**2020 Annual Report to**

**The School Community

School Name: Essendon Keilor College (8806)**

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| * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://www.vit.vic.edu.au/%22%20%5Ct%20%22_blank)).
* 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 2020 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*.
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| Attested on 23 April 2021 at 08:27 AM by David Adamson (Principal) |

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| The 2020 Annual Report to the school community:* has been tabled and endorsed at a meeting of the school council
* will be publicly shared with the school community.
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| Attested on 02 May 2021 at 11:12 AM by Nicole Kotoski (School Council President) |

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How to read the Annual Report

What’s changed in 2020?

**Improved appearance**

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school’s data with state averages and similar school groups.

**School performance data**

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

The About Our School section provides a brief background on the school, an outline of the school’s performance over the year and future directions.

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 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

**Achievement**

* English and Mathematics for Teacher Judgements against the curriculum
* English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

*Note: NAPLAN tests were not conducted in 2020*

* all subjects for Victorian Certificate of Education (VCE) examinations

**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

**Wellbeing**

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

* Sense of Connectedness
* Management of Bullying

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

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by ‘NDP’ where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

‘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 a disability 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**

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| 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. Our VisionTo develop accomplished citizens who contribute, live meaningfully and succeed.Our MissionTo deliver outstanding education in a safe, engaging environment that fosters curiosity, creativity, communication, problem solving, independence, resilience and civic-mindednessThe SFO and SFOE varied a little across the 3 campuses:Essendon – SFO = 0.5424, SFOE = 0.4776Niddrie – SFO = 0.5145, SFOE = 0.4558East Keilor – SFO = 0.5635, SFOE = 0.470714% of students had English as an additional language and 1% were Aboriginal or Torres Strait Islander.It is anticipated that enrolments will increase in the next five years due to demographic changes in the local community. Year 7 enrolments are increasing and a number of students enrol at the Senior Campus to complete their VCE. There is predicted 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 continue to increase. The opening of the rebuilt Niddrie Campus led a doubling of the Year 7 enrolment on the Campus.In 2020 the College was in the third year of the Strategic Plan for 2018/2021.The College runs a large International Student program, but in 2020 the number were reduced significantly due to COVID. The students who did enrol attended our accredited English Language Centre where students complete their 20 weeks of English language training before entering mainstream classes and completing an academic VCE program.The facilities in 2020 included STEM Centres, libraries and gymnasiums on each campus, specialist facilities at Senior Campus (e.g. Music Technology, Photography, Media/Multi-media) and extensive ovals on 2 junior campuses. The student computer ratio is 1:1 through a Bring your Own Device program and notebook computers available on each Campus. The Senior Campus has a strong academic program offering over 30 VCE studies, 2 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 the Visual Arts.All ‘Program for Students with a Disability’ students showed progress at satisfactory or above in achieving their individual goals.This school had 87 equivalent full-time staff: 6 Principal class, 58 teachers and 23 Education Support Staff. |
| Framework for Improving Student Outcomes (FISO) |
| In 2020 the College focused on three FISO improvement initiatives:• Curriculum Planning and Assessment,• Building Leadership Teams • Empowering Students and Building School Pride. Documentation of the Curriculum Plan in line with the Victorian Curriculum continued. A school based professional development program was begun with introductory work on introducing Professional Learning Communities including a pilot in Terms 3 and 4. The focus of the professional learning was around academic vocabulary, but due to COVID restrictions the planned full implementation was delayed.The Middle Years Literacy and Numeracy Support initiative was embedded at Year 10.The Supporting High Reading Growth Program at Year 9 was introduced. The program focussed on differentiated teaching practices including text analysis through Close Reading. The program began before remote learning and although it was only partially implemented early student data showed growth. The High Ability Practice Leaders program was introduced at the Junior Campuses.All initiatives that started in 2020 will continue in 2021. |
| Achievement |
| There was continued use of data focused on improving student performance in the VCE. Successful completion rates were;• VCE – 98%• VET – 88%• VCAL – 96%As NAPLAN was cancelled other school based data with a focus on measuring student growth was used to measure student progress, included PAT testing. Teacher judgements were similar to the State figures and above similar schools.During remote learning many students responded well to self-directed and project-based learning tasks and staff utilised online resources for content-delivery and assessment. In 2021, we plan to use the experience of remote learning to develop new ways of differentiating for students.PSD students all had individual learning plans and all showed significant progress. |
| Engagement |
| Student attendance improved in 2020 to be better than both state, network and like school comparisons. Attendance rates were above 90% at all year levels and days absent lower than the State and similar schools. Non-attendance was addressed through a strategy of working closely, and immediately, with parents and students and focussing on the importance of regular attendance. The SWPBS program addresses student engagement and well-being. The three weekly progress reports were embedded as part of the school culture which gave students and their family’s immediate feedback on progress.Student Retention improved and was above the State figure for Year 7 to 12 retention. While the Retention rate was below similar schools and State figures for Year 7 to 10 there was an improvement on 2019 of 5% and the figure was higher than the 4 year average. The low 4 year average is a result of the disruption of the building program which was completed at the end of 2018. The student students who bore the brunt of the building disruptions were in Years 7,8 and 9 and are now in Years 10, 11 and 12.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 2020 the college continued the implementation of the My Career Portfolio program which included the Morrisby Report for each student indicating possible career pathways.Student Engagement continued to be a strong focus for the school in 2020. College leadership participated in a series of workshops delivered by Russell Quaglia and began to implement a series of strategies around improving student voice and agency. Other informal groups provided a variety of avenues for students to contribute. The specialised Year 9 program continued in 2020. This program focussed on engagement and extension of students through community action programs, to supplement a rigorous and challenging academic program. In 2020 the College continued the Specialist Senior Sport and Recreation Industry Program in partnership with Victoria University and partnerships with La Trobe University and the University of Melbourne around STEM. |
| Wellbeing |
| In 2020 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. Students did not complete the Attitudes to School Survey, but internal data and parent and teacher survey data suggest that the sense of connectedness has been maintained if not improved, taking into account the impact of remote learning.Connections with families were maintained through live streaming of events such as the Music Soiree, Valedictory Ceremony, Art Show and Awards Presentation Evening. Parent/Teacher Conversations were also held online.In Term 4 a Mental Health Practitioner was employed to support students with low to medium level mental health issues and to work with staff on preventative strategies. |
| Financial performance and position |
| The large locally raised funds figure is due to fees paid by students in the large International Student Program, although this is significantly lower than other years due to a 50% decline in international student enrolmentsIn 2020 there was a significant drop in earnings form hire of facilities due to COVID, but in 2021 community access to all College facilities will be restored.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. |
| **For more detailed information regarding our school please visit our website at <https://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.

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 683 students were enrolled at this school in 2020, 280 female and 403 male.

14 percent of students had English as an additional language and 1 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) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school’s socio-economic 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.

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| **Parent Satisfaction** | Latest year (2020) |
| School percent endorsement: | 83.1% |
| State average: | 74.2% |

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.

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| **School Climate** | Latest year (2020) |
| School percent endorsement: | 73.1% |
| State average: | 61.2% |

ACHIEVEMENT

***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.

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| **English****Years 7 to 10** | Latest year (2020) |
| School percent of students at or above age expected standards: | 75.5% |
| Similar Schools average: | 69.7% |
| State average: | 75.8% |

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| **Mathematics****Years 7 to 10** | Latest year (2020) |
| School percent of students at or above age expected standards: | 71.4% |
| Similar Schools average: | 58.6% |
| State average: | 66.3% |

NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ACHIEVEMENT (continued)

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.

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| **Victorian Certificate of Education** | Latest year (2020) | 4-year average |
| School mean study score | 24.8 | 25.1 |
| Similar Schools average: | 26.5 | 26.6 |
| State average: | 28.8 | 28.8 |

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| Students in 2020 who satisfactorily completed their VCE: |  98% |
| Year 12 students in 2020 undertaking at least one Vocational Education and Training (VET) unit of competence: |  37% |
| VET units of competence satisfactorily completed in 2020: |  88% |
| Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2020: |  96% |

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. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

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| **Student Absence****Years 7 to 12** | Latest year (2020) | 4-year average |
| School average number of absence days: | 14.8 | 17.9 |
| Similar Schools average: | 19.6 | 21.5 |
| State average: | 17.8 | 19.2 |

ENGAGEMENT (continued)

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| **Attendance Rate (latest year)** |  |  |  |  |  |  |
|  | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
| Attendance Rate by year level (2020): | 94% | 91% | 90% | 93% | 93% | 94% |

Student Retention

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

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| **Student Retention****Year 7 to Year 10** | Latest year (2020) | 4-year average |
| School percent of students retained: | 65.3% | 64.3% |
| Similar Schools average: | 73.4% | 73.2% |
| State average: | 72.5% | 72.9% |

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 previous calendar year.

Data excludes destinations recorded as 'Unknown'.

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| **Student Exits****Years 10 to 12** | Latest year (2019) | 4-year average |
| School percent of students to further studies or full-time employment: | 93.6% | 94.9% |
| Similar Schools average: | 85.3% | 87.2% |
| State average: | 88.6% | 89.1% |

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

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| **Sense of Connectedness****Years 7 to 12** | Latest year (2020) | 4-year average |
| School percent endorsement: | NDA | 49.5% |
| Similar Schools average: | 51.6% | 48.1% |
| State average: | 59.5% | 55.3% |

*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

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| **Management of Bullying****Years 7 to 12** | Latest year (2020) | 4-year average |
| School percent endorsement: | NDA | 53.3% |
| Similar Schools average: | 54.1% | 52.9% |
| State average: | 60.3% | 57.9% |

*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**Financial Performance and Position**

Financial Performance - Operating Statement Summary for the year ending 31 December, 2020

| Revenue | Actual |
| --- | --- |
| Student Resource Package | $8,145,664 |
| Government Provided DET Grants | $1,868,790 |
| Government Grants Commonwealth | $36,020 |
| Government Grants State | $29,175 |
| Revenue Other | $63,225 |
| Locally Raised Funds | $980,528 |
| Capital Grants | $9,188 |
| Total Operating Revenue | **$11,132,590** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $338,869 |
| Equity (Catch Up) | $32,159 |
| Transition Funding | NDA |
| Equity (Social Disadvantage – Extraordinary Growth) | NDA |
| Equity Total | **$371,028** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $9,629,282 |
| Adjustments | NDA |
| Books & Publications | $1,962 |
| Camps/Excursions/Activities | $762,505 |
| Communication Costs | $27,219 |
| Consumables | $142,934 |
| Miscellaneous Expense 3 | $90,799 |
| Professional Development | $30,429 |
| Equipment/Maintenance/Hire | $166,804 |
| Property Services | $392,071 |
| Salaries & Allowances 4 | $79,657 |
| Support Services | $179,756 |
| Trading & Fundraising | $54,821 |
| Motor Vehicle Expenses | $3,655 |
| Travel & Subsistence | $7,482 |
| Utilities | $109,634 |
| Total Operating Expenditure | **$11,679,010** |
| Net Operating Surplus/-Deficit | **NDA** |
| Asset Acquisitions | **$213,069** |

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 02 Mar 2021 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 2020

| Funds available | Actual |
| --- | --- |
| High Yield Investment Account | $1,984,805 |
| Official Account | $127,411 |
| Other Accounts | $24,388 |
| Total Funds Available | **$2,136,604** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $304,323 |
| Other Recurrent Expenditure | $69,978 |
| Provision Accounts | NDA |
| Funds Received in Advance | $280,296 |
| School Based Programs | $68,329 |
| Beneficiary/Memorial Accounts | $32,637 |
| Cooperative Bank Account | NDA |
| Funds for Committees/Shared Arrangements | $7,337 |
| Repayable to the Department | $1,136,394 |
| Asset/Equipment Replacement < 12 months | $90,953 |
| Capital - Buildings/Grounds < 12 months | $383,061 |
| Maintenance - Buildings/Grounds < 12 months | $100,000 |
| Asset/Equipment Replacement > 12 months | NDA |
| Capital - Buildings/Grounds > 12 months | NDA |
| Maintenance - Buildings/Grounds > 12 months | NDA |
| Total Financial Commitments | **$2,473,308** |

*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.*