

2017 Annual Report to the School Community



School Name: Essendon East Keilor District College

School Number: 8806



Essendon Keilor College

- 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 Regulation 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 2017 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 28 March 2018 at 11:40 AM by David Adamson (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation 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 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 16 May 2018 at 05:06 PM by Laki Mavridis (School Council President)



Education and Training

About Our School

School Context

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 (Years 7 to 9) Campuses at Niddrie and Keilor East, and the Senior Campus (Years 10 to 12) at Essendon.

The SFO and SFOE varies a little across the 3 campuses:

Essendon – SFO = 0.6085, SFOE = 0.5343

Niddrie – SFO = 0.5761, SFOE = 0.5200

East Keilor – SFO = 0.5839, SFOE = 0.4994

The College has experienced enrolment decline due to changes in the population demographic and increased competition from both government and independent schools. It is anticipated that enrolments will begin to increase in the next five years due to further demographic changes. Year 7 enrolments have stabilized and are beginning to increase. A number of students enrol at the Senior Campus to complete their VCE. The City of Moonee Valley predicts rapid 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.

In 2017 the College completed a Peer Review and developed a new Strategic Plan for 2018/2021

The College runs a large International Student program with over 120 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.

In 2017 the College began a significant upgrading of the buildings following the allocation of \$10 million in the 2015/16 State budget. This included demolition and rebuilding of all classrooms at the Niddrie Campus, and an upgrade of Science facilities at the East Keilor campus. The curriculum focus of the upgrade is around accelerating the development of the College’s STEM Program. A new Performing Arts Centre was planned to be built at the Essendon Campus in 2018, which will also be available for community use after hours.

In 2017 there were 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. 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 Notebook program at the Senior Campus.

As a result of the demolition of the main building at the Niddrie Campus all Year 8 and 9 students were moved to the East Keilor Campus. The Year 7 classes at the Niddrie Campus were housed in the Library and Gymnasium

The Senior Campus has a strong academic program offering up to 40 VCE studies, 3 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, the Visual Arts and Indigenous Education (in partnership with the University of Melbourne).

All ‘Program for Students with a Disability’ students showed progress at satisfactory or above in achieving their individual goals.

Non-attendance is being addressed through a strategy of working more closely, and immediately, with parents and students and focussing on the importance of regular attendance. The SWPBS program addresses student engagement and well-being.

This school had 93 equivalent full-time staff: 5 Principal class, 65 teachers and 24 Education Support Staff.



Framework for Improving Student Outcomes (FISO)

In 2017 the college focused on two FISO improvement initiatives; Building Practice Excellence and Curriculum Planning and Assessment. Documentation of the Curriculum Plan in line with the Victorian Curriculum continued. A school based professional development program was enhanced focusing on GANAG and the 9 Instructional Practices leading to shared pedagogical practices. The introduction of HITS supported this initiative.

There was continued rigorous use of data focused on improving student performance in the VCE. Successful initiatives that were introduced in 2016 were further developed.

There was significant emphasis placed on interpreting NAPLAN and other school based data with a focus on measuring student growth.

Achievement

The percentage of students exiting to further studies and full-time employment was higher than similar schools.

Mean study score from all VCE subjects undertaken by students at this school (2014-2017) was slightly below other schools on the school comparison measure but had improved significantly on the 2016 mean. Completion rates for VCE, VET and VCAL were high.

Teacher judgements of student achievement were similar to in Maths and slightly lower in English compared with other schools on the school comparison measure.

Our improvement focus is on enhancing the quality of literacy and numeracy teaching by continuing to refine existing successful programs. This includes the continuing professional development for teachers and the improvement of classroom practice through the use of emerging and new technologies. In 2017 a BYOD computer program was being phased in across all year levels.

Additional student support was provided through tutorials and a study support program. These programs are designed to increase VCE outcomes.

The continued focus for 2017 and beyond is on the "growth of the individual student".

Engagement

Essendon Keilor College is achieving results that are similar to other schools on the school comparison measure in the area of Attitudes to School, taking into account the background characteristics of our students.

Student attendance improved in 2017. Non-attendance was successfully addressed through a strategy of working more closely with parents and students and focussing on the importance of regular attendance.

Student Engagement continued to be a strong focus for the school in 2017. There was a continued emphasis on "student voice" with a re-organisation of all student representative bodies. Other informal groups provided a variety of avenues for students to contribute. The award winning student mentoring program continued in partnership with Melbourne City Mission where adult mentors work with College students on engagement and future pathways.

The specialised Year 9 program continued in 2017. This program focussed on engagement and extension of students through community action programs, to supplement a rigorous and challenging academic program. This included the City Centre project and the continuation of the very successful "Finding My Place" program run in conjunction with the Moonee Valley Council.

In 2017 the College continued to be the lead school for the Specialist Senior Sport and Recreation Industry Program and maintained its membership of the Victoria University Early Uni Project. The college also developed partnerships with La Trobe University, Victoria University and the University of Melbourne around STEM.



Wellbeing

For students exiting to further studies and full time employment, Essendon Keilor College is achieving results that are similar to those achieved by other schools such as ours. Student Retention and Student Exit Destinations are level with 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 the large number of students enrolling from outside the College. This ensured that correct subject choices were made leading to a suitable pathway.

In 2017 the College continued to participate in the South West Victorian Region's School Wide Positive Behaviours Support program which focusses on improving student engagement and well being through a range of positive strategies.

For more detailed information regarding our school please visit our website at
[enter web address here]

Performance Summary

The Government School Performance Summary 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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 726 students were enrolled at this school in 2017, 298 female and 428 male.</p> <p>16 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p>○ Lower</p> <p>● Similar</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 7</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4 - 9.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p>NAPLAN Year 9</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5 - 10.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>● Similar</p> <p>● Similar</p> <p>● Similar</p> <p>● Similar</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p style="text-align: center;">Reading</p> <p style="text-align: center;">33 % 42 % 25 % Low Medium High</p> <p style="text-align: center;">Numeracy</p> <p style="text-align: center;">28 % 50 % 22 % Low Medium High</p> <p style="text-align: center;">Writing</p> <p style="text-align: center;">29 % 43 % 28 % Low Medium High</p> <p style="text-align: center;">Spelling</p> <p style="text-align: center;">28 % 57 % 15 % Low Medium High</p> <p style="text-align: center;">Grammar and Punctuation</p> <p style="text-align: center;">18 % 57 % 24 % Low Medium High</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p style="text-align: center;">Reading</p> <p style="text-align: center;">34 % 43 % 23 % Low Medium High</p> <p style="text-align: center;">Numeracy</p> <p style="text-align: center;">23 % 59 % 19 % Low Medium High</p> <p style="text-align: center;">Writing</p> <p style="text-align: center;">42 % 47 % 11 % Low Medium High</p> <p style="text-align: center;">Spelling</p> <p style="text-align: center;">28 % 56 % 16 % Low Medium High</p> <p style="text-align: center;">Grammar and Punctuation</p> <p style="text-align: center;">33 % 47 % 20 % Low Medium High</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>Victorian Certificate of Education (VCE)</p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>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.</p>	<p>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p>● Similar</p> <p>● Lower</p>
<p>Students in 2017 who satisfactorily completed their VCE: 97% Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: 16% VET units of competence satisfactorily completed in 2017: 89% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: 97%</p>		



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Engagement	Student Outcomes	School Comparison												
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Yr7</td> <td>Yr8</td> <td>Yr9</td> <td>Yr10</td> <td>Yr11</td> <td>Yr12</td> </tr> <tr> <td>93 %</td> <td>85 %</td> <td>87 %</td> <td>89 %</td> <td>92 %</td> <td>93 %</td> </tr> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	93 %	85 %	87 %	89 %	92 %	93 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>● Similar</p> <p>● Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
93 %	85 %	87 %	89 %	92 %	93 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p>● Similar</p> <p>● Similar</p>												
<p>Exit Destinations</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.</p>	<p>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p>● Similar</p> <p>● Similar</p>												



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p>● Similar</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p>● Similar</p>

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

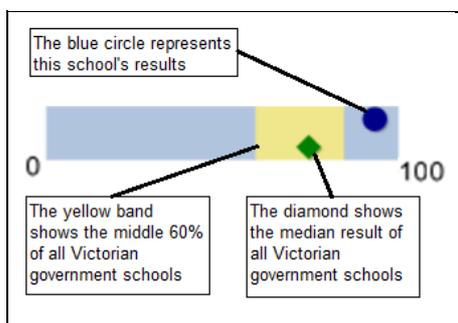
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

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

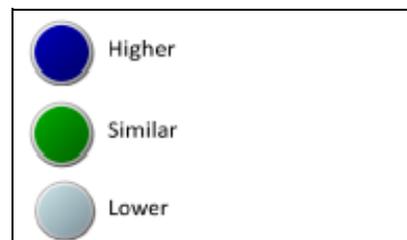


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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 a disability or students who may have additional learning needs.

'Levels A to D' 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').

Financial Performance and Position

Financial performance and position commentary

The large locally raised funds figure is due to fees paid by students in the large International Student Program. The net operating deficit 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..

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$7,930,724	High Yield Investment Account	\$1,251,453
Government Provided DET Grants	\$2,517,244	Official Account	\$69,292
Government Grants Commonwealth	\$3,385	Other Accounts	\$2,156,374
Government Grants State	\$29,015	Total Funds Available	\$3,477,118
Revenue Other	\$131,302		
Locally Raised Funds	\$1,757,754		
Total Operating Revenue	\$12,369,424		
Equity¹			
Equity (Social Disadvantage)	\$632,798		
Equity (Catch Up)	\$33,801		
Equity Total	\$666,600		
Expenditure		Financial Commitments	
Student Resource Package ²	\$9,451,462	Operating Reserve	\$539,998
Books & Publications	\$10,817	Asset/Equipment Replacement < 12 months	\$161,983
Communication Costs	\$33,142	Capital - Buildings/Grounds incl SMS<12 months	\$715,245
Consumables	\$221,594	Maintenance - Buildings/Grounds incl SMS<12 months	\$165,774
Miscellaneous Expense ³	\$2,015,119	Beneficiary/Memorial Accounts	\$28,142
Professional Development	\$48,639	Revenue Received in Advance	\$274,284
Property and Equipment Services	\$833,876	School Based Programs	\$143,695
Salaries & Allowances ⁴	\$155,988	Region Coordination	\$2,268
Trading & Fundraising	\$77,412	School/Network/Cluster Coordination	\$28,759
Travel & Subsistence	\$34,248	Repayable to DET	\$921,766
Utilities	\$142,635	Other recurrent expenditure	\$59,687
		Capital - Buildings/Grounds incl SMS>12 months	\$300,000
		Maintenance -Buildings/Grounds incl SMS>12 months	\$135,517
		Total Financial Commitments	\$3,477,118
Total Operating Expenditure	\$13,024,933		
Net Operating Surplus/-Deficit	(\$655,510)		
Asset Acquisitions	\$44,000		



- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

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.

