

# 2021 Annual Report to The School Community



**School Name: Essendon Keilor College (8806)**



**Essendon Keilor College**

- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 2021 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 18 March 2022 at 09:09 AM by David Adamson (Principal)

- This 2021 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 01 May 2022 at 07:29 AM by Nicole Kotoski (School Council President)

# How to read the Annual Report

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## 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, 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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## 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)
- 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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

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## Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

## How to read the Annual Report (continued)

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### 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.

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### 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.

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### 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

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### School context

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.

Enrolments in 2021 650 students.

The Student Family Occupation Education (SFOE) index was 0.4473 in 2020–21.

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.

There strong and well established International Student Program continued but numbers declined in 2021 due to COVID-19. International students were provided with English Language and welfare support as well as full access to the VCE.

In Term 3 the school undertook a School Review and the 2022-2025 Strategic Plan was developed.

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### Framework for Improving Student Outcomes (FISO)

In 2021 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.

Professional Learning Communities were introduced with a focus on academic vocabulary and progress was made despite the restrictions imposed by remote learning. The PLC cycle continued but timeline and some activities were modified due to remote learning. Teacher received extensive professional development form an educational consultant to support their work in PLC's.

The Middle Years Literacy and Numeracy Support initiative was embedded 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.

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### Achievement

There was continued use of data focused on improving student performance in the VCE.

Successful completion rates were;

- VCE – 96%

- VET – 79%
- VCAL – 97%

VCE Mean study score was 27.1 which was higher than Similar Schools and a significant improvement on previous years, reflecting the success of the VCE Improvement strategies.

NAPLAN and 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 Funding was fully allocated to support PSD students who all had individual learning plans and all showed significant progress.

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## Engagement

Student attendance was high in 2021. Attendance rates were above 86% at all year levels and days absent lower than Similar Schools. 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 Retention rate was below similar schools and State figures for Year 7 to 10 the figure was higher than the 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 are were in Years 11 and 12 in 2021.

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 2021 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 2021 with a specific focus 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 2021 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.

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## Wellbeing

In 2021 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 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 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. 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.

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### Finance 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 the continued decline in international student enrolments. In 2021 there was again a significant drop in earnings from hire of facilities due to COVID, but in 2022 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 647 students were enrolled at this school in 2021, 277 female and 370 male.

15 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).

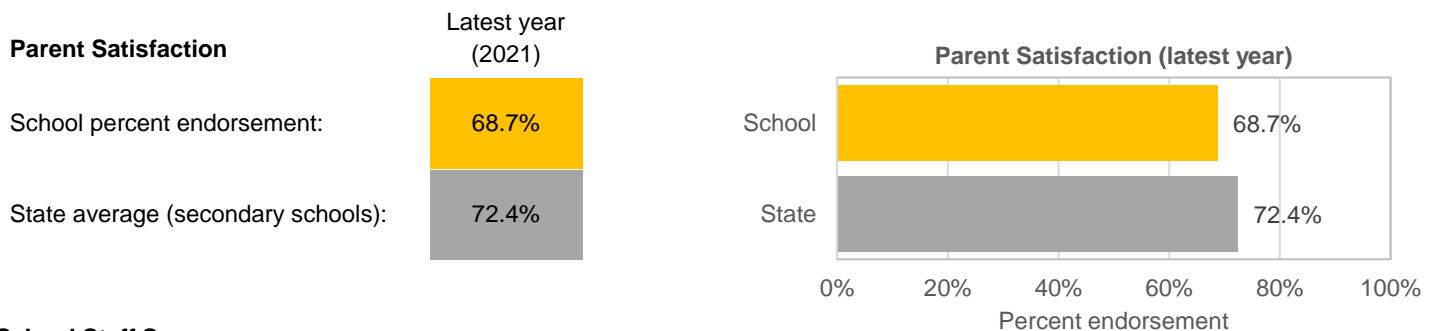
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

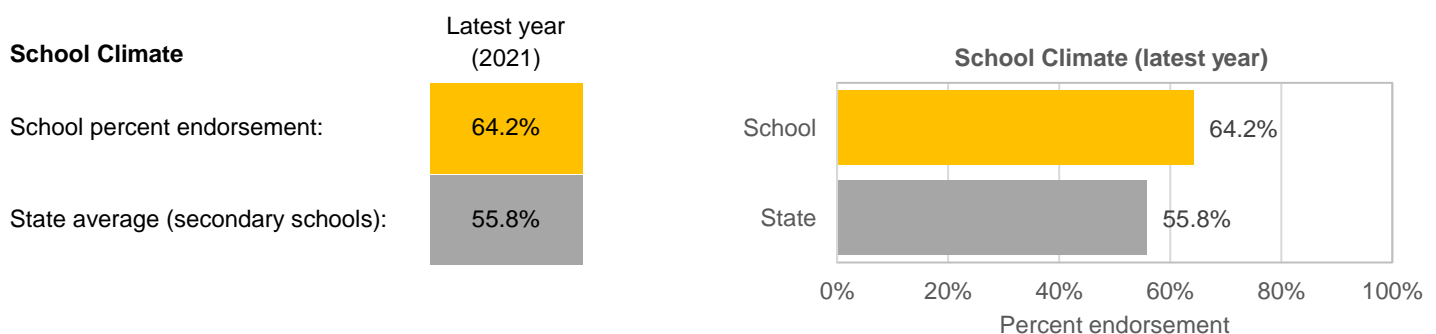


### School Staff Survey

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.



## 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.

#### English Years 7 to 10

Latest year  
(2021)

School percent of students at or above age expected standards:

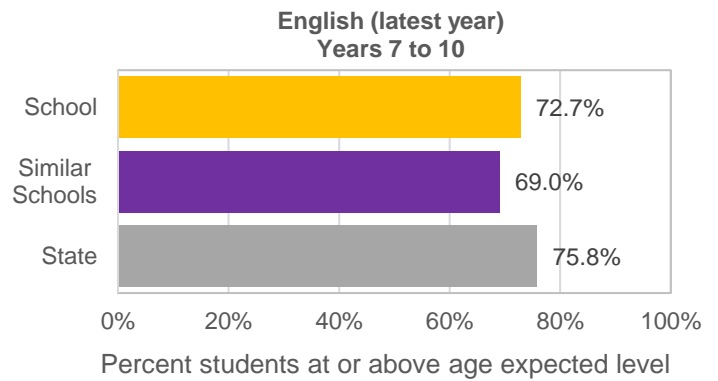
72.7%

Similar Schools average:

69.0%

State average:

75.8%



#### Mathematics Years 7 to 10

Latest year  
(2021)

School percent of students at or above age expected standards:

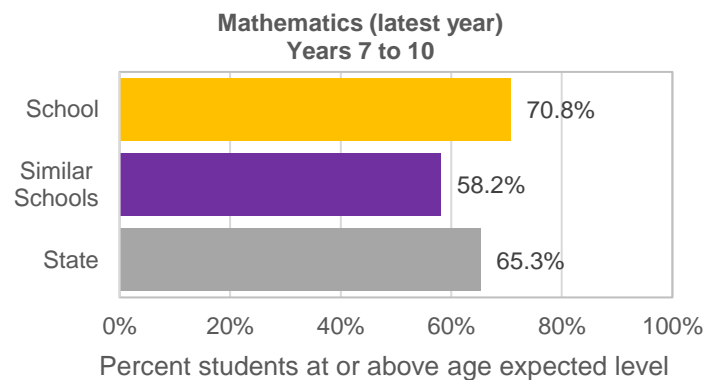
70.8%

Similar Schools average:

58.2%

State average:

65.3%





**ACHIEVEMENT (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.

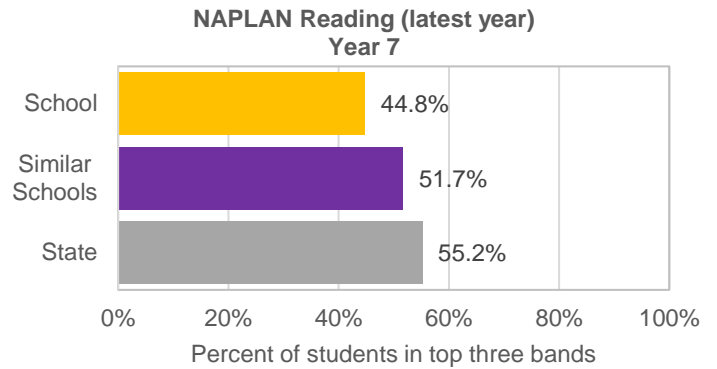
**NAPLAN**

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 2018, 2019 and 2021 data.

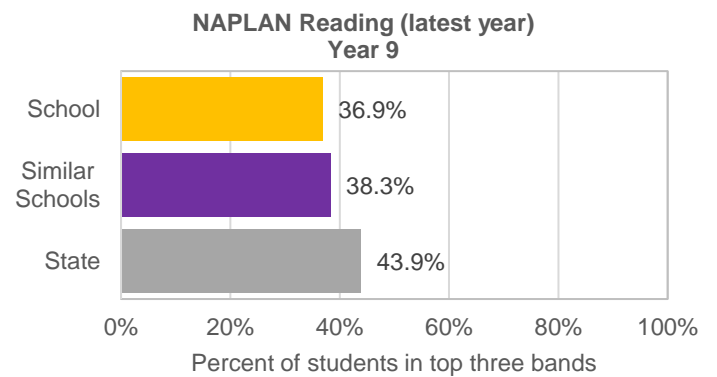
**Reading  
Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	44.8%	43.9%
Similar Schools average:	51.7%	50.6%
State average:	55.2%	54.8%



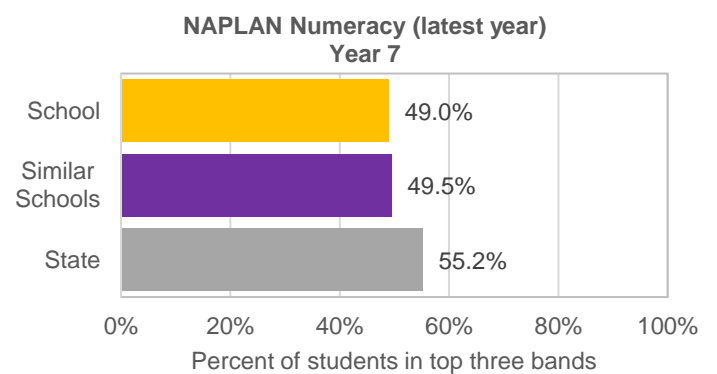
**Reading  
Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	36.9%	36.2%
Similar Schools average:	38.3%	40.8%
State average:	43.9%	45.9%



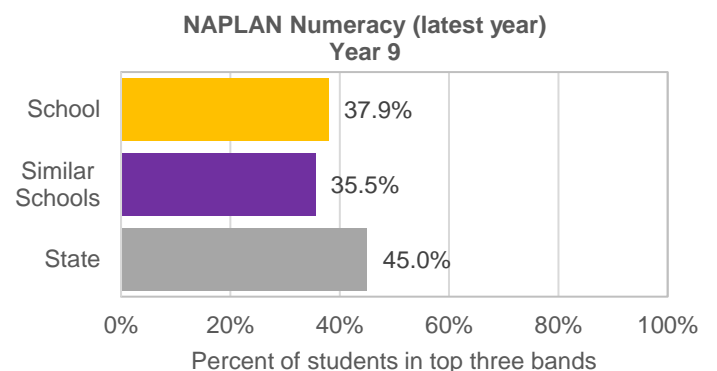
**Numeracy  
Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	49.0%	51.2%
Similar Schools average:	49.5%	49.4%
State average:	55.2%	55.3%



**Numeracy  
Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	37.9%	34.5%
Similar Schools average:	35.5%	38.7%
State average:	45.0%	46.8%



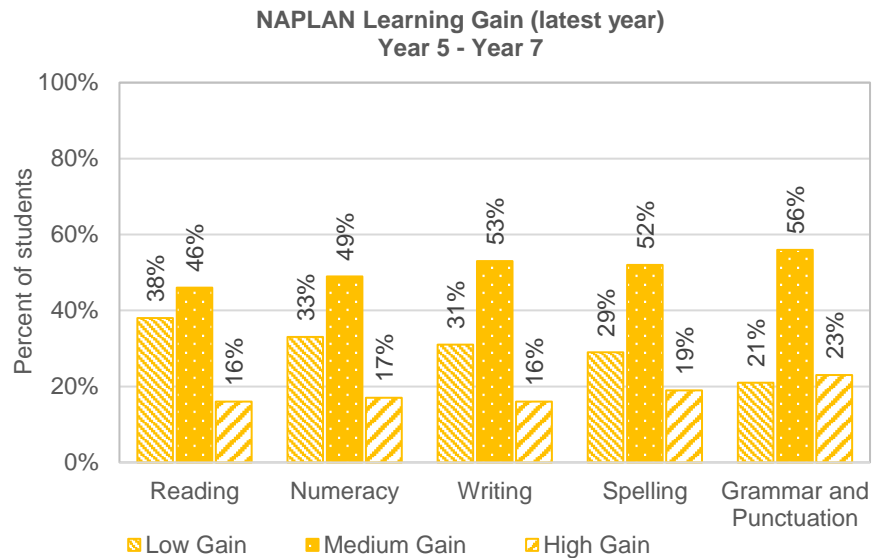
## ACHIEVEMENT (continued)

### NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

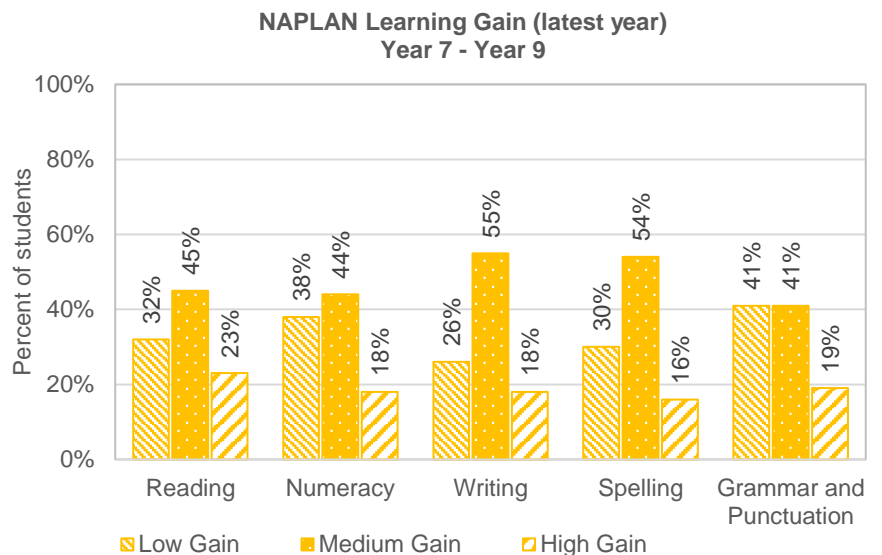
#### Learning Gain Year 5 (2019) to Year 7 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	38%	46%	16%	18%
Numeracy:	33%	49%	17%	19%
Writing:	31%	53%	16%	18%
Spelling:	29%	52%	19%	20%
Grammar and Punctuation:	21%	56%	23%	17%



#### Learning Gain Year 7 (2019) to Year 9 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	32%	45%	23%	22%
Numeracy:	38%	44%	18%	20%
Writing:	26%	55%	18%	19%
Spelling:	30%	54%	16%	19%
Grammar and Punctuation:	41%	41%	19%	20%



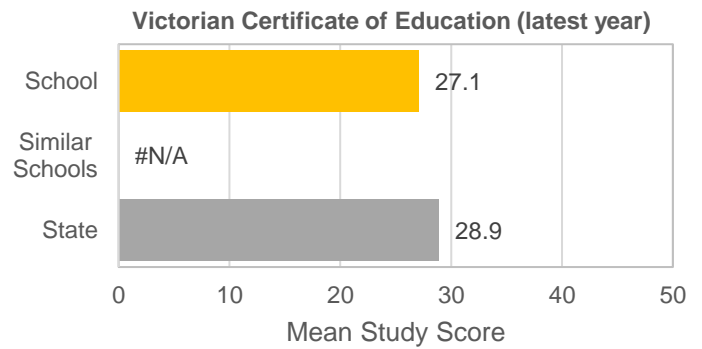
## ACHIEVEMENT (continued)

### 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.

Victorian Certificate of Education	Latest year (2021)	4-year average
School mean study score	27.1	25.4
Similar Schools average:	26.7	NDA
State average:	28.9	28.9



Students in 2021 who satisfactorily completed their VCE:

96%

Year 12 students in 2021 undertaking at least one Vocational Education and Training (VET) unit of competence:

17%

VET units of competence satisfactorily completed in 2021\*:

79%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2021:

87%

\* Due to COVID-19, there may be some under-reporting of VET completed competencies from schools due to students still completing outstanding 2021 VET units in 2022.

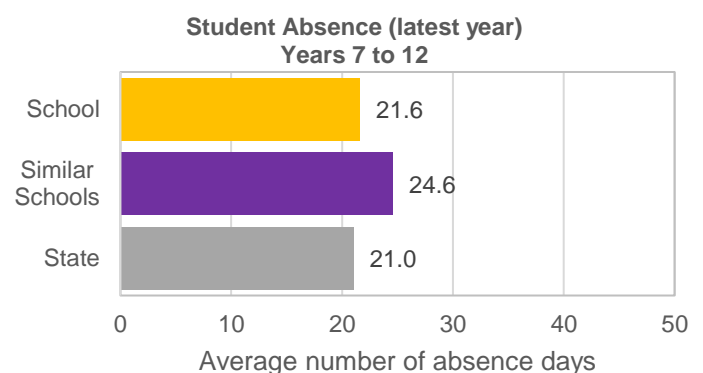
## ENGAGEMENT

**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 and 2021 may have been influenced by local COVID-19.

Student Absence Years 7 to 12	Latest year (2021)	4-year average
School average number of absence days:	21.6	18.3
Similar Schools average:	24.6	22.1
State average:	21.0	19.6



**ENGAGEMENT (continued)**

**Attendance Rate (latest year)**

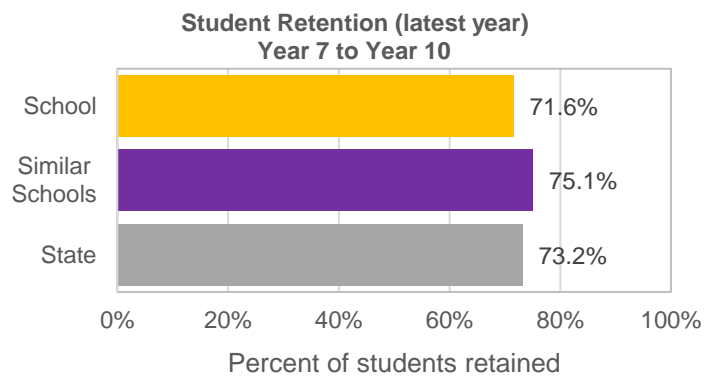
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	90%	87%	89%	86%	92%	94%

**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 (2021)	4-year average
School percent of students retained:	71.6%	65.1%
Similar Schools average:	75.1%	73.8%
State average:	73.2%	72.9%



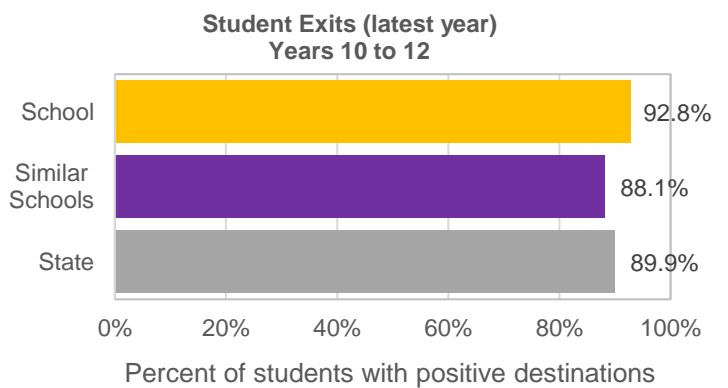
**Students exiting to further studies or full-time employment**

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 year when students exited the school. Data excludes destinations recorded as 'Unknown'.

**Student Exits Years 10 to 12**

	Latest year (2020)	4-year average
School percent of students to further studies or full-time employment:	92.8%	94.4%
Similar Schools average:	88.1%	87.1%
State average:	89.9%	89.2%



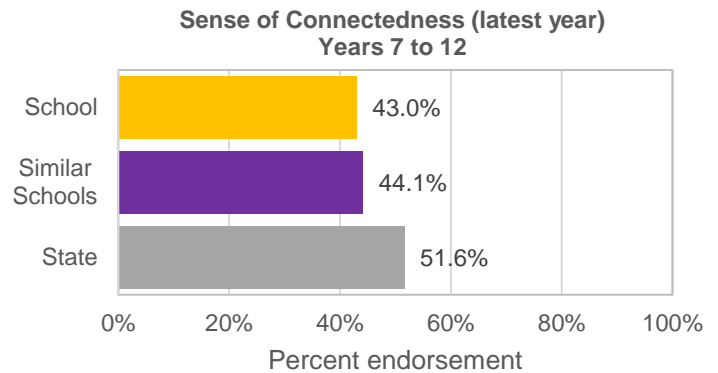
## WELLBEING

**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 (2021)	4-year average
School percent endorsement:	43.0%	47.4%
Similar Schools average:	44.1%	47.2%
State average:	51.6%	54.5%

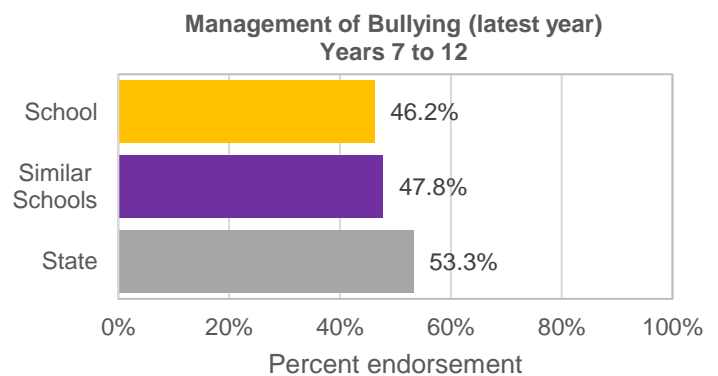


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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).

Management of Bullying Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	46.2%	51.8%
Similar Schools average:	47.8%	51.5%
State average:	53.3%	56.8%



*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$8,723,062
Government Provided DET Grants	\$886,851
Government Grants Commonwealth	\$15,450
Government Grants State	\$20,510
Revenue Other	\$84,366
Locally Raised Funds	\$802,268
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$10,532,507</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$322,995
Equity (Catch Up)	\$35,907
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$358,902</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$9,594,321
Adjustments	\$0
Books & Publications	\$4,793
Camps/Excursions/Activities	\$528,083
Communication Costs	\$26,404
Consumables	\$186,479
Miscellaneous Expense <sup>3</sup>	\$1,465,552
Professional Development	\$30,262
Equipment/Maintenance/Hire	\$129,062
Property Services	\$307,060
Salaries & Allowances <sup>4</sup>	\$82,170
Support Services	\$194,951
Trading & Fundraising	\$53,013
Motor Vehicle Expenses	\$3,309
Travel & Subsistence	\$18
Utilities	\$110,836
<b>Total Operating Expenditure</b>	<b>\$12,716,314</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$2,183,808)</b>
<b>Asset Acquisitions</b>	<b>\$238,791</b>

- (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 10 Mar 2022 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 2021**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$378,176
Official Account	\$108,198
Other Accounts	\$23,909
<b>Total Funds Available</b>	<b>\$510,284</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$479,839
Other Recurrent Expenditure	\$50,781
Provision Accounts	\$0
Funds Received in Advance	\$26,510
School Based Programs	\$58,345
Beneficiary/Memorial Accounts	\$57,034
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$7,259
Repayable to the Department	\$262,112
Asset/Equipment Replacement < 12 months	\$50,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$991,879</b>

*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.*