demonstrating active engagement with their learning has increased.

Students value their learning which is reflected by student attendance being at or above 90%.

Students demonstrate value added growth in literacy and numeracy progressions relevant to expected frameworks.

People

Students

Students will develop the capabilities to be active learners who take responsibility for their learning goals, practices and achievements.

Staff

Teachers will differentiate the curriculum through data analysis to meet all student learning needs by implementing quality teaching and learning strategies and adjustments, facilitating student centred learning and establishing meaningful and timely assessment and feedback processes.

Parents/Carers

Parents and carers will recognise their child's strengths, achievements and needs. They support, are aware of and are involved in their children's learning.

Engage and actively participate with the school to assist students in becoming successful, positive contributors to the school and the wider community.

Community Partners

Community partners will work collaboratively with school staff to support student learning, engagement and wellbeing.

Leaders

Leaders will establish structures and processes to identify, address and monitor student learning needs.

Processes

Wellbeing

Build a systematic, inclusive organisational structure that is creative and innovative to promote achievement and foster wellbeing for every student allowing every student to connect, succeed and thrive.

Engagement

Develop a student-centred learning environment that challenges, motivates and engages students in active learning through the use of visible learning frameworks.

Learning Opportunities

Develop and implement educational processes to ensure the learning needs of all students are met.

Evaluation Plan

Student, parent and staff surveys will be conducted annually to evaluate and gain feedback for future directions.

Tell Them From Me surveys.

Data on staff and student attendance as well as student behaviour will be analysed each year to track trends and improvements.

Tracking of student goal achievement.

Positive Behaviour for Learning data

Practices and Products

Practices

Students will contribute to their own wellbeing and the wellbeing of others.

All staff will ensure every student is actively and consistently engaged in learning that is rigorous, inclusive, meaningful and developmental.

Student behaviour is of the highest standard.

Every teacher uses data to inform and differentiate their teaching and learning by tracking students on the learning progressions.

Products

Research informed programs and structures are in place that support and contribute to student wellbeing allowing them to connect, succeed and thrive.

Visible learning to learn frameworks that scaffold how to learn and how to think for students are in place and utilised to increase student engagement.

All students have a PLP with identified goals being achieved.

All teaching and learning programs are data based, differentiated for individual student learning needs and demonstrate syllabus content measured by program review and student work samples..

Community resources are utilised to support learning opportunities and develop a productive and aspirational learning environment.

Strategic Direction 2: Collaborative Teaching and Learning Partnerships

Purpose

Foster a positive and informed teaching and learning environment through collaboration and empowerment with authentic partnerships between students, staff, parents and community.

To strengthen the accountability of our teaching practices by ensuring they are consistently evaluated and adapted.

Improvement Measures

Data across all KLA's indicates a minimum years growth for each student.

Students will achieve measurable growth each year in our targeted interventions.

Improved HSC results.

People

Students

Students develop their ability to challenge themselves, to engage with learning, to exceed expectations, to understand and use feedback to reflect on their learning.

Students will provide timely and respectful feedback to teachers on their learning experiences.

Staff

All staff participate in Professional Learning targeted at school priorities and their own professional learning needs. They develop their capabilities to deliver innovative, quality teaching and administrative practices.

All staff take responsibility for changes in practice required to achieve improved school performance and are using data on a regular basis to monitor the effectiveness of their own efforts.

Parents/Carers

Parents and carers are welcomed and engaged in the development of the vision, values and purpose of their child's learning. They enhance their knowledge and understanding of the processes and systems expectations through workshops and parent meetings.

Community Partners

Community Partners understand their importance and foster mutually beneficial relationships that lead to better student outcomes.

Processes

Whole School Professional Learning

Foster and implement a professional learning culture underpinned by research that has a focus on differentiation, mentoring and coaching, team teaching and collaborative planning.

Literacy and Numeracy

Ensure learning is data driven and based on formative assessment practices and learning progressions.

Timely, targeted intervention and feedback for all students reflects best practice and students access tailored support, extension or enrichment to maximise outcomes.

Future Focused Learning

Engage in action research that develops deep knowledge and understanding of new curriculum, embeds a visible learning to learn framework and innovative pedagogy to achieve enriched learning outcomes across all KLA's.

Evaluation Plan

Student data for literacy and numeracy will be recorded to show improvement in these areas.

NAPLAN data will be analysed each year year to track improvements in Literacy and Numeracy and targeted programs will be developed as needed.

Tell Them From Me survey data

Staff, parent and student surveys

Teacher observations and feedback

Practices and Products

Practices

All teachers will participate in well-resourced and timely professional learning in a collaborative team environment to enhance teaching practice and develop deeper understanding of curriculum and effective pedagogy.

All teachers will develop their capacity to undertake collegial observations and provide appropriate feedback aimed at improving professional practice.

Professional learning teams will routinely focus on school developed data and plot students on the Literacy and Numeracy Progressions.

All teachers will use a range of effective teaching strategies that connect students and engage their sense of curiosity, critical and creative thinking, collaboration in complex and changing circumstances.

Products

Structures are in place to enable regular meetings and opportunities to collaboratively plan, reflect, improve and deliver evidence informed pedagogy.

Systems are embedded where a number of Literacy and Numeracy Programs are in place to support the diverse learning needs of students.

Future Focused Learning processes are in place across all KLA's to provide students with the skills and capabilities to thrive in a rapidly changing and interconnected world.

Strategic Direction 3: Leading Inclusive, Enriched and Supportive School Environments

Purpose	People	Processes	Practices and Products
<p>Our aim is to better meet the academic, creative, sporting and wellbeing needs of all students. We will achieve this by improving the physical and learning environments of the school. We will improve access to flexible learning opportunities in all areas of school life. We will enhance the image of the school in our local community to attract and retain students and staff.</p> <p>Leaders will ensure succession planning by providing opportunities to build capacity of staff and students to develop their leadership skills. This will ensure a self-sustaining and self-improving community that continues to support the highest levels of learning.</p>	<p>Students</p> <p>Students are engaged in leadership opportunities to develop skills and capabilities and student voice is evident across all year groups.</p> <p>All students will feel an improved sense of belonging and have a strong commitment to our school.</p> <p>Staff</p> <p>Staff are highly skilled educators who hold high expectations for their performance and that of their students.</p> <p>All staff feel pride in the school and will be public advocates for the school.</p> <p>All staff build their capacity to participate and deliver professional learning to their colleagues.</p> <p>Parents/Carers</p> <p>Proactive engagement of parents and carers in a wide range of school related activities.</p> <p>Community Partners</p> <p>Community Partners collaborate with the school in areas of common benefit to promote staff, student and school achievement and to enable us to assist all students to reach their potential.</p> <p>Leaders</p> <p>Leaders promote, model and deliver high levels of support for the school community to achieve high expectations.</p>	<p>Distributed Leadership</p> <p>Shared and active engagement of all staff in distributed instructional leadership processes to further develop leadership capacity and sustain improvements in teaching and learning.</p> <p>Continuous Improvement, Community Engagement and Satisfaction</p> <p>Streamlined, flexible systems, structures and processes underpin ongoing school improvement and the leadership team responds efficiently to feedback.</p> <p>Resource Allocation</p> <p>Strategic long term financial planning and management are used to gain efficiencies and to maximise resources available to achieve improved student outcomes and meet identified improvement goals.</p> <p>Evaluation Plan</p> <p>Tell Then From Me surveys</p> <p>360 Reflection Tool</p> <p>People Matter survey</p> <p>Accreditation at higher levels data</p>	<p>Practices</p> <p>All staff will have the opportunity to actively pursue an area of the school plan that meets their professional needs and explores leadership opportunities in leading learning and teaching.</p> <p>Professional Learning teams will enhance the ability of staff to lead teams of colleagues in areas where they have expertise and a passion in learning and teaching.</p> <p>All community stakeholders regularly provide feedback to the school to help build upon our vision 'to assist all students to reach their potential'.</p> <p>All staff commit to a strong school improvement agenda that is grounded in research and shared best practice.</p> <p>Products</p> <p>Professional learning in the school emphasises developing effective distributed instructional leadership, management skills and leadership attributes to facilitate whole school evidence based improvement and which builds leadership sustainability.</p> <p>Strong communication networks within and across all sectors contribute to the individual and collective wellbeing of students, career opportunities are expanded, and there is a visible whole school approach to improving service delivery and customer experience.</p> <p>One budget is guided by a single school plan focused on the delivery of better outcomes for all students</p>
Improvement Measures			
A measurable increase in the number of staff applying for leadership positions and Accreditation at the higher levels.			
A measurable increase in parent and community involvement in school events, workshops, meetings and decision making.			
An increase in satisfaction survey ratings by all stakeholders in relation to the school and the learning environment.			