Schools of Isolated and Distance Education

Strategic Plan 2014-17

Our Students

The Schools of Isolated and Distance Education (SIDE) is a Western Australian public school providing K – 12 distance education. Enrolments are typically permanent Western Australian students who fall into one or more of the following categories:

- Full time students unable to attend a conventional school due to geographical isolation.
- WA students travelling throughout Australia or the world, on a long-term basis, with their parents.
- WA students whose local school does not offer the subjects they wish to study, or where the timetable does not allow them to join the class – this includes rural and remote primary schools with secondary students.
- WA students whose local school has staffing issues that have resulted in classes being left without a suitably qualified teacher.
- Students studying a language where provision is not available in their home school.
- Students suffering from long-term illnesses.
- Students from within the WA prison system.
- Elite athletes or arts students.
- Students referred to SIDE due to:
    - Severe medical/chronic health problems.
    - Psychological/emotional/ social disorders.
    - Pregnancy or parenting responsibilities.
    - Special circumstances.

This diverse range of students is rarely seen in other schools. Combined with a high level of transiency, these factors require a flexible and responsive approach. This plan accommodates these realities.

Our Vision

SIDE is a vibrant, cohesive learning community committed to excellence.

The implementation of SIDE's vision is inspired by:

- enquiry and innovation
- addressing the diverse needs of students at SIDE
- continuing to strive for better ways to do our work.

Our Values

Our actions are guided by the four core values of the Department of Education.

Learning

We have a positive approach to learning and encourage it in others; we advance student learning based on our belief that all students have the capacity to learn.

Excellence

We have high expectations of our students and ourselves. We set standards of excellence and strive to achieve them. The standards and expectations challenge all of us to give of our best.

Equity

We recognise the differing circumstances and needs of our students and are dedicated to achieving the best possible outcomes for all. We strive to create workplaces and learning environments that are free of discrimination, abuse or exploitation.

Care

We treat all individuals with care. Our relationships are based on trust, mutual respect and acceptance of responsibility. We recognise the value of working in partnership with parents, carers and the wider community in providing a quality education for our students.

Our Mission

- To be a school with high expectations of learning and achievement by offering creative, engaging and challenging educational experiences in a nurturing environment.
- To strive for a culture of innovation, self-reflection and best practice in online, distance and face to face teaching and learning.
- To be a school where students, parents, teachers and supervisors actively engage as partners in the educational process.

School Improvement Planning Process

SIDE's improvement processes are aligned to the Department of Education's *School Improvement and Accountability Framework* summarised in the diagram below.

SIDE's Strategic Plan 2014-2017 lays out the direction of the school for the next four years, drawing from the Department of Education's Strategic Plan and annual Focus documents. Annual operational plans describe the specific actions that will occur each year to implement the SIDE Strategic Plan. Twice yearly review of each operational plan provides evidence of progress towards achieving the strategic outcomes and informs the development of the next operational plan.

All planning and review processes are integrated, with the final output each year the Annual Report.
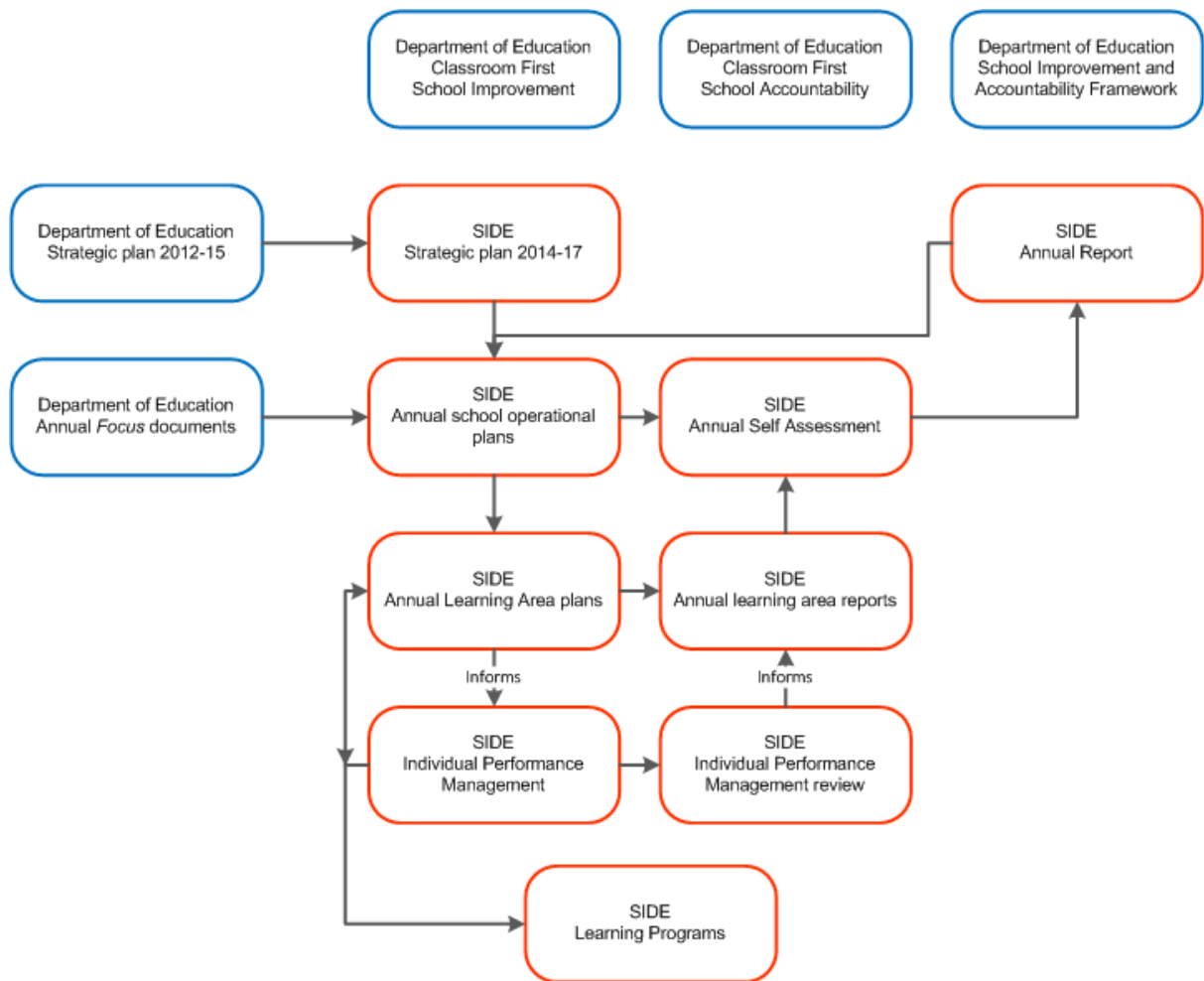
Schools of Isolated and Distance Education's planning and review cycle 2014-17.

1. Teaching and Learning

Links to Department of Education Strategic Priority 1: *Success for all students*, Priority 3: *High Quality Teaching and Learning*		
Outcomes	**Strategies**	**Performance Indicators**
1.1 Student learning is personalised and extended through the use of technology	• School plans at all levels articulate how technology will be used to deliver and within the curriculum	• Evidence of personalisation and extension evident in all programs
	• Programs designed to allow students the opportunity to question, collaborate, create, problem solve, analyse and evaluate	• Types of activities undertaken by students • Evidence of collaborative learning in all courses
	• Learning systems integrated to minimise the number of platforms used	• Number of individual logins minimised • Seamless experience for users
	• Explore opportunities for the creation of learning content to be shared between teachers and students	• Creation and sharing of resources shared between students and teachers
1.2 Students have opportunities to demonstrate behaviours consistent with the Australian Curriculum General Capabilities: • Literacy • Numeracy • Information and communication technology (ICT) • Critical and creative thinking • Personal and social • Ethical understanding • Intercultural understanding	• Explicit requirement to apply Capabilities with all course planning and production	• Capabilities (as relevant) evident in all programs
	• Examples of good and pragmatic practice collected and shared	• Examples of good practice published and shared
	• Collection and sharing of tasks digitally across the school linked to General Capabilities	• Number of sample tasks available within EROL
1.3 Student attendance consistent with Department of Education	• Monitoring and review of attendance data	• Student attendance data consistent with DoE expectations

expectations	• Development of interface to collate attendance information	• Ability to collate all student participation data in one place
	• Application of Student Attendance policy	• Student attendance data
1.4 Whole school strategies to improve literacy and numeracy from K-12 are implemented	• Engage DoE Literacy and Numeracy consultants • Develop pilot program • Review results • Enact whole school program	• Output from pilot group • Student achievement data before/after intervention
1.5 Student pathways enable them to reach personal best and be prepared for next phase of learning or employment	• Current programs reviewed against student enrolment and destination data	• Programs and pathways in place that meet requirements of cohort
1.6 Student participation and engagement is actively monitored using available school and systemic data and interventions planned proactively	• Consistent use of SCILS across all teams • Develop teacher capacity to access school and systemic data for proactive design of student intervention • Monitoring processes refined • Centralised tracking and monitoring of interventions within SCILS	• Completion rate data • Activity reports from SCILS • Consistent process used to access data from different systems • Lack of participation identified, documented proactively and interventions implemented
1.7 The transition of Year 7 to the secondary years occurs efficiently	• Develop and implement Year 7 Transition Plan as per DoE requirements	• Year 7 Transition Plan developed and implemented
1.8 A specific teaching and learning approach, appropriate for Year 7 students, is in place.	• Programs developed for 2015	• Programs ready for Feb 2015
	• Liaison with primary staff	• Programs reflect good practice established in primary years
1.9 Australian Curriculum implemented to SCSA requirements and guidelines	• Monitor SCSA communications and timelines • Map required changes • Adapt/develop programs as required	• AC programs available by required deadlines
1.10 WACE 2015/16 is implemented by the required deadlines	• Develop a pathway of learning for students: ATAR, General, Foundation	• WACE 2015/16 Curriculum Plan developed and shared with staff • Transition Plans developed and implemented

	• School resources applied strategically to address identified areas of need	• Resources allocated openly and transparently • Programs ready for Feb 2015
1.11 New national standards for disability are implemented	• Professional learning for key staff • Implement learning adjustments for identified students	• National standards for disability data collected • Learning adjustments consistently developed and applied
1.12 Programs are offered to students and the wider school community about the safe use of technologies	• K-6 teachers and Student Services lead the development and offer program • Ensure all students access introductory ICT program	• Attendance data from programs • Parental feedback • Student enrolment data in introductory programs
1.13 Classroom observation strategies are used across the school by all teachers	• Consultation with all staff on design of program • Pilot group invited to trial and further develop program	• Staff feedback from program • Proportion of staff involved • Peer observation accepted and used across school
1.14 Professional learning is timely, focussed, ongoing and reflective, connecting personal, school, system and national priorities and directions	• PL process reviewed • Implement digital application and approval process • Implement recording, reflection and sharing of PL digitally	• PL process align to systemic requirements • Digital processes implemented • Evidence of sharing of PL digitally either using school, State or national platforms
1.15 Teaching practice is regularly shared across the school on a planned and reciprocal basis	• Use of staff meetings and school development time for sharing	• Regular formal and informal sharing occurs
1.16 Evidence of student digital literacy used to inform planning, teaching and learning programs and assessment	• Student digital literacy behaviours made explicit • Implement digital literacy accreditation process • Survey/monitoring tool developed • Results collated and shared with staff	• All staff have understanding of student digital literacy requirements • Survey developed • Data collated from survey
1.17 SIDE offer experiences for students beyond the school curriculum	• Provide opportunities for student leadership programs, collaborative activities, Thinking Skills and extracurricular programs	• Student Leadership Program • Webinar series • Extra-curricular program established

2. Learning Environment

Links to Department of Education Strategic Priority 2: *Distinctive schools* **Priority 3:** *High Quality Teaching and Leadership* **Priority 4**: *A capable and responsive organisation*		
Outcomes	**Strategies**	**Performance Indicators**
2.1 Online services provided to connect students, teachers and supervisors are regularly reviewed to ensure the services meet the requirements of the school community	• Biannual review of online services to ensure community requirements are addressed. • Survey staff and students biannually	• Results from bi-annual survey
2.2 Staff and students understand and adhere to safe, legal and ethical use of technologies	• Schools guidelines reviewed against current DoE requirements	• Updated policies • Guidelines available to whole school community
	• PL program for teachers	• Attendance and feedback data
	• Learning materials developed in line with guidelines, in particular intellectual property requirements	• Copyright register for learning materials
	• Explicit teaching of safe, ethical use of technologies	• Evidence of teaching of safe, ethical use of technologies
2.3 Staff and students have access to online storage of work, including digital portfolios	• Investigate options for digital portfolio platforms, including targeted area for use in school	• Digital portfolios integrated with student learning
2.4 Assessment and reporting processes are streamlined to focus teacher effort on teaching and learning	• Rationalise the data entry issues between Moodle and Reporting to Parents at the assessment stage	• Teachers enter assessment data into one location • Data used proactively to monitor engagement and learning
2.5 The number of databases used in the operation of the school is reduced	• Review the databases in use	• All of database interrelationship mapped diagrammatically
	• Look for opportunities to integrate	• Number of databases integrated
	• Redevelop intranet to become centralised platform	• Intranet redeveloped and used as centralised communication and collaboration platform

SIDE Strategic Plan 2014-17

3. Leadership

Links to Department of Education Strategic Priority 3: *High Quality Teaching and Leadership*

Outcomes	Strategies	Performance Indicators
3.1 Collaborative teams realise school vision through a culture of shared leadership	• Each school collaborative team has published: clear terms of reference, required composition, reporting structure, meeting schedules and timelines	• Consistent organisation, leadership and management of school committees
	• Provide opportunities for staff to accept appropriate leadership roles to build capacity and aid succession planning	• Number of staff accepting formal and/or informal leaderships roles • Staff survey to collect evidence of engagement in decision making
	• Explore opportunities for SIDE students to have input into decision making processes	• Student survey designed to collect evidence of engagement in decision making
	• Explore and utilise the intranet or other digital platforms to enhance opportunities to develop collaborative processes	• Evidence of digital platforms used for collaboration
3.2 Attract, retain and develop high quality teachers and leaders	• Create flexibility at school level to create staffing profile to meet student needs	• Staffing profile created and accepted
	• Strengthen staff professional learning and career development	• Proportion of teachers and leaders meeting professional standards
	• National Standards for Teachers and Principals used within performance management processes	• Evidence in the use of National Standards

4. Curriculum and Resources

Links to Department of Education Strategic Priority 3: *High Quality Teaching and Leadership* **Priority 4:** *A capable and responsive organisation*

Outcomes	Strategies	Performance Indicators
4.1 Workforce planning processes are used to ensure quality teachers work with students	• Maintain workforce planning • TRB processes completed	• Workforce plan in place • Full teacher compliance

4.2 Operational processes of primary and secondary years are integrated as appropriate	• Review the areas of possible integration – run Change^2 process	• Outcomes of Change^2 program • Seamless experience for school community in all years • Efficiency gained from minimising systems
4.3 Whole school planning processes are used to allocate resources to materials development	• Develop and maintain resource development requirements • Determine priorities	• Whole school view showing work to be undertaken and how resources are allocated
4.4 A dynamic process is in place to support the creation, use, review and re-purposing of digital resources	• Use of EROL for quality assurance and share resources • Ensure all learning materials developed to school standards	• Number of items uploaded to EROL • Engagement with school standards tested via random sampling
4.5 Practical quality assurance processes are in place in the development of curriculum materials	• Update process developed in 2009 • Point of need PL developed • Use technology as part of the quality assurance process • Provide opportunities for students to provide useability feedback within each course	• Quality assurance processes updated • Attendance at PL • Workflows established to assist QA processes • Useability feedback available in each course • Response to data collected
4.6 Quality assured resources are available within an online system including resources from a range of sources	• Review metadata schema • Allocate resources to complete migration of resources in SIDE CMS • Resources from a variety of sources available in one place	• Metadata schema reflects contemporary requirements • Number of items available within SIDE CMS • Number of different sources of resources available to teachers
4.7 Good practice instructional design is demonstrated in all courses, both synchronous and asynchronous	• Develop ongoing program of professional learning focussing on key aspects of instructional design • Feedback process in place to highlight good practice and areas of concern	• PL attendance • Evidence of objective and consistent practice in all courses • Feedback processes in place

5. Relationships

Links to Department of Education Strategic Priority 2: *Distinctive Schools* Priority 4: *A capable and responsive organisation*		
Outcomes	**Strategies**	**Performance Indicators**
5.1 Technology is used to increase parent and supervisor engagement	• The format of student handbooks and associated information reviewed for publishing via website • Explore use of contemporary communication tools (e-newsletter, social media etc.) to communicate with school community	• Secure system available for parents and supervisors to see key teaching and learning information • Community engagement user data
5.2 Provide relevant curriculum information, data and resources about each student's learning	• Design and implement secure system for parent and supervisors to receive timely information about teaching and learning	• System designed and implemented • Feedback from users • Activity logs
5.3 High quality marketing and promotions are available for use with school community	• Ensure that SIDE is positively recognised by the observable quality of teaching, leadership, learning materials and online presence • Develop and implement effective marketing and communication systems and processes	• Partnerships with other educational institutions • SIDE image and perception is developed
5.4 SIDE is recognised as an education centre for research and development	• Learning programs draw on community and university support and expertise • Action learning projects are implemented and published • Publication of action learning projects	• Number of published research projects.
5.5 A culture of high expectations and high performance is built and maintained	• High expectations and standards modelled across all classrooms • Review of whole school academic awards and reward strategies	• Student Achievement Information System (SAIS) results for the whole school • Recognition of student achievement reflect the nature of SIDE
5.7 SIDE promotes an ethos of courtesy, trust and mutual respect	• Staff code of conduct • Whole school events • Induction programs • Use of norms and protocols online and face to face	• Informal and formal feedback from staff

5.8 SIDE values partnerships with parents/caregivers, supervisors, schools and the wider community	• Administer National School Opinion Surveys for parents, students and teachers	• Percentage of satisfaction indicators in surveys of students, parents/carers and teachers
	• Implement centralised feedback management system • Use data collected to track common feedback issues and rectify	• Use of feedback management system – response time to concerns and complaint • Common feedback identified rectified