



Government
of South Australia
Department for Education

Eastern Fleurieu R-12 School

EXCELLENCE THROUGH UNITY

STRATEGIC PLAN

2021 - 2023



VISION

OUR STUDENTS WILL HAVE THE CONFIDENCE, SKILLS
AND KNOWLEDGE TO EMBRACE OPPORTUNITIES AND
NAVIGATE THE CHALLENGES OF THEIR FUTURES



ENGAGEMENT

OBJECTIVE: Students are engaged and challenged.

- ✦ Broaden opportunities for student voice and family engagement
- ✦ Increase student attendance through a range of proactive, personalised and consistent approaches
- ✦ Increase engagement with pre-schools, tertiary providers, industry and the global community
- ✦ Continue building our one-school identity and strengthen community links
- ✦ Include more streamlined transition of pedagogy across sites / transition points

STRATEGIES

OUTCOMES/EVIDENCE

Improve capacity for teaching and learning using ICT, Deep Learning and problem based/ inquiry learning

- Appropriate level of ICT competency and use of O365 for all staff and students
- Staff using “Deep Learning”, “Design Thinking”, “PBL” and other DfE pedagogies

Develop more authentic presence of student voice and leadership opportunities

- Student voice evident in all school matters and incorporated into teaching and learning

Improve interaction between families and the school

- Various methods are used to communicate with families and publicise community events with a greater R-12 focus
- Greater opportunities exist for families to involve themselves with student learning and EFS community
- Strategies for attendance improvement identified through review of the attendance policy
- DfE attendance targets reached
- Moderation across transition points

SIT to drive one school agenda and SIP

- Refine transition processes P-12 and post-school
- Continued improvement of one school identity
- R-12 student data shows continuous growth



WELLBEING

OBJECTIVE: EFS school community is a supportive, safe and enjoyable environment in which all individuals can reach their potential.

- ✦ Enhance EFS students' identity as valued, connected and proud
- ✦ Agreed Codes of Conduct are followed
- ✦ Use restorative practices to nurture respectful relationships
- ✦ Embed trauma aware strategies and programs to promote wellbeing
- ✦ Continuously improve procedures, processes and protocols to keep everyone safe

STRATEGIES

OUTCOMES/EVIDENCE

Implement restorative practices across R-12

- All staff trained in restorative practice
- All staff and students using restorative conversations
- Reduction of incidents of inappropriate behaviour

Effectively communicate expectations around staff and student conduct, and grievance procedures for the whole school community

- Code of conduct and all school policies are followed by staff
- Code of conduct and behaviour agreements are followed by students resulting in reduction in student referrals to focus room
- Grievance procedures being followed by families
- Staff feel supported and understand and use the grievance process
- Reduction in psychological injury reports
- R-12 induction process in use
- Student and staff survey results reflect improvement in wellbeing

Continue with existing wellbeing programs

- Trauma aware programs and strategies are documented to demonstrate progress

Use 'Team Around the Child' processes

- Identified students are effectively supported and engaged in school



OBJECTIVE: Students are literate, numerate, creative and productive, demonstrating measurable growth.

- ✦ Develop and implement a R-12 Literacy Plan
- ✦ Further development of challenging and rigorous professional learning communities
- ✦ Monitor and track student data to inform targeted teaching and learning
- ✦ Use a range of pedagogies within a Pedagogical Framework to deliver a high quality and relevant curriculum

STRATEGIES

OUTCOMES/EVIDENCE

Facilitate consistent understanding of assessment practices R-12

- Daymap used effectively for providing student feedback at 7-12
- Parents regularly accessing Daymap to check student progress and connect with teachers
- Daymap used R-12 to support tracking and monitoring process

Use data effectively to inform teaching and learning

- Policy and process for tracking, monitoring and responding to data aligned to the SIP
- Guidelines are in place for all new online programs

Refine whole school understanding of, and approaches to, intervention for students' learning needs

- PLC focused on gifted and talented policy, practice and programs
- Consolidate intervention practices across R-12

Continue to develop and refine PLCs focused on school improvement

- Staff are engaging effectively in PLCs R-12

Continue to focus on literacy and numeracy growth for all students

- Data shows progress for each learner in literacy and numeracy
- Overall improvement in student learning outcomes



RESOURCES

OBJECTIVE: The EFS learning environment is resourced in a functional, innovative and financially sustainable way.

- ✦ Employ, retain and continually develop a highly professional, multi-skilled, flexible and committed workforce
- ✦ Provide evolving ICTs that are accessible and reliable
- ✦ Provide inspiring, flexible and sufficient learning spaces and facilities
- ✦ Transparent systems that provide clarity of roles and responsibilities for all
- ✦ Resources are used efficiently, effectively and sustainably

STRATEGIES

OUTCOMES/EVIDENCE

Embed sustainability actions in the daily life of our school

- Reduction in waste and expenditure
- Asset register is accurate and accessible to all staff
- Budget complies with Department for Education guidelines and be sufficient to meet school needs
- More effective use of R-12 resources for all students and staff
- Reduce, reuse and recycling practices are in place

Streamline the use of human resources to meet student needs

- EFS PDPs implemented across R-12 and used by all staff twice yearly
- Executive Leadership and Personnel Advisory Committee work in a transparent and consultative manner
- Roles and responsibilities for all staff are clear and documented

Develop systems for functional, efficient and sustainable use of ICT

- Designated ICT committee to manage at the local level
- Continue to work with DfE to upgrade network
- Staff and students at all campuses have equitable access to ICT

Upgrade facilities R-12

- Students have workable and engaging learning spaces
- Staff have access to a designated and appropriate work space

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