



**Ellenbrook**  
Secondary College

**COLLEGE  
BUSINESS  
PLAN  
2018 - 2020**

# PRIORITY 1: SUCCESS FOR ALL STUDENTS

Ellenbrook Secondary College commits to state and national targets to increase student achievement in literacy and numeracy, Aboriginal student attainment, and the proportion of students eligible for university or completing vocational education and training certificates in the WA Certificate of Education. Establishment of appropriate academic standards are made to ensure that students enrolled in courses commensurate with their academic ability can experience success.

The School Performance Indicators (SPIs) for 2020 are as follows:

1. Maintain median Australian Tertiary Admission Rank (ATAR) above like schools and equivalent or better than the state public school median ATAR. Median ATAR of TISC applicants to be at least 80.
2. 100% of Year 12 students complete at least one Certificate II. Maintain attainment rate of 99%.
3. Online Literacy and Numeracy Assessment (OLNA): The % of students who demonstrate the standard in numeracy, reading and writing continues to increase, with Year 12 rates exceeding 95% in all areas.
4. National Assessment Program Literacy and Numeracy (NAPLAN) scores remain equivalent to or better than like schools. Decrease percentage of students in lowest tricile.
5. WACE achievement rate to continue to exceed like schools and to equal or exceed public schools. 90% achievement rate by 2020 is the target.
6. Moderated lower school grades in Year 10 are consistent with like schools and NAPLAN system data.



## PRIORITY 1: STRATEGIES

- 1 Implementation of whole school approaches that target the improvement of literacy outcomes, especially writing competence.
- 2 Effective training of staff, so that their teaching is of a high standard and is reflective of the school-wide pedagogy that is premised on Explicit Instruction.
- 3 Continued refinement of moderation practices to ensure accurate and appropriate Learning Area grades each semester.
- 4 Encourage greater responsibility of parents and the community to lift student attendance alongside implementation of school-based strategies.
- 5 Revision and consolidation of systems to improve student behaviour and engagement.
- 6 Encourage greater interest and competence in science, technology, engineering and mathematics (STEM) subjects, and seek to increase the proportion of students studying these subjects in senior secondary years.
- 7 Maintenance of the strong focus on improving literacy and numeracy outcomes that has been occurring in Years 5 and 6 at feeder primary schools and refining and improving the application of explicit instruction strategies.
- 8 Strengthening of the academic extension strategy to ensure specialist instruction and support for identified students (if funding available).
- 9 Development of students' skills for emerging industries and technologies including teamwork, problem solving, creativity, independent thinking, critical analysis, initiative and communication.
- 10 Aim to close the gap between Aboriginal and non-Aboriginal student performance by focusing on Aboriginal student attendance and engagement.
- 11 Continue to refine models and delivery of vocational education and training to maximise opportunities for senior secondary students to achieve WACE.
- 12 Adoption and utilisation of ICT systems including DoE Connect, RTP, Academy and SIS to improve learning outcomes by enabling timely feedback and communication to both students and parents in relation to student achievement and behaviour.

## PRIORITY 2: HIGH QUALITY TEACHING

We have achieved a consensus on a school-wide pedagogy regarding what constitutes effective teaching. This statement is premised on Implicit Instruction and in part, articulates the high expectations and standards for teacher performance. It is through induction, professional learning and evaluation based on the Australian Professional Standards for Teachers that we hope to consolidate a strong classroom focus on teaching and learning. There is an expectation that teaching staff will act in a professional ethical manner and that teachers will collaborate in a process of improving teacher quality.



The School Performance Indicators (SPIs) for 2020 are as follows:

1. The school-wide pedagogy is embedded across all learning areas. Pedagogical practice will be reflected in minutes of meetings, observations in classroom and a review of teachers curriculum planning and lesson design.
2. After 2020, 95% of all classroom staff who have been in the school for 3 years will have completed the following professional developments (PD) and 100% of classroom staff will be involved in the planned PD program:
  - Classroom Management Strategies (CMS).
  - Instructional Strategies.
  - "Success for All".
  - Relevant and identified on-line courses.
  - Aboriginal and Torres Strait Islander (ATSI) PD
3. By end of 2020 all teaching staff who have been at ESC for one year will have participated in performance management processes that center on observational feedback (linked to CMS, IS, School Wide pedagogy and effective teaching for diagnosed and imputed disability students) and reflective processes have been based on the Australian Institute for Teaching and School Leadership (AITSL) standards.
4. On the Biennial Surveys, staff, parents and students will rate the following questions at 4 or greater on a 5-point scale related to teaching in the classroom:
  - High expectations of student to complete the work.
  - Teachers treat students fairly.
  - High provision of appropriate feedback.
  - Approachability of teachers – students/ parents can discuss issues.
  - Teachers motivate students.
  - Learning needs of students are met.
  - Students make good progress.
  - Teachers work with students to support their learning.





## PRIORITY 2: STRATEGIES

- 1 Implementation of a Professional Development Plan that engages classroom observations and provides positive feedback to teachers within a coaching model.
- 2 Engage Heads of Learning Area in Performance Management of their staff within the context of the PD Plan.
- 3 A performance management plan is to be developed and implemented where teachers reflect on their proficiency against the Australian Professional Standards for Teachers.
- 4 Staff having behaviour management issues are to be supported through the training and professional development program.
- 5 Provide PD related to literacy and numeracy that is consistent with practices which occur in local primary schools and are consistent with the School Wide Pedagogy of Ellenbrook Secondary College.
- 6 Provide opportunities for casual and temporary teachers to participate in learning opportunities to maintain up-to-date knowledge and skills.
- 7 Engage the Positive Schools Committee to develop a plan to implement the second Stage of the Positive Behaviour in Schools initiative.
- 8 Develop and implement a plan to help teachers to create a more comprehensive approach to student wellbeing services that better meet growing demand for mental health, pastoral care and psychological support.

## PRIORITY 3: EFFECTIVE LEADERSHIP

Ellenbrook Secondary College has developed a shared vision in staff of high quality teaching that continues to drive school-level recruitment, professional development, productive collaboration and performance management. There is an expectation that the senior leaders will commit to and adopt the values of public education, ensuring their actions are anchored in ethical decision making and behaviour.

With the implementation of the administrative restructure for 2018, all senior roles have had their responsibilities chartered and a comprehensive leadership strategy is underway that is identifying, nurturing, developing and supporting aspiring, beginning, current and senior leaders. A key focus of the school leadership is on staff wellbeing including implementing sustainable approaches that support the physical and mental wellbeing of staff and their social welfare.



The School Performance Indicators (SPIs) for 2020 are as follows:

1. The development and implementation of a leadership development plan that will be developed by the Executive and its implementation will be reflected in the minutes of their meetings. Furthermore, the principal's reports to the Board will reflect the ongoing implementations of the plan.
2. Associate Principal Plans will have SMART targets and evidence from the minutes of meetings and the publication of the Annual School Reports will be available to show that these targets have been met.
3. The following items on the Staff Survey will be scored at 4 or above:
  - The college has a strong relationship with the community.
  - The college is well led.
  - I am satisfied with the overall standard of education achieved at the college.
  - I would recommend the college to others.
  - Student behaviour is well managed at the college.
  - The college is well maintained.
  - My college looks at ways to improve.



## PRIORITY 3: STRATEGIES

- 1 The implementation and consolidation of the leadership restructure.
- 2 Familiarisation and implementation of the Aboriginal Cultural Standards Framework.
- 3 Implementation and maintenance of the revised Student Services (Support Centre) re-structure.
- 4 Revision of the school complaints processes, ensuring that teaching staff are supported in maintaining positive, respectful relationships with students, parents and each other as part of caring learning environments that support student wellbeing.
- 5 Revision and implementation of the Behaviour Management In Schools policy and procedures.
- 6 Implementation of a case management approach to student behaviour management/mental health that reflects the provision of practical and direct specialist support and advice on instructional practice. This is to support teachers of students with disability by better using and sharing the expertise of teachers in education support settings.
- 7 Education and training of staff in managing students on escalating profiles.
- 8 Engagement of Care schools in managing persistent disruptive behaviour and/or a mental health issue by a student.
- 9 Maintenance of the TEAM teach capacity.
- 10 Continued and ongoing simulation of "Lock-Down" procedures.
- 11 Utilisation of at least two whole school assemblies per term to build school culture, reinforcing the school's values.
- 12 Revision and development of the House System to positively reward students for their classroom work and general behaviour.
- 13 Training of staff in CMS and Instructional Strategies so they engage students in learning.
- 14 Continued implementation of the Positive Behaviour in Schools program.
- 15 Revision, development and maintenance of the student attendance procedures, utilising ICT.
- 16 Incorporate the perspectives of staff, students, parents and the community as active participants in school improvement planning.

## PRIORITY 4: STRONG GOVERNANCE AND SUPPORT

In the last three years as an Independent Public School, Ellenbrook Secondary College has:

- Introduced a comprehensive and cyclic review for the College and been externally reviewed as part of the Independent Public Schools initiative, providing assurance that the college is performing to expectation.
- Met the expectations of the Delivery and Performance Agreement for Independent Public Schools.
- Promoted the empowerment of local communities by establishing a Board and commencing a process of strengthening it. This is done through training of members and seeking to invite community members with needed skill sets to join the Board.



The School Performance Indicators (SPIs) for 2020 are as follows:

1. There will be minuted evidence of the induction and training of Board and the implementation of a reflective process to improve Board functioning.
2. The following items on the Student, Staff Survey will be scored at 4 or above:
  - The college has a strong relationship with the community.
  - The college is well led.
  - I am satisfied with the overall standard of education achieved at the college.
  - I would recommend the college to others.
  - Student behaviour is well managed at the college.
  - The college is well maintained.
  - My college looks at ways to improve.

## PRIORITY 4: STRATEGIES

- 1 Engagement of the Board in developing and endorsing the 2018-20 College Plan.
- 2 Annual review of implementation processes of the College Plan.
- 3 Continuation of a strategy to engage the Board in the oversight of budget.
- 4 Consolidation of services for students with disability to ensure the best possible support is available.
- 5 Strengthening of the use of information technology in school by continuing to utilise the Department Connect program to support learning, collaboration and management.
- 6 Ensure the College complies with its Delivery and Performance Agreement for Independent Public Schools and the new Funding Agreement.
- 7 Develop a clear cyclic review process and implement it, demonstrating through the Annual School Report that Ellenbrook Secondary College delivers high quality education.
- 8 Improve the information and communication technology capacity in schools.
- 9 Implementation of Government and Department legislative and policy requirements, including budget and workforce planning.
- 10 Enhance the capability of school support staff to add value to classroom effectiveness, care and school management.
- 11 Increase collaboration with other agencies and make best use of strengthened networks to support school staff.
- 12 Introduce performance assessments that are linked to the AITSL standards and have a strong component of feedback from classroom observations.



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