

Strategic Improvement Plan 2022-2026

Epping Boys High School 8884



School vision and context

School vision statement

At Epping Boys High School we are committed to a shared vision embodying the core school values of **Respect, Responsibility and Engagement** in all aspects of teaching, learning and wellbeing.

Every student and every teacher will be challenged to *strive to achieve* aspirational academic, wellbeing and citizenship goals every day.

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.

Enrolment trends have shown a significant increase in students since 2017. Year 6 into 7 enrolments are from the local enrolment zone. Large scale residential high rise developments will have a further impact on enrolment numbers.

The school has a strong tradition of teaching expertise and excellence that is supported by staff with considerable teaching experience and long term commitment to the school. An 8.33% ratio of beginning teachers to experienced teachers is representative of the changing dynamic of the teaching staff at the school.

The situational analysis shows that improved attendance with the majority of students attending school each day is an important goal. In literacy students have been identified as needing greater support with cohesion and synthesis of ideas, understanding purpose and higher levels of comprehension (nuances, inferential and layered meaning) whereas in numeracy areas for improvement include algebraic expression, problem solving and measurement. HSC areas for improvement are differentiated by faculty. The School Improvement Plan values data driven practice and strong collaboration to further the vision for the school with intrinsic links between wellbeing and learning underpinning the educational purpose at Epping Boys High School.

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(Autism) Unit and 69% 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 and broader parent community with a strong commitment to supporting the strategic directions of the school.

Strategic Direction 1: Student growth and attainment

Purpose

To continue and enhance a culture of high expectations, with high academic attainment and aspirational learning goals for all students, supported by strong wellbeing programs and inclusive practices.

Improvement measures

HSC achievement - top 2 bands

Achieve by year: 2023

HSC Results

- Improvement in the percentage of HSC course results in top two bands to 61.8% or above

HSC achievement - top 3 bands

Achieve by year: 2023

- Improvement in the percentage of HSC course results in top three bands to 89.0% or above

NAPLAN expected growth - Reading

Achieve by year: 2023

Literacy

- An increase in Check-in Assessment mean scaled score for **reading** in Years 7 - 9 for 2023 compared with Years 7 - 9 in 2022.

NAPLAN expected growth - Numeracy

Achieve by year: 2023

Numeracy

- An increase in Check-in Assessment mean scaled score for **numeracy** in Years 7 - 9 for 2023 compared with Years 7 - 9 in 2022.

Aboriginal student HSC attainment

Achieve by year: 2023

Aboriginal Student HSC Attainment

Initiatives

Data Driven Practice

Improved use of internal and external assessment data, specifically in regards to literacy, numeracy and the HSC for teachers to understand student levels of achievements and areas to target for improvement. Focus areas will include:

- Systematic, whole school analysis of NAPLAN data to inform teaching and learning programs in the Middle School
- Each Faculty has aspirational HSC targets for each HSC course embedded within their Faculty Improvement Plan (FIP) that identifies gap analysis from RAP data and embeds explicit teaching strategies to address these areas for improvement in Stage 6 teaching and learning programs
- Literacy Support Program targets students achieving in the bottom two bands for NAPLAN who need additional assistance with their reading and writing skills
- Professional Learning for all Head Teachers on how to drive improvement in their faculty through data informed practice

Collaborative Practice

Improve a shared vision for collaborative practice that drives a culture of ongoing evaluation, reflection and fine tuning of teaching and learning for student growth and attainment. Focus areas will include:

- A Literacy Team with cross faculty representation will lead data-informed strategies and explicit teaching of reading strategies in the Middle School
- A Literacy Team with cross faculty representation will lead data-informed strategies and explicit teaching of HSC course specific text types for extended responses in the HSC
- Literacy and Numeracy strategies to be embedded in all Teaching programs in the Middle School
- An EALD Team will lead specific EALD pedagogy

Success criteria for this strategic direction

- The Epping Boys High School community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence - to strive to achieve
- The Senior Executive maintains a focus on Head Teachers as instructional leaders to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress with literacy, numeracy and the HSC, and gaps in student achievement decrease
- Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement
- The school analyses student progress in class and across classes in internal and external assessments. Teachers respond to trends in student achievement, at individual, faculty and whole school levels
- Faculties use data to inform practice in Literacy and Numeracy with Faculty Improvement Plans (FIPs) embedding Literacy and Numeracy strategies
- EALD and LSCM teams are collaborative and capacity building to inform whole school approaches to literacy and numeracy programs
- The school has processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments in both the Middle and Senior School
- The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data
- All teachers understand and explicitly teach differentiated literacy and numeracy across all faculties, with success that can be measured by improved student progress and achievement data
- The Senior Executive deploys teaching and non-teaching staff to make best use of available expertise

Strategic Direction 1: Student growth and attainment

Improvement measures

- Proportionally contribute to the Gordon Principal Network target uplift of Aboriginal students attaining the HSC in 2023, while maintaining their cultural identity

Initiatives

- and upskill teachers on how to utilise EALD specific SLSOs in their classroom to improve curriculum inclusion for EALD students.
- A Language and Media elective for EALD students in the beginning phase to be offered to support International and EALD students in building the necessary understanding of the skills required to attain National Minimum Standards in Literacy and Numeracy
- A Learning and Support and Case Management Team that embeds data driven targets for all students with PL&SPs who are funded, targeted or identified
- Professional Learning for all Head Teachers on Collective Efficacy to drive stronger collaboration in their faculty

Success criteria for this strategic direction

to meet the needs of students

- The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of student learning styles and abilities

Evaluation plan for this strategic direction

Questions: What has been the impact of using data to shape learning goals in Literacy, Numeracy and HSC attainment? Do teachers collaborate to evaluate, reflect on and adapt practice?

Data:

Data sources will include:

- Best Start Testing
- Check-in Assessments
- VALID testing
- NAPLAN
- HSC Minimum Standards
- HSC results
- Internal Assessment data
- Staff professional learning register
- Teaching and learning program analysis (informed by data, evidence of differentiation, literacy and numeracy strategies incorporated)
- Classroom Observations

Analysis: Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications: Thorough evaluation will inform:

- changes to directions
- reallocation of resources

Strategic Direction 2: Excellent Teaching and Learning

Purpose

To ensure high quality professional learning drives excellent teaching and learning experiences for all students with wellbeing, quality teaching and differentiated literacy and numeracy strategies highly visible.

Improvement measures

Wellbeing

Achieve by year: 2023

Wellbeing

- Improvement in the percentage of students with positive wellbeing in Tell Them From Me (TTFM) surveys to above the school target of 82.8% of students
- Improvement in the Positive Behaviour for Learning program to reduce the number of ongoing tier 3 behaviour interventions by 20%

Achieve by year: 2024

Quality Teaching and Learning:

- All teaching staff are delivering quality lessons to improve outcomes, using elements of best practice - explicit teaching and assessment
- All Middle School Scope and Sequences and programs have cross curricular content embedded and are arranged to support or supplement cross curricular content or skills development

Attendance (>90%)

Achieve by year: 2023

Attendance:

- Improvement in the percentage of students attending school 90% or more of the time to 94.3%

Initiatives

Wellbeing

Whole school wellbeing practices that promote high quality social, emotional and behavioural interactions that value positive relationships across the school community. Areas of focus include:

- A Wellbeing Team that engages with high-quality collaborative practice that uses data to shape intervention strategies and is responsive to changes indicated through internal data collection (SENTRAL, Forge and TTFM)
- Reviewing and improving the use of formative data sources, monitoring and reflecting to ensure the responsiveness and effectiveness of the *Boys to Men* Program across years 7-10
- A Positive Behaviour for Learning Team that embeds the use of regular analysis of data with a focus on working with the year adviser team and year group Deputy Principal to develop targeted strategies for each year group
- Strong collaboration with the Beginning Teacher Mentoring Team for professional learning sessions on PBL structure, teaching strategies and classroom standards
- Co-develop PBL expectation documentation across multiple contexts - playground, public transport, canteen

Quality Teaching and Learning

Learning experiences for all students embed high expectations and explicit teaching strategies that engage, challenge and support all students in a comprehensive high school with quality teaching and learning. Areas of focus include:

- Establishment of a whole school classroom observation program that drives improved teaching practice and draws on a shared language of what quality teaching looks like
- Professional Learning in the development of high impact teaching strategies (explicit teaching and

Success criteria for this strategic direction

- The Senior Executive and Head Teachers have participated in capacity development programs and drive evaluative thinking in their faculty areas to continually monitor the impact of teaching programs and approaches used by all teachers
- There are impactful teams that drive cross faculty professional learning communities which are focused on continuous improvement of teaching and learning
- That the teams structure facilitates strong collaboration to inform and support a culture of high quality teaching and learning at Epping Boys High School where all teachers engage in lesson observation data collection to create a database of areas of strength and improvement
- Effective teaching methods are identified and promoted with team members modelling examples of best practice to staff
- That professional dialogue, collaboration, evidence based practice, classroom observation and the modelling of effective practice are highly visible and intrinsic to the teaching and learning culture at Epping Boys High School
- The school has implemented evidence- based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning
- The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching
- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes
- Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure the opportunity for student learning
- Attendance data is regularly analysed and is used to inform planning. Whole of school and personalised

Strategic Direction 2: Excellent Teaching and Learning

Initiatives

- assessment) that are contextualised to Epping Boys High School
 - Scope and sequences of faculties mapped to show alignment of teaching concepts with a team of cross faculty teachers to discuss curriculum alignments and how student progressions are strengthened through collaboration with the literacy and numeracy teams to identify cross curricular content
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Success criteria for this strategic direction

- attendance approaches are improving regular attendance rates for all students, including those at risk
- Expectations of behaviour are co- developed with students, staff and the community and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school with faculties collaborating with the PBL team to develop specific expectations relevant to their faculty.
- All classrooms and other learning environments are aware of and utilising PBL expectations, teaching strategies and procedures consistently. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. The PBL Team model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning. Support is provided to teachers where needed, ensuring optimum learning.

Evaluation plan for this strategic direction

Questions:

Has the introduction of whole school explicit teaching improved student outcomes? What has been the impact of the Wellbeing, Quality Teaching and Learning and PBL Team? Have all staff and faculties engaged with the team structure? Have school wide practices been developed in response to the team structure? Have the Classroom Observation Proformas and common language of quality teaching proven a worthwhile teacher reflection tool?

Data:

- Teaching programs
- Classroom observations
- Student work samples
- Meeting minutes
- Staff and student surveys

Evaluation plan for this strategic direction

- Pre and post teacher assessment
- PL@EBHS website

Analysis: Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications: Thorough evaluation will inform:

- changes to directions
- reallocation of resources

Strategic Direction 3: Excellent Leadership

Purpose

Strong, decisive leadership refines a school culture that promotes respect, responsibility and engagement across all areas of the school community, encapsulating student voice and visible leadership opportunities for all students.

Improvement measures

Achieve by year: 2024

Student Leadership and Voice:

- All students are provided with opportunities to build their leadership skills and are supported to identify leadership opportunities within the school
- All Students are provided with the opportunity to voice and genuinely shape shared understanding and decision making within the school

Achieve by year: 2024

Early Career Teacher Mentoring:

- All early career teachers are involved in the mentoring program, with targeted professional learning to support their development in becoming confident and effective practitioners

Achieve by year: 2024

Leadership Development:

- All staff clearly understand the leadership opportunities available and are aware of their role as the teacher leader in their classroom
- All Executive staff are trained in coaching strategies and leading crucial conversations to build staff capacity and drive school improvement

Initiatives

Student Leadership and Voice:

- Create opportunities for more students to be involved in leadership roles within the school
- Co-develop a leadership continuum that shows the leadership hierarchy for students in the school and identifies the skills set required at each stage of the student leadership journey
- Student voice included in each newsletter and as part of regular student focus groups

Leadership Development:

Improve the professional experience of all teaching and non-teaching staff through targeted mentoring and coaching conversations to support the development, professional growth and career progression

- Form a Beginning Teacher Mentoring Team and assign an individual mentor to each beginning teacher in the team, including a regular time for check-in with targeted team meetings at areas identified as particular priorities by beginning teachers
- Establish an online, collaborative platform for sharing of information and communication across all career stages
- Professional learning delivered to support teaching and non-teaching staff in developing their leadership skills and to seek out opportunities for career development
- Executive development program that is responsive to the changing needs of senior executive and executive roles in the school to lead the drive for whole school improvement

Success criteria for this strategic direction

Student Leadership and Voice:

- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence that is inclusive of student voice
- The opportunities for student leadership are highly visible to students, parents and staff
- A student leadership continuum is co-developed with students, parents and staff that articulates the leadership skills and capacity that will be learned

Beginning Teacher Mentoring:

- The Beginning Teacher Mentoring Team ensures that direct support is available to new staff members from experienced teachers, and beginning teachers have a designated mentor.
- All mentors to have completed professional development course in mentoring, coaching and capacity building
- Beginning teachers moving from mentee to mentor

Leadership Development Program

- The Senior Executive uses data to evaluate the effectiveness of management processes, and creates a culture of shared accountability to achieve organisational best practice
- A leadership development framework is established that clearly articulates leadership opportunities and plans for progression and development of future leaders
- Whole school processes support mentoring and coaching to drive ongoing development and improvement for all career stages

Evaluation plan for this strategic direction

Question:

Has the explicit teaching in leadership strategies

Strategic Direction 3: Excellent Leadership

Evaluation plan for this strategic direction

improved student connectedness? -- sep questions
introduction of the student voice, beginning teacher and leadership development initiatives had a positive impact?
Has the student leadership continuum enhanced visibility of the leadership opportunities available for students?

Data:

- Coaching records
- Retention of early career teachers
- Surveys - staff, student, parents
- Career progressions of staff

Analysis: Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications: Thorough evaluation will inform:

- changes to directions
- reallocation of resources