

2022 Annual Report to the School Community

School Name: Essendon Keilor College (8806)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 06 March 2023 at 10:43 AM by David Adamson (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 29 March 2023 at 01:38 PM by Nicole Kotoski (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- all subjects for Victorian Certificate of Education (VCE) examinations

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work
- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

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

Our values: excellence, diligence, integrity, community and service.

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.

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. 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.

The enrolment in 2022 was 624 students. International students began to return post COVID. The Student Family Occupation Education (SFOE) index was 0.4393.

The staffing profile of Essendon Keilor College included 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.

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.

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.

The strong and well established International Student Program continued but numbers declined in 2021 due to COVID-19. However, in 2022 the college re-established the English Language Centre at the senior campus and in semester two had a full class supporting immersion into mainstream classes in 2023. All International students were provided with English Language and welfare support as well as full access to the VCE and Year 7-10 curriculum where needed.

In 2022 the College also planned for its transition to the new VCE Vocational Major replacing the Victorian Certificate of Applied Learning. Planning was underway for three classes across Year 11 and 12 in 2023. The development of the High Achievers Program was finalised with the inaugural class of 2023 transitioning to the college during Grade 6 orientation.

The college entered the first year of the 2022-2025 School Strategic Plan with continued focus on Professional Learning Communities (PLC's) and the instructional teaching model. With a shift back to on site learning in 2022 it was pleasing to see that the work had continued in PLC's during COVID providing the teaching teams with a very solid foundation to commence this work in year one of the Strategic Plan.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022 the College focused on three key improvement initiatives in addition to the priority areas of learning and well-being:

- Health and well-being
- Building Leadership Teams
- Empowering Students and Building School Pride.

Despite the ongoing impact of teacher shortages and COVID isolation the college was able to embed the tutor learning initiative at Years 7-12 and MYLNS through Years 8-10. Pleasingly after two exceptionally difficult years 100% of the students completed their VCE and 95% completed their VCAL certificate in 2022.

Professional Learning Communities were embedded continuing with a focus on academic vocabulary. Teachers received ongoing professional development to support their work in PLC's. The Middle Years Literacy and Numeracy Support initiative continued at Year 10 and the Junior Campuses and the Tutors in Schools Initiative was implemented across all three campuses. The High Ability Practice Leaders program continued at the Junior Campuses.

Three weekly Progress Reports continued to be an effective way of monitoring student progress and the college is moving towards introducing ongoing assessment in 2023. Continuous reporting was introduced as a trial at Year 10. All students and families received immediate feedback and the results of their Common Assessment tasks. This allowed students to build on their learning during the semester. The college also began planning for the introduction of Common Formative Assessments and this work will form the basis of the PLC cycles in 2023.

Wellbeing

In 2022 the College continued to embed the School Wide Positive Behaviours Support and Respectful Relations programs both of which focus on improving student engagement and wellbeing through a range of positive strategies. The college was successful in being accepted into the SWPBS coaching program and will undertake universal tier one and tier two training in 2023.

The Attitudes to School Survey, internal data and parent and teacher survey data suggest that the sense of connectedness has been maintained relative to the benchmarks of Similar School and the State.

Connections with families were maintained with events such as the Music Soiree, Valedictory Ceremony, Art Show and Awards Presentation Evening returning to live events after 2 years of streaming. COMPASS continued to be used as an effective means of communication with parents. Parent/Teacher Conversations were held online and at Year 12 the college introduced a third opportunity for parent to meet with teachers in August. This had a specific focus on pathways and exam preparation.

The Mental Health Practitioner continued to support students with low to medium level mental health issues and to work with staff on preventative strategies, and worked closely with the campus Student Welfare Co-ordinators. The college contributed additional resources to extend the days of the MHP support. The college also worked with School Focused Youth services to provide an art therapy program at all three campuses.

Engagement

Student attendance was high in 2022. Attendance rates were above 84% at all year levels and days absent lower than State and Similar Schools benchmarks. Non-attendance was addressed through a strategy of working closely, and immediately, with parents and students and focusing on the importance of regular attendance.

The SWPBS and Respectful Relations programs addressed student engagement and well-being. The three weekly progress reports continued to provide students and their family's immediate feedback on progress.

Student Retention improved and was high. While the rate was below similar schools and state figures for Year 7 to 10, the figure was higher than our 4 year average showing that retention rates are increasing. The low 4 year average is a result of the disruption of the building program which was completed at the end of 2018. The students who bore the brunt of the building disruptions were in Years 7, 8 and were in Year 12 in 2022.

For students exiting to further studies and full time employment, Essendon Keilor College achieved outcomes that are above state and similar school comparisons. The Student Pathways coordinator focused on positive pathways for all students and increasing the number of students going into full-time work or further study. The course counselling process for Year 9 students in the transition to the Senior Campus was developed further along with an improved counselling process for students enrolling from outside the College. Year 9 students completed the Morrisby on-line program which was followed up with one on one counselling. This ensured that better informed choices were made leading to suitable pathways. The successful mentoring program continued to support

students at risk of disengagement. In 2022 the college continued the implementation of the My Career Portfolio program which included the Morrisby Report for each student indicating possible career pathways. Students exits to study and full time employment were above State and similar School benchmarks.

Student Engagement continued to be a strong focus for the school with a specific emphasis on re-engaging students after the disruptions of remote learning. This included making all students feel welcome and identifying students at risk who needed targeted interventions. In 2022, the college continued it's partnerships with the University of Melbourne Science Gallery around STEM and School Focussed Youth services.

Financial performance

The large locally raised funds figure is due to fees paid by students in the large International Student Program, although this is lower than pre COVID years due to the decline in international student enrolments.

In 2022 earnings from hire of facilities began to recover after COVID. Whilst we have a net operating deficit, this is due to staff who have been employed, in addition to the SRP, to service the International Student Program.

Equity funding was expended on Literacy and Numeracy support through the employment of teaching assistants and the implementation of a number of support programs, including teacher professional development.

For more detailed information regarding our school please visit our website at www.ekc.vic.edu.au

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 624 students were enrolled at this school in 2022, 283 female and 341 male.

16 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

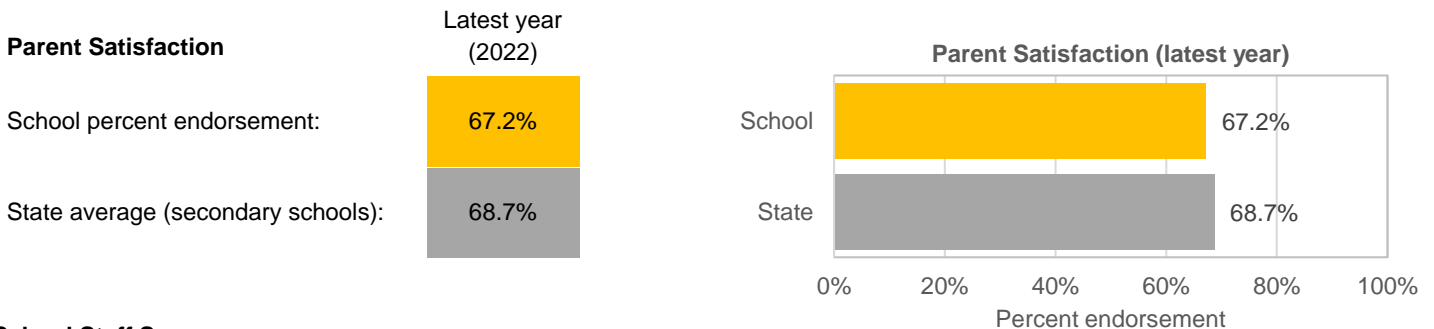
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

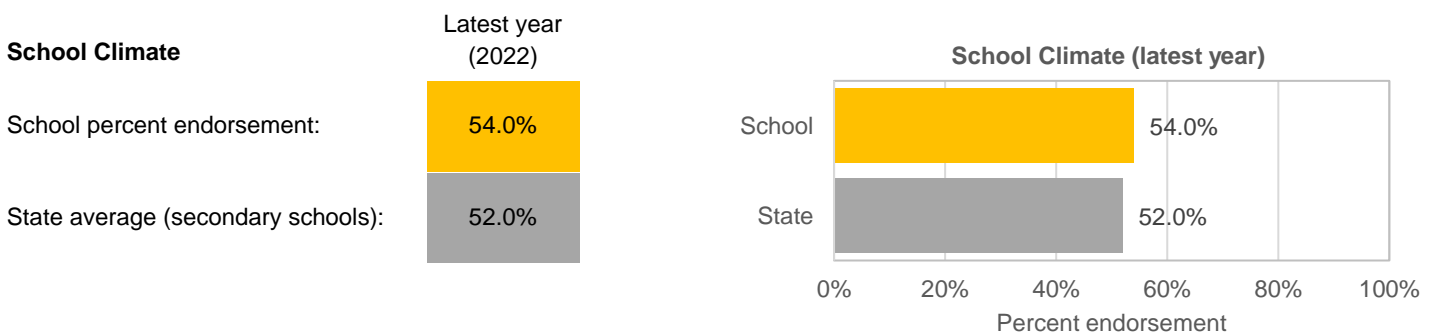


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



LEARNING

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

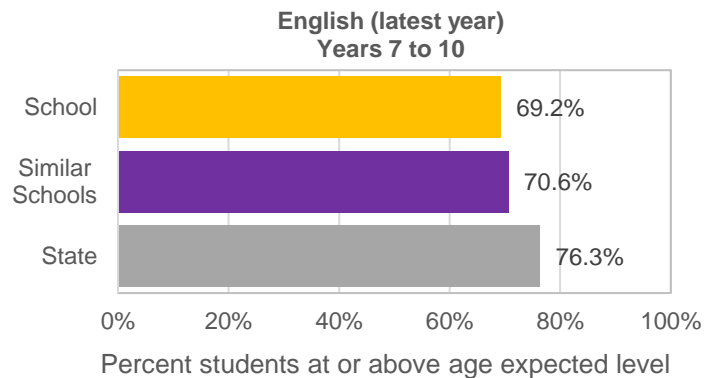
69.2%

Similar Schools average:

70.6%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

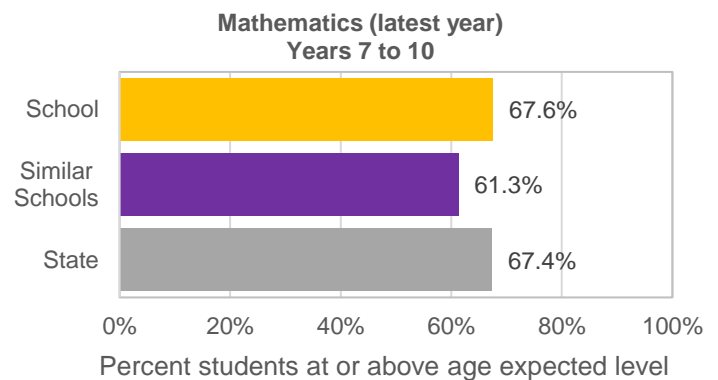
67.6%

Similar Schools average:

61.3%

State average:

67.4%



LEARNING (continued)

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

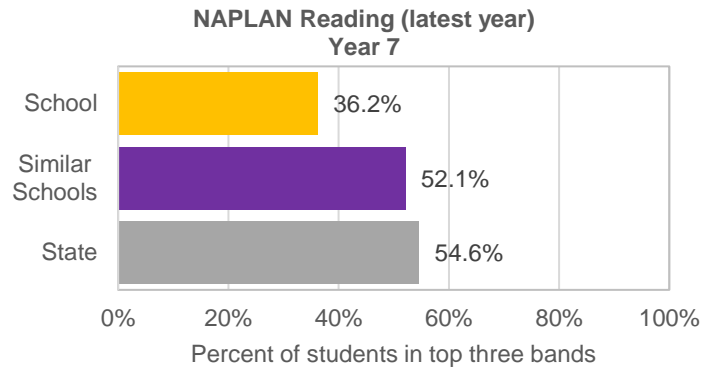
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

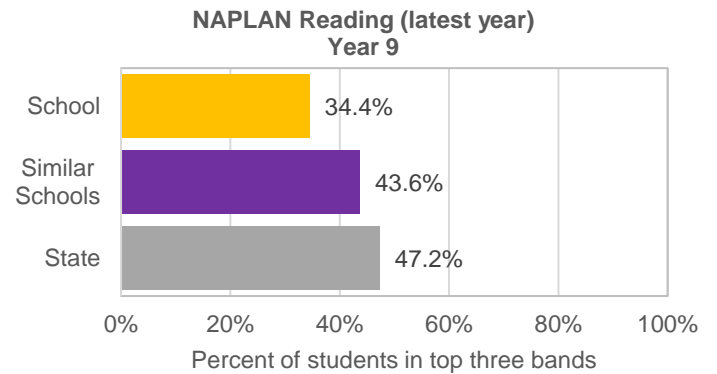
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	36.2%	43.8%
Similar Schools average:	52.1%	52.6%
State average:	54.6%	55.3%



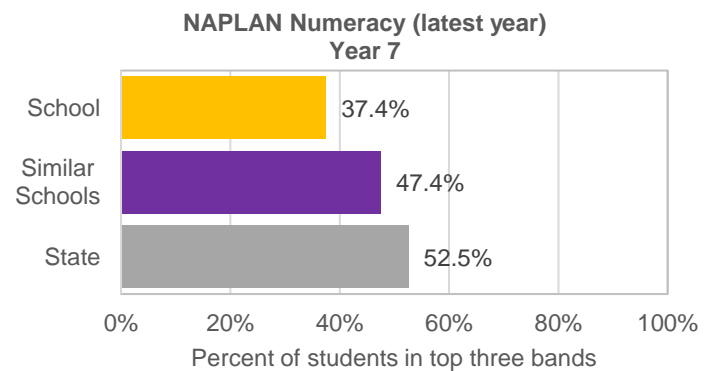
Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	34.4%	35.6%
Similar Schools average:	43.6%	41.5%
State average:	47.2%	46.0%



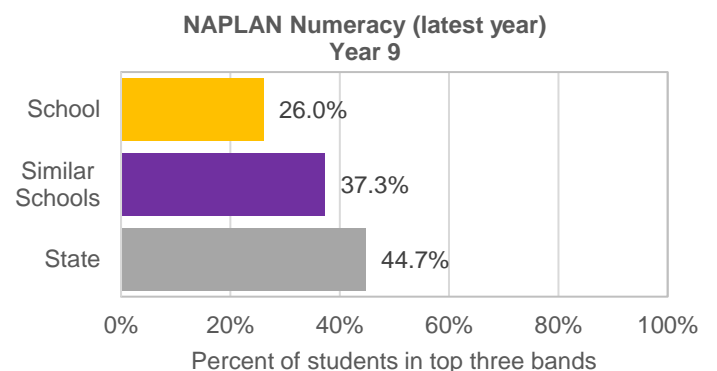
Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	37.4%	48.9%
Similar Schools average:	47.4%	50.5%
State average:	52.5%	54.8%



Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	26.0%	31.3%
Similar Schools average:	37.3%	38.5%
State average:	44.7%	45.6%



LEARNING (continued)

Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

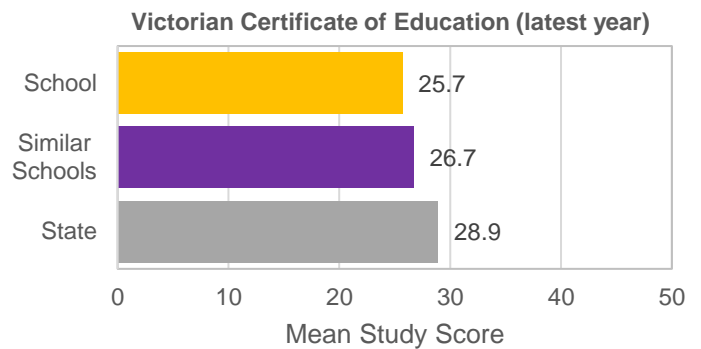
Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.

Victorian Certificate of Education

	Latest year (2022)	4-year average
School mean study score	25.7	25.7
Similar Schools average:	26.7	26.8
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

100%

Year 12 students in 2022 undertaking at least one Vocational Education and Training (VET) unit of competence:

34%

VET units of competence satisfactorily completed in 2022:

75%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2022:

95%

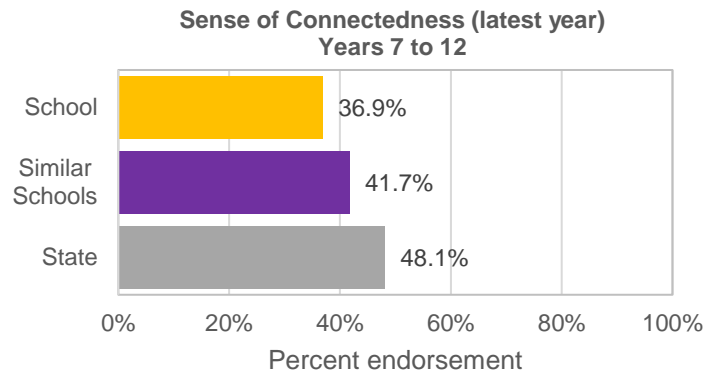
WELLBEING

Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

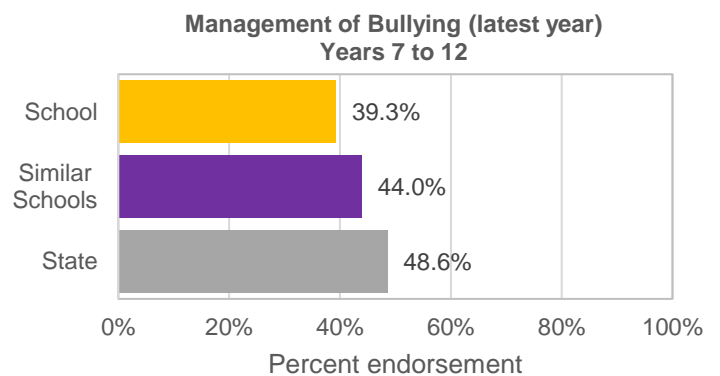
Sense of Connectedness Years 7 to 12	Latest year (2022)	4-year average
School percent endorsement:	36.9%	43.1%
Similar Schools average:	41.7%	47.3%
State average:	48.1%	52.5%



Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 7 to 12	Latest year (2022)	4-year average
School percent endorsement:	39.3%	47.5%
Similar Schools average:	44.0%	50.5%
State average:	48.6%	54.0%



ENGAGEMENT

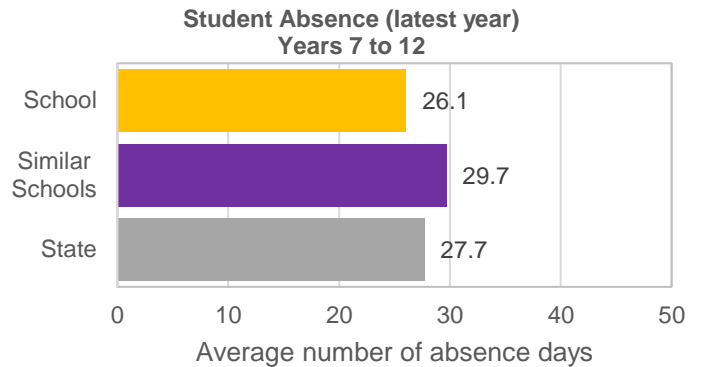
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	26.1	19.8
Similar Schools average:	29.7	23.7
State average:	27.7	21.8



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

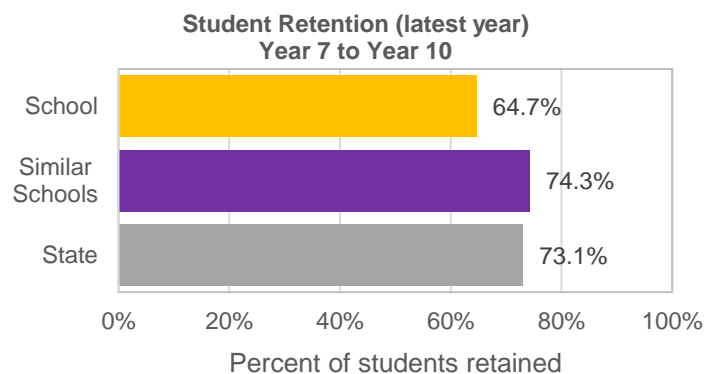
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	88%	85%	84%	87%	88%	93%

Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

Student Retention Year 7 to Year 10

	Latest year (2022)	4-year average
School percent of students retained:	64.7%	64.8%
Similar Schools average:	74.3%	73.7%
State average:	73.1%	73.0%



ENGAGEMENT (continued)

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

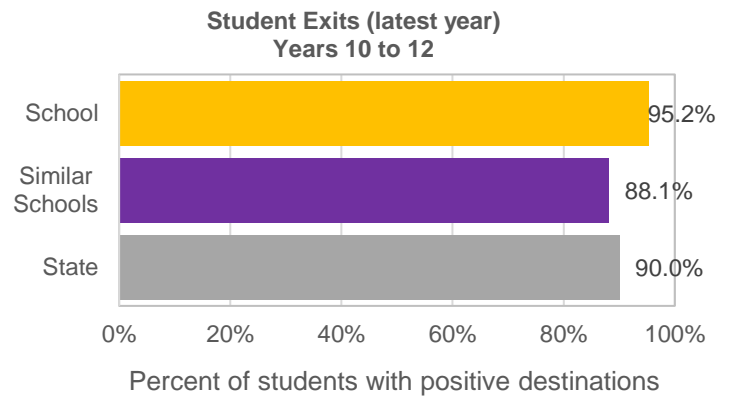
Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the year when students exited the school.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2021)	4-year average
School percent of students to further studies or full-time employment:	95.2%	93.7%
Similar Schools average:	88.1%	87.9%
State average:	90.0%	89.3%



Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

Revenue	Actual
Student Resource Package	\$8,874,464
Government Provided DET Grants	\$1,481,039
Government Grants Commonwealth	\$11,750
Government Grants State	\$0
Revenue Other	\$25,035
Locally Raised Funds	\$709,825
Capital Grants	\$0
Total Operating Revenue	\$11,102,113

Equity ¹	Actual
Equity (Social Disadvantage)	\$305,026
Equity (Catch Up)	\$28,154
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$333,180

Expenditure	Actual
Student Resource Package ²	\$9,491,292
Adjustments	\$0
Books & Publications	\$7,714
Camps/Excursions/Activities	\$376,436
Communication Costs	\$20,241
Consumables	\$185,701
Miscellaneous Expense ³	\$313,406
Professional Development	\$34,078
Equipment/Maintenance/Hire	\$109,686
Property Services	\$350,783
Salaries & Allowances ⁴	\$167,167
Support Services	\$272,578
Trading & Fundraising	\$46,976
Motor Vehicle Expenses	\$3,608
Travel & Subsistence	\$10,884
Utilities	\$125,917
Total Operating Expenditure	\$11,516,468
Net Operating Surplus/-Deficit	(\$414,355)
Asset Acquisitions	\$87,097

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$533,521
Official Account	\$61,469
Other Accounts	\$25,005
Total Funds Available	\$619,996

Financial Commitments	Actual
Operating Reserve	\$289,165
Other Recurrent Expenditure	\$63,443
Provision Accounts	\$0
Funds Received in Advance	\$8,546
School Based Programs	\$94,361
Beneficiary/Memorial Accounts	\$48,863
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$6,375
Repayable to the Department	\$14,905
Asset/Equipment Replacement < 12 months	\$40,000
Capital - Buildings/Grounds < 12 months	\$30,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$595,658

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.