



**Ellenbrook**  
Secondary College

**COLLEGE PLAN**  
**2026-2029**



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Secondary College

*KAYA. NIDJA WHADJUK NOONGAR*

*BOODJA Ngany djoorabiny nidja Noongar  
Wadjak boodja-k noonook-Kodak nyininy.  
Nganyaadadjiny birdiya,koora,yayi wer  
boordakan.*

Hello. This place is Whadjuk Noongar Country. We respectfully acknowledge the past and present traditional custodians of this land on which our school stands, the Whadjuk Noongar people.

It is a privilege to be learning on Noongar country. We also acknowledge the contributions of Aboriginal Australians and non-Aboriginal Australians to the education of all children and people in this country we all live in and share together – Australia.



# Executive Summary

A College Plan is an aspirational document that paints a picture of where we want to be in the next few years. As a "School for Everyone" we seek to celebrate diversity and inclusivity, creating caring and supportive learning environments where students can flourish. We will be creating educational pathways that enable all students to achieve the educational outcomes they need to succeed in a post-school setting.

A focus on health and wellbeing envisages staff and students working in positive learning environments. The ongoing implementation of the Positive Behaviour Support program will complement the continued use of Classroom Management Strategies in managing student behaviour. Whilst motivating and encouraging students is pivotal, those students who do not make positive choices and disrupt the learning environment will be appropriately supported. A focus on restorative practices will enable teachers to build positive relationships, helping these students to focus on their learning.

Our Inclusive Education changes will enable us to better support those students with disabilities and learning difficulties.

Establishing a system where most students with a disability are in mainstream classrooms supported with educational assistants and also having a safe place to de-escalate when the classroom atmosphere is impacting them (our Learning Hub), is highly beneficial. This will mean that Student Services staff can focus on supporting teachers within mainstream classes.

We will continue to build on our quality teaching by supporting staff to use our whole school pedagogy, namely Instructional



Intelligence. Teachers will be explicit in what they teach and use strategies that link students' level of thinking to active participation in the classroom to improve student outcomes.

With safe and caring classrooms, we will engage programs that will bring further success to the various diverse groups in our multicultural school community. Students will be engaged with many other learning area programs, enabling them to find a place where they can experience much success and discover the joy of belonging to a community. The Gifted and Talented program, with the development of STEM, will meet the needs of academically

successful students. The Stars, Clontarf Academy, and the Follow the Dream programs will support Indigenous students to succeed by improving their attendance and engagement with the curriculum. Our Specialist Music Program will have a Vocational Education Training (VET) stream added, and this will provide a new pathway for a student to successfully engage with the joy of music and open a potential employment option in a domain they love.

To all in our school community, welcome to the next phase of our journey.

**Dr Peter HAVEL**  
*On Behalf of the Executive*

# College Board Statement

As the Ellenbrook Secondary College Board Chair, I am pleased to commit the support of the Board to this 2026-2029 College Plan. It is a comprehensive and thorough document that outlines the ways in which we will build on the past, as well as drive future improvements in our excellent school. As a parent of both current and former students at Ellenbrook Secondary College,

I acknowledge the work that all school staff, Board members, and community

members have undertaken to ensure engagement, success, and community for all our students.

This strategic plan is a plan for the future, it uses important systemic documents to drive local initiatives and continue to improve the excellent teaching and learning, as well as behaviour management in our school.

I am pleased to see the ongoing improvements in providing a safe, orderly, and inclusive learning environment at the college. This is vital if we are to enable all our students to reach their potential and be active members in our school community, as well as the greater local community. The goals set by the college in this plan are realistic, yet challenging. This is a sign that we are not content with maintaining our status but are aiming to lift. We want our median ATAR results to exceed like schools, we want to continue to achieve the high levels of VET success we currently have, and we want to continue to be a diverse and inclusive community, adhering to and embedding important department documents such as the *Aboriginal Cultural Standards Framework*.

I look forward to serving the school community through the Board as we move forward to implement this new College Plan.

**Chris Spencer**  
Board Chair



## COLLEGE PLAN 2026-2029

Ellenbrook Secondary College is a public school located on Whadjuk land in Perth, Western Australia. It opened in 2007 with modern facilities and provides excellence in education for secondary students in Years 7 to 12.

The teaching and learning programs are designed to be challenging and innovative, preparing students to participate and work in society and to live fulfilling lives. In addition to traditional and general education offerings, we offer programs in specialist music, gifted and talented education, STEM (science, technologies, engineering, and mathematics) and VET (vocational education and training). We also host the *Clontarf* and *Stars Foundations* on campus, which facilitate holistic programs to support Indigenous girls and boys with self-esteem and life skills, and encouragement to attend and engage at school.

Ellenbrook is a north-eastern suburb of Perth, located 20 km from the CBD, and its relative isolation from other suburbs has led to it being designed and developed as a self-sustainable community. Ellenbrook is culturally diverse, with over 50 different cultures being represented at the college and many languages other than English being spoken in homes. Community members take pride in their culture and the diversity in the college student population provides a rich background for students to learn a strong sense of community.



### OUR VISION

We aim to:

- Provide a school for all students to achieve personal success through engagement with their learning in a safe and inclusive environment.
- Inspire lifelong learning by catering to the needs of our students and empowering them to become productive members of the wider community.

### OUR MISSION

College staff support and encourage every student to engage with the curriculum, find personal success, and become an integral part of the school community; preparing them to complete their schooling and become a citizen who contributes to our society. We strive to provide a sense of belonging and a school that meets diverse needs; a school for all.



College students and staff have developed a values charter, a group of statements outlining what we value and what is important to us. We have adopted three key calls to action from this charter: Engagement, Success, and Community.

# Values Charter

*Engagement • Success • Community*





## Purpose

This 2026–2029 plan supports the Department of Education’s strategic directions and outlines the next phase of our school journey. It aims to build on previous planning to create a safe school with engaging teaching and learning, ensuring that all students can find success. This comes from setting high standards for achievement and engagement and having caring, professional staff who support children to strive and thrive, both academically and socially.

Over the next four years, we will continue to focus on quality teaching by supporting teachers to use a consistent whole-school pedagogy and research-proven classroom

management strategies. Teachers will be explicit in what they teach and use strategies that cater for a range of student ability to foster active participation in the classroom and improve student outcomes.

In addition to the mandated curriculum, students will have opportunities to further expand their knowledge and interests through participation in a variety of specialist programs. Students who struggle academically and socially will continue to be supported by specialist staff in inclusive education and student support services.

Communication with parents has been significantly improved in recent years by the adoption of digital technologies. Staff, parents, and students in our community use the Compass and Connect online platforms to ensure that student attendance, behaviour and progress at school is monitored and acknowledged. Such communication will directly support all priorities in this plan, and parents will continue to be encouraged to engage in their children’s education journey via this technology and other means.





## COLLEGE PLAN 2026-2029

# Our Priorities

College planning encompasses many facets and our three priorities for 2026-2029 are:

- Excellence in Teaching
- A School for Everyone
- Health and Wellbeing

## Priority 1

### EXCELLENCE IN TEACHING

**Effective teaching that engages students in learning leads to better student outcomes.**

College staff have a consensus on a school-wide pedagogy; teaching that is underpinned by research and has been demonstrated to be effective in the classroom.

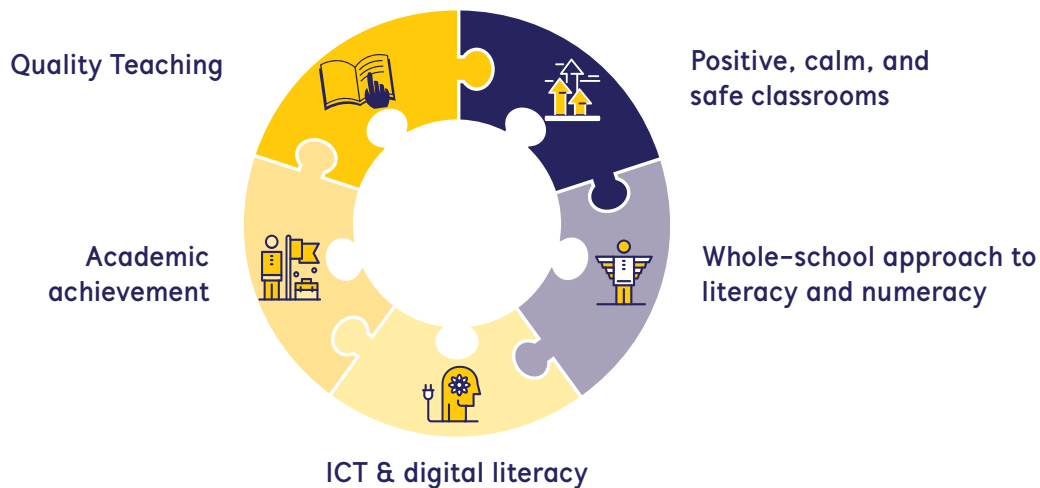
Good teaching leads to positive, calm, and safe classrooms where students can focus on their learning. Student Services staff support teachers in effectively managing student behaviour.

With the reintroduction of the *Positive Behaviour Support* program, the student behavioural expectations will become more explicit, and teachers will focus on acknowledging positive behaviour.

Beliefs about good teaching see literacy as a mode of learning. We use language to make sense of the world around us. Students need to develop their functional literacy skills to truly benefit from classroom learning and to participate in adult life in our

democratic society. A whole school approach to supporting the development of student literacy will remain in place, as it is a focus in most schools of course.

As we provide effective learning, students will be encouraged to identify a pathway to success, leaving our college with the skills and knowledge they need to find a place of belonging in the community.



### Quality teaching

- Implementation of the Department's *Quality Teaching Strategy* and its major component *Teaching for Impact* to optimise student learning.
- Ongoing professional learning /coaching for teachers.
- Use of *Instructional Intelligences* pedagogy in classrooms.
- Mentoring of new and less experienced teachers.
- Analysis and use of Biennial *National School Opinion Survey* data from staff, students & parents to refine our quality teaching approach.



### Positive, calm, and safe classrooms

- Classroom management strategies and associated positive behaviour support initiatives will underpin the management of student behaviour in classrooms to facilitate quality teaching.
- Student Services staff and school leaders to support teachers with classroom management.
- Analysis and use of Biennial *National School Opinion Survey* data from staff, students & parents to review our management of student behaviour.



### Whole-school approach to literacy and numeracy

- Continue to embed the school-wide focus on literacy and numeracy by building teacher, leader, and other staff capacity through professional learning, sharing of best practice, digital engagement, and committee oversight.
- Use of literacy support, OLN intervention, and EALD classes to improve student progress, outcomes, and WACE achievement.



### ICT & digital literacy

- Maintain, develop, and use digital platforms and resources which support teaching and learning.



### Academic achievement

- Enhance differentiated learning pathways and support for students in all year groups, considering academic ability, disabilities, special needs, cultural background, family support, and post-school aspirations.
- Increase the use and awareness of our Careers Practitioner and Dean of Studies, who analyse achievement data across all courses of study, and focus students on striving for success and progression towards a chosen occupation or post-school study pathway.
- Use NAPLAN and OLN diagnostic information to inform teaching practice.
- Communication processes and online platforms are further refined and used to inform parents of student achievement.

# Priority 2 A SCHOOL FOR EVERYONE

A suite of programs will bring further success to the various diverse groups in our multicultural school population, helping all students find a pathway to success in the wider community.

We will continue to develop the community partnerships that underpin ESC being a school for everyone.

There will be a focus on programs that create a sense of belonging that underpin

community development. Resources will be directed toward the reestablishment of the *Positive Behaviour Support* (PBS) program and the continued support of the House System with its associated student leadership.



Value diversity, inclusion, and achievement

- Promote and celebrate diversity and inclusive practices in our school community.
- Department of Education official Specialist programs supplement the curriculum:
  - Gifted and Talented
  - Specialist Instrumental Music & Voice
- A range of other school-based specialist programs are also offered.
- An inclusive education faculty supports students with disabilities and special needs.
- Explicit teaching in Humanities and Social Science classes that underpins civics and the teaching of the common good.



Nurture belonging, voice and student leadership

- Promote and support student voice and leadership through an active and effective student council.
- Maintain the House system and student homerooms to support pastoral care and engagement in school activities.



Cultural awareness and recognition

- The staff and student multicultural committee oversees initiatives and opportunities to foster cultural awareness across the college.
- Participate in cultural exchanges with other schools or communities.
- Embed culturally responsive curriculum and practices.
- Impart knowledge and pride in Aboriginal history, culture, and contribution to Australian society.
  - Use the Department's *Aboriginal and Cultural Standards Framework* to guide curriculum planning and delivery
  - External support programs for Aboriginal students
- Recognise and cater for students with English as an Additional Language or Dialect (EALD).



Strengthen community partnerships

- Maintain and develop existing partnerships with feeder primary schools and key stakeholders.

# Priority 3

## HEALTH AND WELLBEING

Staff and student wellbeing is inextricably linked to successful teaching and learning. Students learn best when they possess or develop a strong sense of wellbeing.

There are many students in our school community who have experienced trauma in their lives that has affected their capacity to function in our school community. Our focus will be on continuing to build our Student Services capacity to support teachers to provide safe, calm, caring and supportive learning environments.

Such environments, enable students to become strong, resilient, and confident young people. Students must feel emotionally and physically safe at school and home to successfully engage in learning. Staff must be valued and respected in the school community to be positive about their role at the college.



Student wellbeing

- Implement targeted wellbeing initiatives to promote the social and emotional wellbeing of our students.
- Resilience programs are implemented in health education and home room classes. A gratitude, empathy and mindfulness approach is embedded in the curriculum across all year groups.



Staff wellbeing

- Develop and document a plan that supports a shared responsibility for approaches that promote staff wellbeing.
- Resilience professional learning continues to be available to staff.



Students at educational risk (SAER)

- An effective SAER team ensures shared information across key support systems and personnel.
- All SAER students are flagged, and staff have relevant information readily available on the college admin system.
- Home visits to be conducted when possible.
- Documented plans exist for students with specific individual behavioural or learning needs.



Staff leadership

- Facilitate and support distributed leadership and the ongoing development of emerging, aspirant, and current school leaders.

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# Engagement

# Success

# Community

Worldskills Best Performing School for VET in Western Australia – 2022 and 2024

