MISSION STATEMENT

Eudunda Area School is committed to providing opportunities that transform the lives of students and the wider community through a learning culture of challenge, rigour, engagement and care, providing diverse pathways, student ownership and wellbeing that allows them to become active global citizens.

The Eudunda Area School Strategic Plan is underpinned by the DECD Strategic Plan 2014-2017.

DECD Priorities 2014-2017

Higher standards of learning achievement

Eudunda Area School will provide a strong public education, characterised by high achievement, growth, challenge, engagement, and equity.

Improve health and wellbeing

Developmental outcomes for children and young people at Eudunda Area School will improve through the provision of universal and targeted education, health and family services that consider the 'whole child'.

Improve and integrate child safety

Our school and school community will be effective and responsive in supporting staff, the community and families in keeping children safe from harm, abuse and neglect.

Engage children, families and communities

Children, young people, families and the wider community will be included in the planning and decision making processes at Eudunda Area School.

Right service at the right time

Families, carers, children and young people will access the range and scale of services they need for their health, wellbeing, development, care and education.

Build a better system

The South Australian public education and care system will be effective, efficient and transparent, with high public trust and credibility.

The school values of Respect Commitment Integrity Responsibility Understanding and Friendship are incorporated into all aspects of the school and surrounding community. Members of the EAS community are supported to action these values daily. All these actions are supported by the Code of Conduct.

Respect

- Model appropriate and respectful language and behaviour at all times.

Responsibility

- Establish and maintain a safe and supportive learning environment
- Cater for the needs of all individuals.

Integrity

- Provide honest effective feedback on the progress of all stakeholders within the school community
- Recognise the importance of adhering to and modelling DECD Policies and procedures
- Promote the school in a positive manner to the community.

Commitment

- Always give your best to maximise outcomes for our school community and
- Ensure that you are seeking the best outcome at all times.

Understanding

- Follow developed classroom management strategies that value difference and involve negotiation.

Friendship

- Communicate effectively in a supportive fashion with the whole school community
- Develop and build transparent relationships with all partners within the school community.

Teaching and Learning

Promote excellence in teaching and learning across the school. The recognition, that there is a need to cater for individual differences, foster student engagement, motivation, ambition and higher order thinking skills, provide practical life skills and help all students gain useable knowledge that will increase their physical and emotional wellbeing.

TARGETS	STRATEGIES	MEASUREMENT
Use of Intended Learning and Success Criteria	Evident in all lessons, on tasks and assessments Included in unit plans Displayed in class displays	School report grade distribution Decrease in Intervention cases required
Use of classroom observations aligned to National Professional Standards, TfEL and the AC for teachers as a part of improving practice and performance development conducted by leaders and peers.	Performance Development process includes discussion with line managers that incorporates: Peer observation process twice per term, one of which is unannounced, using an agreed proforma. All staff reflect on their teaching using TfEL, AC and NPST, as set out on the PD proforma. Discussion about unit planning using the AC achievement standards, SACE performance standards as a base	Performance Management is completed. Each teacher has a peer observe their class twice each term. All staff use at least one of the TfEL review tools to seek feedback from their class in term 1 and 3.
Differentiation, and improved task design to produce assessment capable students	Know your students by looking at pervious years/semesters reports to find their strengths and weaknesses Pre – testing to find out what they know. Line Manager and Peer check of learning and assessment plans and tasks Students identified through intervention processes	Outcomes are achieved measured against Student NEP'S AND IEP'S All learning and assessment plans and tasks align with agreed school requirements
Use of Data to inform instruction and assessment practices	Staff access to scorelink Professional Learning Communities to help teachers to analyse and act on achievement data.	All students attaining School and Partnership benchmarks
Consistent implementation and delivery of the Australian Curriculum.	Provision of unit plans in all subject areas. Consistent use of language and terminology. Ongoing T&D for all staff in delivering the curriculum. Active involvement in the Goyder and Light Partnership Attend/Facilitate Partnership curriculum, HUB meetings Review unit plans to see what worked/what didn't	All teacher plans are in accordance with AC requirements Review unit plans to see what worked/what didn't Students achieving a minimum of C grade in accordance with the AC achievement standards.

Use of Professional Learning Communities to foster staff collaboration and increase student outcomes	2 lessons per week spent on personal learning in room 10 Share reflections on readings during PLC sessions to see other staff views and thought process.	Overall improvement in teacher pedagogy as indicated in student feedback surveys Overall improvement in student engagement as indicated in student feedback surveys
More Rigorous tasks, Improved Results and standard of work throughout the school.	Compulsory attainment of a C grade or higher in a Stage 1 subject in order to continue at Stage 2. Year 11 students satisfy specified academic requirements prior to going into Year 12. Teachers ensure that students clearly understand the program of work and the assessment requirements. Regular parent/caregiver contact by class teacher for non-completion of work at all year levels. The school provides a safe, supportive classroom environment. Intervention program to pick up students at risk earlier Regular interim reports, in particular for year 12 students	Improved SACE results and completion. Private Study productively used by year 12's All students have improved grades and increased completion rates of work at EAS. Less students at risk as evident by the intervention process

Literacy across the Curriculum

An understanding that student improvement in Comprehending texts through listening, reading and viewing and Composing texts through speaking, writing and creating is everyone's business. With the development of a range of assessment strategies to cater for different learning styles, using year level subject specific language agreed on by all.

TARGETS	STRATEGIES	MEASUREMENT
All teachers have the capacity to deliver literacy in their Learning Area.	Develop a literacy map for each curriculum area to ensure that literacy components are covered.	Evidence of literacy focus in faculty meeting minutes, performance development and assessment plans. Literacy training and development continues to be undertaken by all staff. Improved teacher understanding of explicit literacy teaching through peer observation process and online survey responses.
Teachers teach literacy and associated vocabulary of subject and display subject specific vocabulary in classroom.	Individual teachers identify task specific literacy vocabulary (verbs), Develop an understanding of common literacy vocabulary across the year level for each curriculum area	Evidence of classroom work including visual literacy examples displayed in classrooms (eg: student work and word lists/posters). Judged as part of classroom competition.
Literacy support through intervention room which includes mini-lit and multi-lit	Intervention support for identified students	Evidence in growth of students with passing/completing mini-lit and multi-lit programs.
Teachers to analyse and respond to achievement data to improve literacy. Development of whole school literacy approaches to improve literacy results including NAPLAN and SACE.	Staff access to scorelink Professional Learning Communities to help teachers to analyse and act on achievement data. Develop common strategies for improvement. Encourage and promote participation in NAPLAN.	Evidence of differentiation in (IEP) plans to support students who have low literacy. 95% participate in NAPLAN testing At least 75% students at expected levels. All students reach benchmark in NAPLAN 100% of students meet the literacy requirements of SACE 100% of students achieving a C grade in AC achievement standards
Peer observations evident across school with aspect focussing on to literacy.	Literacy strategies targeted as part of the peer observation process. All teachers continue to negotiate and participate in 2-classroom observation each term by different peers. PD meeting with line manager in terms 2 and 4.	All teaching plans performance development plans and peer observation, show evidence of quality teaching and learning strategies .

Numeracy across the Curriculum

An understanding that student improvement in Numerary is everyone's business. With the development of a range of assessment strategies to cater for different learning styles, using year level subject specific language agreed on by all.

TARGETS	STRATEGIES	MEASUREMENT
All teachers have the capacity to deliver Numeracy in their Learning Area.	Develop a Numeracy map for each curriculum area to ensure that Numeracy components are covered.	Numeracy strategies included in teachers unit plans for each subject?
Teachers teach numeracy of subject and publish subject specific numeracy vocabulary in classroom.	Individual teachers identify task specific numeracy and associated vocabulary. Develop an understanding of common numeracy vocabulary across the year level for each curriculum area. Cross-curriculum specific numeracy activities	Evidence of classroom work including visual numeracy examples displayed in classrooms (eg: student work and word lists/posters). Judged as part of classroom competition.
Numeracy support through intervention room which includes Mathletics, Big Ideas in Number testing	Intervention support for identified students based on data	Students gain a "C" or better in AC achievement standards at the end of the year
Teachers to analyse and respond to achievement data to improve numeracy. Development of whole school numeracy approaches to improve numeracy results including NAPLAN and SACE	Staff access to score link Professional Learning Communities to help teachers to analyse and act on achievement data. Develop common strategies for improvement. Encourage and promote participation in NAPLAN.	Evidence of differentiation in (IEP) plans to support students who have low numeracy 95% participate in NAPLAN testing At least 75% students at expected levels. All students reach benchmark in NAPLAN 100% of students meet the Numeracy requirements of SACE 100% of students achieving a C grade in AC achievement standards in Maths
Peer observations evident across school with aspect focussing on numeracy.	Numeracy strategies targeted as part of the peer observation process. All teachers continue to negotiate and participate in 2-classroom observation each term by different peers. PD meeting with line manager in terms 2 and 4.	All teaching plans performance development plans and peer observation, show evidence of quality teaching and learning strategies

Partnerships

An effort to improve and further strengthen links with feeder Preschool, Primary Schools, External Providers, KENTTC, Organisations, Local Businesses and the Community. The raising of awareness of learning programs and the importance the community has as learning partners. EAS participation in the Goyder and Light Partnership and the benefit this holds for all students.

TARGETS	STRATEGIES	MEASUREMENT
EAS continue to improve links with feeder preschool and primary school leading to increased enrolments and successful transitions	Assistant Principals involved in strengthening links with relevant partners. All relevant teachers actively participate in the transition process. Sharing of resources and expertise as required. Visits/contact at least once a term? Hold an open day/afternoon	Increase in enrolments
Partnerships and relationships strengthened with Universities, TAFE, Industry, and outside providers in resourcing, support, expertise and facilities	Excursions to facilities Visits from experts Guest speakers 8-12 AP involved in strengthening ties with relevant partners	List of links established (VET, IPP, SBA's, SACE) and information publicise through website, newsletter, assemblies, Presentation Night. New partnerships developed Continuation of partnerships with identified bodies and memoranda of Understandings ratified for all areas.
Staff members are involved in Goyder and Light partnership activities	Attend/Organise Partnership/HUB meetings	Increased networking across sites and year level teachers Increased perception of involvement and ownership of the Goyder and Light Partnership
Individual Educational and Vocational pathways developed for students.	Staff and students actively use Pastoral Care and PLP to develop possible pathways. Raise the awareness of parents and students about available opportunities. Students attend Career Expo. Offer work experience, SBA, VET as part of mainstream learning	Increased number of students using external providers for pathways. Increased SACE and VET completion. Increased retention rates. Increased number of parents attending information sessions. Increased number of students aware of available career opportunities.
Continue links with University programs for student practicum.	Principal, Assistant Principals and Teachers to liaise with relevant University and school personnel.	University students continue to undertake practicum. Improved perception of EAS as a Teacher training facility.

SLC and school captains have greater ownership and responsibility in the direction of the school	Regularly meet with staff to discuss strategies Greater ownership of the running of the school Regular meetings scheduled into time table between student and staff representatives	Attendance data shows Increased student engagement in school activities
Strengthen Links with support services	Use of school intervention processes to identify student needs resulting in earlier intervention	All students requiring learning support have NEP'S or IEPS written and actioned by appropriate staff All referrals occur in a timely fashion

People and the Environment

The ability to demonstrate the school values by enacting the code of conduct, acknowledging and demonstrating an appreciation for cultural diversity within our school, demonstrating personal responsibility and displaying resilience in all actions. Understanding sustainability and the impact that people can have on the environment.

TARGETS	STRATEGIES	MEASUREMENT
School values are embraced by all students, parents and staff by demonstrating responsibility and accountability for their own actions as outlined on the code of conduct	Pastoral Care program structured by Year Level School Values enforced through the code of conduct and the school diary. R-12 curriculum map Values are promoted through success assemblies Peer Teaching of the values in the Primary school Involvement of student leadership in ensuring values are maintained by all staff, students and community members	Improved school culture through: Students are role models for others. Increased student involvement and voice through the SLC. Everyone models code of conduct. Improved perception data of the school from the parent/student survey. Increased sense of school pride evident within student cohort. Increased engagement of families as partners in their students' learning. Improved student wellbeing data. Performance management plans of all staff demonstrate responsibility, consistency and accountability. Whole school attendance reporting protocols adhered to. School values reflected in reporting. Common standards and expectations, consistently implemented Reduced behaviour reports and referrals.
Greater Community Involvement	Increase parent participation in school decision-making. Increase teacher involvement in the school and community functions. Increase the involvement of Governing Council as a decision making body	Parent/Student Perception Data indicates community have a greater knowledge of what is occurring in school
Staff Induction process is clear and transparent for all	Current handbook that clearly identifies responsibilities and expectations for staff, which are supported and reinforced through Performance management. TRT induction folder	All Staff exhibit a greater awareness of their roles, responsibilities and site processes
Child Protection Curriculum Strategy implemented.	Embed in curriculum with some focus in Pastoral Care.	100% of staff have the ability to teach CPC in their classrooms Student wellbeing surveys indicate increased number of children are aware of the teachings of CPC Incidences of Bullying and Harassment decrease throughout the school

Sustainable environmental Education programs.	Develop a coordinated approach to environmental education programs. Staff to encourage students to be involved in programs to support sustainability and the environment Sustain recycling program.	Increased participation in school and community programs. Improved school environment, especially litter control. Improved sustainable waste recycling management system implemented.
Respect the cultures and cultural heritage that makes up our school.	Anzac and Remembrance Day commemorated appropriately. Identify and celebrate significant historical and cultural events. Develop understanding of cultural events on school calendar	Annual commemorative ceremonies conducted. Community involvement in cultural events.
Wellbeing	Early intervention by subject and Pastoral Care teachers with parents/caregivers when issues arise. Monitor, review, refine and implement Harassment, Health and Wellbeing programs. Resilience program implemented throughout the school community, including whole staff training	Bullying and Harassment surveys shows less incidences throughout the school All students indicate confidence to approach teachers/counsellors with wellbeing issues TfEL surveys indicate greater student engagement with their learning Parents surveys indicate a greater connection with the school and its programs