School plan 2018-2020

Sydney Distance Education Primary School 4586

School vision statement

To improve on our standing as the most innovative and academic Distance Education Primary School in NSW by carefully reflecting upon everything we do.

To provide unequalled support to our families while studying via distance education.

To provide our students with a comprehensive and complete range of educational experiences within a varied and global focus.

To continuously improve our learning materials, methods of delivery and reporting mechanisms to the benefit of all our families.

To ensure that all students studying via distance education are valued, supported and encouraged to achieve within a flexible, challenging and rewarding learning environment.

School context

Sydney Distance Education Primary School (SDEPS) is a distance education facility catering for K–6 students who are unable to attend their local school due to distance or circumstances. The vast majority of students enrolled at SDEPS are travelling within Australia or overseas. Therefore, the school's mobility rate is extremely high and enrolments generally reach 500 students or more during the year.

SDEPS has a long held reputation for high quality teaching practices and learning resources resulting in outstanding student outcomes including results in national assessments. The school uses innovative technologies to link with its many families throughout the world to provide challenging and engaging learning experiences. It is also a provider of learning resources to its sister distance education schools within the state.

School planning process

SDEPS staff met to discuss and develop the school's vision, strategic directions and improvement measures.

The staff members were encouraged to present ideas for strategic directions for the school. Processes and ideas were reviewed and findings presented to staff.

The ideas formulated were recorded on flip charts and then summarised into each of the strategic directions. Each group reported their findings for further comment.

The School Council President supported the draft school plan, as discussed at a School Council meeting held in Term 1, 2018.

Parents and supervisors as usual, were invited to comment on and contribute to the draft school plan. Comments and suggestions were reviewed prior to the plan being finalised.

The school plan was referred to the Director Public Schools, NSW for comment and advice.

The completed SDEPS School Plan was posted on the school's website as per guidelines at the end of Term 1, 2018.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1
Teaching and Learning management systems

Purpose:

To implement management systems that better support SDEPS students academically and administratively.

STRATEGIC DIRECTION 2
Collaborative Teaching and Quality Student Learning

Purpose:

To enhance student learning and achievement through collaboration between teachers. To provide effective feedback to students across all stages within improved time frames. To ensure consistent teacher judgement across stages and the school. To increase synchronous and asynchronous teaching opportunities for all students.

STRATEGIC DIRECTION 3
Wellbeing

Purpose:

To provide a supportive, positive and inclusive school environment that reflects a shared understanding and commitment to our core values: behave responsibly; care for others; expect the best; and respect yourself and others. To develop healthy, happy, productive and successful individuals at all levels.

Strategic Direction 1: Teaching and Learning management systems

Purpose

To implement management systems that better support SDEPS students academically and administratively.

Improvement Measures

Increase the number of students submitting work and receiving feedback digitally via Canvas as the program gains wider acceptance.

Increase the timeliness of feedback provided to students that will be measured in hours and not days or weeks.

Increase the number of students receiving end–of–semester reports via Sentral. with the goal of 100% of students.

Increase the accuracy and consistency of end–of–semester reports. as teachers become more familiar with the features of the program.

Increase the number of staff trained and using Canvas and Sentral. It is expected that 100% of staff will be familiar with the basics of these two programs by the end of the year.

Increase the amount of learning materials modified to enable their use in Canvas. It is expected that at least 25% of our materials will be ready to be uploaded to Canvas by the end of the 2018.

People

Students

The majority of students will be able to use Canvas to complete and return school work and view feedback. Supported through an effective program induction.

Parents/Carers

The majority of supervisors will be able to use Canvas to support students in the return of school work and viewing their feedback. Supported through effective induction in a timely manner.

Staff

All staff will be supported in their use of Canvas and Sentral. Teachers will be provided with training and ongoing support. Implementation team to comprise of teaching and technology personnel.

Community Partners

Canvas and Sentral personnel engaged to support school leadership during implementation, and provide training and ongoing technical support.

Leaders

Training and support provided to teachers, supervisors and students in the use of Canvas.

Processes

Implement and refine the school's Learning Management System and Student Information Management System to better support students and staff.

Setup an implementation team to prepare school resources for use in the new student management system.

Commence with a limited trial with Stage 2 or 3 students. Trial may be extended to other stages at a later date.

Evaluation Plan

The school–wide use of management systems will be evidenced by a report showing the percentage of students returning work by Canvas. All students receiving end–of–semester reports via Sentral.

The accuracy of end–of–semester reports will be evidenced by: records of moderation of work samples, the creation of assessment rubrics, and the migration of assessment data from Canvas into Sentral and its use in producing reports.

The timeliness of feedback will be measured by data showing the reduction in the amount of time required for students to receive their feedback.

Practices and Products

Practices

Canvas is used school–wide to deliver lessons, assess and provide meaningful feedback to students in as short time as possible.

Sentral is used by all teaching staff to produce end–of–semester reports.

Feedback is provided to students within one week at the very latest. The ultimate goal will be to reduce feedback times to within 48 hours, in most, if not all learning areas in future years.

Students with a suitable internet connection are able to complete work online. As improvements occur, it is expected that more students will embrace a digital mode of learning for much of their learning interactions with SDEPS.

Products

A repository of paper–based and digital units converted for use in Canvas to be created.

A student assessment and reporting system seamlessly integrated between Sentral and Canvas.

New digital units of work written for use with Canvas exclusively.

Strategic Direction 2: Collaborative Teaching and Quality Student Learning

Purpose

To enhance student learning and achievement through collaboration between teachers. To provide effective feedback to students across all stages within improved time frames. To ensure consistent teacher judgement across stages and the school. To increase synchronous and asynchronous teaching opportunities for all students.

Improvement Measures

All teachers within stages collaborate to ensure consistent teacher feedback and assessment across their stage and the school.

Use PLAN2 to monitor literacy and numeracy development and identify strategies for improvement once the program has been rolled out to schools.

Increase the number of teaching resources for each stage for use in Canvas.

Decrease the amount of time teachers spend on administrative duties while increasing the amount of time teachers are engaged in teaching.

Maintain and/or improve NAPLAN results in years 3 and 5 over previous year's attainment.

People

Students

Students benefit from faster delivery of effective feedback and 'next steps' suggestions to improve their learning. Feedback is better targeted to student needs. Student attendance at or engagement with synchronous and asynchronous teaching opportunities increased.

Staff

Teachers collaborate to share expertise and ensure that student learning is enhanced. Within all stages, teachers analyse and understand all students and use this to provide synchronous and asynchronous teaching opportunities. Teachers work collaboratively to ensure consistent teacher judgement and common assessment tasks across stages and the school. Teachers use PLAN2 to help differentiate student programs and cater to individual literacy and numeracy needs.

Leaders

Stage Coordinators will act as lead teachers and mentors. Coordinators will be provided with sufficient time to oversee all operations within their stages and institute improvement measures to ensure the efficient running of their particular stage. They will demonstrate effective feedback methods, lead regular moderation sessions with stage teachers to ensure consistent teacher judgement. Coordinators will provide support to teachers to facilitate collaboration. Accountability measures will be developed to monitor and improve teaching practices, processes and products.

Processes

Facilitate consistent teacher judgement across all stages and the school through regular stage and whole school meetings.

Implement collaborative teaching in each stage to promote sharing of best practice in programing, assessment and feedback methods.

Reduce the amount of time devoted to written feedback and to increase teacher – student interactions and general collaboration.

Evaluation Plan

Collect and analyse data from Google Classroom and Canvas.

Teacher, Parent and Student surveys to be collected and analysed.

Student achievement data to be collected and analysed by executive team.

Analyse amount of time teachers engage in collaborative activities and students – teacher interactions.

Modify collaborative teaching model in response to teacher feedback.

Practices and Products

Practices

Students provided with more synchronous and asynchronous teaching opportunities leading to increased engagement and outcomes.

Teachers collaborate to ensure consistent teacher judgement, consistency of programing, teaching and assessment across stages and the school.

Teachers share expertise informally and formally to enhance student learning outcomes. Time to be set aside to review progress of all students within each stage.

Decrease the amount of time taken to return work to students. Student feedback to be timely, targeted with an emphasis on achievable improvement.

Student goal setting to be used across all stages. Teachers to discuss one or more goals with each student which will be achievable within the student's enrolment period.

Products

Create scheduled times across all stages that include specific times for teachers to follow–up on feedback, programing and teaching.

Shared program, practices and products developed for use across the school to further enhance collaborative teaching.

Rubrics and marking guides created for all units to support consistent teacher judgement and reduce time to provide feedback.

Strategic Direction 3: Wellbeing

Purpose

To provide a supportive, positive and inclusive school environment that reflects a shared understanding and commitment to our core values: behave responsibly; care for others; expect the best; and respect yourself and others. To develop healthy, happy, productive and successful individuals at all levels.

Improvement Measures

Resilience program developed for all stages.

Wellbeing resources purchased or developed for all stages.

Individualised goal–setting and regular reviews for all students.

Students taking ownership of their own wellbeing and that of others.

People

Students

Facilitate our students in developing foundational life skills in the areas of: resilience, collaboration, tolerance, positive communication, goal–setting and cooperative leadership. Students feel connection to community, culture and religion (where relevant).

Staff

Staff work collaboratively to develop theoretical understanding and practical capabilities to support the wellbeing of students using evidence–based practices. Staff to guide supervisors to be actively engaged in students' education.

Parents/Carers

Parents are involved in promoting the school and the community's shared understanding of wellbeing through active participation in school policy–making, processes and events where possible.

Community Partners

Work collaboratively with school and external partners to strengthen our learning community and learning culture.

Leaders

School leaders will focus on processes that support continuous improvement of student wellbeing. Students will be encouraged to take ownership of their wellbeing and that of others.

Processes

Develop units and online lessons on topics such as: resilience, tolerance, equity, religion, healthy living, mindfulness meditation, healthy lifestyles.

Develop approaches to personalised goal–setting and review measures for all students regardless of abilities or circumstances.

Extend wellness program to supervisors and school staff.

Evaluation Plan

- Each stage to have age–appropriate programs which can be seen as having major connections to each of the Wellbeing Domains (Cognitive, Emotional, Social, Physical, Spiritual) in The School Wellbeing Mapping Scaffold.

- Feedback on units from students and supervisors.

- In the Wellbeing Assessment Tool for Schools, to be able to deliver on every checkpoint of the Connect, Succeed, Thrive and Enabling School Environment Evaluation Tool.

- Students to achieve at least one goal (academic or social) in collaboration with their teachers during their enrolment.

Practices and Products

Practices

Provide a complete Wellbeing curriculum in line with The Department's Wellbeing Framework for Schools .

Teachers are engaged in SMART goal–setting with regular reviews scheduled for all of their students.

Products

Development and purchase of resources for healthy, happy, productive and successful inidividuals.

Students benefit from personalised learning and goal–setting while enrolled with SDEPS.

Revise Cyber–bullying and Child Protection Units to bring them into line with current thinking and practices.