



SCHOOL BUSINESS PLAN 2015-2017

Ellenbrook Secondary College (ESC) is an Independent Public School (IPS) located in the community of Ellenbrook on the north-eastern outskirts of Perth. It has a unique combination of country and city life with the benefits and resources of both. Located in the City of Swan, our community is growing and thriving. The College seeks to contribute to and benefit from that growth. The staff is dedicated to supporting and developing the youth of our community.

Our school upholds the state's *Values Charter* and its values underpin all that we do. Each individual is recognised as having special qualities and gifts that they bring to the school and we believe that everyone has the right to be respected and has the responsibility to respect others. We seek to be a warm, caring and supportive school that supports students as they strive for personal excellence.

The College's key school improvement priorities for the period 2015 to 2017 include:

1. Positive school culture
2. Engagement of students in effective learning
3. A safe, supportive and inclusive learning environment
4. External curriculum initiatives (system goals)
5. Utilisation of appropriate Information & Communications Technologies

Our Mission

To create a vibrant learning community where there is an expectation of high levels of student achievement. All students should feel valued and affirmed, engage in the curriculum, achieve personal success that is celebrated by the school and grow up to become committed community members.

Our Vision

We aim to engage students and staff in an innovative and enriching educational environment; one that is strengthened by a range of partnerships and opportunities. Our students will be empowered to make informed judgements reflecting an increased independence in understanding and accepting responsibilities for the choices they make. Students and staff will be proud of their achievements and the contributions they make to the College and wider community.

Our Core Values

Our core values are drawn from the *WA Curriculum Values Framework* that has five clusters of values:

- Pride in one's self and the College community
- Respect for one's self and cultural diversity
- The promotion of creativity and innovation
- The pursuit of knowledge and a commitment to excellence
- Social, civil and environmental responsibility

Summary - broad strategies and key performance indicators for implementing the School Business Plan:

(Note that this plan is enacted via Associate Principal plans that, in turn, govern Learning Area plans.)

Strategy	KPIs
<p>1. Positive School Culture</p> <p>1.1 Positive Schools Committee There are a number of issues that staff identified as needing to be addressed. A "Positive Schools Committee", with representatives from each Learning Area, was established to provide a vehicle for staff to voice issues and have them addressed.</p> <p>1.2 Re-establishment of the House System A plan is developed and implemented to re-establish the House System as part of the "Positive Behaviour in School" initiative.</p> <p>1.3 Development of a School-Wide Pedagogy (SWP) A process is engaged whereby a consensus agreement is reached across the teaching staff of what constitutes "good" teaching. The Associate Principal Years 7, 8 to ensure that the SWP is interpreted in an Explicit Instruction Context by the end of 2016 and an emerging implementation over 2017/18.</p>	<ul style="list-style-type: none"> • Evidence of effective management through representation from each learning area. • Minuted evidence that staff issues are identified and addressed. • Appointment of appropriate personnel. • Evidence of effective management of system. • 80% of staff regularly issue House Points. • The process to develop a school-wide pedagogy is completed. • A published school-wide pedagogy is available to teaching staff. • Evidence is available that demonstrates the performance management process that staff are engaging, mindful of the agreed consensus on what constitutes good teaching.

2. Engagement of Students in Effective Learning

2.1 Classroom Management and Instructional Strategies (CMS)

The college aims to engage all staff in the CMS training that equips teachers with the tools they need to create effective classroom environments where high quality teaching and learning occur. The college will move to train all permanent teachers in CMS.

2.2 Distributed Leadership

An improvement in the engagement of students in learning by up-skilling staff in the art of teaching through professional development and performance management that is predicated on appropriate training and coaching. Staff to be introduced to the concept of Instructional Intelligence (Professor Barrie Bennett) and engaged in strategies such as three-way observations, classroom walkthroughs, 360 degree feedback, etc.

2.3 Explicit Daily Practices in Years 7 & 8

The Associate Principal Years 7 & 8 will work with appropriate staff to establish an explicit set of instructions about how classes should function; including student entry, lesson participation and student exit procedures.

2.4 Transition from Primary

By 2018, all feeder primary schools connected to ESC to be effectively sharing school data and demonstrating a unified pedagogy that centres on explicit instruction; and more specifically, direct instruction for low achieving students.

2.5 Academic Extension

2017 trial of Yr 8 Curious Minds program; 22 students

The trial will establish the validity of the need to have an enrichment program to cater for academic (gifted and talented) students. By the close of 2017 we would be able to demonstrate through testing, the impact the academic enrichment program had upon each select group of chosen year 8 students (percentile to be determined through more research).

- All staff who have been at the school 3 years or longer to have received CMS foundational training.
- Each year two additional teachers are to be trained to a CAT level.
- Within the 3 year duration of the plan, 4 teachers to be developed to consultant level.

- A published performance management system is in place.
- Clear documented evidence of classroom observations, coaching and developmental conversations between various staff and their superordinates.

- The explicit set developed over 2016, implemented and consolidated over 2017/18. Over 90% of Year 7 staff are actively reinforcing the explicit daily practices.

- All Yr 7 classes are assembled or built on shared data from the primary schools. There is a matrix of achievement produced each year that drives the formation of these classes.
- The Yr 7 Direct Instruction classes are formed using shared data and taught according to specified principles of teaching and learning.

- Increased attendance, especially underperforming students.
- Decreased behavioural issues, especially underperforming students.
- Greater awareness of catering to all students at risk.
- Promote Ellenbrook Secondary College and reinforce that we are a school of choice.

3. Safe, Supportive and Inclusive Learning Environment

3.1 Positive Behaviour in Schools Program

This Department sponsored program is designed to improve school climate, lessening the frequency of negative and destructive student behaviours. The college is seeking to join the program and successfully implement it.

3.2 Student Services

The Student Services are an important pastoral care component of the college that support the teacher in establishing positive and caring classrooms. These classrooms are places where effective teaching and learning occurs. The college will identify effective structures to improve aspects of student behaviour and attendance.

3.3 Review of Behaviour Management Procedures (BMIS)

A full review of the BMiS system to be conducted and a Behaviour Management Plan developed; accepted by the Board and implemented.

3.4 Curriculum and Re-engagement Education (CARE)

The college moves to integrate CARE schools into the BMiS process, enabling more effective management of Students at Educational Risk (SAER). A *Reverse 24* strategy to be utilised as required.

3.5 Good Standing Procedures

A review of the good standing procedures is conducted and, if appropriated, any improvements be integrated into new procedures that are passed by the Senior Leadership Team (SLT) and the Executive.

3.6 Physical Environment

A Facilities Plan to be developed and implemented. This plan leads to improvements in the physical school environment that are conducive to students spending their recreational time in a positive manner.

- The Department's crediting body reports successful implementation at the completion of the training.
- Evidence from surveys and student BMiS data confirm the structure is effective and has the support of staff.
- The parent, student and staff surveys indicated a significant improvement (4 Plus) in the perception of the effectiveness of the BMIS procedures.
- The Annual School Reports reflect an improvement in BMiS data.
- Over 80% of staff will have completed Level 1 CMS training.
- Evidence is available that support the claim that the early utilisation of CARE schools and the gradual re-entry of students leads to better BMiS outcomes.
- The minutes of the SLT will reflect the review and the implementation of any proposed improvements.
- Evidence of a published plan that is budgeted.

4. Curriculum Initiatives

4.1 Implementation of the WA Curriculum.

Each learning area to develop units of work that meet the SCSA requirements for the WA Curriculum and meet the pedagogical requirements identified in the college's school-wide pedagogy. In addition, a literacy emphasis needs to be adopted where each unit has identified key words that students are expected to know (meaning and spelling). Implicit in this thinking is the utilisation of strategies (such as those associated with *Stepping-Out*) that facilitate the engagement of students in the learning of the vocabulary that supports the development of student writing competence (writing is a mode of thinking).

4.2 Australian Tertiary Admission Ranking (ATAR)

Students will need to demonstrate they have the capacity and work habits that are commensurate with the achievement of an ATAR that enables them to gain direct entry to university before being enrolled in a year 11 ATAR course; otherwise the student is to choose an alternate pathway such as entry to university via a Certificate. A robust selection process is to be enacted mid-year 10 and students have to present a career portfolio at interview for entry to the course.

Those students entering an ATAR course are to be taught the appropriate study and organisational skills to be successful.

4.3 Improvement of Vocational Education and Training (VET)

The vast majority of upper-school students (70% plus) will be enrolling in Certificate courses. A specialised team to be appointed to manage the whole process of developing appropriate Certificate courses, placing students in these courses and ensuring that the students complete the qualification.

- All courses have a course outline.
- Each learning area has physical and electronic versions of all their courses.
- All courses have assessment outlines that show the grades are moderated against state and national norms. There is a preliminary ranking of students, followed by the assigning of grades that utilises the state's grade related descriptors in assigning final grades around appropriate cut-offs.
- The knowledge content reflects the requirements of the WA Curriculum.
- There is an appropriate integration of values into the curriculum.
- The skills and knowledge related to overarching or general life skills are being taught.

- The median ATAR is a least equivalent to the state's.
- No student attains an ATAR under 60, with 70 being the minimum requirement for a university.

- A restricted range of high quality courses are developed that are economic to run.
- Attainment rate to be above 90%

4.4 Literacy / Numeracy outcomes

All teachers contribute to the development of literacy and numeracy through their normal teaching practices that reflect the school-wide pedagogy and an explicit teaching model. Special initiatives include:

- Cooperation with primary schools in a transition program aimed at addressing the needs of underachieving students in Years 6 - 8 through a direct instruction program in English, Science, HASS and mathematics.
- All Year 7-10 students engage in a program in science and HASS that is designed to improve student research and writing competence skills.

- Evidence from NAPLAN, OLNA and school-based data that significant individual student progression has occurred in relation to literacy and numeracy outcomes.

5. Information and Communication Technologies

5.1 ICT Access

A plan is developed and implemented that ensures that:

- All staff have access to a digital projector in their classrooms so that they can link with a laptop and access the college's intranet.
- All staff have access to PD to facilitate the appropriate use of ICT in teaching and learning. Furthermore, this planning provides teachers with access to the technology and training that facilitates attendance and behaviour management recording. In addition, staff can access and use the Department's *Connect* system and actively use it as a tool to aid in student learning and assessment.
- All students are provided with opportunities to learn by accessing ICT. This will include exploring the possibility in 2017 that they can bring their own electronic devices and access the school's intranet. College wifi accessible to all students and staff regardless of device used, including devices brought from home.

5.2 NAPLAN and OLNA Online

Ensure plans are developed and resourced so that appropriate training and support will be provided for NAPLAN and OLNA testing do be done efficiently online.

5.3 ICT in Library Research

Plans are developed where the college cooperates with the City of Swan to appropriately resource the library to ensure that all students develop the skills to use ICT in the research process.

- Each classroom has a digital projector to which a teacher can link a laptop.
- Evidence of the availability and uptake of PD by staff.
- 60% of students have their own electronic device available for classroom use.
- There is a clear ICT plan that outlines the number of desktops (laboratories) and laptops in trollies that are maintained in the school.
- Records of successful use of electronic devices in the completion of online NAPLAN and OLNA.
- Evidence of an agreement with the City of Swan and appropriate implementation.
- Documented research process that is explicitly taught and reinforced over Years 7-10.