

# School plan 2018-2020

## Sydney Distance Education High School 8587



# School background 2018–2020

## 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 2018–2020 commenced at the end of 2016 with the launch of our website film Honouring the Past: Imagining our Future. During 2017, the School Plan Strategic Directions were developed in the context of the Department of Education's School Excellence Framework. Staff consultation included faculty, across faculty, Student Wellbeing Team, executive and senior executive workshop discussions. Presentations to staff included evidence of the school's progress towards achieving the School Plan Improvement Measures for 2015 – 2017 and communication of Department and school expectations. Staff ideas for future directions were summarised in a range of ways including comprehensive Emerging Themes documents which were published for all staff on the school intranet. During each year 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 their teachers.

# School background 2018–2020

## School vision statement

## School context

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

# School strategic directions 2018–2020



**Purpose:**

To increase real time teaching opportunities.

**Purpose:**

To establish a safe and supportive school environment for students 'at risk' of school disengagement through which the wellbeing team can identify students' wellbeing needs and implement the necessary supports to successfully reengage these students with school.

**Purpose:**

To strengthen innovative and creative teacher leadership and improve leadership continuity and expertise.

# Strategic Direction 1: Connected Teaching and Learning

## Purpose

To increase real time teaching opportunities.

## Improvement Measures

Increased focus on web lessons and field service visits, including learning hubs.

- 2018: Benchmark student and teacher engagement with web lessons and field service visits, including learning hubs.
- 2019: Improve by 10% on 2018 student and teacher engagement with web lessons and field service visits, including learning hubs.
- 2020: Improve by 10% on 2019 student and teacher engagement with web lessons and field service visits, including learning hubs.

Increased focus on NAPLAN Premier's Priority.

- 2018: Benchmark Year 9 students achieving at Band 8 or higher for NAPLAN Writing.
- 2019: Improve by 10% Year 9 students achieving at Band 8 or higher for NAPLAN Writing.
- 2020: Improve by 10% Year 9 students achieving at Band 8 or higher for NAPLAN Writing.

## People

### Students

- Students understand and value the importance of engaging in a range of real time teaching opportunities, including web lessons, field service visits and learning hubs.

### Parents/Carers

- Parents and supervisors understand and value the importance of working together with students and teachers to support students' engagement in a range of real time teaching opportunities, in particular students' attendance at learning hubs.

### Staff

- Teachers understand and value the importance of connecting with students by providing students with improved real time teaching opportunities, in particular through web lessons.

## Processes

- Enhance communication and connections among students, teachers, parents and supervisors to improve student engagement and achievement.

## Evaluation Plan

- Internal data on the number of web lessons, field service visits and learning hub attendance
- NAPLAN writing results

## Practices and Products

### Practices

Students engage in increased real time teaching opportunities.

Teachers work collaboratively to develop strategies to support students to achieve Premier's Priorities by 2020, including a focus on Personalised Learning Pathways for Aboriginal students.

### Products

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# Strategic Direction 1: Connected Teaching and Learning

## Practices and Products

Writing.

# Strategic Direction 2: Personalised Student Wellbeing

## Purpose

To establish a safe and supportive school environment for students 'at risk' of school disengagement through which the wellbeing team can identify students' wellbeing needs and implement the necessary supports to successfully reengage these students with school.

## Improvement Measures

Increase overall participation in coordinated support meetings and 'meet and greets' for students 'at risk' of school disengagement

– 2018: Benchmark overall participation in coordinated support meetings and 'meet and greets' for students 'at risk' of school disengagement.

– 2019: Improve by 10% participation in coordinated support meetings and 'meet and greets' for students 'at risk' of school disengagement.

– 2020: Improve by 10% participation in coordinated support meetings and 'meet and greets' for students 'at risk' of school disengagement.

Increased student participation in student wellbeing programs.

– 2018: Benchmark student participation in student wellbeing programs.

– 2019: Improve by 10% participation in student wellbeing programs.

– 2020: Improve by 5% participation in student wellbeing programs.

Increased school based student wellbeing professional learning events.

## People

### Students

- Students build rapport with their teachers and have access to wellbeing supports that best suit their needs from enrolment.

### Parents/Carers

- Parents and supervisors develop a working relationship with the school that will promote student connection to school.

### People

- Teachers understand the importance of understanding individual student's wellbeing needs and how these can affect their learning.

## Processes

- Wellbeing team leads professional learning for teachers and coordinated support discussions to support complex and individual student wellbeing needs in consultation with students, supervisors and parents/carers, as well as the implementation of strategies to promote and encourage student participation in the student wellbeing programs at the school.

## Evaluation Plan

- Internal data on the number of coordinated support meetings and 'meet and greets'
- Internal data on the number of student wellbeing professional learning events
- Internal data on student participation in wellbeing programs

## Practices and Products

### Practices

Students 'at risk' of school disengagement participate in increased number of coordinated support meetings and 'meet and greets'.

Students increase their participation in student wellbeing programs.

Teachers participate in increased number of student wellbeing professional learning events.

### Products

Increase overall participation in coordinated support meetings and 'meet and greets' for students 'at risk' of school disengagement

– 2018: Benchmark overall participation in coordinated support meetings and 'meet and greets' for students 'at risk' of school disengagement.

– 2019: Improve by 10% participation in coordinated support meetings and 'meet and greets' for students 'at risk' of school disengagement.

– 2020: Improve by 10% participation in coordinated support meetings and 'meet and greets' for students 'at risk' of school disengagement.

Increased student participation in student wellbeing programs.

– 2018: Benchmark student participation in student wellbeing programs.

– 2019: Improve by 10% participation in student wellbeing programs.

# Strategic Direction 2: Personalised Student Wellbeing

## Improvement Measures

- 2018: Benchmark school based student wellbeing professional learning events.
- 2019: Improve by 10% school based student wellbeing professional learning events.
- 2020: Improve by 10% school based student wellbeing professional learning events.

## Practices and Products

- 2020: Improve by 5% participation in student wellbeing programs.

Increased school based student wellbeing professional learning events.

- 2018: Benchmark school based student wellbeing professional learning events.
- 2019: Improve by 10% school based student wellbeing professional learning events.
- 2020: Improve by 10% school based student wellbeing professional learning events.



# Strategic Direction 3: Inspiring Leadership

## Purpose

To strengthen innovative and creative teacher leadership and improve leadership continuity and expertise.

## Improvement Measures

Teachers' innovative and creative engagement with students increases student value added attendance.

- 2018: Benchmark value added student attendance.
- 2019: Improve by 10% on 2018 value added student attendance.
- 2020: Improve by 10% on 2019 value added student attendance.

Implementation of new executive EOI processes improves leadership continuity and expertise.

- 2018: 20% fewer teachers relieve in executive positions compared to 2015–2017.
- 2019: Maintain 20% fewer teachers relieving in executive positions compared to 2015–2017.
- 2020: Maintain 20% fewer teachers relieving in executive positions compared to 2015–2017.

## People

### Students

- Students understand and value the importance of regularly engaging in their learning to complete their work.

### Parents/Carers

- Parents and supervisors understand and value the importance of supporting students to communicate effectively with their teachers and to regularly engage in their learning to complete their work.

### Staff

- Teachers understand and value the importance of continuing to develop innovative and creative ways to engage their students in learning.

## Processes

- Implement system for measuring value added student attendance including comparison of attendance for 12 months before enrolment with attendance for 12 months following enrolment, as reflected in students' completion of work, and implement new Expressions of Interest (EOI) process for executive positions.

## Evaluation Plan

- Internal data on student engagement and attendance
- Internal data on EOI processes

## Practices and Products

### Products

Teachers' innovative and creative engagement with students increases student value added attendance.

- 2018: Benchmark value added student attendance.
- 2019: Improve by 10% on 2018 value added student attendance.
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Implementation of new executive EOI processes improves leadership continuity and expertise.

- 2018: 20% fewer teachers relieve in executive positions compared to 2015–2017.
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