

8806 Essendon Keilor College Strategic Plan 2018-2021

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: David Adamson..... 5/12/2017[name].....[date][name].....[date]
School Council: Laki Mavridis 7/12/2017[name].....[date][name].....[date]
Delegate of the Secretary: Mona Malouf..... 4/12/2017[name].....[date][name].....[date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>VISION To educate the whole person for lives of meaning, accomplishment, contribution and success</p> <p>MISSION To deliver outstanding education in a safe, engaging environment that fosters: curiosity, creativity, communication, problem solving, independence, resilience and civic-mindedness</p>	<p>VALUES Excellence Resilience Respect Resourcefulness Service</p> <p>MOTTO Partners in Excellence</p>	<p>Essendon Keilor District College is a multi-campus school. The Niddrie and Keilor East Campuses offer a Year 7 to 9 program. The Essendon Campus facilitates a Year 10 to 12 program of up to 40 VCE studies, three VET subjects and Intermediate and Senior VCAL. The College runs specialist programs in Sport and Recreation (Sport and Recreation Industry Program in partnership with Victoria University), Languages, Performing Arts and Visual Arts.</p> <p>The College enrolls approximately 700 students from Years 7 to 12 and services the north-western metropolitan suburbs of Melbourne. Enrolment trends at Year 7 are projected to increase.</p> <p>SFO and SFOE varies across the three campuses:</p> <ul style="list-style-type: none"> • Essendon - SFO of 0.6085, SFOE of 0.5343. • Niddrie - SFO of 0.5761 and SFOE of 0.5200 • East Keilor Campus - SFO of 0.5839 and SFOE of 0.4994 <p>The College runs a large International Student program of over 140 students and has an accredited English Language Centre.</p> <p>Student agency is a key challenge. The staff and student opinion data indicate that student connectedness and engagement in learning measures are lower than other areas of the survey. How personalised student learning, student ownership of learning and the structures/processes for whole school positive behaviour management enable student agency is an area for further investigation. As is the focus of 'additional' programs and their link back to student learning and achievement.</p> <p>Student achievement data illustrated lower percentages of students in the top bands of NAPLAN at Year 9 in comparison with Year 7 results and inconsistent and low relative growth gains. Inconsistent AusVELS teacher judgments where majority of students were ranked at a C and VCE mean study scores below predicted scores have also been identified.</p> <p>The structures and processes for whole school curriculum planning and the schools use of student achievement data is an area for further investigation. As is the whole school pedagogical identity and culture and cross campus consistency of high expectations that is driven and measured by student achievement data.</p>	<p>INTENT To develop and embed a whole school identity which will lead to more consistent classroom practice driven by a culture of high expectations</p> <p>RATIONALE Embedding a whole school teaching and learning model will maximise student learning growth and lead to improved student outcomes</p> <p>FOCUS Build and enable all school leadership teams to effectively implement and monitor the School Strategic Plan and achieve school improvement</p> <p>Adopt a whole school approach to wellbeing and positive behaviour</p> <p>Improve campus culture to provide a safe and orderly learning environment</p> <p>Establish the cultural change in the first year as a foundation for accelerating change in the second, third and fourth years</p> <p>Support innovative teaching practice through the upgrading of facilities with a particular focus on STEAM</p>

Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
<p>To enable the School Improvement Team and school leadership teams to effectively implement and monitor the School Strategic Plan.</p>	<p>FISO Priority: <i>Professional leadership</i></p> <p>FISO Initiative: <i>Building Leadership Teams</i></p>	<p>Develop and embed an agreed school philosophy, vision, values and objectives that supports the schools clearly articulated pedagogical direction and ensures high expectation and excellence in student outcomes</p> <p>Develop and implement a whole school professional learning plan that continues investment in leadership development and teacher capacity</p> <p>Continue to develop and embed high impact teaching strategies in all planning and classroom practices</p> <p>Embed a culture and explicit systems for collaboration, support, professional accountability and quality performance feedback for all staff</p> <p>Build the capacity of curriculum and team leaders to lead and implement change</p> <p>Develop and implement an organisational structure this is focused on continuous improvement</p>	<p>Staff Opinion Survey</p> <p>Improve the Collective Efficacy variable in the SOS above the 50th percentile from the 34th in 2017</p> <p>Improve the Teacher Collaboration variable in the SOS above the 50th percentile from the 23rd in 2017</p> <p>Improve the Collective Focus on student learning variable in the SOS above the 60th percentile from the 43rd in 2017</p>
<p>To articulate and embed a model of teaching and learning to enable maximum student learning growth.</p>	<p>FISO Priority: <i>Excellence in Teaching and Learning</i></p> <p>FISO Initiative: <i>Curriculum planning and assessment</i></p>	<p>Continue to develop and implement a whole school instructional model</p> <p>Continue to develop consistent curriculum planning documentation that outlines</p> <ul style="list-style-type: none"> • a clear scope and sequence • content and concepts • high impact teaching and learning strategies • the curriculum standards • differentiation that extends all students • how student agency in their learning is embedded <p>Develop consistent assessment practices that best optimise student achievement and includes differentiation</p> <p>Enhance the collection, analysis and use of data to</p> <ul style="list-style-type: none"> • personalise learning • monitor the impact of teaching and learning approaches • maximise student achievement • maximise student agency <p>Develop and implement a model for moderation across the college where clear protocols are developed and the process informs teacher judgment accuracy and planning</p> <p>Continue to develop all teachers to have a deep level understanding of the Victorian Curriculum, VCE, VET and VCAL</p> <p>Continue to develop and implement agreement of what effective teaching looks like, where shared and transparent classroom practices are supported by high impact teaching strategies</p> <p>Plan for the extension and enrichment of highly able students, including the introduction of the Essendon High Academy in 2019</p>	<p>Curriculum and Assessment</p> <p>Establish and implement a whole school curriculum plan which integrates learning area standards and capabilities, pedagogy and assessment in a coherent, sequential and developmental program of learning</p> <p>Embed whole school consistency in curriculum planning, high impact teaching and learning strategies, differentiation and student agency</p> <p>Teacher judgement data against the Victorian Curriculum to indicate twelve months growth or more in all learning areas throughout the school.</p> <p>NAPLAN</p> <p>Year 7 to Year 9 NAPLAN cohort relative growth: low growth at or below state growth benchmark (25%), high growth at or above state growth benchmark (25%)</p> <p>Match similar school performance in NAPLAN by 2021</p> <p>VCE</p> <p>Increase all VCE study scores to at or above 28-30</p> <p>Decrease the percentage of study scores below 20 and increase the percentage of scores above 30.</p>
<p>To develop and embed a whole school identity.</p>	<p>FISO Priority: <i>Positive climate for learning</i></p> <p>FISO Initiative: <i>Empowering students and building school pride</i></p>	<p>Develop and embed a whole school identity where student high achievement is valued and enabled across the three campuses</p> <p>Develop agreed effective feedback mechanisms and protocols that enable excellence in teaching and learning and student achievement from</p> <ul style="list-style-type: none"> • teacher to student • student to teacher • student to student • teacher to teacher • teacher to home <p>Implement a school wide positive behaviour model that ensures capacity building for teachers in classroom management and student ownership and accountability for learning achievement</p>	<p>Student Attitudes to School</p> <p>Improve the Sense of Connectedness variable to the 50th percentile from the 33rd in 2017</p> <p>Parent Opinion Survey</p> <p>Improve the Student Connectedness variable to the 60th percentile from the 42nd in 2017</p> <p>Improve the Parent Participation and involvement variable to the 40th percentile from the 23rd in 2017</p> <p>Improve the General Satisfaction variable to the 40th percentile from the 21st in 2017</p> <p>Staff Opinion Survey</p> <p>Improve the Climate variable to the 70th percentile from the 57th in 2017</p> <p>Attendance</p> <p>Reduce the average number of days of student absence at every year level and the school average to 15 days from 19 days (2016)</p>

