

School Strategic Plan for
Essendon Keilor College
8806
2015 to 2018



Essendon Keilor College

Endorsements

Endorsement by School Principal	Signed <u>D.B. Adamson</u> Name: David Adamson Date..... <u>12/2/2015</u>
Endorsement by School Council	Signed <u>B. Vandeli</u> Name: Bronwyn Vandeli Date..... <u>12/2/15</u> School Council President's endorsement represents endorsement of School Strategic Plan by School Council
Endorsement by the delegate of the Secretary	Signed..... Name..... Date.....

School Profile

VISION STATEMENT	
<p>Essendon Keilor College provides a stimulating and vibrant learning environment Is innovative and responsive to the contemporary world Demands high standards and takes pride in all of its achievements Builds a real partnership between parents, teachers and students Appreciates the worth and potential of every individual</p>	
Purpose	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
Values	<p>Respect Recognising and accepting the differences in ability, race, religion and beliefs of others Respect for each other and the environment Commitment to each other and to all we do Integrity in all of our actions</p> <p>Honesty Truthfulness and open communication at all times Taking responsibility for our actions</p>
Environmental Context	<p>Essendon Keilor College was formed in 1993 from the amalgamation of 3 schools and the closure of 2 others. The College is located on 3 sites, Junior Campuses at Niddrie and Keilor East, and the Senior Campus at Essendon. In 2014 the College was restructured moving the Year 10 students to the Senior Campus.</p> <p>The SFO varies across the 3 campuses. In 2014 the Essendon Campus (0.5270) was significantly lower than the Niddrie Campus (0.5881) and the East Keilor Campus (0.5895). Students travel to the College from well outside the local area which contributes to this variability.</p> <p>The college has experienced enrolment decline for the past seven years; from 1708 students in 2008 to 906 in 2014. The decline was due to changes in the population demographic, increased competition from both government and independent schools and poor community perceptions of the school. It is anticipated that enrolments will begin to increase in the next five years due to further demographic changes. Since 2012 Year 7 enrolments have stabilised after a number of years of steady decline. . While College student numbers will continue to decrease in the short term, due to</p>

	<p>small cohorts moving through the College. Historically, significant numbers of students have enrolled at the Senior Campus to complete their VCE. These numbers have also declined in the last 5 years. The City of Moonee Valley predicts significant population growth in the schools catchment area in coming years. This is confirmed by larger enrolments in local Primary schools. One junior campus is on either side of the Tullamarine/Calder freeways. This provides easy access to students from outside the catchment in “growth corridors” who may be looking for smaller sites, so it is anticipated that Year 7 enrolments will begin to increase.</p> <p>The College runs a large International Student program with over 60 students enrolled and has an accredited English Language Centre. Other schools in the network send International Students to EKC to complete their 20 weeks of English language training.</p> <p>The Niddrie Campus houses an annex of the Western Autistic School.</p> <p>The College has adequate facilities; Open Learning Space at the Niddrie Campus, libraries and gymnasiums on each campus, specialist facilities at Senior Campus (e.g. Music Technology, Photography, Media/Multi-media), 30% of rooms air conditioned, extensive ovals on 2 junior campuses. The Niddrie Campus is in poor condition and the heritage listed Senior Campus is very costly to maintain. Junior Campus Student computer ratio of 1:1 in computer labs, libraries and classrooms. Class sets of notebook computers available on each Junior Campus. 1:1 Netbook program at the Senior Campus.</p> <p>The Senior Campus offers up to 40 VCE studies, 3 VET subjects and Intermediate and Senior VCAL (the only school in the network). The College runs specialist programs in Sport and Recreation (SARIP in partnership with VU), Languages Asian Studies (Engage with Asia Project), Performing Arts, the Visual Arts and Indigenous Education (in partnership with the University of Melbourne).</p>
<p>Service Standards</p>	<p>General</p> <ul style="list-style-type: none"> • The school fosters close links with parents and the broader school community through its commitment to open and regular communications. • The school commits to the active sharing of its vision and goals to ensure school community engagement in the school’s strategic plan. • The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life. • The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential. • All students will receive instruction that is adapted to their individual needs.

	<p>Specific</p> <ul style="list-style-type: none">• The school will respond to all communication by parents and caregivers within 2 working days.• Parents will be engaged regularly when their child does not behave in a socially acceptable manner.• Students will play an active part in the development and review of the school's behaviour policies.• All teachers will provide timely and targeted feedback to students on their work.
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Strategic Direction

	Goals	Targets	Key Improvement Strategies
Achievement	To improve the performance of all students, with a specific focus on the “mid-range” of achievement across all year levels.	<p>All students to be above State Benchmarks in Relative Growth Categories for Literacy and Numeracy, with a specific focus on writing.</p> <p>Increase the VCE Study Score Mean from 25.5 to 28.0.</p> <p>Increase the percentage of students with VCE Study score of 40 or more from 1.9% to 4.0%.</p>	<p>Develop and implement a whole school approach to the use of student achievement data including: structured opportunities for teachers to develop their confidence and competence analysing, interpreting and utilising data, scheduled time for discussions about data within teaching and learning teams and requirements for evidence of the use of data to drive curriculum, assessment and reporting in teachers’ performance development plans.</p> <p>Investigate the concepts of a “High Expectations” agenda and “Aspirations” programs with the view to implementing a whole school structured program which has a focus on inspiring all students to achieve their best.</p>

<p>Engagement</p>	<p>Improve the engagement of students across the College.</p>	<p>Improve Connectedness to Peers score from 3.88 to 4.1</p>	<p>Implement a range of opportunities for the celebration of student effort and achievement (e.g. regular school assemblies, the establishment of a school based communication tool developed and managed by student leaders).</p> <p>Provide increased opportunities for student leadership and “Student Voice”.</p> <p>Develop and implement a whole school transition plan, which encompasses all three campuses and provides students with a clear identity and “rite of passage” for their education.</p>
<p>Wellbeing</p>	<p>Adopt a whole school approach to student wellbeing.</p>	<p>Improve School Connectedness score from 3.45 to 4.0</p>	<p>Actively promote the College as a place of learning and an education institution through celebration of learning outcomes and achievements.</p> <p>Adopt a whole school approach to wellbeing and implement throughout the College through the School-wide Positive Behaviours Program.</p> <p>Extra-curricular program – all staff to be involved in the extra-curricular program which is designed to support the three priorities.</p>

<p>Productivity</p>	<p>Improve the facilities in the College to be able to deliver a 21st Century educational program.</p>	<p>Rebuild and renovate significant sections of the Niddrie Campus.</p> <p>Build a Performing Arts Centre at the Essendon Campus.</p> <p>Significantly refurbish part of the East Keilor Campus.</p>	<p>Develop and implement a facilities master plan to allocate resources to the reallocation of space across the three campuses and the allocation of funding to the rejuvenation of the facilities generally.</p>
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School Strategic Plan 2014- 2017: Indicative Planner

Key Improvement Strategies	Actions	Achievement Milestone	
<p>Achievement</p> <p>Develop and implement a whole school approach to the use of student achievement data including: structured opportunities for teachers to develop their confidence and competence analysing, interpreting and utilising data, scheduled time for discussions about data within teaching and learning teams and requirements for evidence of the use of data to drive curriculum, assessment and reporting in teachers' performance development plans.</p> <p>Investigate the concepts of a "High Expectations" agenda and "Aspirations" programs with the view to implementing a whole school structured program which has a focus on inspiring all students to achieve their best.</p>	Year 1	Develop a whole school approach to the use of students achievement data	A whole school approach to the use of students achievement data trialled
	All teachers across Year 7 to 12 be trained to use 'GANAG' as the structure for their lessons and use the 9 Instructional Strategies in their teaching.	All staff trained in the use of 'GANAG' and begin adoption	
	Develop the concept of a "High Expectations" agenda	A "High Expectations" concept adopted by staff	
	Develop in consultation with staff a new Professional Learning Team (PLT) structure.	Agreement reached on new PLT structure and new structure trialled	
	Investigate opportunities for establishing a broader VCE network	A broader VCE network planned for 2015	
	Year 2	Implement a whole school approach to the use of students achievement data Implement a broader VCE network Implement the "High Expectations" agenda	All teachers adopt the whole school approach to the use of students achievement data
	Year 3	Evaluate and refine the whole school approach to the use of students achievement data Evaluate and refine the VCE network Evaluate and refine the "High Expectations" agenda	Participate in the broader VCE network
	Year 4	All teachers effectively use students achievement data to improve teaching and learning	All staff adopt the "High Expectations" agenda
	Year 3	VCE Network functions effectively	All staff effectively participate in the "High Expectations" process
	Year 4	Review College progress against actions and achievement milestones	All staff participate in the review process

<p>Engagement</p> <p>Implement a range of opportunities for the celebration of student effort and achievement (e.g. regular school assemblies, the establishment of a school based communication tool developed and managed by student leaders).</p> <p>Provide increased opportunities for student leadership and “Student Voice”.</p> <p>Develop and implement a whole school transition plan, which encompasses all three campuses and provides students with a clear identity and “rite of passage” for their education.</p>	Year 1	<p>Develop and begin implementing a whole school approach to improving student engagement</p> <p>Introduce EDMODO as the communication tool across all campuses</p> <p>Develop a structured process for seeking student opinion and feedback.</p> <p>Regularly provide feedback to students on action taken in response to their views be provided</p> <p>Appoint a Leading Teacher to the Student Engagement Co-ordinator position.</p>	<p>Appoint the Student Engagement Leading Teacher</p> <p>Complete the development of a Student Engagement program</p> <p>All staff trained in EDMODO as the communication tool</p>
	Year 2	<p>Fully implement the whole school approach to improving student engagement</p>	<p>All staff participate in the full implementation of the Student Engagement Program</p> <p>All staff adopt EDMODO as the communication tool</p>
	Year 3	<p>Evaluate and refine the whole school approach to improving student engagement</p>	<p>All staff participate in the further development of the Student Engagement Program</p>
	Year 4	<p>Review College progress against actions and achievement milestones</p>	<p>All staff participate in the review process</p>
<p>Wellbeing</p> <p>Actively promote the College as a place of learning and an education institution through celebration of learning outcomes and achievements.</p> <p>Adopt a whole school approach to wellbeing and implement throughout the College through the School-wide Positive Behaviours Program.</p> <p>Extra-curricular program – all staff to be involved in the extra-curricular program which is designed to support the three priorities.</p>	Year 1	<p>Audit wellbeing and student welfare programs for gaps and coherence</p> <p>Adopt a whole school approach to wellbeing and implement throughout the College through the School-wide Positive Behaviours Program.</p> <p>Extra-curricular program – all staff to be involved in the extra-curricular program which is designed to support the three priorities.</p> <p>The Student Management structure at Essendon to be the “Horizontal” model.</p> <p>Focus Groups to continue at the Junior Campuses. A different model will be developed at Essendon that is based around</p>	<p>Student management Teams audit student welfare programs</p> <p>Staff participate in School-wide Positive Behaviours PD</p>

		students support, not administrative demands. A yearly planner be published outlining the student support program in advance	
	Year 2	Alter program offerings as a result of whole school audit Fully implement School-wide Positive Behaviours program	School-wide Positive Behaviours implemented
	Year 3	Evaluate and refine School-wide Positive Behaviours program	Refined School-wide Positive Behaviours program implemented
	Year 4	Review College progress against actions and achievement milestones	All staff participate in the review process
Productivity Develop a facilities master plan to allocate resources to the reallocation of space across the three campuses and the allocation of funding to the rejuvenation of the facilities generally.	Year 1	Develop a facilities master plan Develop priorities for spending on resources, including ICT Allocate funds for Professional Development Implement the PLT structure with provision for significant allocations of budgets attached to PLTs and provision of professional development support around effective teams. Investigate ICT options and develop an ICT plan supported by professional learning for teachers as required. Fund membership of the consortium of schools in the “Jane Pollock” program.	Master plan completed Initial facilities improvements begun \$10,000 allocated to “Jane Pollock” Consortium \$3,000 allocated to School-wide Positive Behaviours Program
	Year 2	Implement spending priorities	Spending priorities implemented
	Year 3	Evaluate and refine spending priorities	Implement refined spending priorities
	Year 4	Review College progress against actions and achievement milestones	All staff participate in the review process