

School Strategic Plan 2026-2029

Essendon Keilor College (8806)



Essendon Keilor College

Submitted for review by Adam Potter (School Principal) on 28 November, 2025 at 03:57 PM

Endorsed by Alex Artavilla (Senior Education Improvement Leader) on 20 January, 2026 at 04:29 PM

Awaiting endorsement by School Council President

School Strategic Plan - 2026-2029

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School vision	<p>Essendon Keilor College (EKC) is a vibrant two-campus school nestled in the heart of Moonee Valley, we've been committed to nurturing accomplished citizens who contribute, live meaningfully, and succeed since the school was established in 1993. At Essendon Keilor College, our school wide expectations of Be Respectful, Be Engaged, Be Aspirational and Be a Learner are central to our focus in allowing our students to achieve positive learning outcomes. With our middle years campus situated in Niddrie, catering to students from Years 7 to 9, we provide a seamless pathway for their transition to our senior campus nestled in the heart of Essendon. Each campus is equipped with state-of-the-art facilities, including specialist spaces for Science, Technology, Art, Mathematics (STEM), as well as sporting amenities. We provide an enriching environment for holistic learning and growth with distinct advantages linked to supporting educational opportunities in a multi-campus school. At our middle years campus, we offer a wide range of opportunities for our students, including our High Achievers Program for accelerated learning and specialised Sporting Academies in AFL, Netball, and Basketball with dedicated coaching. Our curriculum is diverse and aligned with the Victorian Curriculum, offering a variety of elective programs for students in Years 7 to 9 including music, art, technology, languages, health and physical education and science. Transition is a key focus for us as our students progress to our senior campus, where they experience an adult-like learning environment. Here, they have the opportunity to choose from a range of subjects alongside the core curriculum, which helps them best prepare for the Victorian Certificate of Education (VCE) or Vocational Major (VM). Our goal is to ensure that all students find pathways that suit their needs beyond secondary school. Our commitment to student learning and wellbeing is paramount, as we strive for all our students to achieve positive learning outcomes within a supportive and respectful environment. One of the distinct advantages of a multi campus school is that we can truly get to know each of our students well and address their individual learning and wellbeing needs effectively. At Essendon Keilor College, we're dedicated to fostering a nurturing and inclusive learning community where every student can thrive and reach their full potential. Our strategic goals are to see learning growth and attainment for all students across the College as well as advance engagement in learning for all of our students.</p>
School values	<p>At Essendon Keilor College, our values statement is more than a set of words—it is a shared foundation that guides the way we work, learn, and connect across our two campuses. We are passionate about progress and we embark with students on the adventure that is learning for life providing the context, expertise, and opportunities they need to flourish and succeed through every stage.</p>

Vision & Mission

Vision

To develop accomplished citizens who contribute, live meaningfully and succeed.

Mission

To promote peak performance by delivering an outstanding education that is: purposeful, personal, positive, practical and principled.

We:

- create a safe and stimulating learning environment
- personalise learning to cater for varied interests, needs and aspirations
- teach and model positivity; the mindset and character strengths that build resilience
- instill the academic and personal skills required to thrive in our digital, global society

In practice, this means:

A basis for decision-making and action

Our values inform every aspect of school life, from classroom practice and wellbeing responses to leadership decisions and school-wide priorities. When making decisions, whether about curriculum, engagement and wellbeing supports, facilities, or community partnerships, we consistently ask: Does this align with our values? Does it support positive outcomes for students? This ensures clarity, fairness, and a shared purpose across the college.

Shared expectations and norms in the way we work together

Our expectations shape the culture of collaboration that defines Essendon Keilor College. They guide how staff interact, how students treat one another, and how we build respectful partnerships with families.

By establishing clear expectations for behaviour, communication, and learning, our expectations help unify the college as one school across two campuses. They create consistency as students know what is expected of them, and staff have a common language for supporting engagement, learning, and wellbeing.

A collective focus on what is important

With many initiatives and priorities in a multi-campus environment, our expectations help keep the whole community focused on what matters most: student learning, safety, inclusion, and growth. They act as an anchor that grounds our vision and reminds us that every decision should support students to achieve their best, feel connected, and thrive as learners and young people.

<p>Context challenges</p>	<p>The school review recommends the following areas of focus be prioritised in this School Strategic Plan:</p> <ul style="list-style-type: none"> - Embed consistent and responsive instructional practices aligned with an evidence-based teaching and learning framework. - Enhance evaluation and monitoring strategies to accurately track and support student academic progress. - Further develop and embed a unified whole-school vision for learning. - Implement a whole-school multi-tiered system of support (MTSS) for engagement, wellbeing, and inclusion.
<p>Intent, rationale and focus</p>	<p>Essendon Keilor College is committed to ensuring that every student is actively engaged in their learning and experiences positive, measurable learning growth. We aim to deliver high-quality, consistent teaching and learning practice across both campuses so that students can achieve positive academic outcomes, feel connected to their school community, and thrive in a safe and supportive environment. Our intent is to unify our school through a shared culture of high expectations, excellence, and wellbeing.</p> <p>The review findings make clear that while progress has been made, further improvement is needed to ensure consistent learning outcomes and engagement for all students. Achievement growth remains variable, and some targets, particularly in NAPLAN high-growth bands and VCE results were not met. Improving instructional consistency and academic challenge is therefore essential. Student voice, agency, and engagement need strengthening to ensure students are active participants in their learning, with agency to shape their pathways and goals. While wellbeing systems have improved, attendance, connectedness, diversity awareness, and resilience require further embedding to support learning growth.</p> <p>Focusing on these areas is critical to ensuring all students experience success, feel connected, and are well prepared for future pathways. Strengthening these foundations will also enhance our identity as one school across two campuses, delivering a cohesive and high-quality educational experience.</p> <p>What are we prioritising? How will the Strategic Plan unfold over 4 years? Over the next four years, the Strategic Plan will focus on three interconnected priorities, aligned to the findings of the review:</p> <ol style="list-style-type: none"> 1. Strengthening Teaching and Learning Excellence - <ul style="list-style-type: none"> * Build consistent, evidence-based instructional practice across all campuses. * Further develop a cohesive school-wide instructional and learner model, and embed collaborative planning structures. * Increase student achievement and learning growth in all subject areas, with a particular focus on NAPLAN and VCE

improvement.

2. Enhancing Student Engagement in learning -

- * Expand opportunities for student leadership, voice, and decision-making in learning.
- * Develop learner profiles and models that clarify expectations and empower students to take greater ownership.
- * Create more engaging and dynamic learning environments where we increase our expectations

3. Strengthening Wellbeing Systems to Support Learning -

- * Strengthen whole-school wellbeing approaches, ensuring consistency across all campuses.
- * Implement a whole-school multi-tiered system of support (MTSS) for engagement, wellbeing, and inclusion.
- * Continue building a culture of belonging and community, where students feel safe, supported, and valued.

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Goal 1	Maximise learning growth and attainment for all students.
Target 1.1	<p>By 2029, increase the percentage of year 9 students achieving the exceeding and strong proficiency in NAPLAN for:</p> <ul style="list-style-type: none">• Reading from 66% (2025) to 71%• Writing from 60% (2025) to 64%• Numeracy from 60% (2025) to 64%.
Target 1.2	<p>*By 2029, increase the percentage of year 9 students demonstrating high and medium benchmark growth in NAPLAN for:</p> <ul style="list-style-type: none">• Reading from ** % (202x) to ** %• Writing from ** % (202x) to ** %• Numeracy from ** % (202x) to ** %. <p>(*Placeholder target to be finalised in negotiation with SEIL once benchmark growth data is available)</p>
Target 1.3	<p>By 2029, increase the percentage of year 7 to 10 students making 12 months growth or greater against the Victorian Curriculum (Teacher Judgement, Semester 2) for:</p> <ul style="list-style-type: none">• Reading & viewing from 68% (2024) to 75%.• Writing from 69% (2024) to 75%• *Mathematics 2.0 from **% (2025) to **%.

	<i>(*Placeholder target to be finalised in negotiation with SEIL once Mathematics 2.0 baseline data is available).</i>
Target 1.4	By 2029, maintain or increase the senior school completion rates: <ul style="list-style-type: none"> • VCE maintained at 100% (2024) • VCE-VM from 92% (2024) to 100%.
Target 1.5	By 2029, increase the VCE mean study score across studies of VCE English from 26.68 (2024) to 29.
Target 1.6	By 2029, increase the VCE mean study score across studies of VCE General Maths 24.34 (2024) to 28.
Target 1.7	By 2029, increase the whole school median study score from 26 to 29.
Target 1.8	By 2029, maintain or increase the positive percentage endorsement to the School Staff Survey factors: <ul style="list-style-type: none"> • Instructional leadership from 74% (2024) to 75% • Academic emphasis from 43% (2024) to 47% • Collective focus on student learning maintained at 85% (2024).
Target 1.9	By 2029, increase the positive percentage endorsement rate to the Student Attitudes to School Survey factors: <ul style="list-style-type: none"> • Stimulating learning from 56% (2025) to 60%

	<ul style="list-style-type: none"> • Student voice and agency from 44% (2025) to 48%.
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed consistent and responsive instructional practices that align with the evidence-based teaching and learning framework.
Key Improvement Strategy 1.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Key Improvement Strategy 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Enhance evaluation and monitoring strategies to provide support and accurately track students' academic progress.
Key Improvement Strategy 1.b	

<p>The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	
<p>Key Improvement Strategy 1.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Further develop and embed a whole school vision for learning.</p>
<p>Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>Goal 2</p>	<p>Increase active engagement in learning for all students.</p>
<p>Target 2.1</p>	<p>By 2029, the percentage of year 7-12 students with 20 or more days absent will decrease from 45% (2024) to 40%.</p>
<p>Target 2.2</p>	<p>By 2029, increase the positive percentage endorsement rate to the Attitudes to School Survey factors:</p> <ul style="list-style-type: none"> • School staged transition (10-12) from 57% (2025) to 61% • Emotional awareness and regulation from 67% (2025) to 71% • Managing bullying from 52% (2025) to 56% • Sense of connectedness from 51% (2025) to 55%.

Target 2.3	By 2029, increase the positive percentage endorsement rate to the Parent Opinion Survey will increase for 'General school satisfaction' from 76% (2024) to 80%.
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop a framework and consistent practices to ensure high expectations for students to engage with their learning.
Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 2.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
	Further develop and embed a whole school approach to multi-tiered systems of support (MTSS) for engagement, wellbeing and inclusion.

Key Improvement Strategy 2.b
Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion

Key Improvement Strategy 2.b
The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment