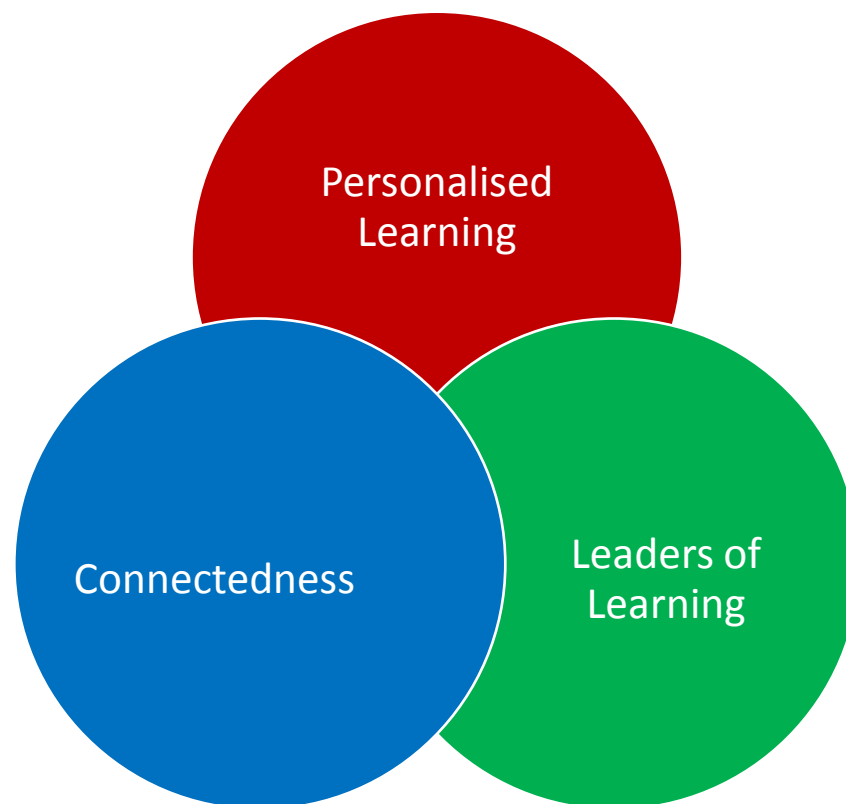


Finigan School of Distance Education
School Plan 2019-2020



School Vision Statement

At Finigan School of Distance Education we provide quality, personalised learning experiences for each of our students. We recognise the significance of the relationship between the teacher and the student and actively work to establish and maintain a learning relationship so that every student is engaged, supported and achieving success. Our teachers embody a dynamic culture of innovative shared reflective practice, collegiality and pride. We actively build strong learning partnerships with local and distance education communities.

School Context

Our school continues the legacy of Walter Finigan, the first Principal of a distance education school in NSW (The Correspondence School). Finigan School of Distance Education is a purpose built K-12 distance education school committed to innovation and ensuring each and every student achieves their personal best.

Based in Queanbeyan, we acknowledge the Ngunnawal people who are the traditional custodians of this land on which we teach and learn, and pay respect to the Elders of the Ngunnawal Nation, past, present and emerging.

We cater for a diverse student population over a broad geographical area. Student learning is supported through self-paced online lessons, real-time web lessons, satellite lessons, collaborative online tasks, phone lessons and email discussion. Our school has state of the art facilities including 20 web lesson studios and 3 satellite lesson studios. The satellite lesson studios are larger spaces which are equipped with video production facilities for the development of quality video resources for our students. Teachers are also able to conduct lessons from their desks.

As a new school, we will commence in 2019 with an enrolment of over 1000 individual students. Our staff includes over 110 (full-time equivalent) teachers and 16 support staff.

Students can access face-to-face support as needed. The school has a number of dynamic and flexible learning spaces. Teachers may visit students at their home or at one of the 9 learning hubs distributed across south eastern NSW. Learning hubs are run by the school and staffed by qualified teachers.

School Planning Process

Our planning process commenced part way through the NSW Department of Education's school planning cycle. The process of planning for the new school commenced early in 2018 when the Karabar Distance Education Centre and Queanbeyan Distance Education executive combined to formulate a draft plan for the new school in consultation with school staff. On the appointment of a Principal in Term 3 of 2018 the draft School Plan was revisited and redrawn in consultation with the combined school executive. The School Plan was taken back to faculties for feedback and further refinement.

The School Plan was endorsed by the Finigan SDE executive early Term 4 2018. A School Development Day was held at the start of Term 4 2018 where structured activities were led by the executive to ensure whole school understanding of the School Plan and strategic directions.

Strategic Direction 1 Personalised Learning

Purpose	People	Processes	Practices and Products
<p>To create a whole school teaching and learning environment which allows for all learning to be personalised for the individual student, supporting student engagement and progression.</p>	<p>Staff Build teacher confidence and capacity as learning experience designers.</p> <p>Leaders Adopt a coordinated approach to embed a culture of high expectations and shared practice.</p> <p>Students Have a sense of ownership of the learning process and are aware of their progress and the required next steps for learning success.</p>	<p>Technology Support Establish a Teaching and Learning Team to strategically build the confidence and capacity of all staff to develop quality online resources and real-time web lessons.</p> <p>Learning & Support Appoint a qualified education specialist to lead the training of staff in the design and application of learning adjustments.</p> <p>Systems Ensure learning needs are visible with details easily accessed, interpreted and applied by all teachers.</p>	<p>Practice Teachers are adept in the use of a wide range of online teaching and real-time learning tools, and design engaging learning experiences for each student.</p> <p>Product All students experience personalised learning and are engaged.</p> <p>Practice All teachers are alerted to individual student learning needs and adjust student learning experiences accordingly.</p> <p>Product Individual student needs are catered for, all students are engaged with learning and experience success.</p>
<p>Improvement Measures</p> <p>Increased staff confidence and capacity in the design and delivery of personalised learning experiences. Increased provision and engagement with quality real-time teaching opportunities. Improved student return rates. Improved student achievement of learning outcomes.</p>		<p>Evaluation Plan</p> <p>Internal pre and post training staff technology for learning skills audits. External People Matter Survey. Internal attendance records for Finigan SDE and outreach centres, and the number of field visits, web lessons and phone lessons. Internal student engagement/course completion data.</p>	<p>Practice Teachers engage in regular quality learning interactions with every student.</p> <p>Product Students have a strong learning relationship with each of their teachers and have a sense of co-ownership of the learning process.</p>

Strategic Direction 2 Connectedness			
Purpose	People	Processes	Practices and Products
<p>To embed a positive school culture with a culture of high expectations where every student has a sense of belonging, is known, supported and valued, enabling every student to achieve and progress.</p>	<p>Leaders Are proactive in the identification of students requiring targeted support and work with teachers to ensure appropriate strategies are employed.</p> <p>Staff Staff ensure every student is known, engaged and challenged through regular quality learning interactions.</p> <p>Students Students feel a connection to their teachers and the school, understand expectations and feel comfortable to access support as required.</p> <p>Supervisors Understand their role in maintaining regular communication with the school to support their student's learning journey.</p>	<p>Student Wellbeing Appoint a Head Teacher Welfare to lead the Student Wellbeing Team to coordinate wellbeing training for teachers and support for students.</p> <p>Transition Support Establish a Transition Team to support student distance education orientation. Establish clear links between Stage 3 and 4 to support the successful transition. Appoint a careers teacher to support student transitions beyond school.</p> <p>Connected Teaching Equip and support staff in the effective use of technology to design and deliver quality, real-time web lessons.</p> <p>Digital Presence Develop and maintain a dynamic digital presence for communication within the school community and beyond.</p>	<p>Practice Student wellbeing needs are identified and coordinated, and timely support is provided.</p> <p>Product Student wellbeing is supported to ensure continuity of student learning and engagement.</p> <p>Practice Students and supervisors are welcomed and assisted with organisation strategies to establish efficient routines.</p> <p>Product Students and supervisors feel connected to the school and engage with learning quickly.</p> <p>Practice Students engage with one quality real-time web lesson for each enrolled course each week.</p> <p>Product Students feel part of the school and connected to learning, their teacher and their peers.</p> <p>Practice Finigan SDE has multiple lines of communication with the school community through a dynamic school website and social media channels.</p> <p>Product A connected school community with clear communication and where students have a sense of belonging.</p>
Improvement Measures		Evaluation Plan	
<p>Students express a sense of belonging to Finigan SDE and an awareness of the support available to them.</p> <p>Establish and increase community engagement through digital channels.</p> <p>Monitor and improve school to work outcomes.</p>		<p>Internal student survey (modified from Tell Them From Me to suit distance education context).</p> <p>Internal data on web site access and social media engagement.</p> <p>Internal post-school pathways data.</p>	

Strategic Direction 3 Leaders of Learning

Purpose	People	Processes	Practices and Products
<p>To establish a culture of collegiality, where all teachers are learning leaders, with the core goal of providing the best possible learning experience for every student to support their success.</p>	<p>Leaders Establish a culture of shared practice, continual review and improvement through the embedding of coaching techniques and clear communication of the strategic directions.</p> <p>Teachers Teachers understand the importance of reflective practice and feedback as essential to improving the learning experiences of our students.</p>	<p>Building Executive Capacity Growth Coaching and leadership training to provide the executive team with a common language and strategies for leading their teams.</p> <p>Professional Learning All staff are actively engaged in reflective practice and professional learning to build their confidence and capacity as a well-rounded distance education teacher.</p> <p>Distributed Leadership Leadership roles are distributed beyond the executive team to build the leadership capacity of staff across the school. Professional learning on leadership development is provided.</p> <p>Networks Establish collaborative networks with schools in the local community, the NSW distance education schools and Australasian distance education schools.</p>	<p>Practice The executive focus on learning leadership (as well as management), using a common set of coaching strategies.</p> <p>Product The school has a solution focused, collegial culture.</p> <p>Practice Every teacher is actively engaged in the development of their technology and pedagogical skills.</p> <p>Product Every staff member has the confidence and capacity to connect with each student according to their needs.</p> <p>Practice A transparent merit selection process for relieving executive positions. Whole school leadership responsibilities are broadly distributed.</p> <p>Product A whole school culture of shared responsibility and staff professional pathways are supported.</p> <p>Practice Finigan SDE is actively engaged with local and similar schools on projects to enhance student learning opportunities.</p> <p>Product Finigan SDE students and teachers benefit from interschool collaboration.</p>
<p>Improvement Measures</p> <p>Establish and build a positive staff perception of school leadership and direction.</p>		<p>Evaluation Plan</p> <p>External People Matter Survey. Internal Learning Research Team outcomes.</p>	