

2016 Annual Report to the School Community



School Name: Essendon East Keilor District College

School Number: 8806



Essendon Keilor College

Name of School Principal:	David ADAMSON _____
Name of School Council President:	Laki MAVRIDIS _____
Date of Endorsement:	23 rd March 2017 _____

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. Since 2012 Year 7 enrolments have stabilized and significant numbers of students have enrolled 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 2016 the College completed the second year of the 2015-2018 Strategic Plan.

The College runs a large International Student program with over 100 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.

The Niddrie Campus housed an annex of the Western Autistic School which was closed at the end of 2015 with many of the students enrolling at Essendon Keilor College, in 2016, as part of the school's inclusion program.

The College has adequate facilities and in 2016 planning was completed for a significant upgrading of the buildings following the allocation of \$10 million in the 2015/16 State budget. This includes 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 will be built at the Essendon Campus, which will also be available for community use after hours.

In 2016 there was an Open Learning Space at the Niddrie Campus, 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 Netbook program at the Senior Campus.

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).

In 2016 the College continued a partnership with Melbourne City Mission to support their re-engagement program. This partnership ended when Melbourne City Mission obtained registration as a private school at the end of 2016.

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.

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



Framework for Improving Student Outcomes (FISO)

In 2016 the college focused on two FISO improvement initiatives; Building Practice Excellence and Curriculum Planning and Assessment. Documentation began on the Curriculum Plan in line with the Victorian Curriculum. A school based professional development program was enhanced focusing on GANAG and the 9 Instructional Practices leading to shared pedagogical practices. There was an increased and more rigorous use of data which led to the introduction of a number of initiatives focused on improving student performance in the VCE. 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. Four students gained places in the Victorian College of the Arts which is good example of the successful pathways of Essendon Keilor College students.

Mean study score from all VCE subjects undertaken by students at this school (2013-2016) was slightly below other schools on the school comparison measure and completion rates for VCE, VET and VCAL were high.

Teacher assessments against AusVELS and student NAPLAN results were similar to or slightly lower than 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 2016 all students from Years 10 to 12 were provided with a netbook computer.

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

The continued focus for 2016 and beyond is on the "growth of the individual student".

Note: While the VET units of competence satisfactorily completed in 2015 appears low at 63%, this figure includes Melbourne Academy re-engagement students who often take additional time to complete the units, outside of the standard school year.

Curriculum Framework implemented in 2016

Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

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 2016. 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 2016. 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 was further developed in 2016. This program focussed on engagement and extension of students through community action programs, to supplement a rigorous and challenging academic program. This included the continuation of the very successful "Finding My Place" program run in conjunction with the Moonee Valley Council.

In 2016 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 2016 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
www.ekc.vic.edu.au

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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

School Profile	
<p>Enrolment Profile</p> <p>A total of 864 students were enrolled at this school in 2016, 353 female and 511 male. There were 19% of EAL (English as an Additional Language) students and 2% 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>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:
 Result for this school: Median of all Victorian government secondary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment 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 Performance Summary</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 year levels:
 Result for this school: ● Median of all Victorian government secondary year levels: ◆

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>	<ul style="list-style-type: none"> ● Similar ● Similar ● Lower ● Similar

Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:
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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 years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data (Year 5-7)</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>31%</td> <td>42%</td> <td>27%</td> </tr> <tr> <td>Numeracy</td> <td>23%</td> <td>53%</td> <td>25%</td> </tr> <tr> <td>Writing</td> <td>25%</td> <td>55%</td> <td>20%</td> </tr> <tr> <td>Spelling</td> <td>25%</td> <td>41%</td> <td>34%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>30%</td> <td>45%</td> <td>25%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	31%	42%	27%	Numeracy	23%	53%	25%	Writing	25%	55%	20%	Spelling	25%	41%	34%	Grammar and Punctuation	30%	45%	25%	NAPLAN Learning Gain does not require a School Comparison.
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<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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<div style="text-align: center;"> Lower </div> <div style="text-align: center;"> Lower </div>																								
<p>Students in 2016 who satisfactorily completed their VCE: 94% Year 12 students in 2016 undertaking at least one Vocational Education and Training (VET) unit of competence: 29% VET units of competence satisfactorily completed in 2016: 63% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2016: 79%</p>																										



Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:
 Result for this school: ● Median of all Victorian government secondary year levels: ◆

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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p>	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>90 %</td> <td>89 %</td> <td>87 %</td> <td>91 %</td> <td>91 %</td> <td>94 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	90 %	89 %	87 %	91 %	91 %	94 %	<p style="text-align: center;">● Similar</p> <p style="text-align: center;">● Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
90 %	89 %	87 %	91 %	91 %	94 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p style="text-align: center;">● Lower</p> <p style="text-align: center;">● Similar</p>												
<p>Students exiting to further studies and full-time employment</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.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p style="text-align: center;">● Similar</p> <p style="text-align: center;">● Similar</p>												



Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:
 Result for this school: Median of all Victorian government secondary year levels:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

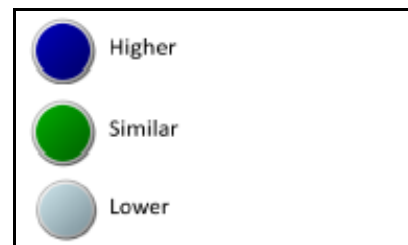
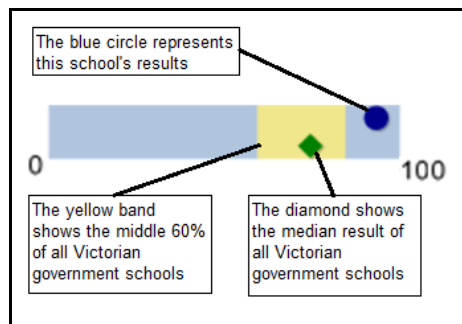
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

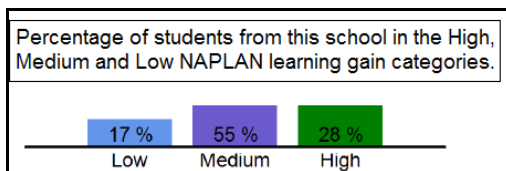
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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

What is a School Comparison?

The School comparison is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A School comparison 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 measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial performance and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$8,862,934
Government Provided DET Grants	\$2,460,488
Government Grants Commonwealth	\$1,096
Government Grants State	\$28,180
Revenue Other	\$147,499
Locally Raised Funds	\$1,375,812
Total Operating Revenue	\$12,876,009

Expenditure	Actual
Student Resource Package	\$9,544,857
Books & Publications	\$13,896
Communication Costs	\$37,219
Consumables	\$213,541
Miscellaneous Expense	\$2,012,030
Professional Development	\$32,000
Property and Equipment Services	\$790,558
Salaries & Allowances	\$129,624
Trading & Fundraising	\$67,254
Travel & Subsistence	\$35,781
Utilities	\$150,772

Total Operating Expenditure **\$13,027,531**

Net Operating Surplus/-Deficit **(\$151,522)**

Asset Acquisitions **\$325**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$390,594
Official Account	\$132,854
Other Accounts	\$2,114,114
Total Funds Available	\$2,637,561

Financial Commitments	Actual
Operating Reserve	\$535,611
Asset/Equipment Replacement < 12 months	\$124,193
Capital - Buildings/Grounds incl SMS<12 months	\$12,789
Maintenance - Buildings/Grounds incl SMS<12 months	\$243,733
Beneficiary/Memorial Accounts	\$27,268
Revenue Receipted in Advance	\$272,040
School Based Programs	\$200,231
Region Coordination	\$5,000
School/Network/Cluster Coordination	\$13,098
Repayable to DET	\$687,746
Other recurrent expenditure	\$25,852
Capital - Buildings/Grounds incl SMS>12 months	\$490,000
Total Financial Commitments	\$2,637,561

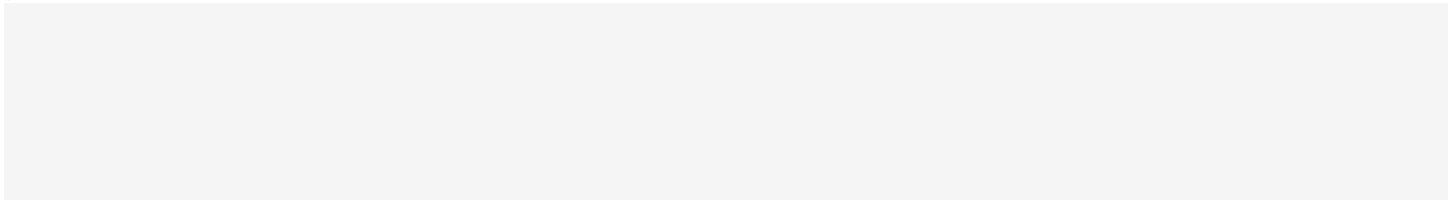
Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

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.



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.