



**EASTERN FLEURIEU SCHOOL**  
EXCELLENCE THROUGH UNITY

# 2015 – 2017 Strategic Plan

**Our Vision:** To provide a high quality, richly innovative and relevant educational program which caters for the diverse talents and needs of our students.

**Our Principles:** Care for Ourselves, Others and our Environment  
Celebrate Success  
Commit to Continual Improvement  
Clarity of Communication  
High Expectations for all  
Bias to Yes

**Our Values:**

Integrity	Respect
Participation	Cooperation
Responsibility	Care & Compassion



**Government of South Australia**  
Department of Education and  
Children's Services



## Strategic Directions for 2015 – 2017

### Key Strategic Direction 1

#### Excellence in Achievement

To improve student learning outcomes R-12

#### Intended Outcomes

- Students access engaging and challenging curriculum.
- Individual student needs are identified and met in order for them to meet their full potential.
- Learners demonstrate pursuit of excellence in learning in a variety of ways and contexts.
- Students are supported and become responsible and response-able re their learning.

### Key Strategic Direction 2

#### Engagement and Wellbeing

To provide all students the opportunity to learn in a safe, supportive and stimulating environment

#### Intended Outcomes

- All students engage in learning opportunities to support their progression through school and beyond.
- All students develop strategies to make positive life choices.
- All students develop resilience and optimism.
- All students are involved in school decision making and problem solving.

### Key Strategic Direction 3

#### Eastern Fleurieu Learning Community

To enhance and promote school identity while building on our strong community links

#### Intended Outcomes

- Students, staff and parents actively involved in and promoting all aspects of EFS and proud of school.
- Students participate in community based programs.
- Students develop positive relationships and understanding of local businesses and community groups.
- Students are active, collaborative learners and ethical, responsible citizens, proactively involved in building a sustainable future.

<b>Key Strategic Direction 1</b> <b>Excellence in Learner Education</b> Improved student learning outcomes R-12	<b>Strategies</b>	<b>Targets &amp; Evaluation Measures</b>
<b>Key Priorities 2015 - 2017</b>		
<p><b>Maximise students Literacy Outcomes R-12</b></p> <p>Strengthen cohesive practices between Years 5-8 in all areas of literacy</p> <p><b>Reading</b></p> <p>To improve students reading skills in relation to the Big 6 in all R-6 classes:</p> <ol style="list-style-type: none"> <li>1. Oral Language Skills</li> <li>2. Phonological Awareness</li> <li>3. Phonics</li> <li>4. Vocabulary</li> <li>5. Fluency</li> <li>6. Comprehension</li> </ol> <p><b>Writing R-12</b></p> <p>To improve students' writing skills</p> <p>To improve the quality of teaching and learning using the Australian English Curriculum</p> <p>To increase students' use and understanding of an increased bank of words.</p>	<p>Data driven and strategic literacy teaching, including the successful introduction of the John Flemming approach to explicit teaching across all 5 campuses.</p> <p>Improved classroom practice through professional learning communities.</p> <p>R-12 leaders facilitate termly professional development in identified areas of staff need in the Big 6.</p> <p>Guided Reading sessions will continue to be included in every Literacy Block in all year levels R-6 with optimum adult SSO support.</p> <p>Principles of the Daily 5, including the daily habits of reading, writing, and working independently will be incorporated into Literacy Blocks.</p> <p>PAT-R diagnostic test results in comprehension will be used and analysed to refine teaching focus for R-10 students.</p> <p>Common comprehension strategies are taught explicitly in all classes R-12.</p> <p>Teachers use the information from students' Running Records in their daily reading program</p> <p>All R-6 staff will provide running Record data to leadership and intervention teacher for review each term.</p> <p>Teacher teams R-8 are established for sharing of reading strategies, concerns, and work samples – twice per term.</p> <p>Performance Development focus will include WAVE 2 students and the intervention strategies in place during literacy blocks.</p> <p>Introduce the Lexile Framework as a tool to level and assess reading skills of students over reading Recovery Level 3.</p> <p>All R-6 staff will develop a map of common "tier 2" vocabulary and 7-12 staff will develop a map of common "tier 3" vocabulary which will be systematically and explicitly taught and extended across R-10.</p> <p>R-12 Staff Performance Development on oral Language and Vocabulary development.</p> <p>Moderate students' writing using Writing rubrics and NAPLAN 10 writing criteria R-10.</p> <p>EALD (English as an Additional Language) and Literacy Levels R-6.</p> <p>Ongoing 7-12 staff engagement with literacy strategy as follows:</p> <p>Literacy demands of every subject clearly identified and documented. Explicit teaching of subject specific vocabulary. Explicit teaching of key features of subject specific genres. Literacy expectations articulated in assessment rubrics across all curriculum areas. Use of common language/ tools/ pedagogies for literacy teaching across all curriculum areas.</p> <p>Improved partnership through targeted collaboration /PD/peer observation for teachers of literacy Years 5- 9.</p> <p>Develop common language/ tools/ pedagogies for teaching writing R-10.</p>	<p>John Flemming approach to explicit teaching introduction at each campus Term 1 2015.</p> <p>100% of R-6 students will be able to demonstrate improved reading levels each term.</p> <p>All R-6 students on Reading Levels will improve by at least 5 reading levels each year.</p> <p>90% of students will reach the target reading Level by the end of the year: Reception - Level 7, Yr 1 –15, Yr 2–24</p> <p>80% of Year 5, 7 &amp; 9 students show medium or high progress in writing between NAPLAN tests.</p> <p>Year 3: 90% Students will achieve at or above NAPLAN Reading proficiency band 3.</p> <p>Year 5: 90% Students will achieve at or above proficiency band 5.</p> <p>Year 7: 90% Students will achieve at or above proficiency band 7.</p> <p>Year 9: 90% Students will achieve at or above proficiency band 9.</p> <p>Increase by 5% each year the amount of students in upper two proficiency bands in Writing.</p> <p>Staff screen all students using our literacy screening tools each term.</p> <p>Running records taken from all students below RR level 30 each term.</p> <p>Reading level /Lexile framework to be used as an indicator of progress.</p> <p>100% of R-6 teachers are teaching the Big 6 Principles of reading each term.</p> <p>The Australian Curriculum "Language and Literacy Levels" will be collected twice yearly by all R-6 class teachers to analyse and moderate students' writing progress.</p> <p>All staff will participate in moderation with writing at least twice yearly.</p> <p>Moderation samples demonstrate improvement in students' Language and Literacy Levels 1-2 levels per year in R-6.</p> <p>85% students to achieve Stanine 5 or above in PAT Vocabulary test R-6.</p> <p>Increase by 5% the amount of students in upper two proficiency bands in Writing.</p> <p>Term 1 and 3 Writing samples are collected from all students – EALD Literacy Levels R-6 &amp; NAPLAN writing criteria assessed and analysed Years 3-9.</p> <p>PAT Vocab testing in November annually.</p> <p>Oral language assessment for all Reception students in term 1 and 4.</p>

<p>Raising outcomes in Senior Years</p>	<p>Strengthen transition support pathway programs and course counselling for Year 10-11 students. Sharpen Year 12 mentor program to ensure closer monitoring and support for students/teachers in Year 12. Expand curriculum choice in senior years and ensure students make good subject choices. Specific focus on Key skills when teaching and assessing writing (vocabulary, sentence structure and cohesion) 7-12. Encourage partnerships between English teachers and other learning areas for peer coaching 7-12.</p>	<p>Mean score for writing for EFS students in Year 3,5,7,9 to be at or above National Mean Score by 2017.</p> <p>All students in Years 7 and 9 to achieve at least one extra point for writing in the targeted criteria (vocabulary, sentence structure and cohesion). 100% of students enrolled in SACE achieve a C standard or better in English/Literacy. 100% of students successfully completing their Research Projects. 100% of Year 10 students successfully completing their Personal Learning Plans. <b>Increase SACE completions to 93% in 2015.</b> <b>VET completions increase by 5%.</b> Further 15% lift in performance levels for SACE students achieving higher skill bands. Increase by 10% the number of students achieving higher skill bands across R-12.</p>
<p><b>Maximise students Numeracy Outcomes R - 12</b></p> <p>R-12 teachers utilising problem-based pedagogical approach to teaching of Mathematics</p> <p>Quicksmart Intervention Program embedded in Years 4-9</p>	<p>R-12 leaders facilitate termly professional development in identified areas of staff need in Mathematics &amp; Numeracy. All classes R-6 will implement 300 minutes of Mathematics teaching per week. All Year 7 students to have 5 lessons of Mathematics per week. Use and analyse NAPLAN &amp; PAT diagnostic test results to refine areas of focus. Secret Code Continuum developed by staff in 2015 implemented across all R – 6 campuses. Quicksmart Intervention Program targeted to ‘catch’ struggling students in Years 4-9. Numeracy PLC meet twice a term, particular focus on Yr 5 – 8 faculty meeting once a term All PLC teachers participate in peer observation and moderation of task each term to build shared understanding and consistency. A Performance Development focus implementation of Ann Baker Natural Maths Strategies. All 7-12 teachers across all faculties demonstrate their planning around maximising numeracy skills across the curriculum. NAPLAN results shared and analysed by teachers and leaders. Development of common mathematics assessment tasks.</p>	<p>100% of Reception students will be able to demonstrate improved numeracy outcomes in first year at school. All Reception students participate in Early Years Numeracy Test in Term 1 and Term 3. 90% of students meet growth targets in PAT testing R-10. PAT Mathematics testing completed in November each year. NAPLAN achievement is at or above national mean for Years 3, 5, 7, 9. Scale Score growth targets met in Year level PAT tests 100% of R-6 teachers using Natural Maths Strategies including: Secret Code, Mental Computation, Problem Solving, Reflection. 80% of Year 5, 7 &amp; 9 students show medium or high progress in Numeracy between NAPLAN tests. NAPLAN growth data achieves minimum point growth in Years 3,5,7,9. 100% of year 11 students achieve a C grade or better in SACE Numeracy. Increase by 5% each year the number of students achieving top two skill bands.</p>

<b>Key Strategic Direction 2</b> <b>Engagement and Wellbeing</b> All staff and students teach/learn in a safe, supportive and stimulating environment	<b>Strategies</b>	<b>Targets &amp; Evaluation Measures</b>
<b>Key Priorities 2015 - 2017</b>		
<p>Students and staff apply restorative strategies.</p> <p>All staff supported by Performance Development Program every year.</p> <p>Appropriate use of ICT across all curriculum areas R-12 supported by ICT support and T&amp;D.</p> <p>Stronger student voice and leadership</p> <p>Continued growth and successful completion of vocational pathways courses.</p>	<p>All systems, programs and strategies to be genuinely focused on enhanced learning and wellbeing for students.</p> <p>Strategic and comprehensive approach to Quality Teaching including peer observation and sharing of best practice.</p> <p>All staff are supported to teach updated Australian Curriculum using engaging and effective pedagogy.</p> <p>Parents work in partnership with EFS staff and students to support restorative practices.</p> <p>Ongoing Personal Performance Conversations with all staff aligned to this improvement plan.</p> <p>Increase number of Student leadership opportunities including campus captains and deputies.</p> <p>Ensure that staff are supported to make greater use of ICT e.g. Moodle, videoconferencing etc.</p> <p>Enhance existing student forums with regular opportunities to meet with staff and leaders.</p> <p>Provide a variety of extracurricular activities on all EFS campuses to better engage students.</p> <p>Increase in internal VET courses offered within EFS and more opportunities created via our involvement in Southern Adelaide and Fleurieu Trade School.</p> <p>Successful introduction of Equine Studies and Allied Health courses in Semester 2 at 7-12 campus.</p> <p>Increase in internal VET courses offered within EFS and more opportunities created via our involvement in Southern Adelaide and Fleurieu Trade School.</p> <p>Provide appropriate support for students with special needs or in special classes.</p> <p>Provide mentoring support for selected students R-12 and for all students in Year 12.</p> <p>Ensure all staff increase their knowledge of ASD and other special needs.</p> <p>Provide forums for parents to support them with their role in the partnerships regarding their child's education.</p> <p>All staff meet and aim to challenge themselves to exceed the National Professional Standards for Teachers and School Leaders.</p> <p>All staff use assessment for learning strategies to maximise learner achievement and engagement.</p>	<p>All programs and outcomes to be regularly reviewed / refined by School Improvement Team.</p> <p>All new teachers to participate in lesson observations with feedback provided.</p> <p>All teachers to be encouraged to participate in peer observations.</p> <p>Australian Curriculum sessions to be prominent in our structured professional learning sessions.</p> <p>10% reduction each year in students who continue to make poor behaviour choices.</p> <p>All campus leaders verify that all staff participate in annual performance plans, review and written feedback is provided.</p> <p>More opportunities evident across campuses in engagement in student leadership/student voice and input into school governance.</p> <p>Evidence of regular T&amp;D in ICT to enhance engagement at staff meetings and PD days.</p> <p>By 2017, two new VET courses operating at EFS.</p> <p>90% of students undertaking full VET qualifications successfully complete these courses.</p> <p>Two career information evenings per year delivered for parents.</p> <p>Feedback for parents and students is positive regarding the value of the career strategy implementation.</p> <p>Quantitative and qualitative feedback from parents of students with special needs is positive.</p> <p>Students and parents report back regarding high value of mentoring.</p> <p>Regular T&amp;D for staff on how to work most effectively with students who are on ASD spectrum.</p> <p>Two R-12 forums held each year for topics identified by staff / parents.</p>
<p>Student voice and leadership</p> <p>Student Resilience</p>	<p>Student forums operate across a range of areas and all campuses to create opportunities for students.</p> <p>Maximise opportunities Beacon offers for ongoing leadership (into year 11 and 12).</p> <p>Student led school magazine publication to promote student voice.</p> <p>Run programs such as Quality Start, TRIBES, Kids Matter, The Rite Journey and Youth Opportunities to enhance understanding, wellbeing and resilience.</p> <p>Explicit teaching of Child Protection Curriculum.</p> <p>Update training for Protective Practices for staff.</p>	<p>Staff individual performance planning cycle used every year for every staff member.</p> <p>Learning Intentions/Success Criteria, Teacher planning and reports, performance development meetings with written feedback provided for all members of staff.</p> <p>Monitoring of all students across campuses shows students are settled, happy and less anxious about school and life.</p> <p>More students R-12 expressing interest in leadership roles.</p>

		Positive feedback from students, staff and parents regarding programs such as Kids Matter and The Rite Journey. All students receive lessons in Child Protection each year R-10. Annual training provided for all staff for protective practices.
<b>Key Strategic Direction 3</b> <b>Eastern Fleurieu Learning Community</b> To enhance and promote school identity while building on our strong community links	<b>Strategies</b>	<b>Targets &amp; Evaluation Measures</b>
<b>Key Priorities 2015 - 2017</b>		
<p>School Pride and Identity</p> <p>Creating and maintaining strong community partnerships</p> <p>Cross Campus Communications.</p> <p>Use digital technologies to enhance teaching and learning.</p> <p>Implementation of a variety of appropriate ICTs for effective learning.</p> <p>Extend teaching practices through the development of ICT skills and knowledge.</p> <p>All campuses are implementing sustainable practices.</p>	<p>More whole school and strategic campus events to showcase our school and students, including regular events and performances held in new Performing Arts Centre to promote the connection between the school and the community.</p> <p>Raising the profile of Performing Arts within the school through delivery of quality programs and extra-curricular activities.</p> <p>New website for EFS operational and maintained.</p> <p>Maintain and strengthen opportunities for student leadership.</p> <p>School publications and website to be of a consistently high quality.</p> <p>Work cooperatively with a range of agencies including Non-Governmental Organisations.</p> <p>Build on positive partnerships with Uni SA, Flinders University, Trade School group, Beacon, Milang Community Centre, Chaplaincy Group etc.</p> <p>Increase provision and access to digital technologies in all learning areas to support integration of ICTs in learning.</p> <p>Develop school and class online learning environments to enhance communication, collaboration and learning (e.g. blogs, wikis).</p> <p>All leaders to ensure that communication with students, staff and colleagues is a high priority.</p> <p>Increase use of mobile learning technologies and develop understanding of 'essential digital learning' for students.</p> <p>Incorporate student 'essential digital learning' for teachers.</p> <p>Ensure school and class online learning environments are in place.</p> <p>Continue PD in the use of ICT for all staff, incorporating all curriculum areas and intervention/extension programs.</p> <p>Engage students, staff and community in sustainable practices in 2015-2017.</p> <p>Establish regular recycling at 7-12 campus.</p>	<p>Engaging increased number of students in the performing arts in both curricular/ extra-curricular activities.</p> <p>Students from every EFS campus attend functions at the Performing Arts Centre every year.</p> <p>100% of students wearing approved school uniform each day unless official uniform free days are arranged with associated fundraising.</p> <p>Regular campus assemblies partly organised and run by students, and to be held with an emphasis on celebrating student achievements and improving communication. Parental attendance to be encouraged.</p> <p>Website to be launched at beginning of 2015 and highlighted at Acquaintance Nights / Newsletters. Website to be well maintained and updated throughout 2015-2017.</p> <p>Student leaders elected at each campus and carrying out assigned roles by end of February each year.</p> <p>All written and on-line communication to be accurate, timely and easily understood.</p> <p>Positive feedback from community and others who access our communications.</p> <p>Each campus to demonstrably maintain and strengthen partnerships with local community groups.</p> <p>10% increase in number of parents attending activities during 2015-2017.</p> <p>Fewer concerns raised at SIT and CAC meetings regarding cross campus communication.</p> <p>ICT use is embedded across the curriculum.</p> <p>Audit of all current ICT provision at each campus to be completed by mid 2015.</p> <p>Following the audit, a plan to upgrade our equipment and provide training is developed and implemented during 2015-2017.</p>

	School energy audit to reduce utilities usage.	Conduct energy and paper use audit with a view to reducing consumption. 15% reduction in consumption of paper over 3 years. 6% reduction in energy/utility use over 3 years.
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