

Epping Secondary College Strategic Plan 2017-20

Endorsement Principal: Helene Alamidis School council Pam McLeod..... [date] Delegate of the Secretary: [name][date]	Re-Endorsement (if a Goal, KIS or Target is changed) [name][date] [name][date] [name][date]	Re-endorsement (if a Goal, KIS or Target is changed) [name][date] [name][date] [name][date]
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School vision	School values	Context and challenges	Intent, rationale and focus
<p>At Epping Secondary we are deeply passionate about developing self-directed learners who believe in themselves, and are empathetic global citizens who strive for excellence. We want to become known for providing tailored opportunities and a challenging learning environment that supports a culture of aspiration and achievement.</p> <p>At ESC we value developing not only our student's academic growth but also their social and emotional wellbeing. We aspire to create an environment where students feel connected, are supported and are positive in their approach to learning. We aim to equip students with the skills to be intrinsically motivated and self-directed learnings so that they may aspire towards their goals. We strive to cultivate in students at ESC a positive mindset in order for them to be resilient not only in their learning but also in life.</p>	<p>The College values which underpin our behaviours and practice are:</p> <p>Commitment – being responsible for our learning and behaviour and always striving to improve Honesty – being sincere, genuine, open and truthful to ourselves and others Fairness – developing an understanding that we are all different yet all equal and treating others sensitively and justly Respect – developing an understanding that all individuals are unique and can make valuable contributions to the community Perseverance – building a sense of determination and optimism when faced with challenges in learning and life.</p>	<p>Epping Secondary College is a co-educational 7-12 college established in 1976. The suburb of Epping has seen substantial growth in housing which has had a significant impact on the growth of student numbers. The student population has increased from 774 in 2012 to a predicted 1,300 in 2017.</p> <p>The college is a multicultural community with students and staff representing over 35 nationalities. The SFO for the college is 0.618 which has changed slightly from 2012 when it was 0.622. Over the past 3 years the number of EAL students (English as an Additional Language) has increased with 8% in 2015 and 2% ATSI (Aboriginal and Torres Strait Islander) students.</p> <p>Epping Secondary College is organized into discrete units to better support students through their different stages of growth as well as provide a sense of belonging and wellbeing. The Year 7 Unit supports transition through concentrated staffing and orientation programs. Discrete year 8 and 9 hubs provide targeted support for academic and social growth and cohesion. At year 9 all students are involved in the Community Elective which builds citizenship through community volunteering. At year 10 students undertake a core program as well as selectives that provide more rigorous learning that leads directly towards later years. The college offers an alternative Pathways program for Year 10 students to address the needs of students exploring a range of Pathways. The Senior Unit and VCAL precinct are resourced to assist students with designing individualised courses and pathways, accessing VET programs as well as university based extension programs. The ACE program is a cluster grouped acceleration strategy that ensures that gifted and talented students are able to access challenging curriculum within the supportive environment of a class of similar aged peers.</p> <p>A critical component of educating the 'whole' child at Epping Secondary College involves the implementation across the School of Positive Education which is an approach implemented through the I Self program at years 7-9 and the PODs in the senior years and across the school curriculum and culture.</p> <p>In order to engage students who are at risk of not attending school, the college has been offering the Hands on Learning Program. To address the needs of students with literacy, numeracy and attendance needs the Learning Support program has been developed and implemented.</p> <p>Challenges:</p>	<p>Epping Secondary College will continue to focus on all students being empowered to achieve success. We aim to further strengthen the approaches implemented that cater for the diverse needs, achievements and strengths of every individual. Providing success for all students through a diverse and extensive range of course offerings from Year 10 onwards through our VCE, VCAL and VET offerings, a highly successful vocationally-oriented Year 10 Pathways program as well as structured opportunities for acceleration will continue. Furthermore the introduction of the ACE High Achievers Program, MathPathways differentiated Math approach and whole school focus on differentiation, has supported all students in achieving success and building on their strengths.</p> <p>Over the course of this strategic plan, our intention is to improve student growth in literacy and numeracy and continue to improve VCE results. This will be achieved through building staff capacity and consistency in effective teaching practice and their knowledge regarding collection and use of student data to inform their practice. Developing and implementing a whole school approach to the teaching of literacies. The focus will be Excellence in teaching and learning-building practice excellence.</p> <p>The school's strategies have been focused on promoting student leadership to build engagement and wellbeing along with positive and respectful relationships among students, teachers, and parents. The recent introduction of Positive Education and the STAR approach has assisted students to be responsible for their own behaviors and change negative behaviors. The intention is to create positive classroom environments and address challenging behaviours which impact on the learning of all students. This will be achieved by involving all key stakeholders in a review of the student management processes and procedures and ensuring the agreed process is implemented consistently school wide. In addition to this targeted professional development to build staff capacity in addressing challenging behaviours and engaging all students will be developed as well as utilising student voice to inform improvement of teacher practice. The focus will be Positive Climate for Learning-</p>



		<ol style="list-style-type: none"> 1. Continuing to foster a sense of community and belonging as the college experiences rapid growth. 2. Developing specialized interventions and supports for the increasing number of EAL and refugee students. 3. Developing more effective strategies to address the significant rise in families experiencing social, personal and financial difficulties and the impact of this has on student attendance as well as behavior. 4. Ensuring that there are common evidence based pedagogical practices as staffing grows. 5. Addressing the needs of both students at risk as well as high performing students. 6. Continuing to build staff capacity to effectively and consistently use data to inform best teaching practice. 	
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Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
<p>STUDENT ACHIEVEMENT</p> <p>To develop students that are literate, numerate, critical and creative thinkers.</p>	<p>Improvement Priority:</p> <p>Excellence in teaching and learning</p> <p>Dimensions:</p> <p>Building practice excellence</p> <p>Curriculum planning and assessment</p>	<p>Key Improvement Strategy</p> <p>Collaboratively develop a whole school approach to teaching and learning where all teachers are held accountable for its consistent implementation.</p> <ul style="list-style-type: none"> Developing a whole-school approach to improving student literacies. <p>Key Improvement Strategy</p> <p>Develop a professional learning plan focussed on developing teachers knowledge and skills</p> <ul style="list-style-type: none"> Ongoing teacher capacity building to implement the agreed teaching and learning model including a strengthening of the inquiry team peer observation model. Developing and implementing a peer coaching model. Building teacher capacity in the effective use of formative assessment tools and evidence based teaching strategies. Continuing to develop teacher capacity in providing for the needs of high ability learners. Further development of staff capacity to devise strategies to enable students with special needs to achieve the expected levels of growth. 	<p>To ensure one year growth</p> <p>To increase percentage of students in top 2-3 bands and decrease in lower bands.</p> <p>Increased percentage of students achieving higher growth.</p> <p>To increase VCE mean study score to at least the state mean.</p>
<p>STUDENT WELLBEING</p> <p>To develop student agency for managing their behaviour, engagement and learning.</p>	<p>Improvement Priority:</p> <p>Positive climate for learning</p> <p>Dimensions:</p> <p>Setting expectations and promoting inclusion.</p>	<p>Involve all key stakeholders in a review of the student management processes and procedures and ensure the agreed process is implemented consistently school wide.</p> <ul style="list-style-type: none"> Enhancing staff capacity in addressing challenging behaviours and engaging all students. Investigating models of schoolwide behaviour management to enhance staff and student capacity in developing positive learning and behaviours. <p>Continuing current programs that support student engagement and wellbeing.</p>	<p>To increase student attitude to school survey to above the state mean with regards to classroom behaviour.</p> <p>To maintain the student attitude to school survey wellbeing measures at or above their current level.</p>
<p>STUDENT ENGAGEMENT</p> <p>To develop student agency for managing their behaviour, engagement and learning</p>	<p>Improvement Priority:</p> <p>Positive Climate for Learning.</p> <p>Dimensions:</p> <p>Setting expectations and promoting inclusion.</p>	<ul style="list-style-type: none"> Utilising student voice to inform improvement of teacher practice. Investigating different models of curriculum delivery to enhance student choice and engagement. 	<p>A target relating to year 8 and 9 engagement, including gender difference, could be developed by the school</p>

