School Plan 2015 – 2017

Eden Marine High School (8487)
### School background 2015 - 2017

<table>
<thead>
<tr>
<th>School vision statement</th>
<th>School context</th>
<th>School planning process</th>
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</thead>
<tbody>
<tr>
<td>Eden Marine High “assists all students to reach their potential”.</td>
<td>Eden Marine High School (enrolment of 665 students, including 8% Aboriginal students) is a comprehensive, rural school on the far south coast of NSW. Eden Marine High is a Centre for Excellence and marine education is an important feature of the school's curriculum and culture.</td>
<td>In 2014, a comprehensive and inclusive consultation process was undertaken by the school. This consultation included reviewing current school practices, collecting and analysing evidence, along with input in a variety of forms from staff, students, parents and community members.</td>
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<tr>
<td>At Eden Marine High School, we provide experiences that will engage students in a purposeful and positive way through our core values of Respect, Responsibility and Resilience.</td>
<td>The school offers a diverse academic and vocational curriculum to accommodate the needs of all students. The school prides itself on providing a broad range of creative, performing arts and sporting programs to cater for the diverse needs of students. A feature of the school is the innovative use of technology to support teaching and learning. The school fosters positive relationships with its local community to maximise learning opportunities for its students and is well resourced with playing fields, attractive grounds and close proximity to Lake Curalo and Aslings Beach.</td>
<td>A number of open planning meetings were undertaken along with other consultation strategies to give all stakeholders the opportunity to contribute and engage in all elements of the planning process and give and be provided with feedback at all stages.</td>
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<tr>
<td>We believe in developing and sustaining strong and positive relationships within and outside the school that will create opportunities to build learning capacity that will work towards ensuring all students become successful learners, confident, creative individuals and informed citizens in a 21st century world.</td>
<td>Eden Marine High School (EMHS) is a proud and active member of the Sapphire Coast Learning Community (SCLC) and collaborates in a highly professional and strategic partnership with partner schools to deliver innovative and outstanding academic and student wellbeing programs.</td>
<td>Key stakeholder groups, including the Eden Aboriginal Education Consultative Group (AECG) and the school P&amp;C have been authentically engaged in the school planning process.</td>
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<td>We are a dynamic school community that is committed to continuous improvement in a safe and richly diverse learning environment.</td>
<td></td>
<td>This process has included a review of strengths, opportunities and areas of improvement. As a result, three key strategic directions have been identified as the foundation for a shared commitment for the future by the Eden Marine High School community.</td>
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<td>Each strategic direction provides details of the purpose (why), people and processes (how), products and practices (what) that are to be realised through the implementation of the plan.</td>
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<td>Ongoing and strategic consultation will be a key feature in the implementation and review of this plan.</td>
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Purpose of Strategic Direction 1
To develop a learning culture that identifies and supports the diverse learning needs of all students in an environment where students are active stakeholders. Expectations are explicitly communicated with opportunities for students to plan, monitor and actively engage in their learning.

Purpose of Strategic Direction 2
To develop and promote a positive learning and school environment through collaboration, empowered leadership and authentic partnerships between students, staff, parents and the community.

Purpose of Strategic Direction 3
To develop effective systems and support structures for staff and students to take responsibility for their ongoing learning and practice.
Strategic Direction 1: Engaged, Active Learning in a 21st Century World

### Purpose
To develop a learning culture that identifies and supports the diverse learning needs of all students in an environment where students are active stakeholders. Expectations are explicitly communicated with opportunities for students to plan, monitor and actively engage in their learning.

### People

**Students will:**
Actively and consistently engage in learning that is meaningful and developmental and student behaviour meets the school’s code of behaviour expectations.

**Staff will:**
Deliver quality teaching and learning in a classroom environment where there are explicit expectations and a consistent application of systems and procedures.

**Parents/Carers will:**
Actively participate in communication practices that will provide the opportunity to develop greater awareness and understanding of learning expectations.

**Community Partners will:**
Collaborate with EMHS to provide experiences that complement the learning culture of the school.

**Leaders will:**
Promote high expectations of the learning culture at EMHS and support staff, students and parents in aspiring to meeting this expectation.

### Processes

**Literacy and Numeracy**
Students and groups of students identified via the Learning and Support Team (LaST) will be provided with explicit teaching and learning support to achieve learning targets.

Data analysis will occur to identify areas for improvement and explicit targets in student attendance, engagement, literacy and numeracy.

**Aboriginal Education**
The Aboriginal Education Officer (AEO) and Aboriginal Education Team (AET) will play an active role in implementing the “MGoals” platform to support the learning engagement of Aboriginal students.

**Quality Teaching and Learning**
Professional Learning opportunities and resources will be provided to staff to support them in student engagement to learning in the classroom and making curriculum adjustments to support student learning.

A number of student engagement initiatives will be developed, trialled and reviewed in 2015.

An ICT support position will be resourced from 2015-2017.

### Products and Practices

**Products:**
Successful initiatives are in place which promote, develop, support and reward student engagement in the classroom.

Identified students in the Aurora program demonstrate a high level of achievement in a high quality, interdependent learning environment.

The Positive Behaviour for Learning (PBL) framework has an explicit within-class focus and contributes strongly to the positive culture of the school.

Aboriginal students have an awareness of the “MGoals” platform and actively engage in the goal setting tool to promote engagement.

A number of explicit intervention programs are in place to support the diverse learning needs of students.

A Bring Your Own Device (BYOD) strategy will be developed in 2015 for possible 2016 implementation.

**Practices:**
Students are provided with a quality learning environment where there is opportunity for them to actively participate and take responsibility for their own learning.

Technology is utilised by teachers as a quality teaching and learning tool across a diverse range of learning environments.

Learning and curriculum adjustments are a visible and integral element of all learning settings.

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### Improvement Measures

- Student attendance will be at or above 90% by the end of 2015.
- Significant discipline interventions will be reduced by 20% in 2015 compared to 2014.
- There will be a 20% increase of students and staff who actively engage in and support the schools educational priorities through online programs, partnerships and learning opportunities (MGoals, Aurora, MOODLE etc.) compared to 2014.
### Strategic Direction 2: Leading and Learning Together

<table>
<thead>
<tr>
<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
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</table>
| To develop a positive learning and school culture through collaboration, empowered leadership and authentic partnerships between students, staff, parents and the community. | **Students will:**  
Actively participate in transition programs and provide feedback as part of a continuous improvement process.  
Demonstrate the development of leadership capacities in a number of school contexts.  
Engage in the development of their own learning pathway and select options appropriate to their future goals and aspirations. (Stage 5 and 6)  
**Staff will:**  
Actively seek and demonstrate leadership capacity in a variety of roles across the school.  
**Parents/Carers will:**  
Play an active role in developing positive learning partnerships between the student, school and the home.  
**Community Partners will:**  
Actively engage with the school to create opportunities for significant and authentic learning experiences e.g., BUPA  
**Leaders will:**  
Demonstrate and facilitate opportunities to build new and strengthen existing relationships between all stakeholders in the school community. | **Transition**  
Self-evaluation of transition practices is evident through partner school collaboration and data analysis of school leavers.  
**Leadership**  
Seek, develop and promote leadership initiatives and opportunities for all students.  
Provide professional learning and developmental support for staff aspiring to leadership positions and those undertaking leadership roles within the school.  
**Vocational Education Training (VET)**  
A diverse number of vocational pathway options will be promoted and offered to students including School-based traineeships and Apprenticeships (SBAT) and VET framework courses.  
**Accountability and Transparency**  
Processes and systems will be developed to ensure all DEC requirements are being clearly met including Higher School Certificate (HSC) and VET audit.  
**Evaluation Plan**  
The Eden Community of Schools (CoS) will undertake a self-evaluation of transition practices referenced to Middle Years Transition Continuum. | **Products:**  
Systems to self-evaluate quality transition programs are in place and evident from primary to high school and high school to further study and/or the workplace.  
A range of authentic learning pathways are provided to cater for the learning needs and career aspirations of all students.  
Highly successful transition programs are in place for students from primary to high school and high school to further study and/or the workplace.  
**Practices:**  
Students are actively engaged in a variety of student leadership opportunities.  
VET audit requirements are in place and successfully signed off in 2015.  
A high proportion of Aboriginal students will actively participate in a variety of leadership and learning opportunities e.g. Australian Indigenous Mentoring Experience (AIME).  
Detailed and authentic student learning pathways are accessed by students in Stage 5 and 6 as learning needs are identified.  
Staff reflect on and provide feedback on the achievement of their individual learning and leadership development through the Performance and Development Framework (PDF).  
Regular Community of Schools (CoS) meetings will be conducted in 2015 to refine and strengthen transition practices referenced to the DEC Middle Years Transition Continuum. |

### Improvement Measures
- 80% of students surveyed transitioning from primary school to high school, and from high school to work have a positive experience in this transition.
- 80% of all Aboriginal students will participate and engage in a variety of targeted programs and initiatives in 2015.

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Eden Marine High School  
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## Strategic Direction 3: Creating Opportunities for Staff and Students to be Their Best

### Purpose
To develop effective systems and support structures for staff and students to take responsibility for their ongoing learning and practice.

### People

<table>
<thead>
<tr>
<th>Students will:</th>
<th>Demonstrate active engagement in their learning to achieve to their potential.</th>
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<tbody>
<tr>
<td>Staff will:</td>
<td>Engage in professional development that is, relevant, future focussed and shaped by research, evidence and feedback to build their capabilities as learners, staff and leaders.</td>
</tr>
<tr>
<td>Parents/Carers will:</td>
<td>Actively promote and encourage students to build their capacity to strive for their personal best.</td>
</tr>
<tr>
<td>Community Partners will:</td>
<td>Actively contribute to programs and initiatives that create opportunities for students outside the school setting.</td>
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### Processes

<table>
<thead>
<tr>
<th>Aboriginal Education</th>
<th>Specific programs will be developed and trialled that create opportunities to improve learning outcomes for Aboriginal students at risk.</th>
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<tbody>
<tr>
<td>Professional Learning (PL)</td>
<td>Great Teaching / Inspired Learning (GTIL) - A number of systems and practices will be provided to support staff professional growth and development e.g., Coaching.</td>
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<tr>
<td>Learning and Support (LaST)</td>
<td>The LaST will continue to be the primary mechanism for the management of student support in the school. Issues regarding student educational and wellbeing support are identified in a timely manner with systems implemented to effectively meet the needs of these students.</td>
</tr>
<tr>
<td>Local Schools local Decisions (LSDL)</td>
<td>School practices will reflect DEC directions and reforms in LSDL.</td>
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<tr>
<td>Accountability and Transparency</td>
<td>A document detailing roles and responsibilities will be revised and published. A format for communicating roles and responsibilities of staff members aligned to professional teaching standards has been developed and published.</td>
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### Products and Practices

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<tr>
<th>Products:</th>
<th>All teaching staff have a formalised, individualised, Performance and Development Plan (PDP) that is developed collaboratively with their supervisor in a format that provides opportunity for review and feedback that links to professional teaching standards.</th>
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<tbody>
<tr>
<td>Practices:</td>
<td>Comprehensive staff induction programs will be evident to support all staff on their career continuum. Mentoring and alternate programs are in place to support student engagement.</td>
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<tr>
<td>Self-evaluation and collaborative review systems</td>
<td>are in place that allow staff and students to reflect on their learning and adjust Personalised Learning Plans (PLP) as needed, as shown by updates and formalised processes.</td>
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<tr>
<td>PLPs for students are developed in collaboration with parents and teachers which reflect individual needs and cater for ongoing learning.</td>
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### Improvement Measures

- All teaching staff will actively participate in personalised professional learning in 2015.
- There will be a 20% increase in the number of student PLPs developed including all Aboriginal students, those with learning difficulties and recognised underperformers.
- 70% of staff are actively involved in professional associations and networks.

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### Eden Marine High School

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