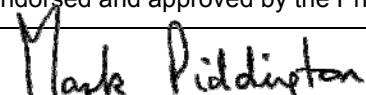





Sydney Distance Education High School



School Plan 2009 - 2011

1. School context	
<p>Sydney Distance Education High School is a distance education school with over 1400 students. The school provides flexible learning for quality, individualised education for students who are not able to continue their education in another high school. Students need to meet specific guidelines to be eligible for enrolment. Categories of enrolment include students with medical conditions, pregnant students or young parents, vocationally talented students and students with significant support needs including mental health, autism, severe disruptive behaviours and school phobia. We teach students at Schools for Specific Purposes, students at Education and Training Units and Single Course students who attend their own high school and who require a subject which their own school does not provide. Students learn through a rich mix of teaching and learning strategies including study days, telephone lessons, cross curriculum workshops, excursions, field service visits, teleconferences, online lessons and activities, as well as through printed material.</p>	
2. School purpose	
<p>To provide flexible learning for quality individualised education, ensuring excellence and equity in distance education, inspiring students to achieve their personal best and to succeed with high expectations and creative, challenging learning opportunities, in partnership with our communities.</p>	
3. State and DET priorities	
<p>State Plan The Department of Education and Training is the lead agency for the State Plan priorities: S4: Increasing levels of attainment for all students S5: More students complete year 12 or recognised vocational training P4: More people participating in education and training throughout their life P7: Improve access to training in rural and regional NSW</p> <p>The Department is also a supporting partner to other agencies such as the Department of Aboriginal Affairs and the Department of Community Services in other State Plan priorities such as: F1: Strengthening Aboriginal communities (improve Aboriginal primary school numeracy and literacy rates) F6: Increased proportion of children with skills for life</p> <p>At Sydney Distance Education High School, we focus on S4, S5, P4, F1 (in a secondary context) and F6.</p> <p>Office of Schools Plan and Sydney Region Plan 2009 - 2011 Priority Areas: Literacy, Numeracy, Student engagement and retention, Aboriginal education and training, Teacher quality, Connected learning</p>	
4. School strategic directions	
<p>Our school strategic directions align 3 year school targets (2009-2011) with State and DET priorities as indicated above.</p> <p>Target 1: Improve student learning outcomes through enhancing student participation and engagement in learning including a quality teaching focus on literacy, numeracy and ICT. Target 2: Develop students' capacities to prepare for the future by enhancing the diversity of challenging and creative learning opportunities including learning through new technologies and vocational experiences. Target 3: Support student wellbeing by enhancing partnerships between students, parents, carers, the community and our school. Target 4: Enhance teacher and school and administrative support staff professional learning opportunities.</p>	
5. Total school budget – Accumulated funds as at 1 December 2008 (\$267,835) + Anticipated income 2009 (\$994,779)	
Total	\$1,262,614
<p>Note – Accumulated funds include \$233,526 provision for minor assets replacement and \$31,490 for additional minor assets leaving a balance of \$2,819.</p> <p>The plan has been endorsed and approved by the Principal and School Education Director.</p>	
Principal:	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;">  </div> <div style="width: 45%;"> <p>Date: 12.2.09</p> </div> </div>
School Education Director:	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;">  </div> <div style="width: 45%;"> <p>Date: 12.2.09</p> </div> </div>

SYDNEY DISTANCE EDUCATION HIGH SCHOOL – SCHOOL PLAN 2009-2011

Expected outcomes and targets	DET Priority	Strategies	Timeframe			Responsibility	Indicators	Allocations \$	Funding source
			2009	2010	2011			2009	
Target 1 Improve student learning outcomes through enhancing student participation and engagement in learning including a quality teaching focus on literacy, numeracy and ICT	1	<ul style="list-style-type: none"> Build on high expectations and improved culture of learning and performance within the whole school community 	✓	✓	✓	All staff	<ul style="list-style-type: none"> Feedback from students, teachers and families reflect achievement of high expectations 	See school budget	Distance Education School to Work Professional Learning
		<ul style="list-style-type: none"> Address relevant aspects of DET Literacy and Numeracy State Plans and BOS ICT syllabus requirements and computing skills expectations by including literacy, numeracy and ICT skills, knowledge and understanding into lessons, units of work, programs and assessment tasks across the curriculum for Years 7-10 	✓	✓	✓	All teachers	<ul style="list-style-type: none"> Lessons, units of work, assessment tasks and programs at Stages 4 and 5 include skills, knowledge and understanding in literacy, numeracy and ICT 		
		<ul style="list-style-type: none"> Address DET Middle Schools Strategy through strengthened middle school programs and Learning Support Team recommendations for students to continue from Years 7 and 8 middle school to Year 9 middle school 	✓	✓	✓	Middle School Team Learning Support Team	<ul style="list-style-type: none"> Increased number of students engaged in learning and participating in improved learning environment Improved results reflected in school, state and national testing outcomes 		
		<ul style="list-style-type: none"> Engage students in learning with the NSW Quality Teaching Framework with a range of explicit literacy, numeracy and ICT strategies (eg scaffolding and modelling) and a variety of technology strategies (eg use of Moodle and other online learning activities) 	✓	✓	✓	All teachers	<ul style="list-style-type: none"> Increased number of students engaged in learning and participating in improved learning environment Learning activities provided for a variety of student learning preferences 		
		<ul style="list-style-type: none"> Develop collaboratively with Middle School and Learning Support Teams individual learning plans for students identified as early as possible as at risk and requiring learning assistance to implement programs to support students to meet national benchmark standards in literacy and numeracy, including bridging courses for students requiring intensive learning assistance 	✓	✓	✓	HT Teaching & Learning (Learning Support) Middle School Team Learning Support Team Teachers	<ul style="list-style-type: none"> Improved skills demonstrated in school, state and national literacy and numeracy tests 		
		<ul style="list-style-type: none"> Support faculties to meet the needs of students requiring learning assistance and students at risk who are not included in middle school programs 	✓	✓	✓	HT Teaching & Learning (Learning Support) Learning Support Team	<ul style="list-style-type: none"> Improved understanding and support for students 		
		<ul style="list-style-type: none"> Collaborate with other distance education schools and centres at state, national and international levels to develop further integrated Moodle courses 	✓	✓	✓	DP 2 HTs with interested teachers	<ul style="list-style-type: none"> Increased number of courses with online learning activities ICT skills embedded in all teaching and learning programs Shared e-learning resources and programs Videoconferences 		
		<ul style="list-style-type: none"> Use SMART data analysis in all faculties 	✓	✓	✓	All teachers	<ul style="list-style-type: none"> Improved outcomes as measured by school, state and national testing Evaluation and improvement of programs and assessment strategies 		

	<ul style="list-style-type: none"> Ensure students' access to study days through coordination of study days across faculties and middle school integrated study days 	✓	✓	✓	All teachers	<ul style="list-style-type: none"> Students involved in study days across all faculties
	<ul style="list-style-type: none"> Continue to provide a range of practical activities for students in TAS and VET with mobile practical workshops for Field Service Visits 	✓	✓	✓	Relevant HTs and teachers	<ul style="list-style-type: none"> Student engagement reflected in range of ways including completed projects and photographic records
	<ul style="list-style-type: none"> Continue student review processes for Years 7-9, Year 10 and Years 11-12 	✓	✓	✓	HT Teaching & Learning (Learning Support) HTs Welfare HTs Secondary Studies and Computing Studies Year Advisers	<ul style="list-style-type: none"> Students supported and better prepared for SC and HSC expectations and reduction in percentage of Years 10-12 BOS warning letters Identification of student wellbeing needs
	<ul style="list-style-type: none"> Monitor implementation of DET policy on curriculum planning and programming, assessing and reporting to parents 	✓	✓	✓	Principal HTs HT Teaching & Learning (Learning Support) All teachers	<ul style="list-style-type: none"> Policy implemented with high quality of student reports HSC monitoring processes implemented effectively
	<ul style="list-style-type: none"> Ensure consistent teacher judgement in assessment of student learning outcomes through implementation of marking criteria for all tasks based on HSC performance bands, SC descriptors and Stage 4 performance bands 	✓	✓	✓	All teachers	<ul style="list-style-type: none"> Teachers develop learning activities to meet and promote expected learning outcomes for individual students Teachers assess, record and report student outcomes consistently and reliably Faculty review of processes to ensure quality assessment
	<ul style="list-style-type: none"> Mark collegially assessment tasks in SC, Preliminary and HSC courses 	✓	✓	✓	Teachers (SC, Preliminary and HSC)	<ul style="list-style-type: none"> Assessment tasks double marked in all faculties.
	<ul style="list-style-type: none"> Develop and implement personalised learning plans and programs for all Aboriginal students studying at home in partnerships with teachers, parents, carers and students 	✓	✓	✓	HT Welfare (10-12) Aboriginal Education Officer Relevant teachers	<ul style="list-style-type: none"> Personalised learning plans developed for all Aboriginal students studying at home
	<ul style="list-style-type: none"> Improve engagement in learning of Aboriginal students with a focus on literacy, numeracy and ICT 	✓	✓	✓	Learning Support Team STLA All teachers	<ul style="list-style-type: none"> Improved attendance and engagement in learning with improved achievement demonstrated in school, state and national testing
	<ul style="list-style-type: none"> Improve the retention in DET of Aboriginal students including the opportunity to complete Year 12 or equivalent 	✓	✓	✓	All teachers	<ul style="list-style-type: none"> Implementation of DET Aboriginal Education Policy (2008) and aspects of <i>Dare to Lead</i> program resulting in improved retention in DET Aboriginal achievement awards

Expected outcomes and targets	DET Priority	Strategies	Timeframe			Responsibility	Indicators	Allocations \$	Funding source
			2009	2010	2011				
Target 2 Develop students' capacities to prepare for the future by enhancing the diversity of challenging and creative learning opportunities including learning through new technologies and vocational experiences	5	<ul style="list-style-type: none"> Encourage students to use technology in intelligent, critical, creative and challenging ways for learning and presentation of their work 	✓	✓	✓	DP2 All teachers	<ul style="list-style-type: none"> Evidence of increased technological variety in how students present their work for units of work and assessment tasks 	See school budget	Global Distance Education School to Work Computer Coordinator
		<ul style="list-style-type: none"> Increase use of multimedia facilities including our two Interactive Classrooms 	✓	✓	✓	DP2 HT Teaching and Learning (Technology)	<ul style="list-style-type: none"> Increased student participation in e-learning activities 		
		<ul style="list-style-type: none"> Implement Commonwealth funded Digital Education Revolution 	✓	✓	✓	DP2 HT Teaching and Learning (Technology – Systems and Support)	<ul style="list-style-type: none"> Increased student access to laptop learning 		
		<ul style="list-style-type: none"> Develop further online learning courses, topics and learning activities in all faculties 	✓	✓	✓	DP2 HTs with faculties	<ul style="list-style-type: none"> Increased student participation in online courses through the school website 		
		<ul style="list-style-type: none"> Expand further in all faculties videoconferencing with other schools 	✓	✓	✓	HTs with faculties	<ul style="list-style-type: none"> Increased students' participation in videoconferencing lessons Videoconferencing using interactive whiteboard technology is implemented in all faculties 		
		<ul style="list-style-type: none"> Monitor online learning development and delivery 	✓	✓	✓	DP2 HTs	<ul style="list-style-type: none"> Online learning targets are achieved in all faculties 		
		<ul style="list-style-type: none"> Integrate interactive whiteboard technologies into videoconference sessions in a wide variety of lessons and study days 	✓	✓	✓	HT Teaching and Learning (Technology) HTs with faculties	<ul style="list-style-type: none"> Videoconferencing using interactive whiteboard technology is implemented in all faculties 		
		<ul style="list-style-type: none"> Collaborate with Equity Programs and Distance Education Directorate, CLI, schools and centres to develop and sustain digital repository for students and staff for sharing across distance education in NSW and nationally 	✓	✓	✓	Executive	<ul style="list-style-type: none"> Digital repository developed and accessed 		

	<ul style="list-style-type: none"> Develop, implement and sustain web conferencing between teachers and students 	✓	✓	✓	Executive with teachers	<ul style="list-style-type: none"> Web conferencing integrated into teaching and learning programs 		
	<ul style="list-style-type: none"> Expand opportunities for gifted and talented students 	✓	✓	✓	All teachers	<ul style="list-style-type: none"> Gifted and talented students identified Expanded opportunities reflected in lessons and learning materials 		
	<ul style="list-style-type: none"> Improve communication of VET opportunities for students 	✓	✓	✓	HT Administration (Enrolments) HT VET	<ul style="list-style-type: none"> Increase in the number of students accessing VET courses 		
	<ul style="list-style-type: none"> Provide students with counselling and advice for education and careers pathways 	✓	✓	✓	HT VET VET and Careers teachers	<ul style="list-style-type: none"> Increase in the number of students accessing VET courses 		
	<ul style="list-style-type: none"> Implement variety of programs and projects to broaden opportunities for students 	✓	✓	✓	Relevant staff	<ul style="list-style-type: none"> Programs implemented and reported on in Annual School Report, school newsletters and in school magazine 		

Expected outcomes and targets	DET Priority	Strategies	Timeframe			Responsibility	Indicators	Allocations \$	Funding source
			2009	2010	2011			2009	
Target 3 Support student wellbeing by enhancing partnerships between students, parents, carers, the community and our school	5	<ul style="list-style-type: none"> Develop further student wellbeing team activities including peer support, Big Day In and other open days 	✓	✓	✓	HTs Welfare HT Admin (Partnerships)	<ul style="list-style-type: none"> Strengthened relationships between students, parents, carers, supervisors and the school 	See school budget	Global Distance Education Professional Learning School to Work
		<ul style="list-style-type: none"> Provide continuing professional learning for roll call teachers about their welfare and mentoring roles and increase collective responsibility by all staff for effective weekly roll call 	✓	✓	✓	HT Administration (Partnerships) Roll call teachers	<ul style="list-style-type: none"> Increased effective implementation of roll call Increased student engagement in learning 		
		<ul style="list-style-type: none"> Develop individual student school to work transition plans for Years 10 and 12 	✓	✓	✓	HT VET Careers teachers	<ul style="list-style-type: none"> All fulltime students in Years 10 and 12 develop school to work plans 		
		<ul style="list-style-type: none"> Develop further relationships with our parents, carers and supervisors 	✓	✓	✓	HT Administration (Partnerships)	<ul style="list-style-type: none"> Improved profile for the school in the community Strengthened relationships between parents, carers, supervisors and the school 		
		<ul style="list-style-type: none"> Increase meeting opportunities for community groups of Aboriginal families and targeted enrolment categories with support from appropriate staff 	✓	✓	✓	HTs Welfare Aboriginal Education Team HT Admin (Partnerships)	<ul style="list-style-type: none"> Increased participation in school activities Increased retention 		
		<ul style="list-style-type: none"> Develop further links with Plunkett Street Public School through piloting learning materials with primary students and other activities 	✓	✓	✓	HT Administration (Partnerships) Learning Support Team	<ul style="list-style-type: none"> Primary school links strengthened 		
		<ul style="list-style-type: none"> Increase opportunities to recognise, reward and celebrate student success including through achievement and merit award systems 	✓	✓	✓	HTs Welfare HT Admin (Partnerships) All staff	<ul style="list-style-type: none"> Strengthened recognition of student success Increased student self esteem and resilience 		
		<ul style="list-style-type: none"> Produce a range of films communicating and celebrating school activities and student and staff successes 	✓	✓	✓	Principal HT Admin (Partnerships) Relevant staff	<ul style="list-style-type: none"> Improved profile for the school in the community Strengthened relationships between students, parents, carers, supervisors and the school 		

Expected outcomes and targets	DET Priority	Strategies	Timeframe			Responsibility	Indicators	Allocations \$	Funding source
			2009	2010	2011			2008	
Target 4 Enhance teacher and school and administrative support staff professional learning opportunities	3	<ul style="list-style-type: none"> Ensure collective responsibility for improved student outcomes through professional learning support for implementation of the NSW quality teaching model focusing on intellectual quality, quality learning environment and significance 	✓	✓	✓	All teachers	<ul style="list-style-type: none"> More varied quality teaching and learning strategies reflected in teaching practice and in published and online lessons, units of work, assessment tasks and programs that meet the diverse learning needs of our students with focus on literacy, numeracy and ICT 	See school budget	Professional Learning Distance Education
		<ul style="list-style-type: none"> Support all staff, including casual and temporary teachers and SASS, in the consistent implementation of school expectations, policies and procedures including implementation of the school's Dignity and Respect in the Workplace Charter 	✓	✓	✓	Executive	<ul style="list-style-type: none"> Improved school culture reflected in survey responses 		
		<ul style="list-style-type: none"> Implement enhanced opportunities for staff learning through whole school and focus groups 	✓	✓	✓	All staff Professional Learning Team	<ul style="list-style-type: none"> Increased staff engagement with professional learning opportunities 		
		<ul style="list-style-type: none"> Participate in SC and HSC marking and use markers in faculty and whole school meetings to enhance understanding of marking processes and curriculum standards 	✓	✓	✓	Available to all teachers	<ul style="list-style-type: none"> Teachers develop an enhanced understanding of curriculum standards 		
		<ul style="list-style-type: none"> Continue professional learning opportunities and information about available DET, BOS and other resources for teachers to ensure effective implementation of technology practice 	✓	✓	✓	Professional Learning Team Technology Teams, Leaders Staff with relevant experience	<ul style="list-style-type: none"> Increased numbers of teachers demonstrate confidence and competence in incorporating technology for learning and presentation in their teaching practice 		
		<ul style="list-style-type: none"> Continue whole school and focus group professional learning for Connected Classrooms Program including Web 2.0 tools, videoconferencing, interactive whiteboards and online learning 	✓	✓	✓	Professional Learning Team Staff with relevant experience	<ul style="list-style-type: none"> Teachers develop skills in using existing and emerging technologies including a variety of multimedia and communications software platforms for teaching and learning 		
		<ul style="list-style-type: none"> Support teachers further in the analysis and understanding of data, including SMART data, to support student learning 	✓	✓	✓	Deputy Principals HT Teaching and Learning (Assessment and Reporting) HTs	<ul style="list-style-type: none"> Increased understanding of how data analysis and understanding can lead to improved student outcomes 		

	<ul style="list-style-type: none"> Support teachers to implement the Aboriginal Education Policy including developing personal learning plans for all Aboriginal students 	✓	✓	✓	Professional Learning Team Aboriginal Education Team	<ul style="list-style-type: none"> Teachers have an enhanced understanding of strategies to improve learning outcomes for Aboriginal students 		
	<ul style="list-style-type: none"> Consolidate and expand distance education curriculum and target group networks 	✓	✓	✓	Executive	<ul style="list-style-type: none"> Strengthened networks, increased collaboration and sharing of resources 		
	<ul style="list-style-type: none"> Implement professional learning program for early career teachers and teachers new to the school 	✓	✓	✓	HT Administration (General and Languages) Executive Relevant staff	<ul style="list-style-type: none"> Programs implemented Institute of Teachers accreditation completed successfully 		
	<ul style="list-style-type: none"> Provide professional learning opportunities for staff on Emergency Management Plan developed in 2009 	✓	✓	✓	Professional Learning Team	<ul style="list-style-type: none"> Staff well prepared in the event of an emergency 		
	<ul style="list-style-type: none"> Provide professional learning opportunities for staff on School Environment Management Plan to be revised in 2009 	✓	✓	✓	Environment Team	<ul style="list-style-type: none"> Environmental Education Policy for Schools (2001) implemented with focus on supporting sustainability in our school 		