

# Strategic Improvement Plan 2021-2024

Sydney Distance Education Primary School 4586



# School vision and context

## School vision statement

- To provide outstanding support to our families while studying via Distance Education.
- To provide our students with a comprehensive and complete range of educational experiences with a varied and global focus.
- To continuously reflect on and improve our learning materials, methods of delivery and assessment and reporting mechanisms to positively impact on student outcomes.
- To ensure that all students studying via Distance Education can learn at their own pace, while meeting new challenges and experiences.
- To maintain a workplace in which all staff collaborate to share ideas and expertise for the benefit of all members of the school community.
- To maintain our standing as a high-functioning Primary Distance Education School in New South Wales.

## School context

Sydney Distance Education Primary School (SDEPS) is a global leader in providing high quality and innovative distance education to primary school students.

We enrol NSW students from public, independent and Catholic schools who are temporarily unable to attend their local school for a variety of circumstances. Approximately one-third of enrolments at SDEPS each year come from the non-government school's sector.

SDEPS experiences an extremely high enrolment mobility rate. Enrolment is generally for a minimum of one term and a maximum of four terms. On average:

- In a calendar year SDEPS enrolls up to 300 students for varying lengths of time between one term and one year
- At a single point in time SDEPS averages 200 concurrent enrolments
- Typically 32% of students enrol for one term
- 33% of students enrol for two to three terms
- 35% of students enrol for one year
- Travellers account for 80-90% of enrolments year on year
- 10-20% of students fall into Additional Learning Needs or Medical enrolment categories year on year.

Enrolments at SDEPS are made up of a range of categories, with the majority being domestic and overseas travellers.

Our differentiated and adaptable approach to learning makes the school ideal for families travelling in Australia, around the world and for students with a range of additional learning and support needs.

The SDEPS teaching program provides students with an excellent opportunity to enhance their education during their extended absence.

Our highly qualified teachers cater for all students' learning needs through personalised learning programs.

We create highly engaging and innovative learning materials aligned to NESA Syllabuses.

Students are provided with individualised support, as well as given opportunities for collaboration through our online lessons and peer to peer interaction.

# Strategic Direction 1: Student growth and attainment

## Purpose

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In order to maximise student learning outcomes in literacy and numeracy and to build strong foundations for academic success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of students.

## Improvement measures

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### Target year: 2023

60% of students achieve at or above expected growth in NAPLAN Reading.

### Target year: 2023

60% of students achieve at or above expected growth in NAPLAN Numeracy.

### Target year: 2022

82.2% of students in the top 2 bands in NAPLAN Numeracy.

### Target year: 2022

88.1% of students in the top 2 bands in NAPLAN Reading.

## Initiatives

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### Targeted Literacy Improvement in Reading and Spelling

Reading and Spelling have been highlighted as two areas to target for improvement at SDEPS based on NAPLAN results. This will involve:

- Implementation of new SDEPS Phonics program for Kindergarten and targeted students
- Implementation of new Spelling Program in Years 1-6
- High-impact professional learning.

### Targeted Literacy Improvement in Writing

Writing has been identified as a targeted area for improvement in Years 3 and 5 based on NAPLAN results. This will involve:

- Implementation of intensive writing lessons for targeted students in Years 2-6
- High-impact professional learning.

### Targeted Numeracy Improvement in Working Mathematically

Internal analysis of SDEPS mathematics teaching resources have identified a need to focus on improving Working Mathematically outcomes. This will involve:

- Implementation of new Problem Solving program in years K-6
- High-impact professional learning.

## Success criteria for this strategic direction

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The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments. (SEF: Whole School Monitoring of Student Learning)

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. (SEF: Explicit Teaching)

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data. (SEF: Literacy and Numeracy Focus)

## Evaluation plan for this strategic direction

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The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction.

- NAPLAN data
- Internal assessment materials
- Student work samples
- Student personalised learning programs and goals
- Teacher moderation meetings
- Collaborative meetings to review student learning, engagement, wellbeing and attendance
- Online learning sessions
- Termly critical reviews of progress measures by executive team and whole school staff
- All targeted students achieve at or above expected student growth in Literacy using internal assessment data to validate the improvement measure

- All targeted students achieve at or above expected student growth in Numeracy using internal assessment data to validate the improvement measure.
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# Strategic Direction 2: Technology Teaching, Learning and Curriculum Delivery

## Purpose

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In order to maximise student learning outcomes in all learning areas and to build strong foundations for academic success, data-driven practices, technology systems and digital resources will be developed and refined to meet the requirements of school.

## Improvement measures

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### Target year: 2024

Data Skills and Use to be assessed at Excelling at External Validation.

### Target year: 2024

Technology systems to refine and enhance teaching practice are systemic and evident K-6.

### Target year: 2024

Digital pathways are available for all students.

## Initiatives

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### Develop and create digital procedures, practices and products

Refining digital procedures, practices and products represents a digital shift towards student-centred online learning. This will involve:

- Improving teaching procedures and practices
- Increased autonomous learning
- More support for students and supervisors
- Enhancing resources to allow for digital delivery.

### Data driven practices

Expanding collection and analysis of internal and external student data. This will involve:

- Increased use of learning management and student information systems
- Analysis of teaching and learning data to inform evidence-based teaching practices
- High-impact professional learning.

## Success criteria for this strategic direction

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Technology that supports learning is available and expertly integrated into lessons by teachers. Administrative staff are expert users of available technology and systems. (SEF: Technology)

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Summative and Formative assessment is practised expertly by teachers. (SEF: Formative Assessment, edited for context)

Teachers clearly understand, develop and apply a full range of assessment strategies – assessment for learning, assessment as learning and assessment of learning – in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness. (SEF: Data Use in Teaching)

## Evaluation plan for this strategic direction

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The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction.

- Internal student assessment data
- Student, Supervisor and Staff survey results
- Regular review of the SEF S-aS to gauge progression
- Termly critical reviews of progress measures by executive team and whole school staff.

# Strategic Direction 3: Student Support and Wellbeing

## Purpose

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To ensure that all students at SDEPS are provided with differentiated educational and wellbeing support based on their needs.

## Improvement measures

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### Target year: 2024

All students are supported in working towards personalised goals

- Wellbeing
- Learning

### Target year: 2024

All students achieving personalised attendance goals relating to engagement in learning and the completion and return of school work.

Transition plans to return to face to face learning in place for all students.

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## Initiatives

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### Refining School Procedures

To ensure that targeted students have transparency and clarity about their educational future. This will involve:

- Refining and enhancing internal and external procedures, practices and products for students with learning needs
  - Utilising available technology
  - High-impact professional learning.
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### Enhancing Student Support

To support students in their Distance Education learning journey so they experience success academically and feel supported with their wellbeing. This will involve:

- Identifying students with additional learning and support needs
  - Developing personalised learning plans in collaboration with key stake holders
  - Refining synchronous teaching pedagogy to support wellbeing and academic needs of targeted students
  - High-impact professional learning.
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## Success criteria for this strategic direction

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The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment. (SEF: Transitions and Continuity of Learning)

The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential. (SEF: Caring for Students)

Teachers, parents and the community work together to support consistent and systematic processes that ensure student engagement is high to best impact on learning outcomes. (SEF: Attendance, edited for context)

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## Evaluation plan for this strategic direction

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The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction.

- Student TTFM surveys
  - Parent TTFM surveys
  - Teacher surveys
  - Student and Supervisor end-of-enrolment surveys
  - Internal Attendance data
  - Assessment data
  - Achievement of student goals
  - School Transition plans
  - Termly critical reviews of progress measures by LST and whole school staff.
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