2021 Annual Implementation Plan
for improving student outcomes

Epping Secondary College (7813)

Submitted for review by Frazer Thomas (School Principal) on 18 December, 2020 at 09:19 AM
Endorsed by Pauline Rice (Senior Education Improvement Leader) on 17 March, 2021 at 09:43 AM
Endorsed by Stuart Lord (School Council President) on 30 March, 2021 at 09:45 AM

Self-evaluation Summary - 2021

		FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning		Building practice excellence	Evolving moving towards Embedding
		Curriculum planning and assessment	Evolving moving towards Embedding
		Evidence-based high-impact teaching strategies	Evolving
		Evaluating impact on learning	Evolving moving towards Embedding

Professional leadership		Building leadership teams	Embedding moving towards Excelling
		Instructional and shared leadership	Evolving moving towards Embedding
		Strategic resource management	Evolving moving towards Embedding
		Vision, values and culture	Evolving moving towards Embedding

Positive climate for learning	Empowering students and building school pride	Evolving
	Setting expectations and promoting inclusion	Evolving moving towards Embedding
	Health and wellbeing	Evolving
	Intellectual engagement and self-awareness	Evolving

Community engagement in learning	Building communities	Embedding
	Global citizenship	Emerging moving towards Evolving
	Networks with schools, services and agencies	Evolving
	Parents and carers as partners	Embedding

Enter your reflective comments	The self evaluation process is only slightly adapted from our reflections in 2019. The majority of our Excellence in Teaching and Learning work will be our goals for 2021. The engagement of students back after the turbulent year has taken precedence.
Considerations for 2021	As we move into our new SSP for 2021 there are considerations that the school are aware of such as PLCs, new Principal, focus on Pedagogical Model. The main consideration will be the review in Term 2.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal - Differentiation
Target 1.1	Support for the 2021 Priorities
Key Improvement Strategy 1.a Building practice excellence	Learning, catch-up and extension priority ESC Tutor Program
Key Improvement Strategy 1.b Empowering students and building school pride	Happy, active and healthy kids priority Respectful Relationships Wellebeing and Engagement
Key Improvement Strategy 1.c Empowering students and building school pride	Connected schools priority Student voice, agency and leadership
Goal 2	STUDENT ACHIEVEMENT To develop students that are literate, numerate, critical and creative thinkers.
Target 2.1	To ensure one year growth in one year of learning. To increase percentage of students in the top 2 bands To decrease the percentage of students in the bottom 2 bands. Increased percentage of students achieving higher growth. To increase VCE mean study score to 29.

Key Improvement Strategy 2.a Curriculum planning and assessment	Devise targeted literacy and numeracy strategies and approaches to engage and challenge all students to increase student growth.
Key Improvement Strategy 2.b Building practice excellence	Further develop staff understanding and implementation of the school agreed ESC Pedagogical Practice model and knowledge of the HITs to achieve increased student engagement and growth.
Key Improvement Strategy 2.c Building practice excellence	Develop and implement the PLC model as an embedded approach to continuously improve teacher practice through a collaborative inquiry process with a specific focus on increasing student growth.
Key Improvement Strategy 2.d Building practice excellence	Review and plan a coordinated approach to implementing of Critical and Creative Thinking across the curriculum and investigate/audit against the capabilities of Ethical, Intercultural and Personal and Social.
Goal 3	STUDENT WELLBEING To develop student agency for managing their behaviour, engagement and learning.
Target 3.1	To increase student attitude to school survey to above the state mean with regards to classroom behaviour. To maintain the student attitude to school survey wellbeing measures at or above their current level.
Key Improvement Strategy 3.a Setting expectations and promoting inclusion	Further refine and develop the School Wide Positive Behaviour Support system to improve classroom behaviour and promote and sustain a productive learning environment.
Key Improvement Strategy 3.b Empowering students and building school pride	To review, evaluate and refine Positive Education Principles across the school.

Key Improvement Strategy 3.c Empowering students and building school pride	Develop avenues for students to have a voice and agency in the Teaching and Learning program as well as school culture.
Goal 4	STUDENT ENGAGEMENT To develop student agency for managing their behaviour, engagement and learning
Target 4.1	To improve student attendance to the state mean, with a particular focus on Year 8 and 9. To improve school connectedness element in the attitude to school survey, in particular at Year 8 and 9.
Key Improvement Strategy 4.a Setting expectations and promoting inclusion	Further refine and evaluate the schools attendance processes and proactive/reactive approaches.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
2021 Priorities Goal - Differentiation	Yes	Support for the 2021 Priorities	To ensure one year's growth for one year of learning for all students, with a particular focus on students involved in the Tutor Learning Program and MYLNS initiative. To increase the percentage of students achieving medium to high growth rates in literacy and numeracy, as measured by NAPLAN and Teacher Judgement and base lined against 2019 data. To increase the student attitude to school survey positive endorsement rates for effective classroom behaviour by 3% over 2019 data. To increase the student attitude to school survey Managing Bulling positive endorsement rates by 3% over 2019 data. To reduce student average absence rates by 3% in comparison to 2019 figures, resulting in a school wide average of 21.8 or lower,

			To increase the student attitude to school survey Student Voice and Agency positive endorsement levels by 3% over 2019 data.
STUDENT ACHIEVEMENT To develop students that are literate, numerate, critical and creative thinkers.	No	To ensure one year growth in one year of learning. To increase percentage of students in the top 2 bands To decrease the percentage of students in the bottom 2 bands. Increased percentage of students achieving higher growth. To increase VCE mean study score to 29.	
STUDENT WELLBEING To develop student agency for managing their behaviour, engagement and learning.	No	To increase student attitude to school survey to above the state mean with regards to classroom behaviour. To maintain the student attitude to school survey wellbeing measures at or above their current level.	

STUDENT ENGAGEMENT To develop student agency for managing their behaviour, engagement and learning	No	To improve student attendance to the state mean, with a particular focus on Year 8 and 9. To improve school connectedness element in the attitude to school survey, in particular at Year 8 and 9.	

Goal 1	2021 Priorities Goal - Differentiation
12 Month Target 1.1	To ensure one year's growth for one year of learning for all students, with a particular focus on students involved in the Tutor Learning Program and MYLNS initiative. To increase the percentage of students achieving medium to high growth rates in literacy and numeracy, as measured by NAPLAN and Teacher Judgement and base lined against 2019 data. To increase the student attitude to school survey positive endorsement rates for effective classroom behaviour by 3% over 2019 data. To increase the student attitude to school survey Managing Bulling positive endorsement rates by 3% over 2019 data. To reduce student average absence rates by 3% in comparison to 2019 figures, resulting in a school wide average of 21.8 or lower, To increase the student attitude to school survey Student Voice and Agency positive endorsement levels by 3% over 2019 data.
Key Improvement Strategies	Is this KIS selected for focus this year?

KIS 1 Building practice excellence	Learning, catch-up and extension priority ESC Tutor Program	Yes
KIS 2 Empowering students and building school pride	Happy, active and healthy kids priority Respectful Relationships Wellebeing and Engagement	Yes
KIS 3 Empowering students and building school pride	Connected schools priority Student voice, agency and leadership	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021.	

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal - Differentiation
12 Month Target 1.1	To ensure one year's growth for one year of learning for all students, with a particular focus on students involved in the Tutor Learning Program and MYLNS initiative. To increase the percentage of students achieving medium to high growth rates in literacy and numeracy, as measured by NAPLAN and Teacher Judgement and base lined against 2019 data. To increase the student attitude to school survey positive endorsement rates for effective classroom behaviour by 3% over 2019 data. To increase the student attitude to school survey Managing Bulling positive endorsement rates by 3% over 2019 data. To reduce student average absence rates by 3% in comparison to 2019 figures, resulting in a school wide average of 21.8 or lower, To increase the student attitude to school survey Student Voice and Agency positive endorsement levels by 3% over 2019 data.
KIS 1 Building practice excellence	Learning, catch-up and extension priority ESC Tutor Program
Actions	a. Enhance teacher capacity to differentiate teaching and learning to students point of need. b. Develop and implement a high impact Tutor Learning Program to support the catch up and extension of students whose learning suffered during 2020. c. Undertake a review of the curriculum offerings across the school in order to ensure a long term viable and sustainable curriculum that meets the needs of ESC students.
Outcomes	Leaders will: - Develop and implement an assessment plan to identify student needs - Ensure strategies are in place to monitor and track student achievement, particularly in TLP and MYLNS - Plan to effectively utilise all Tutor Learning Project funding - Provide Professional Learning to support the TLP. - Provide structures and time for a thorough review of the curriculum offerings from Year 7-10. - Develop and implement a series of professional learning opportunities to develop the confidence, competence and capacity of

teachers to apply practices of differentiation to their work.
- Conduct regular learning walks to inform the development of support strategies for staff and to inform the evaluation of key actions.

Teachers will:
- Identify TLP & MYLNS students using the assessment plan and monitor their growth
- Develop an Individual Education Plan to teach TLP and MYLNS students at their point of need
- Implement targeted teaching strategies, with a focus on HITS and differentiation
- Confer with students to develop personal goals as part of the TLP and MYLNS programs
- Evidence the instructional model and differentiation in their teaching

Students will:
- be able to articulate personal goals and success criteria as part of the TLP
- be able to discuss learning strategies identified through conferring as part of the TLP.
- be able to access learning at their point of need

Success Indicators	- Funding for the Tutor Learning Project is fully uitilised and accounted for in 2021. - Student growth and achievement data - pre and post TLP data - TLP attendance records - Staff attendance at professional learning - Evidence of the use of the instructional model and differentiation in Learning Walks and Talks - Curriculum Plan developed for 2022 and beyond to ensure a viable and sustainable curriculum - NAPLAN Data - Teacher judgement against the Victorian Curriculum

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Tutor Learning Project - Recruitment of suitably qualified tutors to support focus areas of literacy, numeracy and student engagement. - Identification of students and the development of timetables - Ongoing collection and review of data for students involved,	☑ Assistant Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$492,000.00 ☐ Equity funding will be used

including the use of PAT_R and PAT-M.
- Individual Education Plans documented for students involved.
- Ongoing professional learning to support the work of tutors

Differentiation - Ongoing professional learning to build teacher confidence, competence and capacity to differentiate to students point of need.	☑ Assistant Principal	☑ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☐ Equity funding will be used
Curriculum Review - Establishment of Curriculum Review Team - Review of curriculum at Year 7-10 undertaken - Recommendations for 2022 and beyond developed	☑ Assistant Principal ☑ Student(s) ☑ Teaching and Learning Coordinator	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used
Professional Learning Communities - PLC process revisited with staff during Term 1. - PLC Cycle 1 implemented in Term 1 & 2 - Data Literacy skills of staff developed - PLC cycle and process enhanced for Semester 2 based on learning of Semester 1	☑ Assistant Principal ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
KIS 2 Empowering students and building school pride	Happy, active and healthy kids priority Respectful Relationships Wellebeing and Engagement			
Actions	a. Further develop and implement a Respectful Relationships program to support the development of healthy relationships, resilience and confidence. b. Develop and implementation of a range of strategies to support improved student attendance at all year levels, 7-12.			
Outcomes	Leaders will: - regularly reinforce the importance of school attendance - regularly share attendance data with the school community			

	- Privilege "Mentor" time - Build a shared belief and understanding of Respectful Relationships across the College. - Allow time and resources for the development of the "Resepctful Relationships" program - model school values, expected behaviours, resilience and respectful relationships Teachers will: - Have a shared belief and understanding of the importance of the "Respectful Relationships" program in developing student's social and emotional health and wellbeing. - Implement SWPBS and Respectful Relationships with greater levels of fidelity - Model School Values and Expected Behaviours - Model and develop their understanding of gender equity and stereotypes, and their effect on respectful relationships. - Build their understanding of how resilience effects their wellbeing Students will: - Be able to articulate School Values and model expected behaviours - Interact more respectfully with their peers and teachers - Understand how resilience affects their wellbeing - Improve their attitude towards attendance
Success Indicators	We will know we have been successful when: - Student Attitude to School Survey measures increase in effective classroom behaviour and managing bullying - Growth between pre and post Respectful Relationships surveys for staff - Student attendance levels are at or above the state mean for all year levels, resulting in a school wide average number of days absent of 21.8 or lower.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Respectful Relationships - development of a school based Respectful Relationships Team - building relationships with feeder schools and other local secondary schools as part of this program - development of a school based curriculum to support this program	☑ All Staff ☑ Wellbeing Team	☑ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☐ Equity funding will be used

Student Attendance - regular information provided to parents/carers about the importance of attendance - student attendance figures regularly shared with the school community - Student Attendance Officers at Year 7-10 and Year 11-12 to support attendance and non-attendance follow up (equity funded) - Student Wellbeing Team - non-attendance referrals and links to external agencies.(equity funded)	☑ Education Support ☑ Wellbeing Team ☑ Year Level Co-ordinator(s)	☐ PLP Priority	from: Term 1 to: Term 4	$279,922.00 ☑ Equity funding will be used
KIS 3 Empowering students and building school pride	Connected schools priority Student voice, agency and leadership			
Actions	a,. Develop and implement a school wide approach to enhancing student voice, agency and leadership across all year levels.			
Outcomes	Students: - feel supported and contribute to a strong classroom and school culture - provide regular feedback to teachers and peers - contribute to shaping the curriculum and learning activities, develop and set goals in consultation with teachers, reflect on their learning progress, and identify what they need to learn next. - demonstrate higher levels of engagement with school with lower levels of absenteeism - understand the high expectations set for them and what they need to do to achieve success - Student leaders are active in their school, are making a difference and have significant voice in the improvement of their school Staff: - incorporate focused and differentiated feedback to support the progress and achievement of every student - are able to articulate what student agency in learning looks like at ESC and within their specific subject areas - work in PLC teams to explicitly integrate opportunities for student agency within the whole-school curriculum plan, including seeking feedback from students Leaders: - ensure conditions support collaboration for improvement across all teams - model effective feedback and facilitate multiple opportunities for regular feedback - develop a culture that empowers students to show agency in their learning - are able to articulate what student agency looks like at Epping Secondary College			

	- consult students in whole-school curriculum planning, on an ongoing basis - regularly meet with the Student Voice to seek feedback on implementation progress - regularly observe lessons to monitor implementation progress
Success Indicators	We will know we have been successful when: - Student Attitudes to School survey data for Student Voice and Agency positive endorsement levels by 3% over 2019 data. - Regular opportunities are provided for student leaders to meet and contribute to student voice and agency across the College.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Student Voice & Agency Survey - ESC refines and finalizes student voice survey that is reflective of the Pedagogical Model. - ESC Student Voice & Agency Survey administered by all teachers for 2 classes each term. - ESC Student Voice & Agency survey feedback to be discussed with teachers / teams and used to inform PLC and individual professional goals. - Work with the current student leadership group and the whole student body to design and implement an approach./structure to student leadership for our school - Formalise structures which promote student voice in planning and implementing school programs	☑ Student(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget ($)	Spend ($)
Equity funding associated with Activities and Milestones	$279,922.00	$279,922.00
Additional Equity funding	$0.00	$0.00
Grand Total	$279,922.00	$279,922.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
Student Attendance - regular information provided to parents/carers about the importance of attendance - student attendance figures regularly shared with the school community - Student Attendance Officers at Year 7-10 and Year 11-12 to support attendance and non-attendance follow up (equity funded) - Student Wellbeing Team - non-attendance referrals and links to external agencies.(equity funded)	from: Term 1 to: Term 4	☑ School-based staffing	$279,922.00	$279,922.00
Totals			$279,922.00	$279,922.00

Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget ($)	Equity Spend ($)
Totals			$0.00	$0.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Tutor Learning Project - Recruitment of suitably qualified tutors to support focus areas of literacy, numeracy and student engagement. - Identification of students and the development of timetables - Ongoing collection and review of data for students involved, including the use of PAT_R and PAT-M. - Individual Education Plans documented for students involved. - Ongoing professional learning to support the work of tutors	☑ Assistant Principal ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Peer observation including feedback and reflection ☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Bastow program/course ☑ Learning Specialist ☑ Literacy Leaders ☑ MYLNS initiative professional learning ☑ Numeracy leader ☑ MYLYNS Improvement teacher	☑ On-site
Differentiation - Ongoing professional learning to build teacher confidence, competence and capacity to differentiate to students point of need.	☑ Assistant Principal	from: Term 1 to: Term 4	☑ Curriculum development	☑ Whole School Pupil Free Day	☑ External consultants Glenn Pearsall ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site

Respectful Relationships - development of a school based Respectful Relationships Team - building relationships with feeder schools and other local secondary schools as part of this program - development of a school based curriculum to support this program	☑ All Staff ☑ Wellbeing Team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Departmental resources Respectful Relationships Team	☑ On-site