

# School Strategic Plan 2020-2024

Epping Secondary College (7813)



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<b>School vision</b>	Epping Secondary College fosters a supportive, safe, harmonious community, which promotes learning for life. The college values diversity and individuality, and develops students' self-esteem, confidence and social competence. The learning environment is challenging, engaging and relevant, and is based on the expectation that everyone will perform to the best of their ability and will strive for excellence.
<b>School values</b>	<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>
<b>Context challenges</b>	<p>Epping Secondary College is located in the City of Whittlesea in the northern suburbs of Melbourne approximately 20 kilometres north of Melbourne's Central Business District. The school was founded in 1976.</p> <p>The school's permanent facilities include Junior and Middle School teaching units, applied learning, science, technology, arts, physical education spaces and a large central courtyard. A significant number of portable buildings have been added to the site due to increased enrolments. At the commencement of 2021, a new Senior School Centre opened, incorporating six classrooms, a shared senior study space and several staff offices. The sporting grounds include a full-size synthetic soccer pitch, small grass oval and tennis and basketball courts.</p> <p>Student enrolments in 2021 were 1260.7 with the school having seen a steady increase in school enrolments over the last decade.</p> <p>The school's 2020 Student Family Occupation Education (SFOE) index was 0.5191 and the Student Family Occupation (SFO) index was 0.6189.</p> <p>The 2020 staffing profile of Epping Secondary College includes a Principal, three Assistant Principals, 6 Leading Teachers, 6 Learning Specialists, 76.2 teaching staff and 30.4 full time equivalent Education Support (ES) staff.</p>

The school's F-10 curriculum framework incorporated the eight learning areas required by The Education and Training Reform Act 2006 aligned with the Victorian Curriculum.

Senior secondary programs lead to the Victorian Certificate of Education and/or the Victorian Certificate of Applied Learning qualifications.

In 2021 the School Review process identified three highlights across the schools operations and these included:

#### A POSITIVE CLIMATE FOR LEARNING

The review panel and fieldwork confirmed that Epping Secondary College had continued to develop and implement a range of programs, policies and procedures to develop a Positive Climate for Learning. There was a major focus on building the School Wide Positive Behaviour Support System (SWPBS) with a clear matrix of expectations and shared positive behaviours for the college community to work towards.

The initiative was designed to combine with a restorative approach to repair relationships when there were difficulties and a more consistent approach across the school for managing student behaviour within class. The Wellbeing Team were instrumental in providing a range of both proactive and reactive programs, supports and interventions to a broad range of students across the school.

The Positive Climate for Learning was observed when walking around the school, including in classes, the yard and during school events. A genuine interest in learning was instilled in most students and was supported with environments that allow students to focus on learning.

There was clear evidence of a strong partnership between students and teachers that was built on trust, respect and positive intent.

#### LEARNING CULTURE

The review panel and fieldwork confirmed that a key school highlight was the work undertaken on the development of a strong learning culture, where staff and students are at school to learn and grow – academically, socially and emotionally.

The initiative was designed to build a culture that enabled daily interactions between students and staff that carried positive intent.

This was generally reflected in classrooms where students were tuned into learning, came prepared to learn and understood that missed learning needed to be caught up with.

The staff regard and concern for students was evident in observations, interactions and the significant number of staff that go above and beyond to support student learning.

This orientation towards ensuring student success was reflected in improving attendance data and a range of policies and practices that ensured students were prepared for success in their later years.

#### DIVERSITY OF PATHWAYS

The review panel and fieldwork confirmed that the college implemented several programs from Years 7 to 12 to support student learning at point of need. For example, the Accelerated Cluster Education (ACE) program supported more able students to access

	<p>deeper learning in a clustered approach, ensuring they keep connection with the broader cohort who they travel through their schooling with. It also included a raft of support programs for students who may be challenged with age equivalent learning. These programs included Quick Smart Literacy, their Learning Support Program, Middle Years Literacy and Numeracy Support (MYLNS) and in 2021 the Tutor Learning Program.</p> <p>As students entered the later years the college offered an array of tailored pathways to support student aspirations through and beyond school. These include:</p> <ul style="list-style-type: none"> <li>- Future Directions: for students who may be struggling academically with Year 10 and were looking to develop personal learning &amp; life skills at Year 11.</li> <li>- VCAL: for students thinking that when they leave school they might want to focus on a traineeship, apprenticeship or further study.</li> <li>- VCE: for students keen to follow a university pathway or keeping a broad range of options available for after they complete their formal schooling.</li> <li>- Careers Focus VCE: for students who like the option of VCE but want to leave their options for traineeship, apprenticeship and further study open.</li> </ul>
<p><b>Intent, rationale and focus</b></p>	<p>The School Review Panel recommends the following key directions for the next School Strategic Plan:</p> <ul style="list-style-type: none"> <li>• Literacy and Numeracy</li> <li>• High Student Learning Growth</li> <li>• Student Agency</li> <li>• Attendance, particularly in reducing unexplained absences</li> <li>• Community engagement in learning, with a particular focus on parents and carers as partners</li> </ul> <p>The panel agreed that literacy and numeracy were key to supporting student aspirations and pathways with an expectation that every teacher has this responsibility. It should therefore be continued as a priority of the school.</p> <p>The panel agreed that the school needed to build a shared understanding of student agency, after the fieldwork addressing the Terms of Reference in this area; to implement this effectively across classrooms.</p> <p>The panel agreed that observations around students' emotional intelligence and resilience had occurred over the years and therefore identified opportunities for further improvement in this area.</p> <p>Given the above mentioned review findings and our current data sets of achievement, engagement and wellbeing the Strategic Plan will be rolled out over the period 2022-2024 with the following improvement schedule to sequence the work and build staff capacity and confidence to deliver on the outcomes and activities with high levels of fidelity.</p> <p>2022 will see the school focusing on the following key areas from our strategic plan:</p> <ul style="list-style-type: none"> <li>- Evidence of Learning and Data Literacy</li> <li>- Developing a guaranteed and viable maths curriculum, with a focus on Year 7-9.</li> </ul>

- refreshing key literacy strategies across the curriculum in reading and writing.
- building teacher capacity to include student agency practices within their teaching and learning
- developing a whole school approach to wellbeing, emotional intelligence and resilience

2023 will see the improvement work continue from that commenced in 2022 and with a renewed focus on:

- Capturing key literacy and numeracy strategies in curriculum planning documents for implementation in all classrooms.
- Building the capacity of staff to effectively utilise evidence of learning to support targeted teaching and learning.
- Ongoing professional learning to support staff in the implementation of the instructional model and high impact teaching strategies.
- Developing a suite of tools and processes to activate student agency at all year levels.
- Building staff capacity to support high fidelity implementation of whole school emotional intelligence and resilience strategies & approaches

In 2024 the school's improvement work will include the following and conclude with a review of our practices from the last 4 years:

- Ensuring evidence of learning is visible and shared and actively used to assist student agency.
- Developing a whole school community understanding of student agency and how parents/carers & the community can support this work.
- Ongoing professional learning to support student and staff wellbeing, emotional intelligence and resilience.

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<b>Goal 1</b>	To improve students' literacy and numeracy achievements throughout their schooling.
<b>Target 1.1</b>	NAPLAN: To increase the percentage of Year 9 students in the top 2 NAPLAN Bands in: <ul style="list-style-type: none"><li>• Reading from 11 per cent (2019) to 16 per cent (2024)</li><li>• Writing from 5 per cent (2019) to 11 per cent (2024)</li><li>• Numeracy from 8 per cent (2019) to 18 per cent (2024)</li></ul>
<b>Target 1.2</b>	Teacher Judgements: By 2024, at least 75 per cent of Years 7–10 students will demonstrate at least one Victorian Curriculum Level of learning progress in each school year in English and Mathematics (Panorama – 2020).
<b>Target 1.3</b>	VCE: <ul style="list-style-type: none"><li>• To increase the VCE mean study score from 28 (2020) to at least 29 (2024)</li><li>• To increase the percentage of students with a study score above 40 from 2 per cent (2020) to 4 per cent (2024)</li></ul>
<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	To ensure curriculum planning and assessment documentation includes agreed ESC literacy & numeracy strategies

<b>Key Improvement Strategy 1.b</b> Building practice excellence	To build teacher confidence, competence & capacity to implement with high fidelity the ESC Instructional Model, incorporate HITS and the agreed ESC literacy and numeracy strategies.
<b>Key Improvement Strategy 1.c</b> Evaluating impact on learning	To utilise evidence of student learning to inform targeted teaching and learning practices across the college.
<b>Goal 2</b>	To develop independent and self-regulated learners.
<b>Target 2.1</b>	To increase the positive endorsements in the Attitudes to School Survey (AtoSS) in the following factors: <ul style="list-style-type: none"> <li>• Student voice and agency from 46 per cent (2019) to 60 per cent (2024)</li> <li>• Learning confidence from 61 per cent (2019) to 70 per cent (2024)</li> <li>• Self-regulation and goal setting from 54 per cent (2019) to 65 per cent (2024)</li> </ul>
<b>Target 2.2</b>	To increase the positive endorsements in the Parent Opinion Survey (POS) in the following factors: <ul style="list-style-type: none"> <li>• Student Voice and Agency from 79 per cent (2019) to 85 per cent (2024)</li> <li>• Confidence and Resilience from 77 per cent (2019) to 80 per cent (2024)</li> <li>• Student Motivation and Support from 62 per cent (2019) to 65 per cent (2024)</li> </ul>
<b>Target 2.3</b>	Student Attendance: To reduce the number of average absence days per student from 22.5 (2019) to 19 (2024).
<b>Key Improvement Strategy 2.a</b> Empowering students and building school pride	To build and develop the whole school community's understanding of student agency.

<b>Key Improvement Strategy 2.b</b> Building practice excellence	To build teacher capacity to consistently include student agency practices into their teaching and learning.
<b>Key Improvement Strategy 2.c</b> Empowering students and building school pride	To develop a suite of tools and processes that enable opportunities for students to activate student agency around the college.
<b>Goal 3</b>	To improve emotional intelligence and resiliency.
<b>Target 3.1</b>	To increase the positive endorsements in the AtoSS for the following factors: <ul style="list-style-type: none"> <li>• Resilience from 59 per cent (2019) to 65 per cent (2024)</li> <li>• School Connectedness from 54 per cent (2019) to 64 per cent (2024)</li> <li>• Sense of Confidence from 61 per cent (2019) to 68 per cent (2024)</li> </ul>
<b>Target 3.2</b>	To increase the positive endorsements in the School Staff Survey (SSS) for the following factors: <ul style="list-style-type: none"> <li>• Build resilience and a resilient supportive environment from 54 per cent (2019) to 60 per cent (2024)</li> <li>• Staff trust in colleagues from (To be determined)</li> </ul>
<b>Target 3.3</b>	To increase the positive endorsements in the POS for the following factors: <ul style="list-style-type: none"> <li>• Confidence and resiliency skills from 77 per cent (2019) to 82 per cent (2024)</li> </ul>
<b>Key Improvement Strategy 3.a</b> Health and wellbeing	To develop a whole school approach to equip young people with personal skills to support their emotional intelligence and resiliency (to support a holistic approach to student development).

**Key Improvement Strategy 3.b**  
Building practice excellence

To build staff capacity for the high-fidelity implementation of the whole school approach.