



2021-24

BUSINESS PLAN

OUR VISION, PURPOSE & BELIEFS

OUR VISION is for the students at Eastern Goldfields College to achieve high academic, vocational and social standards by fully embracing an adult ethos within a diverse learning environment.

OUR PURPOSE is to challenge and inspire students to develop the knowledge, skills and passion to achieve their potential and personal fulfilment.

We will achieve this purpose when our students:

- pursue their personal excellence
- build positive relationships
- demonstrate social responsibility and
- transition successfully into further education and training and/or employment

OUR BELIEFS

RESPONSIBILITY - Staff and students show accountability through ownership of policies, procedures and resources.

RESPECT - Positive partnerships are essential between students, staff, parents and the wider community.

EQUITY & INCLUSIVITY - Challenging and engaging learning experiences establish lifelong learning.

ACHIEVEMENT & EMPOWERMENT - Effective teaching and learning promotes each student's learning success.



ABOUT EGC



Eastern Goldfields College is a progressive Independent Public School which caters for students in Year 11 and 12.

As a senior college, we encourage students to take ownership of their learning and achieve their very best.

The College exists in a unique and diverse educational domain. It shares facilities with Central Regional TAFE (Kalgoorlie campus) and the WA School of Mines (WASM).

It is the College vision for our students to achieve high academic, vocational and social standards by fully embracing the learning opportunities that the co-located site provides.

We prepare students for whatever their future holds, giving them access to university, further training, an apprenticeship, traineeship or an employment pathway as they complete their senior schooling years.

Our young adult ethos, flexible timetabling and approach to learning, dedicated Student Services team and professional teaching and support staff ensure our students' learning outcomes are enhanced.

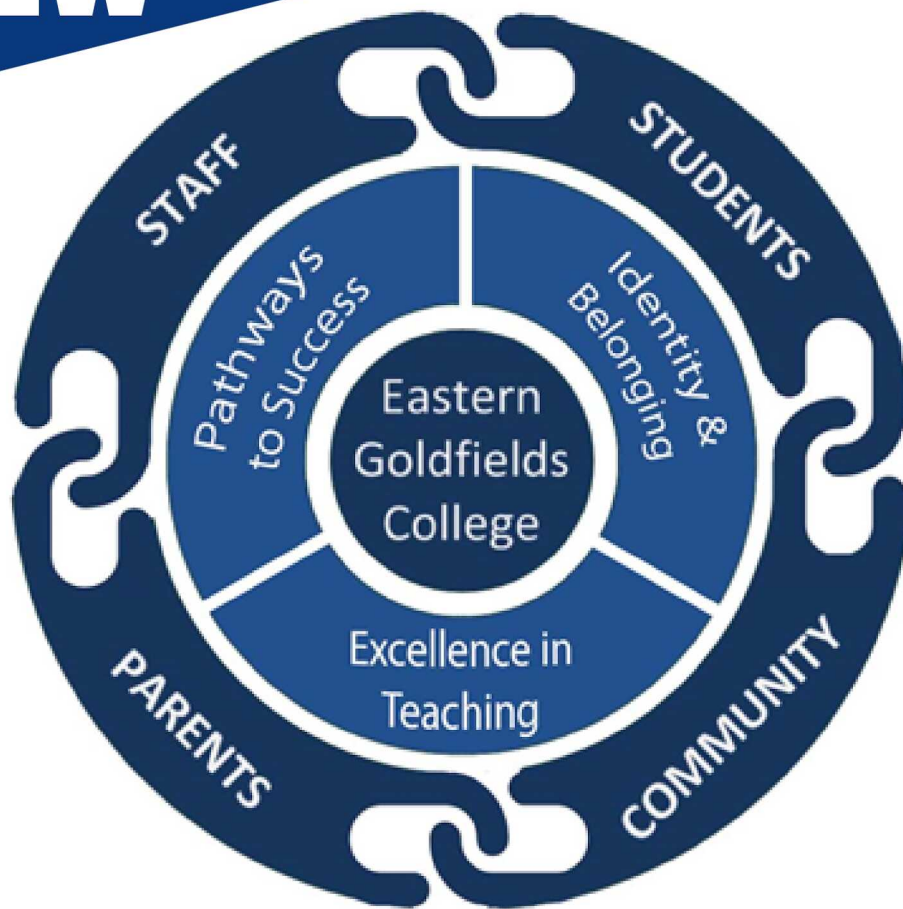
The Eastern Goldfields name has long been associated with secondary education in Kalgoorlie-Boulder and surrounds and brings with it a great deal of tradition.

Our long history of providing excellent comprehensive educational programs is widely acknowledged. While we draw on the lessons of the past, we look forward to future challenges and achievements.

Eastern Goldfields College acknowledges the Traditional Owners and Custodians of the lands on which we live and work. We pay our respects to them, their culture and their Elders past, present and emerging.



PLANNING & REVIEW



Student learning and wellbeing is central to our planning. The College's planning and self-review cycle is rigorous and documentation is explicit.

The self-assessment focuses on gathering appropriate data within agreed timelines and making judgements about our performance. These judgments are made against College, like schools or State-wide benchmarks. This informs our strategies for improvement in the indicated focus areas of this document. Progress in meeting the targets articulated in the Business Plan is routinely reported to the College Board as part of a formative self-evaluation and reported in the Annual Report. This then underpins a summative self-review.

Our processes enable the College to respond to the evolving needs of the students in a planned and sustainable manner. The College-wide analysis of school and student performance and the resulting implications for the College and classroom practices occurs at every level. It is an integral part of an explicit agenda to improving the overall College performance.

Rigorous targets outlined in this Business Plan provide direction and focus to all members of the College community across key aspects of student achievement and wellbeing. The College values highly the perspectives of parents, staff and students.

We measure our performance against the extent to which our students reach their academic and social goals, are engaged in their college experience and are equipped for their chosen pathway beyond their schooling.



KEY PRIORITY AREAS

PRIORITY 1 PATHWAYS TO SUCCESS

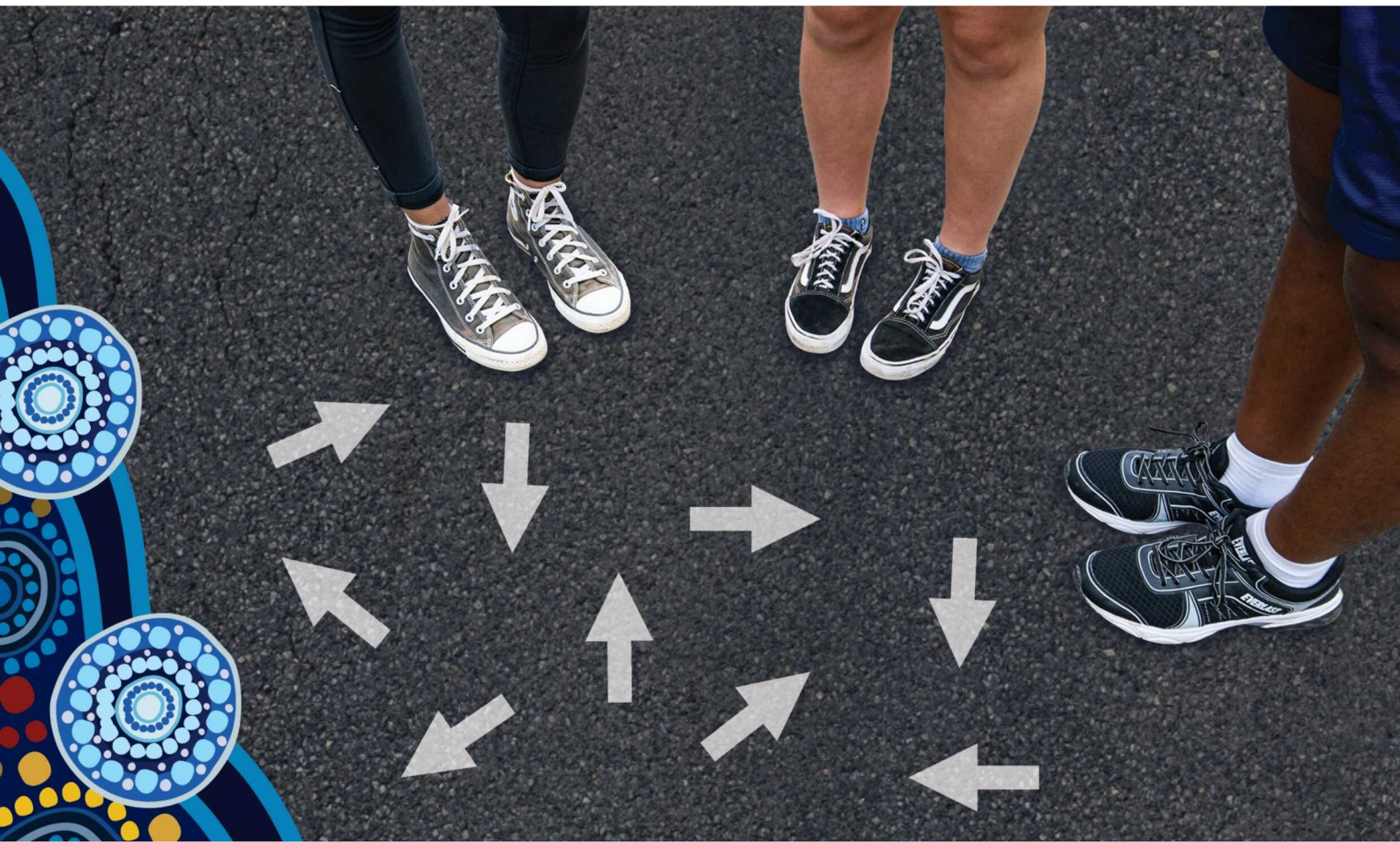
Our aim is to offer relevant and flexible educational experiences that provide opportunities in ATAR and GENVET courses, a sense of purpose to engage in lifelong learning and post college directions for our students.

OUTCOMES

- Every student will contribute to society by engaging in further education, training or employment
- Students are actively engaged in continuing progress towards their educational and wellbeing targets
- Improved literacy and numeracy outcomes for all students
- Opportunities for growth and development of all staff are provided
- Continue to build partnerships with families, community, industry groups and post school education facilities

STRATEGIES

- Employ a range of innovative learning experiences to encourage increased engagement
- Support students socially, emotionally, physically and academically
- Implement career counselling to all students
- Build digitally literate students
- Develop a suite of transferrable skills through work experience, endorsed programs and real world activities
- Assist students to take active ownership of their learning journey through goal setting and review
- Whole school literacy and numeracy plans developed, implemented and reviewed by all staff
- Build the capability of staff through performance development and professional learning opportunities
- Embed whole college approaches and professional collaboration that strengthens teaching, learning and leadership
- Increase the capacity and competence of staff in the use of ICT
- Improve collaboration with families, community and all external agencies to enhance services and support for students



PRIORITY 2 IDENTITY & BELONGING

Achieve a college culture that creates a genuine sense of identity and belonging for staff, students and families.

OUTCOMES

- Develop a unified EGC identity
- Nurture and support health and wellbeing
- Embed student voice into school operations
- Foster Inclusivity

STRATEGIES

- Define and promote an adult ethos
- Audit and review mentor program
- Foster college pride and connectedness
- Whole school health and wellbeing plan, developed, implemented and review by all staff
- Create a Health & Wellbeing team (staff and students) to drive implementation
- Gather and analyse student feedback on teacher impact to continually improve practice
- Create opportunities for students to be involved in school decision making and representation
- Ensure the provision of a cultural responsive curriculum
- Utilise a diverse range of strategies to promote the EGC culture and brand leading to increased awareness amongst key stakeholders
- Create opportunities to work collaboratively with all sections of our local community to determine aspirations and set directions for students



PRIORITY 3 EXCELLENCE IN TEACHING

We believe that excellence in teaching is vital to student engagement and learning outcomes. Professional learning will develop shared understandings and set agreed standards together with an emphasis on improving classroom practice and embedding appropriate ICT in our classrooms through collaboration and data driven decision making.

OUTCOMES

- Consolidate a whole school culture of reflective and responsive practice
- Use data and evidence to ensure that decisions are made in the best interests of our students
- Increase retention and engagement
- Promote positive health and wellbeing of staff

STRATEGIES

- Reinvigorate and consolidate the use of peer observation and feedback
- Staff to engage in research and action learning
- Investigate and action cross curricula collaboration
- Collect and analyse student achievement data to inform future planning
- Provide differentiated learning opportunities to meet individual student needs
- Regularly review course delivery
- Prepare students with work capabilities
- Develop critical and creative thinkers
- Create engaging learning environments that promote resilience, optimism, confidence and self-efficacy
- Map and monitor staff wellbeing
- Provide opportunities to build a wellbeing toolkit
- Develop a common language around mental health and wellbeing



STUDENT IMPROVEMENT TARGETS

The College strives to achieve the following targets by 2024:



TARGET 1

QUALITY OF TEACHING

Student and Parent satisfaction with the college remains high in biennial surveys – rated at least 4

TARGET 2

WELLBEING

Percentage of students indicating they feel supported with their wellbeing using PIVOT surveys increases each year

TARGET 3

ATTENDANCE

Increase in the number of students who attend school 90% or more each year



TARGET 4

OLNA

Percentage of students demonstrating Literacy and Numeracy proficiency for WACE increases each year

TARGET 5

TARGETED OLNA

Percentage of Aboriginal and EALD students demonstrating OLNA proficiency for WACE increases each year

TARGET 6

Aboriginal Cultural Standards Framework audits will demonstrate a positive trend from developing to capable and proficient



TARGET 7

MEDIAN ATAR

Median ATAR has risen to at least 75 by the end of 2023

TARGET 8

VET

The completion rate of each VET qualification is greater than 95%

TARGET 9

PATHWAYS

Establish baseline data in relation to the percentage of students achieving their first choice post college pathway, increasing each year



Upward & Onward



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