School plan 2015 – 2017

Epping Boys High School 8884

Engaging learners to focus on excellence
Supporting teachers to create excellence in teaching
Cultivating excellence in leading
### School vision statement

“Engaging all Boys and Building Fine Men”

“Every boy, every day, every chance”

### School context

Epping Boys High is in the inner North-West of Sydney, 12kms from the city centre, 1km from Epping Railway Station and Macquarie University. The school has close ties with the community, University of Sydney, University of New South Wales, Macquarie University, Bendigo Bank and partner primary schools. There is an active and involved P&C. Epping Boys has a Middle School (Years 7-9) and Senior School (Years10-12) structure to better focus on the needs of students at different stages of their learning. The school community is diverse with 48% of students from non-English-speaking backgrounds. International students join the school in Stage 6. All boys are encouraged to strive for excellence and foster a civic sense of responsibility.

In 2014 our dux achieved an ATAR of 99.9; six students achieved ATARs above 99; 35% of students achieved an ATAR over 90; and nine students were All Rounders with over 90% in 10 units. There were 200 Band 6s achieved by 79 individual students. Students performed above state average in all NAPLAN tests. Participation in GAT learning programs is encouraged.

Epping Boys has a long tradition of sporting excellence. In 2014 two boys gained selection into Australian touring teams (rugby and football). The sports program has expanded with a Sports Academy in football, rugby, cricket and AFL, to further cater for our gifted and talented sporting students.

Epping Boys enjoys a high music profile with students participating in the Schools Spectacular; and local, state, national and international eisteddfods. There are more than 100 co-curricular activities offered including musical/choral ensembles; drama; academic competitions; various clubs; Duke of Ed; Enviro Team; camps for drama, art, music, whole year groups; and overseas tours to Canada, USA, NZ, Europe, Japan and Indonesia. Each year group is involved in charity fundraising.

The Boys to Men Program engages boys in learning, promotes well-being and builds men who are connected to their community. There is strong focus on leadership, enhanced learning experiences and engagement for all boys.

### 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.
"Engaging all Boys" and "Building Fine Men"

“Every boy, every day, every chance”

**STRATEGIC DIRECTION 1**
Engaging learners to focus on excellence

**Purpose:**
1. Students are supported to make successful transitions from primary to high school; from middle (Years 7 to 9) to senior (Years 10 to 12) school; and from senior school to future learning or employment
2. To develop the whole boy to be a successful, resilient and informed individual to meet future challenges

**STRATEGIC DIRECTION 2**
Supporting teachers to create inspired learning

**Purpose:**
1. Teaching is distinguished by high levels of professionalism and commitment
2. Individually and collaboratively, teachers evaluate the effectiveness of their teaching practices
3. Teachers take shared responsibility for student improvement and contribute to a transparent learning culture

**STRATEGIC DIRECTION 3**
Cultivating excellence in leading

**Purpose:**
1. A commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success
2. Students benefit from the school’s planned and proactive engagement with the parent and broader community
## Strategic Direction 1: Engaging learners to focus on excellence - To develop the whole boy to be successful, resilient and informed individual to meet future challenges.

### Purpose

Why do we need this particular strategic direction and why is it important?

1. Students are supported to make successful transitions from primary to high school; from middle (Years 7 to 9) to senior (Years 10 to 12) school; and from senior school to future learning or employment

2. To develop the whole boy to be a successful, resilient and informed individual to meet future challenges

### Improvement Measures

- Increased NAPLAN literacy levels for Year 9 above SSG
- Consistent high value-added across low, middle and high reading levels from Year 9 NAPLAN to Year 12 HSC
- Increased number of boys participating in co-curricular activities and recognised through a merit award system

### People

**How do we develop the capabilities of our people to bring about transformation?**

**Students:** Students use scaffolding and feedback, take responsibility for and reflect on their own learning

**Staff:** Teachers differentiate curriculum delivery to meet the needs of individual students

Teachers involve students and parents/carers in planning to support students as they progress through the stages of education

Teachers set transparent criteria for student assessment and have in place principles of consistent assessment and moderation

School staff actively collect and use information to support students’ successful transitions

**Parents/Carers:** Practices are embedded for parents/carers to be engaged in and understand the learning progress of their children and how to effectively support them to learn

Parents/carers have an understanding of what their children are learning and receive regular information to support their son’s progression to the next level

**Leaders:** Middle and Senior School Teams develop the capacity of staff to effectively assist successful transitions

### Processes

**How do we do it and how will we know?**

- Differentiating the curriculum, there are systematic policies, programs and processes to identify and address student learning needs eg G&T, L&S, EAL/D, International students, PLPs
- Curriculum provision is enhanced by learning alliances with other schools and organisations
- Transition and mentoring programs - the focus of these is to ensure effective transitions occur at all transition points and students are fully supported in pursuit of excellence
- Literacy, resilience and technology projects are embedded across Middle and Senior School
- Authentic assessment tasks developed, evaluated and feedback given to faculties

### Products and Practices

**What is achieved and how do we measure?**

**Product:**

- Increased NAPLAN literacy and numeracy levels for Year 9 above SSG
- No Band 1s or 2s for HSC courses
- Consistent high value-added across low, middle and high reading levels from Year 9 NAPLAN to Year 12 HSC
- Structured transition, welfare and mentoring programs are embedded in both Middle and Senior School structures
- Successful implementation of PBL system across the school learning community
- Successful implementation of BYOD program

**Practice:**

- Students are self-aware, build positive relationships and actively contribute to the school, the community and society
- All school partnerships ensure continuity of learning for students

**Product:**

- Excellent, consistent, school-wide practices for assessment and reporting are used to monitor, plan and report student learning across the curriculum

**Practice:**

- Students reflect on assessment reporting processes and descriptive feedback to plan their learning

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Strategic Direction 2: Supporting teachers to create inspired learning

To develop high quality, effective teachers who evaluate and adapt their teaching practice to build lifelong capacities in students.

<table>
<thead>
<tr>
<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
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<tbody>
<tr>
<td>1. Teaching is distinguished by high levels of professionalism and commitment</td>
<td>How do we develop the capabilities of our people to bring about transformation?</td>
<td>How do we do it and how will we know?</td>
<td>What is achieved and how do we measure?</td>
</tr>
<tr>
<td>2. Individually and collaboratively, teachers evaluate the effectiveness of their teaching practices</td>
<td>Students: Provide staff with feedback through surveys and course evaluations</td>
<td>Buddy system utilises a mentoring model to provide a framework for teachers to work collaboratively within and across faculties</td>
<td>Products: Embedded and explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes</td>
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<tr>
<td>3. Teachers take shared responsibility for student improvement and contribute to a transparent learning culture</td>
<td>Staff: Staff are provided with support to develop PDPs and accreditation levels. Meetings are scheduled with buddies</td>
<td>Induction and mentoring programs for beginning and Early Career Teachers and staff new to the school</td>
<td>Practices: Teachers collaborate to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement</td>
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<td>Parents/Carers: Parents and carers engage with teachers at parent teacher interviews, attend information evenings, and communicate their ideas through surveys</td>
<td>Literacy and Technology Project that focuses on improved teaching methods in Middle and Senior Schools – teacher-led tutorials</td>
<td>Intra and/or inter-school relationships (buddy system) provide mentoring and coaching support</td>
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<td></td>
<td>Leaders: Supervisors are provided with training to support development of PDPs and accreditation of staff</td>
<td>Accreditation teams developed and resourced to support staff at all levels of accreditation</td>
<td>Products: All teachers are committed to implementing evidence-based teaching strategies</td>
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<tr>
<td>Improvement Measures</td>
<td></td>
<td>Evaluation Plan</td>
<td>Practices: Teachers utilise collective knowledge to understand the impact of their teaching on student outcomes</td>
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<td>Increased numbers of teachers seeking accreditation at Highly Accomplished and Lead</td>
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<td>Scope and sequencing embedded across the school in programs, registers and assessments</td>
<td>Products: Performance and Development Plans are aligned with the school plan and incorporate the professional standards</td>
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<td>All teachers have PDPs and goals aligned to the DEC and school priorities</td>
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<td>BOSTES compliance in place</td>
<td>Practices: Targeted professional learning is provided which addresses individuals’ PDP goals and provides collegially developed supporting documentation for accreditation</td>
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Strategic Direction 3: Cultivating excellence in leading - To further foster a culture of collective responsibility involving students, staff, parents/carers and the wider community

### Purpose

Why do we need this particular strategic direction and why is it important?

1. A commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success

2. Students benefit from the school’s planned and proactive engagement with the parent and broader community

### People

How do we develop the capabilities of our people to bring about transformation?

**Students:** Actively participate, engage in and benefit from opportunities developed through community partnerships

**Staff:** Individually and collectively participate/lead in leadership and community opportunities; supporting the school’s strategic directions; and supporting public education

**Parents/Carers:** Promote and support their son’s involvement in community partnerships

Contribute to the school through P&C, volunteering, being present at school functions and support the school’s strategic directions

### Processes

How do we do it and how will we know?

- Leadership Project with a focus on distributed leadership to build the capacity of teachers in leadership positions and teachers seeking leadership opportunities; embedding the Middle/Senior School structure
- Community Partnership project focusing on more productive relationships with partner primary schools, high school networks, tertiary institutions, industry and business organisations and parents/carers

### Products and Practices

What is achieved and how do we measure?

**Product:** Increased leadership capacity among staff will be reflected in individual PDPs that are reviewed and evaluated with supervisors

**Practice:** A database developed to record, measure and inform the success of community partnerships

**Product:** School Planning Team will monitor the implementation of milestones and report to the school executive who will provide feedback to their staff

**Practice:** School communication is relevant to targeted audiences and delivered in a timely manner

**Product:** Management systems and processes underpin ongoing school improvement. Resources are aligned to student outcomes

**Practice:** Longer term financial planning is integrated with whole school planning

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<td>- Leadership capacity is enhanced and reflected in greater collaboration, self-reflection, higher expectations and stronger school teams</td>
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<td>- Middle/Senior School structure is sound and sustainable (Good to Great)</td>
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<td>- A greater number of KLAs and individual teachers are engaging with the local and wider community to enhance opportunities for students and teachers</td>
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<td>- Management systems, structures and processes underpin ongoing school improvement. Resources are aligned to student outcomes</td>
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