

# School plan 2018-2020

Epping Boys High School 8884



# School background 2018–2020

## School vision statement

"Engaging all Boys and Building Fine Men"

"Every boy, every day, every chance"

## School context

Epping Boys High School is a proudly comprehensive high school for boys. A Middle School and Senior School structure recognises and enhances the learning and wellbeing needs of all students and is complemented by the *Boys to Men Program* which engages boys in learning, promotes wellbeing and builds young men who are connected to their community.

There is a strong focus on leadership, enhanced learning experiences and engagement. All boys are encouraged to strive for excellence and foster a civic sense of responsibility. Epping Boys High School has a long tradition of academic and sporting excellence and enjoys a high profile in music and the creative and performing arts. With more than 100 co-curricular activities offered and each year group involved in charity fundraising the development and nurturing of the whole boy is crucial to the ethos of the school.

A diverse student community with an Inclusive Education Unit and 57% of students coming from a language background other than English contributes to an inclusive and dynamic learning environment that is supported by an active and involved P&C with a strong commitment to supporting the strategic directions of the school.

## School planning process

The school plan has been developed through consultation with staff, students and parents/carers.

The three strategic strategies identified represent the current and future focus of the school.

The implementation, review and evaluation processes will be monitored and evaluated on a term by term basis over the next three years.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

Lifelong learners, striving for  
excellence

### Purpose:

Through enhancing emotional intelligence and effective interpersonal skills, all learners are inspired to be creative, critical and reflective thinkers and leaders, receptive to change and lifelong learning with a global outlook.

## STRATEGIC DIRECTION 2

Reflective practice, high  
professional standards

### Purpose:

To promote and facilitate a culture of high professional standards and inclusivity through dynamic whole school teaching practices, including literacy, numeracy, differentiation and effective feedback.

## STRATEGIC DIRECTION 3

Transforming leadership,  
strengthening community  
partnerships

### Purpose:

To grow the leadership capacity of the school through expert knowledge and supportive, transformative practice. Engagement with the community is further enhanced through increased participation, transparency and effective communication of learning, well-being and sustainability initiatives.

# Strategic Direction 1: Lifelong learners, striving for excellence

## Purpose

**Through enhancing emotional intelligence and effective interpersonal skills, all learners are inspired to be creative, critical and reflective thinkers and leaders, receptive to change and lifelong learning with a global outlook.**

## Improvement Measures

- 75% of students will demonstrate value-added improvement in external examinations in Years 7, 9 and 12
- Decrease the number of students in the bottom 2 bands in all test areas of Year 9 NAPLAN by 10%
- No band 1s or 2s in any HSC course
- Student reflection is embedded in all assessment tasks
- A "flagship" classroom is established in each faculty to support creative, critical and collaborative learning experiences
- BYOD successfully rolled out across the school

## People

### Leaders

The School Executive leads their faculty in shaping students as creative, critical and reflective learners through enhanced evidence based practice and an intrinsic link between academic and emotional resilience and Life Skills.

### Staff

All teaching programs to embrace learning experiences that promote collaboration and inclusion to engage boys as critical and creative thinkers. Students actively reflect on the process and product of their learning in a supportive learning environment.

### Students

All students feel their voice is valued as they reflect on their own learning and map out goals to challenge them to achieve their personal best and pursue leadership opportunities.

### Parents/Carers

Parents/carers are partners in the learning of their son/ward, encouraging the grit, determination and flexibility of thinking required for success as lifelong learners and engaged citizens.

### Community Partners

Strong community links and connections with tertiary institutions educate students about the value of skills to equip them for the rapidly changing pace of contemporary Australian society.

## Processes

- Implement an integrated, whole school approach to well-being that is responsive to the needs of students and the expectations of the community.
- Specific data informed improvement strategies are mapped out in each faculty to support student improvement and ownership of their own learning.

## Evaluation Plan

- All Faculty Head Teachers evaluate the effectiveness of the teaching and learning they deliver through classroom observations, internal assessment results and student feedback.
- Data analysis by Head Teacher Middle School and Head Teacher Senior School of all external tests (NAPLAN, VALID, HSC) to inform explicit teaching of Literacy and Numeracy.

## Practices and Products

### Practices

- Every teacher is responsive to student feedback and encourages students to reflect on their own process of learning and understand key achievement indicators.
- Every student understands the importance of flexible thinking, asking higher order questions and questioning contextual assumptions as informed by Bloom's taxonomy and digital taxonomy.

### Products

- A whole school *Well Being Scope and Sequence* that maps out the inclusive learning programs for student academic and emotional success and resilience, the professional learning required for staff and the information sessions to support the parent/caregivers in a shared vision for their child/ward as lifelong learners.
- The language and skill base of reflection is explicitly taught to all students in the Middle School and Senior School.
- Pre-assessment feedback embedded in all HSC Courses.
- All students can articulate how they can build on their academic capacity to achieve their potential.
- Clearly defined student leadership roles across the Middle and Senior School.
- "Flagship" classrooms of collaboration are proud and interactive learning spaces.

## Strategic Direction 2: Reflective practice, high professional standards

### Purpose

**To promote and facilitate a culture of high professional standards and inclusivity through dynamic whole school teaching practices, including literacy, numeracy, differentiation and effective feedback.**

### Improvement Measures

- All staff engaged in regular lesson observations to improve their own practice and provide feedback to colleagues
- Literacy and numeracy skills identified across all faculty areas and embedded in all programs 7–12
- All teachers will have successfully maintained accreditation at proficiency in Australian Teaching Standards

### People

#### Leaders

- Executive staff facilitate the establishment of key teams in the school to facilitate change – differentiation, literacy and numeracy with cross KLA representation

#### Staff

- All staff engage with classroom observations that are instructional and inform their ability to deliver engaging and effective lessons for boys
- Identified instructional leaders share best practice with colleagues to build their capacity to deliver differentiated learning experiences with a focus on the explicit teaching of literacy and numeracy

#### Parents/Carers

- Parents/caregivers are kept informed of the research base and methodology by which teaching staff enhance their professional capacity to differentiate learning experiences that are inclusive for students with additional learning needs, students requiring enrichment and EAL/D students

#### Community Partners

- Community Partnerships are strengthened and enhanced through transition programs that focus on shared pedagogy

### Processes

- Targeted TPL sessions delivered to the whole staff and targeted staff focus groups to ensure that teachers explicitly teach literacy and numeracy skills and differentiate to build academic success and rigour. Thus, students, through lessons, classwork and assessments are exposed to relevant and contextualised literacy and numeracy strategies which reinforce explicit literacy and numeracy skills.
- Head Teacher T&L supports Teachers Seeking Accreditation at proficient and all staff in maintaining accreditation, HAT supports interested staff in gaining accreditation at higher levels

### Evaluation Plan

- Faculty Head Teachers to ensure identification of specific literacy and numeracy skills and embedding into practice through effective evaluation of teaching and learning programs through analysis of internal assessment data

### Practices and Products

#### Practices

- A shared school wide understanding of the key pedagogical framework for boys education underpins all teaching and learning experiences
- Every teacher collaborates with the LaST and utilises Learning and Support resources to differentiate their lessons to support inclusivity
- Every teacher understands the role of the EAL/D coordinator and team to work with staff to deliver strategies and scaffolds to support EAL/D students

#### Products

- 100% of teaching programs demonstrate differentiated syllabus content and learning experiences and evidence of student progression through data and work samples
- 20% of staff will have filmed a lesson and led a group of teachers in professional reflection and dialogue
- Staff focus groups have enhanced leadership capacity and the value of collaboration through self-reflection and embedded high professional expectations
- All KLA faculties have a suite of resources to identify and teach literacy and numeracy skills
- All staff have been trained in the five key areas of differentiation; content, process, product, environment and assessment

# Strategic Direction 3: Transforming leadership, strengthening community partnerships

## Purpose

**To grow the leadership capacity of the school through expert knowledge and supportive, transformative practice. Engagement with the community is further enhanced through increased participation, transparency and effective communication of learning, well-being and sustainability initiatives.**

## Improvement Measures

- A system of distributed leadership is established with 2ICs across all faculties and leadership areas.
- Regular, timetabled mentoring sessions between senior executive staff and Head Teachers
- Executive Meeting restructure to reflect a professional learning focus
- All Faculty Management Plans reflect the School Plan

## People

### Leaders

- Establish a mentoring team to support and up skill aspiring and exiting leaders

### Staff

- Actively seek leadership opportunities within their faculty, through teams, focus groups and outside the school to enhance the impact of their professional practice

### Parents/Carers

- The parent/caregiver body are supportive of the key features of the school plan and actively promote the values as part of a supportive school culture

### Community Partners

- The school community embraces values of inclusivity, connectedness and environmental sustainability

## Processes

- External providers build staff expertise through TPL and designated staff share through school based professional learning at both a faculty level and through designated teams
- Implementation time is allocated for all staff to apply professional learning that supports the strategic directions of the school plan, through Teach Meet Sessions as a regular feature of the staff professional learning calendar to promote pedagogical leadership opportunities

## Evaluation Plan

- Surveys of staff, students, parents/caregivers and community partners at regular intervals to measure impact of programs
- Seek collegial feedback from other schools within the community on product and processes
- Regular collection and analysis of data for reflection and reporting on the impact of key aspects of the School Plan

## Practices and Products

### Practices

- Staff leadership capacity is enhanced through a structured and transparent process of professional learning
- Organisational structures and administrative systems support teaching and learning as the core business of the school
- Executive staff and Team Leaders are empowered to ensure that both human and financial resources are distributed effectively to support students, build staff capacity and support student learning.

### Products

- A whole school *Professional Learning Scope and Sequence* is written to ensure timely and informed delivery of the School Plan
- Mapping of Professional Learning for the teaching and executive staff against PDP goals and aligned with the School Plan
- Enhanced leadership capacity and cohesive teams with a shared vision
- All school events are planned with consistency, collegiality and a professional process of clearly established and transparent structures
- All Faculty Management Plans have practices in place to ensure inclusivity, connectedness and environmental sustainability