

School plan 2015-2017

Sydney Distance Education High School 8587



School background 2015–2017

School vision statement

We provide flexible blended learning opportunities for quality individualised education, ensuring excellence and equity. We lead to challenge and support both students and staff to achieve personal success with high expectations. We inspire creative and engaged learning with strong student and teacher connections. We work in partnership with our wider school and distance education communities.

School context

Sydney Distance Education High School is a public school committed to excellence and equity in distance education. We are the largest school provider of flexible blended learning programs in NSW, serving students from areas north of Wollongong, south of Newcastle, and west to the Blue Mountains. Close to the central business district of Sydney, we work on the land of the Traditional Custodians, the Cadigal People of Eora Country.

Students who meet specific enrolment requirements attend our school because they are not able to attend another school on a fulltime basis. We teach courses for fulltime and part program students who include students with medical conditions and those with additional support needs. We also teach students studying single courses which they are not able to access at their home schools. We offer a range of courses in Years 7–10 with our middle school program providing further courses for students who need additional literacy and numeracy support. We teach more than 40 courses for Years 11–12.

During 2017, our maximum enrolments were 1395 students with a fulltime equivalent student number of 687. We are entitled to over 140 teachers with 21 support staff and now employ more than 200 fulltime and part time staff.

We provide flexible blended learning opportunities for quality individualised education. Students may learn in many ways: through online lessons, written materials, web lessons, email and phone. We also engage students through videoconferencing, student online forums, study days, open days, excursions, peer support activities and teacher visits to schools and homes. Almost all of our Years 9 and 10 courses are delivered online and we have a number of Learning Hubs where students may work with teachers and other students.

Engagement with creative, challenging and blended learning opportunities is supplemented by inclusive student wellbeing programs and the school's partnerships with communities, families and other schools. We encourage students to take advantage of these opportunities to enhance their learning and sense of connection to their

School planning process

Planning for 2015–2017 commenced in Semester 1 2013 with staff responding to the question, What would be the best staffing mix to support student and staff learning? The outcome was Powerhouse 2, which identified strategies for six priorities.

- Leadership and management
- Curriculum and assessment
- Student wellbeing
- Aboriginal education
- Technology and database support
- elearning

In 2014, strategies were implemented to strengthen support for student wellbeing and learning. During Semester 1 2014, staff responded in an online survey to a range of Powerhouse 2 ideas with comments which were then organised around the six priorities. As part of the annual 2014 performance and development process, teachers provided ideas for what may be included in 2015 individual professional learning plans and suggested support that may be planned for their own professional learning.

During Semester 2 2014, teachers participated in a Department online *Focus on Learning Teacher Survey* with eight drivers of student learning and four dimensions of classroom and school practices. In response to 64 statements, teachers indicated agreement or strong agreement with 78% of the statements. In Term 1 2015, strategies were developed to address the lower scoring statements in the context of developing the School Plan 2015–2017 and implementing the 2015 Department performance and development framework. In Semester 2 2015, teachers again participated in the Focus on Learning Teacher Survey which supported the development of improvement measures for the 2016 School Plan. Consultation with parents, supervisors and staff at other schools occurs on a daily basis and guides future directions. In addition, students provide feedback during regular contact with Roll Call teachers. For 2013–2016 students, parents and teachers have participated in the

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peers, their teachers and their school. Our high expectations are supported by a caring and nurturing environment with strong commitments to sustainability and social justice.

Distance education helps build independence and self discipline. We are proud of our students who have been placed into the top 10 in the state in Higher School Certificate courses and whose work has been selected for a range of prestigious exhibitions and performances. We are equally proud of all students whose courage and commitment is reflected in their determination to do their best.

Our website is for communication, collaboration and the celebration of student achievement. It features films made by SDEHS Productions which showcase so much of the spirit and success of our school community. We inspire students to learn and to live their dreams.

School planning process

Department of Education online *Tell Them From Me* surveys.

During Term 1 2015, the completion of the School Plan included consideration of staff consultation processes and outcomes, executive workshops, senior executive professional learning and workshops, and support from a Principal, School Leadership, before final endorsement by the school executive. Following the Department timeline extension for implementing a number of Local Schools Local Decisions initiatives, including increased school decision making about staffing, the three Strategic Directions in the School plan consolidate significant changes implemented in the previous School Plan and reflect priorities within the Department School Excellence Framework: Learning, Teaching and Leading. The School Plan 2017 has been developed in the context of 2015 benchmarking for improvement measures and actual 2016 improvement measures.

School strategic directions 2015–2017



Purpose:

To enhance student engagement and personal success with strong academic and wellbeing support.

Purpose:

To improve teacher capacity to develop and teach engaging flexible blended learning programs.

Purpose:

To strengthen innovative and creative student and staff leadership.

Strategic Direction 1: Personalised Learning

Purpose

To enhance student engagement and personal success with strong academic and wellbeing support.

Improvement Measures

Year 10: Student Engagement

From Term 3 2016 (38% of students completed 75% or more of their weekly coursework) to Term 3 2017 (60% of students complete 75% or more of their weekly coursework).

Year 10: Student Teacher Contact Rate

From Term 3 2016 (76% of students had contact at least once a fortnight in addition to teacher feedback on their work) to Term 3 2017 (100% of students have contact at least once a fortnight in addition to teacher feedback on their work).

Year 12: Student Engagement

From Term 1 2016 (57% of students completed 75% or more of their expected weekly coursework) to Term 1, 2017 (75% of students complete 75% or more of their expected weekly coursework).

Year 12: Student Teacher Contact Rate

From Term 1 2016 (172% ie on average Year 12 students experienced contact more than once a fortnight in addition to teacher feedback on their work) to Term 1 2017 (sustain or grow percentage of Year 12 students who experience contact more than once a fortnight in addition to teacher feedback on their work).

People

Students

Students understand and value the importance of developing resilience and independence to achieve personal success.

Parents/Carers

Parents and supervisors understand and value the importance of working together with students and teachers to promote students' personal success.

Staff

Teachers understand and value the importance of implementing school policies and procedures focused on supporting students' personal success, including distance education teacher roles and responsibilities, Know Your Students guidelines and monitoring processes.

Processes

Enhance communication and connections among students, teachers, parents and supervisors to improve student engagement with inspiring, supportive and challenging flexible online learning programs.

Evaluation Plan

- Internal student engagement data
- Internal student teacher contact data

Practices and Products

Practices

Students experience effective teaching and learning in safe and secure environments in partnership with parents, carers and the wider school community.

Parents, supervisors and teachers work together to support student wellbeing.

Student learning is supported through shared learning materials.

Products

Year 10: Student Engagement. From Term 3 2016 (38% of students completed 75% or more of their weekly coursework) to Term 3 2017 (60% of students complete 75% or more of their weekly coursework).

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Strategic Direction 1: Personalised Learning

Practices and Products
fortnight in addition to teacher feedback on their work).

Strategic Direction 2: Connected Teaching

Purpose

To improve teacher capacity to develop and teach engaging flexible blended learning programs.

Improvement Measures

Improved elearning opportunities with the majority of each faculty's Stage 5 elearning materials online by end of Term 3 2017.

All faculties participate in web lessons by end of Term 3 2017.

People

Staff

Teachers understand and value the importance of enhancing their knowledge and skills to develop and teach flexible online learning programs

Students

Students, parents and supervisors understand and value the importance of engaging in flexible online learning opportunities to enhance engagement and personal success.

Processes

Teachers experience effective professional learning support to ensure the majority of each faculty's Stage 5 elearning materials are online and that all faculties participate in web lessons.

Evaluation Plan

- Internal tracking of elearning development and implementation
- Internal tracking of web lesson delivery and attendance

Practices and Products

Practices

Teachers worked collaboratively to develop strategies to support students to achieve Premier's Priorities by 2019.

Products

Improved elearning opportunities with the majority of each faculty's Stage 5 elearning materials online by end of Term 3 2017.

Teachers work collaboratively in targeted faculties to develop strategies to support students to achieve Premier's Priorities by 2019.

Strategic Direction 3: Inspiring Leadership

Purpose

To strengthen innovative and creative student and staff leadership.

Improvement Measures

Staff responses to *School Teacher Survey* reflect staff who experience increased executive leadership and support compared to 2014–2016 responses to Department *Focus on Learning Teacher Survey* – from 66% Term 3 2014 to 72% Term 3 2015 to 72% Term 3 2016 to 80% Term 3 2017.

People

Staff

Teachers and support staff are aware of school and distance education leadership opportunities, including an understanding of teacher standards and accreditation processes, and staff performance and development processes.

Processes

Implement school based Enhancing Leadership Capability Program (ELCP) including opportunities for working towards Highly Accomplished Teacher and Lead Teacher accreditation, an Expressions of Interest (EOI) process for executive and team positions and opportunities for staff to work on specific projects and events such as flexible learning projects, school magazine, open days and presentation days.

Evaluation Plan

- School Teacher Survey
- Enhancing Leadership Capability Program (ELCP) completion data

Practices and Products

Practices

Staff participate in performance and development processes and leadership opportunities including school based Enhancing Leadership Capability Program and EOI processes.

Products

Staff responses to *School Teacher Survey* reflect staff who experience increased executive leadership and support compared to 2014–2016 responses to Department *Focus on Learning Teacher Survey* – from 66% Term 3 2014 to 72% Term 3 2015 to 72% Term 3 2016 to 80% Term 3 2017.