



EFS EDUCATION STRATEGY 2024 - 2026

At Eastern Fleurieu R-12 School, our moral purpose is to nurture every child in our communities, empowering them with the knowledge, essential skills and capabilities, as well as values and holistic well-being, to thrive.

In partnership with families, we guide each student towards their potential, bridging gaps and providing a safe, inclusive learning environment. Our commitment to trauma-informed practices ensures that students' unique needs are recognised and supported, fostering lifelong learning and positive transformation to the world of work and life beyond school.



Excellence Through Unity

INCLUSION & WELLBEING

GOALS, ACTIONS & OUTCOMES

EQUITY & ACCESS

EFS SCHOOL COMMUNITY IS AN INCLUSIVE, SUPPORTIVE AND SAFE LEARNING ENVIRONMENT

GOALS:

Use restorative practices and trauma-informed strategies to nurture respectful relationships and develop emotional regulation skills

Continuously improve procedures, processes and protocols to keep everyone feeling safe, included, and to nurture a sense of belonging

Enhanced partnerships with EFS families and the wider community built on trust and respect

Actions

Continuously improve restorative practices across R-12

Continue to embed trauma-informed practice and wellbeing initiatives

Communicate and model whole-school expectations around student, staff and parent conduct, and grievance procedures

Embed the use of 'Team Around the Child' (TAC) processes within a Students at Risk (STAR) Framework

Outcomes

- All staff and students using a range of restorative practices
- Reduction of incidents of inappropriate interactions and increased accountability
- All stakeholders are engaged with and use our consistent trauma-informed practices daily
- Data supports our ability to track and monitor progress with effectiveness of trauma-informed strategies and wellbeing outcomes
- Code of conduct and all school policies are followed by students, staff and parents, including grievance procedures
- Consistent use of a multi-tiered system of support across R-12
- Identified students are effectively supported and engaged in school through the use of an R-12 STAR Framework
- All staff are aware of and use policies and procedures which are easily accessible

EFS STUDENTS ARE ABLE TO ACCESS AND PARTICIPATE IN ALL LEARNING OPPORTUNITIES

GOALS:

Inclusive practices ensure there are no barriers associated with socio-economic status, disability or cultural backgrounds

Efficient and effective [NCCD](#) and [IESP](#) processes are used to secure sufficient funding to remove barriers for all students

Increase student attendance through a range of proactive and personalised approaches

Actions

Improve engagement with Culturally Responsive Practices

Engage a range of services and community organisation to promote inclusion

Prioritise NCCD, One Plan and IESP processes and data

Use of literacy and numeracy frameworks to inform best practice

Monitor and track attendance and use a range of interventions to increase learner engagement

Outcomes

- First Nations students build on their cultural identity, pride and achieve educational outcomes that enable them to thrive
- Every student is empowered to access support as needed
- Human, financial and physical resources are utilised based on student need within the available resources
- Students are literate and numerate
- Data shows progress equivalent to one year's growth or more in literacy and numeracy outcomes
- DfE attendance targets reached
- Students are engaged in a range of exciting, individualised learning opportunities

AGENCY & ENGAGEMENT

GOALS, ACTIONS & OUTCOMES

LEARN & ACHIEVE

STUDENTS ARE EMPOWERED, ENGAGED AND ACTIVE PARTNERS IN THEIR LEARNING

GOALS:

Enhance EFS students' identity as valued, connected and proud

Students, as agents of change, have the opportunity to have a positive influence over their own lives and the world around them

Broaden opportunities for learner agency, family and community engagement and access to multiple pathways to the world of work

Actions

Create opportunities for students to develop leadership skills for learning and life

Formative assessment and feedback are embedded into the learning cycle

Embed Career Education from 7-12

Involve families and community members in a wide range of learning showcases and events

Outcomes

- Every student's capacity for leadership is recognised and developed
- Students are active partners in whole-school decision-making that directly affects them
- Students have the skills and the capacity to thrive in a complex world
- Students can make informed decisions about their next steps in learning and engagement
- Students, staff and parents engage with data to evaluate learner progress
- Data is visible to all stakeholders through a range of platforms and data-storytelling is embedded
- Students are engaged in a range of pathways including VET, employment and tertiary pathways
- Celebration of learning is well-publicised through a range of mediums including but not limited to newsletters, EFS website and social media
- Students have ownership over hosting and running events e.g. assemblies and school tours

STUDENTS DEMONSTRATE THEIR CAPACITY TO THRIVE THROUGH MASTERY OF A BROAD RANGE OF SKILLS AND COMPETENCIES

GOALS:

Students can regulate their behaviours and emotions to achieve their learning goals

All staff use a range of pedagogies within the EFS Pedagogical Framework to deliver a high quality and relevant curriculum

Increased focus on learner dispositions, skills, competencies and capabilities

Actions

Explicit teaching of consistent, predictable routines and ready to learn strategies

Continue to embed high quality learning design, assessment and pedagogical practice using the Pedagogical Framework

Use of open-ended, differentiated assessment tasks to enable students to evidence learning

Intentional use of Deep Learning pedagogies within an interdisciplinary curriculum model

Outcomes

- Students know what to expect, can use a range of emotional regulation strategies and are ready to learn and actively engaged
- Students can stop and think before acting
- Increase in students' ability to sustain focus and achieve flow
- Students are engaged in learning experiences that promote curiosity, and creativity
- Students are risk-takers who are comfortable with mistake-making, problem solving and struggle.
- New SA curriculum informs learning design
- Engaging curriculum has clear connections to real-world contexts
- Explicit teaching, development and assessment of competencies is embedded through daily teaching and learning
- Students can transfer knowledge and skills in a range of contexts