

Business Plan 2019-2021



ENCOURAGING · CARING · CHALLENGING

Respectful - Inclusive - Strive - Excellence

Future Directions for Eaton Community College

This business plan outlines the direction Eaton Community College will take. Our priorities are the quality of the student learning and their overall well being, and we know that school improvements will positively impact on the success of our students. This plan draws on the National Schools Improvement Tool, applying the research regarding practices of highly effective schools and their leaders.



Our Vision

We seek to support every student to develop intellectually, emotionally, physically and culturally. This is about ensuring that they are ready for today's world and the future. Each individual student has the right to expect academic excellence within the learning environment. Our aim is to support them to strive for the highest academic standards whilst

fostering independent, creative, critical thinkers who are the lead learners of the future. Our role is to encourage our students to be intellectually active and self-directed. We respect each student by providing a wealth of opportunities to foster their strengths in becoming life-long learners, embracing their full potential.

Our Values

Our core values at ECC are: we Encourage, Challenge and Care for our students. As a Positive Behaviour School we all embrace R.I.S.E: where we are Respectful, we are Inclusive, we Strive for Excellence.

School Context

Our students access a broad range of programs within our inclusive environment in Years 7 to 12 including ATAR, General and VET. We are committed to understanding and providing excellence in education within a safe learning environment where every student has the support they require to be successful. The broad range of subject choices and learning pathways cater for diverse student abilities, needs and interests. We offer Specialised Learning Programs utilising the expertise of our highly qualified staff. In particular, our Education Department endorsed Specialised Learning Program for Autism Spectrum Disorder students attracts expert educators to provide academic and social learning so that every child has the holistic wrap around support they require to succeed.



Understanding the Business Plan

As an Independent Public School (IPS), we consistently strive to improve every facet of our College. Our partnership with the College Board is part of our continuous cycle of self-assessment and review. The targets within this Plan are achievable through the strong commitment of staff to prioritise the focus areas through evaluation of data and disciplined dialogue in Learning Area meetings, Professional Learning and our Professional Learning Communities. Over a number of years, the school's performance in NAPLAN, ATAR and attendance has been lower than "like schools". This document reflects the collaborative planning that occurred throughout 2019, building an improvement agenda for the next three years to improve school performance. This will be achieved through quality teaching and learning, utilising explicit/direct instruction and building positive relationships. The Focus Areas, targets and strategies are:

Focus Area 1: Distinctive School

At the College we will promote ourselves as the School of Choice offering ATAR, General, VET and the Specialised Learning Program- Autism Spectrum Disorder. We will offer outstanding support and intervention approaches to develop students' social and emotional resilience and skills. As an inclusive school, we are creating a community where life-long learning is an outcome, fostering students' growth and development. We directly and comprehensively collaborate and network with our local primary and neighbouring secondary schools. This is about establishing a strong collegial culture in which teachers have an overt and shared commitment to the continuous improvement of teaching. It involves an openness to be critiqued by colleagues through embedding a model of classroom observation to improve practices across the College.

Targets

1. Enrolments into Year 7 are maintained or increased from 2019 levels.
2. All teaching staff are competent in SEN reporting by 2021.
3. Achieve 60% satisfaction in the National School Opinion Survey (NSOS) by the end of 2020, with an aspirational goal of 80% by the end of 2021.
4. Creation and implementation of a 5 year marketing plan by 2020.



Strategies

Inclusive

- Specialised Learning Program – Autism Spectrum Disorder – Inclusive Intervention and Support Program.
- Specialised Programs – Literacy Intervention Programs and Numeracy Intervention Programs.
- Specialised Program - ECC CrossFit.

Partnerships

- Further develop and maintain partnerships with Bethany Fields, Shire of Dardanup, TAFE, BRTTC, Local Industries, Albany SHS Basketball, Slammers and SW Jets.
- Participation Team and Employment Coach.
- Japanese Sister School Naruo, Osaka, Japan and SW networks.
- F1 Engineering – South 32, NMSHS and Wesley College.
- Strong links - parent and caregivers to provide students with wrap around support (at school and at home).

Distinctions

- Distinctive School structure and organisation – physical environment, timetable, curriculum.
- Specialist Literacy and Numeracy Teachers prioritising these two key areas.
- Promotion through increased marketing and networking.
- Students develop autonomy and self-determination.
- Prioritising the all-round well-being of students through a holistic approach.
- Employ highly skilled specialist support staff to target needs of individual students.



Focus Area 2: Quality Teaching

We expect all educators to access the broad range of student progress, achievement and well being data and use it to analyse, track, review and monitor student progress. At ECC, we believe that quality teaching in every classroom, based on formative assessment derived from data analysis, supports students to learn. The data is effectively used to build a culture of self-evaluation and reflection across the College to improve student outcomes. It is important for us to have explicit, coherent learning intentions and differentiated plans for the curriculum to target individual student needs.

Targets

1. Increase the percentage of students making High or Very High in NAPLAN - Reading and Numeracy.
2. Median ATAR is improved to 70 or better by 2021.
3. Develop an ECC Model of Teaching that uses best practice by 2021.
4. By 2021, 95% of Year 12 students will achieve WACE, with an aspirational goal to achieve 100% .
5. By 2021, 100% of staff are engaged in reflective practices, peer observation, self-reflective review and performance management .



Strategies

Data analysis and disciplined dialogue

- Analyse PAT data and work collaboratively to understand results, plan for improvements and act to make changes to practices.
- Apply data to monitor student progress and quality teaching- includes systemic , school and teacher generated data.

Systematic Curriculum Delivery

- Whole School Literacy practices - school-wide implementation in all learning areas of reading strategies.
- Literacy Program - Teach Well/Masterclass - Corrective Reading.
- Consistent Model of Teaching - based on explicit instruction and principles of effective instruction/evidence based.

Effective Teaching Practices

- Formative Assessment - embedding use, planning, acting, evaluating.
- Individualised/Personalised Learning Programs.
- Digital Classroom - effective and creative use of technology to enhance learning, provide feedback, communicate and work more efficiently.
- WA Curriculum - Validation of Teacher Grades compared to systemic and school initiated tests (PAT)
- Teach Well - High-impact Explicit Direct Instruction Masterclass professional development.





Focus Area 3: (Positive) Culture of Learning

Provide a safe and welcoming learning environment with programs and initiatives that encourage, challenge and care about our student's learning. We want all our students to RISE through demonstrating Respect, being Inclusive and Striving for Excellence. We want to maximise our students' talents and abilities so they are well prepared and equipped to prosper beyond school years. Students will enjoy positive and productive relationships with each other and teachers.

Targets

1. By 2021, 5% decrease in behaviour management incidents.
2. Increase regular attendance (90%+) by 2% each year.
3. A positive improvement in both the student and parent National Opinion Surveys for the following statements:
 - My child/I feel safe at school
 - Student behaviour is well managed at this school.
4. Increase the percentage of students achieving Often or Consistently in the ABEs (Attitude, Behaviour and Effort matrix in semester reports).

Strategies

- Professional Learning Communities- demonstrate quality collaboration every time colleagues meet.
- Professional Learning Communities - are classroom based professional development, utilising educator's expertise.
- Positive Behaviour Strategies - Framework guides the process of changing culture and management of attitudes/behaviour.
- Developing a culture of improvements/ utilising audits, adjustments, differentiating - including physical environment, relationships and how we act.
- Standards and Expectations - explicitly state, teach and reinforce.
- Attitudes and Beliefs - explicitly state, teach and reinforce.
- Digital Citizenship - including appropriate use of social media.
- Staff Recruitment - selection process for staff who promote and exemplify best practices.
- Support for students: Chaplain, full time Psychologist, Triage List - Students at Educational Risk.
- Develop Rising Suns reward program, with PBS implementation: RISE by demonstrating Respect, being Inclusive and Striving for Excellence.
- Social Skills - explicitly teach and reinforce. Use clubs and activities to engage /support students: Kiwi Club, Our Mob, Fashionista, DRUMBEAT, Shine and Safe Places.
- Develop and build enrolments in Follow the Dream and Aspiration programs.
- Develop the Board engagement in the positive culture.
- Student Services to regularly monitor and action Student Information System for behaviour incidents (N1,N2,N3,N4).



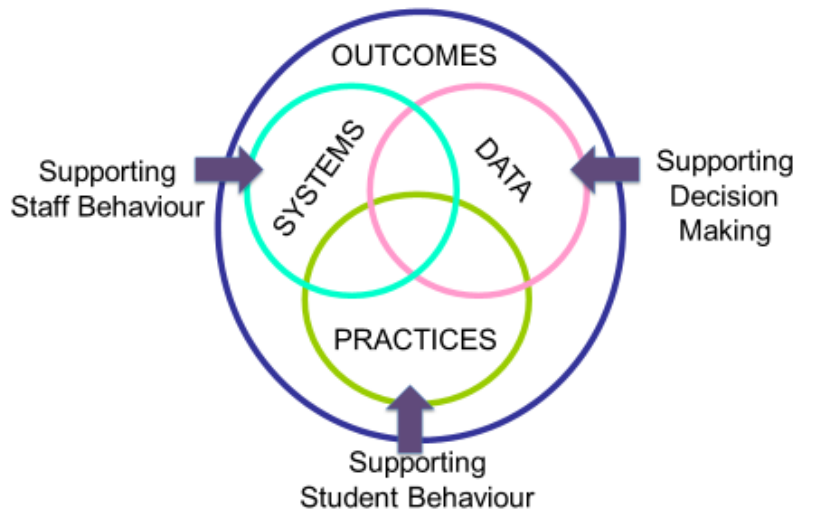


Evaluation of Plan

Self-assessment processes are an integral part of the College's accountability and planning processes. This is where we describe our Self-Assessment Process for Academic and Behaviour Outcomes = Whole School Improvement for our Students. This is how we evaluate:

Positive Behaviour School

Social Behaviour & Academic Achievement



The development of systemic supports for the adults within the environment to ensure correct and sustained implementation (Lewis & Sugai, 1999)

The School Improvement and Accountability Framework is structured around the following conceptual model.

