

STRATEGIC DIRECTIONS FOR **SIDE** 2022-2024

VISION

To enhance and expand learning opportunities for Western Australian students, regardless of their circumstances, through high quality, inclusive and culturally responsive educational programs in a blended learning environment.



VALUES

COURAGE

We choose courage over comfort.

We stand up for who we are, our values, and those of our public education system.

We are persistent and resilient in the face of challenge, accepting change as a constant and approaching it with an open mind.

CONNECTION

We recognise the value and importance in human connection and the fundamental role that relationships play in the creation of powerful partnerships with students, families and the community.

We acknowledge our connection to Culture and Country, and hold a deep sense of responsibility to sustain and protect our unique environment.

CREATIVITY

We hold true the understanding that to be our best-selves, the work we do needs to align with our own strengths and passions to pave the way for creativity and innovation.

As a school community we know the importance now, more than ever, of fostering a sense of wonder and curiosity about the world and its people.

EQUITY

We are strong and passionate advocates for all students and recognise that not everyone starts from the same place.

We embrace diversity through our ways of being, knowing and doing, and we are committed to meeting the learning needs of our students in an agile and responsive manner.

COMPASSION

We are intentional about building a culture of kindness, empathy and mindfulness, knowing that, by looking after and out for each other, we are far more likely to succeed.

We are considerate of the beliefs, opinions and perspectives of others and value the individuality that every member of our school community brings.

OUR IMPROVEMENT DRIVERS

1

Provide equity of access to educational opportunities for Western Australian students.

ELABORATIONS

- 1.1 Programs and pathways enhance student access to educational opportunities, including Aboriginal students and those in remote and regional areas
- 1.2 Contemporary learning models and targeted education programs respond to student and system needs
- 1.3 Explore opportunities to develop and deliver additional courses and programs in response to identified student and system needs

2

Enable high quality teaching and learning in an inclusive and culturally responsive learning environment.

- 2.1 An evidence-based, school-wide instructional framework underpins a shared understanding of, and commitment to, high quality teaching and learning
- 2.2 Leaders prioritise the development of high impact and effective classroom practice
- 2.3 Professional development is targeted, planned and builds teaching capacity
- 2.4 Teaching and learning environments are enhanced through expansion into off-site locations

3

Enhance organisational culture, structures and processes to optimise the collective capacity of SIDE staff.

- 3.1 There is a culture of shared leadership, accountability and review
- 3.2 A collaborative and supportive school culture enables clear communication and enhances professional capacity to support improved student outcomes
- 3.3 There is ongoing review and development of school teams, structures and processes

4

Create and sustain meaningful and effective partnerships with families, schools, and communities.

ELABORATIONS

- 4.1 Partnerships evolve, reflecting the transformation of SIDE, to support and enhance the quality of learning and increase successful student outcomes
- 4.2 Community input and feedback informs a co-design approach to our partnerships
- 4.2 Effective partnerships with families, schools and communities are based on clear communication and a shared understanding of roles and responsibilities

5

Use evidence to continuously improve our impact on student outcomes.

- 5.1 Measurements of student success are responsive to the needs of identified student cohorts and capture academic, social and emotional progress
- 5.2 School planning is evidence-based, data-driven and aligns with student learning needs
- 5.3 Performance management provides relevant feedback and supports professional growth
- 5.4 Resource allocation responds to school priorities and is needs-based

6

Identify and respond to system needs in proactive, flexible and innovative ways.

- 6.1 Provide curriculum support and mentoring for staff in regional and remote schools
- 6.2 Collaborate with a range of Department of Education stakeholders to support and address system priorities