

School Strategic Plan 2021-2025

Essendon Keilor College (8806)



Essendon Keilor College

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Awaiting endorsement by School Council President

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School vision	<p>VISION Essendon Keilor College's vision is to develop accomplished citizens who contribute, live meaningfully and succeed.</p> <p>MISSION Essendon Keilor College's mission is to deliver outstanding education in a safe, engaging environment that fosters curiosity, creativity, communication, problem solving, independence, resilience and civic-mindedness.</p> <p>OBJECTIVE Essendon Keilor College's objective is to provide a stimulating and innovative learning environment focussed on a curriculum program that is forward looking, responsive to the contemporary world and engages students to achieve their full potential in an atmosphere of mutual respect and co-operation.</p>
School values	<p>VALUES Essendon Keilor College's values are:</p> <ul style="list-style-type: none">ExcellenceResilienceRespectResourcefulnessService <p>We respect ourselves, then environment, our school and each another. We understand that our attitudes and behaviours have an impact on the people around us recognising and accepting the differences in ability, race, religion and beliefs of others. We strive for excellence, which means trying our hardest and doing our best. We believe in truthfulness and open communication at all times and in taking responsibility for our actions.</p>
Context challenges	<p>SCHOOL CONTEXT Essendon Keilor College is a three-campus college located at East Keilor, Essendon and Niddrie, in the City of Moonee Valley, in the western suburbs of Melbourne, approximately 20 kilometres from the Melbourne central business district. The college was founded in 1993.</p> <p>The facilities at each of the three campuses include classroom spaces, a library and a multi-purpose hall as well as office spaces and meeting rooms. The facilities on each campus include specialist facilities for Music, Science, Food and Materials Technology, and the Arts.</p> <p>The East Keilor and Essendon campuses facilities also include a Science Technology Engineering and Mathematics (STEM) centre. The grounds of each campus include an oval and sporting facilities including basketball and tennis courts. There are also areas on each campus for quiet relaxation.</p>

	<p>Enrolments at the time of the review were approximately 650 students. Over the past four years, enrolments decreased by 90 students.</p> <p>The Student Family Occupation Education (SFOE) index was 0.4473 in 2020–21.</p> <p>The staffing profile of Essendon Keilor College includes a principal and five assistant principals, 58 teachers, 23 full time equivalent (FTE) education support (ES) staff, including office administration staff, classroom support staff and other support staff.</p> <p>The college provides an approved curriculum framework at Years 7–10, based on the Victorian Curriculum. In the senior years, students select to study either the Victorian Certificate of Education (VCE) or Victorian Certificate of Applied Learning (VCAL). Students are able to select to study a Vocational Education and Training (VET) certificate in the senior years.</p> <p>The college has a student welfare coordinator on each campus. Students have access to a range of co-curricular activities, including sport, lunchtime activities, a musical production and involvement in raising money for charity.</p> <p>KEY CHALLENGES</p> <ul style="list-style-type: none"> • the college vision statement • instructional and shared leadership • student achievement in all subjects • NAPLAN and VCE outcomes • consistency of practice • the instructional model • data literacy and differentiation • a learner model • student voice and agency • student wellbeing.
<p>Intent, rationale and focus</p>	<p>To improve student achievement in all subjects at all year levels.</p> <p>To improve student engagement in learning.</p> <p>To improve student wellbeing to support learning.</p>

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Goal 1	To improve student achievement in all subjects at all year levels.
Target 1.1	<p>(a) By 2025, the percentage of students who achieve Teacher Judgement results above the expected level will increase from 10% (2020) to at least 20% (2025).</p> <p>(b) By 2025, the percentage of students who achieve Teacher Judgement results below the expected level will decrease from 25% (2020) to less than 20% (2025).</p>
Target 1.2	<p>(a) By 2025, the percentage of students in the top 2 bands of Year 9 NAPLAN will increase from 12% in Reading, 4% in Writing and 11% in Numeracy (2021), to at least 20% in each (2025).</p> <p>(b) By 2025, the percentage of students in the bottom 2 bands of Year 9 NAPLAN will decrease from 33% in Reading, 45% in Writing and 28% in Numeracy (2021) to 25% or less in each (2025).</p>
Target 1.3	<p>(a) By 2025, the percentage of students achieving low relative growth from Year 7 to Year 9 NAPLAN will decrease from 33% in Reading, 26% in Writing and 37% in Numeracy (2021), to 25% or less in each (2025).</p> <p>(b) By 2025, the percentage of students who achieve high relative growth from Year 7 to Year 9 NAPLAN will increase from 22% in Reading, 19% in Writing and 20% in Numeracy (2021) to at least 25% in each (2025).</p>

Target 1.4	By 2025, the mean VCE All Studies score will increase from 24.8 (2020) to at least 28 (2025).
Target 1.5	By 2025, the percentage positive response on the SSS will increase from: <ul style="list-style-type: none"> ● 55% (2020) to 65% (2025) for Academic emphasis ● 66% (2020) to 75% (2025) for Collective efficacy.
Key Improvement Strategy 1.a Building practice excellence	Build a culture of consistency of practice.
Key Improvement Strategy 1.b Evidence-based high-impact teaching strategies	Build teacher capacity to use data and assessment to plan for learning at the student's point of need.
Key Improvement Strategy 1.c Building leadership teams	Build the instructional and shared leadership capacity of all staff.
Goal 2	To improve student engagement in learning.
Target 2.1	By 2025, the percentage positive response on the AToSS will increase from: <ul style="list-style-type: none"> ● 46% (2019) to 60% (2025) for Student voice and agency; ● 53% (2019) to 65% (2025) for Stimulated learning; ● 59% (2019) to 65% (2025) for Differentiated learning challenge; ● 61% (2019) to 70% (2025) for Motivation and interest; ● 63% (2019) to 70% (2025) for Self-regulation and goal setting.

Target 2.2	By 2025, the percentage positive response on the POS will increase from 83% (2020) to 87% (2025) for Student Agency and Voice.
Target 2.3	By 2025, the percentage positive response on the SSS will increase from: <ul style="list-style-type: none"> ● 62% (2020) to 75% (2025) for Seeking feedback to improve performance ● 21% (2020) to 50% (2025) for Professional learning through peer observation.
Key Improvement Strategy 2.a Empowering students and building school pride	To develop and implement a learner model that improves student agency in their learning.
Key Improvement Strategy 2.b Empowering students and building school pride	To develop the capacity of staff to create and implement an engaging learning environment in collaboration with students.
Goal 3	To improve student wellbeing to support learning.
Target 3.1	By 2025, the number of absence days per student per year will decrease from the 2019 outcomes as shown: <ul style="list-style-type: none"> ● Year 7 from 16.1 (2019) to 16 (2025) ● Year 8 from 23.1 (2019) to 16 (2025) ● Year 9 from 19.9 (2019) to 16 (2025) ● Year 10 from 18.5 (2019) to 16 (2025) ● Year 11 from 14.7 (2019) to 12 (2025) ● Year 12 from 11.0 (2019) to 10 (2025)

Target 3.2	<p>By 2025, the percentage positive response on the AToSS will increase from:</p> <ul style="list-style-type: none"> ● 49% (2019) to 60% (2025) for Respect for diversity ● 48% (2019) to 60% (2025) for Sense of connectedness ● 62% (2019) to 70% (2025) for Resilience.
Target 3.3	<p>By 2025, the percentage positive response on the POS will increase from 82% (2020) to 87% (2025) for Confidence and resiliency skills.</p>
Key Improvement Strategy 3.a Health and wellbeing	<p>To embed and consistently implement a whole school approach to student wellbeing to support learning growth.</p>