

Strategic Direction Summary (2015-18)

“Eaglehawk Secondary College values community, provides opportunities, builds relationships and has high expectations of effort and achievement. These are the College’s CORE values”.

Demographics

Eaglehawk Secondary College is located in the Community of Eaglehawk within the City of Greater Bendigo. The College has a proud history of serving the local community and this year celebrated its 50th Year. The College has been in the past known as “Eaglehawk High School” and “Eaglehawk Technical High School” although its focus on providing a quality education locally to the diverse community of Eaglehawk has not altered. The current school population is 575 students with this being relatively stable over the past four years.

Students at the College are predominantly from the local community of Eaglehawk with most residing within 2-3 kilometres of the College. A small number (30) of “country bus travellers” travel to the College from outlying rural areas although none travel more than approximately 40 minutes to attend the College. The community of Eaglehawk that the College serves is made up of three dominant groups and this is evident within the school population. The largest are those that are long term residents of the area and have a strong connection with the College many of whose parents will have attended the school. The College also serves some of the largest areas of public housing in regional Victoria with many families moving to the school catchment as a result of accommodation needs. In recent years there has also been considerable development of new estate areas near the College and a movement of young families to the area. This is likely to continue well into the future with over 1000 new blocks available for development.

The SFO of the school has increased slightly over the past few years from .62 to .66 with this “disadvantage” being reflected in other ABS data including the SEIFA index. Some sections of the school’s community are severely socio economically disadvantaged compared to the rest of the state. The College has also become the major education provider for Aboriginal and Torres Strait Islander students with approximately 50 currently attending the school. The school currently has only one student that speaks a language other than English whilst over 50% of the schools parents are in receipt of a government health care card. A significant challenge for the College is the diversity of the community it serves and the educational background of families. Although there is significant disadvantage in the community there is also an understanding by many of the importance of education in the future of young people and a willingness to become engaged in their child’s education.

Facilities-School Rebuilding and Restructuring

During the development of the last strategic plan the College was undertaking the final phase of a total rebuild of the school and re-structure of its operation along with other schools within the Bendigo Education Plan. The \$22 million re-development was an exciting although challenging project for the school and local community that regenerated many aspects of the school’s operation. Students leaving Year 10 in 2014 are the last students to have experienced the temporary facilities and have experienced massive change in both the way their school operates and the environment they are educated in. During the last four years there has been considerable collaborative effort and support between the four schools redeveloped in Bendigo resulting in great benefits to the community.

School Partnerships

The College works closely with Weeroona College Bendigo, Crusoe College and Bendigo South East Secondary College to share expertise and ideas and collaborates on many joint programs and initiatives. Recently the College participated in a very successful project to improve writing outcomes with Weeroona and Crusoe Colleges that was an example of this. Over 90% of students exiting the College move to Bendigo Senior Secondary College for Years 11 and 12 and although this is a challenge for them they are supported throughout by a transition process that ensures their success. Recently the College joined with four of its feeder primary schools to employ a high needs transition worker to support vulnerable students make a successful move from primary to secondary school. The

College also has a shared language strategy (including staffing) with two of its significant feeder schools. Latrobe University Bendigo provide considerable collaborative support for the school and its students working in partnership on projects such as the “Uni Bridges Program (to increase science and maths participation), Latrobe Partnerships Program (to increase student aspiration for tertiary study) and Centres for Teaching Excellence (to develop teacher practice of graduate/trainee teachers). The College also receives significant community support from service organisations and community groups such as the local Rotary Club and Empowering Eaglehawk.

Staff profile

The College currently employs 43.3 EF teachers and 12.8 school support staff. It also employs 4.0 EFT staff on a casual basis to provide classroom support top students in a range of different areas. The College currently has a Leadership structure that consists of a Principal, Assistant Principal and provision for 6 Leading Teachers.

The Future

The College and its community are positive about its future and the role it currently plays in the Eaglehawk Community. This is indicated in survey data (discussed in the self-evaluation) and the positive feedback the College has received over the past twelve months. The College has used the review process as a catalyst for its strategic planning for the next four years.

Strategic Priorities

Achievement

Improve student learning outcomes

To build upon and extend current learning gains across the College for all students in all learning areas.

- Continue with a whole school approach to literacy and numeracy.
- Use data effectively to identify challenge, growth and achievement of students and allocate resources appropriately.
- Develop strategies to and processes to support student productivity through better personal organisation.
- Review and refine assessment and reporting at the College including feedback to students and parents, types of assessment and moderation of assessment.
- Ensure that the College's teaching model is used effectively to ensure high quality teaching and learning across the College.
- Regular practice for a variety of assessment mechanisms including NAPLAN, exams, timed tasks etc.
- Use of more timed tasks to build additional rigour into assessment of student learning.
- Provide students with additional information on student assessment and achievement using the school's student learning and management platform (XUNO).
- Continued documentation of units of work (with appropriate assessment at different levels) including extension for students requiring additional challenge.

Engagement

Improve student engagement and motivation

To sustain and extend a learning culture across the College that engages all students and raises their aspirations.

- Continue to enhance and develop the teacher advisory program to enhance students' personal learning.
- Further develop student leadership and student voice (including student feedback) programs across the College.
- Provide extended opportunities for personalised learning from Years 7 to 10.
- Implement relevant technology to support and monitor student attendance and engagement.
- Provide a focus for Indigenous programs and understanding of Indigenous culture across the College.

Continue to provide a focus on student achievement and opportunity.

Student Voice

Improve the motivation, engagement and connectedness of students by providing a greater opportunity for:

- feedback about teaching and learning
- self-reflection on own learning
- self-assessment (priority areas)
- creative expression
- participation in decision making and policy
- mentoring and coaching each other
- learning about and experiencing leadership
- building cultural sensitivity, tolerance and acceptance of diversity
- risk, challenge, curiosity and enrichment.

Parent & Community Engagement

Early development of effective parent engagement begins prior to transition. Clear communication and information ensures that parents and families are effective partners in students' learning, leading to improved student outcomes.

Student connections to community organisations are multi-faceted and multi-layered.

Wellbeing

Improve the relationships

To strengthen students skills and capacity to be resilient and optimistic community members whilst ensuring that they have a safe and stimulating learning environment.

School-wide Positive Relationships

Through a range of strategies and practices students, staff and families build relationships that are effective, focused on wellbeing, and build student awareness and self-efficacy. These relationships ensure clarity of expectation, and are made strong by teacher empathy.

- Embed and enhance current wellbeing practices across the College.
- Provide staff with additional skills in supporting all students' wellbeing.
- Develop opportunities for community partnerships that enhance student wellbeing and engage them in their community and their school.
- Ensure that all students are supported with appropriate interventions that improve their educational outcomes.
- Enhance transition support processes for all students from Years 6-7 and Years 10-11.
- Provide PD on and use the College's learning and management system effectively to monitor student wellbeing.
- Review and revise the College's Teacher Advisory program to ensure that it provides a relevant social competency framework.
- Implement programs that support the physical wellbeing of students (and staff) and promote the values of this to the College Community.
- Further develop relationship/partnership with Latrobe University/Smith Family/Bendigo Community Health that will enhance student's wellbeing and increase the knowledge of staff in this area.

Productivity

Improve teaching and learning and leadership capacity across the College.

To develop and implement a five year strategy in relation to the use of human resources, curriculum implementation, leadership, facilities, enrolments, school promotion and e-learning that will continue to enhance student learning.

Professional Development of Teachers, Support Staff and School Leadership

Through school-wide coaching and mentoring, and the effective provision of resources, all levels of school employment are developed to support improved student learning.

Resource Allocation

- Continue with current budget management strategy as recommended by DEECD.
- Ensure that there is an effective plan to enhance (through College promotion) and predict enrolments at the College.
- Develop and implement an ICT plan that enhances student outcomes and is adequately resourced.
- Use funding to support and develop teacher practice and curriculum to improve student outcomes.
- Provide a strategic funding plan to maintain and enhance College facilities.
- Review the College's Physical resources and ensure the provision of a "strategic improvement" plan for the College grounds and facilities.
- That a College infrastructure plan is created, (including ICT), that ensures effective provision of educational services to students and support the work of teachers and ES staff.

(For further detailed information on targets and key improvement strategies to achieve those targets please refer to the College's full Strategic Plan and Annual Implementation Plan. These along with the College's Annual Report are available on the College's website.)

E.S.C. AIP Priority Areas 2015 Summary (2015-2018 SSP)

- Embedding the quality teaching of literacy (and numeracy) into every classroom. “Teaching beyond literacy”
- Providing every student (and teacher) with the capacity and expectation that their work is organised and presented in a common format.
- Continuing to develop a culture of authentic professional collaboration, coaching and support between teachers and this be an integral part of the Performance and Development process.
- Ensuring that there is a consistency of practice between Learning Communities that creates a high expectation of student achievement and student engagement.
- That student attendance (and engagement) and support continues to be a focus for every staff member with a focus on the work of Teachers Advisors and their Communities.
- Technology is used as a learning tool by teachers and students to enhance engagement, communication and access (including curriculum). That technology is used effectively by teachers to identify, monitor, support and intervene (when appropriate) to support student wellbeing.
- That there is high quality teaching and learning and a consistency of assessment within and across Learning Areas. That technology is used to implement a real time assessment and reporting system by the end of 2015.

- That there are diverse opportunities for, and high expectations of, high achievement for all students and that the College promotes and supports high achieving students in all Learning Areas and extra-curricular activities.
- That there is embedded a culture of respect for diversity and for indigenous culture within the College including knowledge, tolerance and understanding.
- Extending authentic opportunities for student voice within and outside the classroom including student leadership.
- To further enhance a culture of “whole school identity” that builds upon the strength of Eaglehawk’s community.
- That we put in place programs that will positively and directly impact on the physical health of the school community.