

Strategic Improvement Plan 2021-2024

Southern Cross School of Distance Education 4659



Southern Cross

SCHOOL OF DISTANCE EDUCATION

School vision and context

School vision statement

Opportunity - Wellbeing - Engagement

We create opportunities through inclusive and supportive learning environments.

We inspire success through flexible quality teaching and learning that is accessible and supports student growth.

We encourage confidence, resilience and perseverance; and promote high expectations through effective trusting relationships.

We acknowledge the Bundjalung people, the traditional custodians of the land on which our school resides, along with all other Aboriginal counties in which we learn and work together and commit to building relationships, respect and opportunities for all Aboriginal people in our community.

School context

Southern Cross School of Distance Education is a K - 12 equity provision (ATSI 30%) that caters to the needs of students that fall under numerous enrolment categories, but whom in general cannot attend main stream schooling for one reason or another.

There is a single subject provision to provide subjects that other schools may not be able to fill in their curriculum, providing a variety of pathways for students. Other categories include:

2.2 Isolated home student and Support needs	2.5 Medical condition	2.8 Additional Learning
2.3 Travelling within Australia needs (transitions)	2.6 Pregnant/young parent	2.9 Significant support
2.4 Travelling overseas circumstances	2.7 Vocationally Talented	2.10 Extraordinary

The school has enhanced enrolment procedures set out by the Department of Education to ensure that students fall into the correct categories, and to ensure that the needs of the student are met.

Our school footprint covers from the Qld border down to Toormina and as far west as Tingha.

The school Acknowledges the All Aboriginal Nations in the Southern Cross School of Distance Education service areas.

Strategic Direction 1: Student growth and attainment

Purpose

To ensure student growth and attainment through high-expectations relationships and explicit teaching that is research based, informed by student assessment data and negotiated learning goals.

Improvement measures

Target year: 2023

Reading and Numeracy targets. Improvement in students achieving expected growth in reading and numeracy to exceed the school's upper bound system-negotiated target.

Target year: 2022

Literacy and Numeracy. Improvement in the percentage of students achieving the HSC minimum standards.

Target year: 2024

ATSI student attainment. Increase the number of Aboriginal students attaining the RoSA and HSC, whilst maintaining their cultural identity, to meet the school's upper bound system-negotiated target.

Target year: 2023

HSC, RoSA and credentialed attainment. Improvement in student engagement leading to increased attainment of credentials and overall reduction in N determinations. Increase in proportion of students achieving in the top 3 bands for the HSC.

Target year: 2024

Effective teaching and learning. Students achieve or exceed their negotiated learning goals. Teachers demonstrate high quality skills in explicit teaching and differentiation.

Target year: 2024

School Excellence Framework. Improvement as

Initiatives

Improving Reading and Numeracy outcomes

Implement in quality teaching strategies, processes and systems that address individual and cohorts of students to improve their reading and numeracy skills.

Improving HSC Literacy and Numeracy minimum standards outcomes

Embed explicit systems and practices targeted on the improvement, reflection and review of all students' literacy & numeracy skills.

Supporting ATSI student attainment

Embed explicit systems and practices targeted to support credentialed attainment and school to work or future study pathways.

Supporting HSC, RoSA and credentialed attainment

Enhance school wide practices that support improvements in student engagement, credentialed attainment and post school options.

Effective teaching and learning practices

Implementing strategies and processes for data analysis, differentiation and feedback so that learning is maximised for all students.

School Excellence Framework.

Implementing processes and practices to achieve the statements of excellence in the SEF particularly in learning domain elements of curriculum, assessment, reporting and student performance measures; and teaching domain elements of effective classroom practice, data skills and use and professional standards

Success criteria for this strategic direction

Reading and Numeracy data reflects overall growth for all students and the exceeding of upper bound targets for students achieving top 2 bands.

Achievement of the HSC minimum standards for the majority of students, teachers explicitly teach literacy and numeracy to support students.

Every Aboriginal student has a PLP that is collaboratively developed with the student, school and parent or carer and includes a credentialed pathway to further study and/or work.

Improvement in student engagement and credentialed attainment.

Learning goals and Intentions, success criteria, and feedback are an embedded practice in teaching and learning across the school. The PLPs will be tracked and monitored for positive outcomes for students.

External validation outcome:

Learning: Curriculum, assessment and reporting are validated at excelling and student performance measures is validated at sustaining and growing

Teaching: Effective classroom practice, data skills and use, professional standards are validated at excelling

Evaluation plan for this strategic direction

Question: In what ways and to what extent have we achieved our purpose and improvement measures?

Data: External and internal student performance measures.

Analysis: Analysis will determine the extent to which the purpose has been achieved. Annually the school will review progress towards the improvement measures.

Implications: The findings of the analysis will inform

Strategic Direction 1: Student growth and attainment

Improvement measures

measured by the external validation process.

Target year: 2022

Improve the percentage of students in the top 2 bands in numeracy from the baseline by 5.5 % points.

Target year: 2022

Improve the percentage of students in the top 2 bands in reading from the baseline by 6.1 % points.

Evaluation plan for this strategic direction

future actions and Annual reporting on school progress measures

Strategic Direction 2: Opportunity and wellbeing

Purpose

To provide opportunities for our students to become life long learners and active members of their community and ensure cultural competence and wellbeing through safe supportive learning environments where all students are known, valued and cared for.

Improvement measures

Target year: 2022

Student engagement. Improve student attendance and engagement by 10% in all school activities and recognise student achievement through the merit system

Target year: 2024

Opportunity. Increased opportunities are provided for synchronous teaching and learning; including online lessons, mini schools, excursions, incursions and vocational training.

Target year: 2024

Wellbeing. Tell them from me data indicates a students have a strong sense of belonging, positive student teacher relationships and valuing of school outcomes; and parents feel welcome, support learning at home and feel the school supports them.

Target year: 2024

School excellence framework. Improvement as measured by the external validation process for the Wellbeing element in the Learning Domain.

Initiatives

Student engagement

Implement strategies, processes and systems to support increased student engagement, learning and participation in curricular, co-curricular, leadership and post school opportunities. and recognising achievement/engagement through the merit system.

Opportunities

Embed opportunities for both students and staff to enhance engagement and achievement through synchronous teaching and learning that support student post school options and transitions.

Wellbeing

Implementing wellbeing strategies to support the needs of students, parent/carers and staff informed by survey results from tell them from me, that support connectedness through high expectations relationships. This is a planned approach that is inclusive of Aboriginal & Torres Strait Islander Students Cultural Contexts.

School Excellence Framework.: wellbeing element

Implementing a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

Success criteria for this strategic direction

- Student attendance and engagement increases by 10% across all areas of the school and
- Increased number of students achieve Bronze, Silver and Gold awards
- Increased number of opportunities for students and synchronous learning, including online lessons, mini schools, excursions, incursions and vocational training
- Tell them from me and other wellbeing data reflects high degree of satisfaction and engagement by students, parents/carers and staff
- External validation outcome:
Learning: Wellbeing element is validated at excellent

Evaluation plan for this strategic direction

Question: In what ways and to what extent have we achieved our purpose and improvement measures?

Data: Wellbeing and opportunity measures and surveys.

Analysis: Analysis will determine the extent to which the purpose has been achieved. Annually the school will review progress towards the improvement measures.

Implications: The findings of the analysis will inform future actions and Annual reporting on school progress measures

Strategic Direction 3: High expectations, relationships and partnerships

Purpose

To build and maintain relationships with students, parent/carers and our school community through partnerships and holding high expectations of and for our students that promote learning and achievement of success..

Improvement measures

Target year: 2022

Effective use of resources: location of Hubs and effective operation of these hubs to provide maximum benefit to students

Target year: 2022

Improvement of school grounds, including capital works, to provide relevant, up to date quality facilities, grounds and resources for the students, staff and community (Completion of projects).

Target year: 2023

All teaching and learning programs have High Expectation relationships and practises embedded with a common language being used.

Target year: 2024

School Excellence Framework. Improvement as measured by the external validation process.

Target year: 2024

The leadership team deploys teaching and non-teaching staff to make best use of available expertise to meet the needs of students. The leadership team uses data to evaluate the effectiveness of management processes, and creates a culture of shared accountability to achieve organisational best practice.

Initiatives

High Expectations for Students

Promotion of Stronger Smarter strategies across the school to develop high expectations for our students.

High Expectations of Students

Development of High Expectations within our students:

- to achieve at their potential,
- to be challenged and to challenge themselves
- to understand that high expectations should be broken into small achievable chunks, have an adjustable target that gets added to the more that is achieved.

High Expectation Relationships

Promotion of High Expectation Relationships through a shared values and vision with an underlying understanding of high expectation relationships in the way we communicate with our students, staff and community.

High Expectations Partnerships

Creation of active partnerships with groups that will be beneficial to both the school, students and the said groups.

Working together, walking together with the REGIONAL AECG (and 11 local AECG's across our footprint). Working Collaboratively within the principles of the NSW DoE & NSW AECG Partnership Agreement at all levels of the sector

Becoming a recognised Stronger Smarter school

School Excellence Framework.

Implementing a school plan that has continuous improvement efforts at its core, with the school's vision statement and strategic directions evident in all activities.

Success criteria for this strategic direction

Increased and mutually beneficial businesses connections

Increased mutually beneficial community connections

Development of relationships and partnerships, which engage the students and see movement of students through skills training and into employment opportunities.

Continuation of Apprenticeships and Traineeships for students.

Productive leadership training and induction program for students with the provision of attendance at leadership skills training and networking days with other students and schools.

Recognised as a Stronger Smarter School with staff understanding the difference between High expectations of students and High expectations for students.

Strong relationships are evident with staff, partners, students, parents and the school as well as external agencies.

External validation outcome:

Leading Domain: School planning, implementation and reporting and management practices and processes are validated at excelling.

Evaluation plan for this strategic direction

Question: In what ways and to what extent have we achieved our purpose and improvement measures?

Data: 1) Finances 2) project completion, 3) programs, units and learning activities (evaluations)

Analysis: Analysis will determine the extent to which the purpose has been achieved. Annually the school will review progress towards the improvement measures.

Implications: The findings of the analysis will inform

Strategic Direction 3: High expectations, relationships and partnerships

Initiatives

The plan is well conceived, effectively implemented and effects improvement.

The school's administrative systems, structures and processes underpin ongoing school improvement and the professional effectiveness of all school members.

Evaluation plan for this strategic direction

future actions and Annual reporting on school progress measures