

# 2021-2024 COLLEGE PLAN



**Ellenbrook**  
Secondary College



## Executive Summary

Our previous College Plan focused on creating a safe school where highly trained teachers engaged students in effective learning in the classroom. The 2021-2024 Plan is being built on the achievements of recent years, and links to the Department of Education's strategic directions. We intend to continue building a school where everyone feels safe and feel they belong to our community. It is their place, and they will find personal success as they engage in the teaching and learning program, building a positive school community.

In the next four years, we will continue to build on our quality teaching by supporting staff to use our whole-school pedagogy, 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.

We will engage programs that will bring further success to the various diverse groups in our multicultural school community. The Gifted and Talented program, with the development of STEM, will meet the needs of academically successful students.

Our Learning Support staff continue to help our students find success with differentiated curriculum, specific learning strategies and additional Teacher and Education Assistant time for students with Special Educational Needs. The Deadly Sisters, 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. Students are engaged with many other learning area programs that will enable them to find a place where they can experience much success and discover the joy of belonging to a community. To all in our school community, welcome to the next phase of our journey.



## Our Vision

Our College is a place for all students to achieve personal success through engagement with their learning in a safe and inclusive environment. We strive for high quality teaching and differentiated opportunities that empower students to become productive members of the community.

## Our Mission

Ellenbrook Secondary College is a public school in the Western Australian education system. It provides excellence in education for secondary students in Years 7 to 12. The teaching and learning program is designed to be challenging and innovative, preparing students to work in society and live fulfilling lives successfully. Focus areas in addition to a traditional and general education include Specialist Music, Vocational Education and Training, preparation for university entry, a STEM program and a Gifted and Talented education program.

## Context

Ellenbrook is a north-eastern suburb of Perth, Western Australia, located 20 km from the CBD and its relative isolation 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. The local community takes pride in its culture and the diversity at the College provides a rich background for students to learn a strong sense of community.

Ellenbrook Secondary College seeks to support and encourage every student to engage with the curriculum, find personal success and become an integral part of the school community, being prepared to leave the school gate and become an Australian citizen. We seek to provide a sense of belonging – a place with an education that meets diverse needs. A school for all.


This plan sets out to build on previous work 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 having caring, knowledgeable staff that support the child to reach their goals – both academically and personally. We believe quality educators are the foundation on which a school is built. To this foundation we now intend to focus on some key initiatives, like the Gifted and Talented and STEM program, maintain our Classroom Management strength and continue to build our whole-school pedagogy through an investment in training related to instructional strategies. We look forward to working with a number of non-government agencies, such as the Clontarf Academy and Deadly Sisters, and programs and that seek the support of parents to continue to grow a great school.

## Our Values


The College has developed a 'Values Charter', a group of statements outlining what we value and what is important to us. The set of statements below are the focus of what we do. The College community has adopted three key values or priorities for action from this charter: Engagement, Success and Community.

# Values Charter


## Engagement • Success • Community




We will pursue the development of skills and engage in lifelong learning in order to reach our potential.




We will respect and recognise the diverse range of heritage and culture within the Ellenbrook community.




We will make Ellenbrook Secondary College a positive environment through our words and actions. We will support others in their endeavours to do the same.



We will be honest and truthful as members of the Ellenbrook community and ensure everyone is treated with fairness, equality, and mutual respect.



We will strive to be the best possible version of ourselves as students, teachers, parents, and people. Our wellbeing and the welfare of our living environment is prioritised and protected.



We will engage in the democratic processes of our College and the wider community to make positive contributions as students of Ellenbrook Secondary College and citizens of the Ellenbrook community.

# College Board Statement

As the Ellenbrook Secondary College Board Chair, I am pleased to commit the support of the Board to this 2021–2024 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. I am the proud parent of two children at Ellenbrook Secondary College and acknowledge the work that all school staff, Board members and community members have undertaken to ensure engagement, success and community for all of 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 of 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 current 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

## PRIORITIES

- Excellence in Teaching & Learning
- Student Achievement & Progress
- Health & Wellbeing
- Building a Strong Community

## Understanding key words in this plan

### Priorities

School improvement focus areas

### Targets & Milestones

Results the school hopes to achieve and significant enablers towards such results

### Strategies

Methods taken to achieve school improvement



# PRIORITY 1

## Excellence in Teaching & Learning

Ellenbrook Secondary College staff develop and display excellence in teaching and learning through a high level of professional knowledge, engagement and practice, to meet the needs of all students and improve student achievement. Students engage in learning when it is interesting, relevant and appropriately challenging, and when they receive meaningful and regular feedback about their progress.

### Targets & Milestones

- A whole-school pedagogy is agreed upon, developed and implemented by staff to improve student outcomes. This will be observed through classroom observations, mentoring and performance development.
- There is a safe, orderly and inclusive learning environment where teachers effectively manage students to ensure they all have the best opportunity to learn.
- Student learning is differentiated based on their need. A wide variety of programs are available to encourage students to engage and achieve personal success.
- National Schools Survey indicates satisfaction is maintained or improved for:
  - Teachers at this school motivate me to learn
  - Teachers at this school are good teachers
  - Student behaviour is well managed.



## Strategies

- A consensus on whole-school pedagogy premised on classroom management skills and instructional intelligence is reached. Teaching staff are trained and subsequently coached to adopt it, and embed it in their practice. Distributed leadership of pedagogy, including observations, coaching, mentoring and action learning undertaken by teachers.
- Staff professional learning linked to how and what is taught in classrooms. School Curriculum and Standards Authority (SCSA) guidelines are followed, and teaching methods are linked to the learning required.
- Classroom management strategies are embedded and consistent, with support for staff if required.
- Specialist programs such as Music, Gifted and Talented and STEM provide opportunities for engagement and success.
- Learning Support is provided to students with Special Educational Needs (SEN). Staff are supported to differentiate instruction and curriculum as required.
- Technologies and Digital Integration is a focus for teachers and education assistants.
- The Aboriginal Cultural Standards Framework is used to guide curriculum planning and delivery.



## PRIORITY 2

### Student Achievement & Progress

Students are encouraged and supported by teachers and support staff to achieve to the best of their abilities. Achievement and progress is monitored and reviewed by staff and individual education plans are implemented as required. Data is analysed and compared to like schools to identify areas requiring additional focus.

#### Targets & Milestones

- Students to have an attendance rate of 90% or better.
- Year 7-10 achievement (A, B, C grades) to exceed like schools.
- Median ATAR to exceed like schools.
- WACE Achievement to exceed like schools.
- VET certificate completion rates to be maintained or improve year on year.
- NAPLAN progress from Year 7-9 to exceed state schools.
- NAPLAN achievement in Years 7 and 9 to equal or exceed like schools.
- OLNA achievement by the end of Year 12 to exceed like schools.
- Early identification of students with special needs and SEN planning used.
- Increase the number of students enrolling in the GAT program.
- Increased student numbers studying the STEM program.
- Close the gap in the academic achievement of indigenous students, evidenced by measures such as NAPLAN and OLNA.



## Strategies

- Establishing a whole-school literacy plan to link with the whole-school pedagogical approach.
- Daily Home Rooms and targeted mentoring to improve student attendance.
- Specialised Home Rooms with Senior Teachers supporting students with the lowest attendance rates.
- A clear school assessment policy is explained to students and published, outlining expectations, processes and procedures in relation to assessing student achievement.
- Moderation activities occur to ensure assessment grading fairness within the College and the WA education system.
- Working relationships with feeder primary schools.
- Year 10 to Year 11 transition and counselling processes.
- Analysis of NAPLAN and OLN data to inform practice.
- Use of NAPLAN and OLN individual diagnostic information to inform practice.
- Professional learning for teachers to identify students with special educational needs.
- Targeted programs (such as Direct Instruction) for students with specific needs.
- Students are explicitly taught how to study, revise and prepare for assessments.
- External agencies (e.g. Clontarf, Deadly Sista Girlz, Follow the Dream) to support indigenous students.



## PRIORITY 3

### Health & Wellbeing

Student and staff wellbeing is inextricably linked to successful teaching and learning. Students learn best when they possess or develop a strong sense of wellbeing, and success in learning is acknowledged and reinforced by parents/guardians at home. Staff-student relationships are based on trust and mutual respect, and each student’s physical, social, intellectual and emotional development is promoted.

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 in children’s education.

### Targets & Milestones

- National Schools Survey indicates student satisfaction is maintained or improved for: I feel safe at this school – I can talk to teachers about my concerns – My teachers care about me – I like being at my school.
- National Schools Survey indicates parent satisfaction is maintained or improved for: My child feels safe at this school – My child likes being at this school – Teachers care about students.
- National Schools Survey indicates staff satisfaction is maintained or improved for: The feedback I receive from school leaders motivates and empowers me – Staff are supported to achieve optimal health and well-being – Staff morale reflects quality professional relationships.



## Strategies

- Whole-school Positive Behaviour Plan – student mental health, wellbeing and positive behaviour will be enhanced through a focus on early/consistent intervention and prevention.
- Student Services processes and operations are responsive to teacher needs and focus on supporting children to be accountable for their actions and behaviours.
- Students at Risk Intervention Team identifies students who are in need of support and collaborates with external agencies to access the support, utilising Curriculum and Reengagement in Education (CARE) schools as required.
- The House system, reward points and homeroom are maintained and strengthened to promote pastoral care and engagement in College processes.
- Positive Schools Committee to continue to meet fortnightly, consisting of at least one representative from each Learning Area, Student Services and Administration.
- Continuation of affiliation with Act, Belong, Commit, coordinated through the Chaplain.
- Student leadership opportunities, including the Student Council, House System, Clontarf Academy and Deadly Sista Girlz are developed to ensure a student voice in decision-making.
- Aussie Optimism program conducted with all Year 7 students to focus children on positivity in life and at school.



# PRIORITY 4

## Building a Strong Community

We work for our students with the support of the local community and other stakeholders. Student academic and social progress and student development is at the heart of everything we do at the College.

Our College community aims to meet students' established and developing psychological needs, and in doing so, students become increasingly committed to the College's norms, values, and goals. By encouraging and nurturing children in maintaining a sense of community, the College provides opportunities for students to learn skills and develop habits that will benefit them throughout their lives.

### Targets & Milestones

- National Schools Survey indicates parent satisfaction is maintained or improved for:
  - This school has a strong relationship with the local community.
  - I would recommend this school to others.
- Events Committee to increase opportunities for parents and the community to support and enhance College events.
- Increase the engagement and involvement of external organisations that utilise our facilities to promote and support a culturally inclusive and safe school environment for our students and their families.



## Strategies

- Communication processes and platforms, including Connect, Academy, social media and website, are further refined and well established and utilised.
- Effective partnerships, with improved collaboration, are built with the local community and key stakeholders and external organisations through school events and active community participation.
- The College Board and P&C to be engaged and proactive, with an enhanced profile and awareness of College issues and challenges.
- Develop physical environments that support and encourage social and relational engagement among students.
- Provide a suitable governance framework to facilitate effective decision making at all levels within the College.
- Maintain established and predictable routines to help children know what to expect at school and build confidence.







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