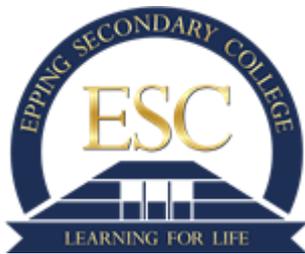


2022 Annual Report to the School Community

School Name: Epping Secondary College (7813)



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

Attested on 22 March 2023 at 09:49 AM by Bradley Moyle (Principal)

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

Attested on 29 March 2023 at 08:43 AM by Stuart Lord (School Council President)

How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

School Profile

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

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

Student attendance and engagement at school, including:

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

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

As NAPLAN tests were not conducted in 2020:

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

Considering COVID-19 when interpreting the Performance Summary

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

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

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

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

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

VISION

Epping Secondary College strives to enable and equip all young people to reach their full potential, of being curious and acquiring new knowledge and skills; of forming strong, valuable, healthy relationships; of participating in creative expression; and of building strong mental and physical wellbeing.

VALUES

The College values which underpin our behaviours and practice are:

- Respect – we treat all individuals with respect. Our relationships are based on trust and mutual respect. We recognise the differing circumstances and needs of our students and are dedicated to achieving the best possible outcomes for all.
- Resilience – we strive to successfully adapt to challenging experiences and tasks through emotional, social, academic, and behavioural perseverance.
- Care – we value community, build empathy with each other, and we act with integrity and compassion.

WORKFORCE

The 2023 staffing profile comprises of approximately 125 staff, including 3 Principal class, 10 Leading Teachers, 5 Learning Specialists and approximately 40 Education Support staff. The school workforce currently contains no identified indigenous employees.

LOCATION

Epping Secondary College is a co-educational 7-12 college established in 1976. Epping is a northern suburb of Melbourne, Victoria, Australia, located 20 km north of Melbourne's Central Business District. It's local government area is the City of Whittlesea.

SIZE & STRUCTURE

The student population at Epping Secondary College remains steady at 1150. Epping Secondary College is physically organised in year level units to better support students through their different stages of growth as well as provide a sense of belonging and wellbeing. The Year 7 Unit supports transition through concentrated staffing and orientation programs. Discrete Year 8 and 9 precincts provide targeted support for academic and social growth and cohesion. At Year 9 all students are involved in the Community Elective which builds citizenship through community volunteering. At Year 10, students are introduced to an extended elective program aimed to engage with students' interest as well as provide rigorous learning that leads directly towards later years. In addition to this, the college offers an Alternative Pathways program for Year 10 students to cater for the needs of students exploring a range of Pathways. The Senior Unit and the Vocational Education precincts are resourced to assist students with designing flexible and individualized courses and programs, accessing VET studies (Vocational Education and Training) as well as university-based extension programs. The Future Directions Program at the senior years caters for students requiring additional support with Literacy, Numeracy and Personal Development as they undertake a differentiated Applied Learning Pathway.

The ACE program (Acceleration Cluster Education) is a cluster grouped acceleration strategy that ensures that high achieving students are able to access challenging curriculum within the supportive environment of a class of similar aged peers. In order to engage and support students who are at risk of not attending school, the college has been offering the Learning Support program. This program has been developed to address the needs of students with literacy, numeracy, engagement and attendance concerns.

A critical component of educating the 'whole' child at Epping Secondary College involves the implementation across the School of Positive Education, an approach introduced primarily through the "Learning for Life" Curriculum at years 7-9 and the POD Program in the senior years as well as across the school curriculum and culture. Maximising teacher collaboration to co-create, evaluate and document curriculum programs in line with the Victorian Curriculum is a key focus of the college moving forward along with continuing to broaden curriculum design so as to address the needs of all learners.

Epping SC has a team of five (5) learning specialists. The role of Epping SC Learning Specialists is to model excellence in teaching and learning through demonstration lessons and, mentoring and coaching teachers in improving the skill, knowledge and effectiveness of the teaching workforce.

OVERSEAS STUDENT PROGRAM

Epping SC is a safe, friendly and welcoming study destination, offering international students an enviable lifestyle that nurtures success and the confidence to take steps forward in life. In 2023 the school offered places for all year levels (7 to 12) and enrolled a total of 10 international students. Countries represented were India, Sri Lanka, Vietnam and Fiji. The school has capacity for 20 international students. Our international students are here in Australia with their families studying the Victorian Curriculum or Victorian Certificate of Education.

SOCIAL & ENROLMENT CHARACTERISTICS

Epping Secondary College has a diverse and multicultural community with students representing over 35 nationalities. As part of our 2023 enrolment, we have 38 Aboriginal and Torres Strait Islander (ATSI) students, forty percent of the student population have English as an additional language, providing us with 84 EAL students (funded English as an Additional Language) and 10 international students. The Student Family Occupation and Education (SFOE) Index for the college in 2023 is 0.5063. The college provides support for 23 funded students under the Program for Students with a Disability (PSD).

Progress towards strategic goals, student outcomes and student engagement

Learning

Learning resumed without disruption for 2022 and the school was able to consistently monitor and assess student progress more effectively and identify student need and interventions through a range of data sources. NAPLAN moved online in 2022 for the first time for Epping SC allowing adaptive testing for students to work at their level. While some results were close the 4 year average, overall results remained lower than the 4 year average. When compared to similar schools for Year 7 Epping SC was closer comparable but literacy and numeracy initiatives started in 2022 will take time to embed and will be continued into 2023. The school worked with the Differentiated Support for Schools Initiative (DSSI) to build the capacity of teachers to deliver literacy strategies in the classroom to improve student reading and writing. Teacher judgements suggest the literacy initiatives have had an impact on Reading, however there remains some work to do around Numeracy in 2023. AAS and ACER PAT testing were also used to ensure a complete picture of student progress. Students who were identified as needing additional targeted support had catch up learning provided through either the Tutor Learning Initiative, MYLNS or the Learning Support Program.

Our VCE mean study score of 27.6 was on par with previous scores and better than similar schools in the area and just below the state average, reflecting the support for our VCE students and the dedication of students completing VCE which was at a rate of 99%. VCE and VCAL students were also supported by the Tutor Learning Initiative which supported them in areas for improvement. 87% of VCAL students completed the course with those exiting going to preferred pathways in either employment or further education and training.

Wellbeing

In Semester Two 2022 Epping Secondary College undertook a transformation in support of student wellbeing. In consideration of Attitudes to School Survey Results pertaining particularly to Student Safety and Management of Bullying – our school's data is 7% less than similar schools, School Staff Survey results, in particular the School Climate result, and the school's Strategic Plan goal 'To develop independent and self-regulated learners', student, community and staff consultation was undertaken.

Staff undertook a full-day School Wide Positive Behaviour Support (SWPBS) training day in supporting and promoting student wellbeing, positive relationships, an inclusive learning environment, consistency and expectations.

This subsequently resulted in the College establishing, for Term One 2023 rollout:

- a new set of school values: Respect, Resilience, Care;
- a new school Positive Behaviour Matrix linked to the school's updated values;
- a school-wide Inclusion and Diversity poster;
- a new school Student Code of Behaviour;
- a new Behaviour Flowchart.

Consolidation of school structure to support student wellbeing moving into 2023 was undertaken to provide maximum staffing through securing six Leading Teachers to support each school year level, along with two Student Coordinators per year level and the school's Wellbeing Team. In 2023 there are now twenty-four staff with roles of responsibility across the school to support student, family and staff wellbeing.

In response to student data and the need to feel a greater Sense of Connectedness – our school's data is 5% less than other similar schools – a revised pastoral care program was designed for 2023 rollout to further support and enhance student wellbeing.

Engagement

The College is committed to developing independent, confident, resilient students who are engaged in and enjoy school. College programs continue to foster student engagement, connectedness to peers, to the College and to the local and global community.

Attendance is a key indicator of students' engagement with the school and with their learning. It is therefore pleasing to see that our attendance rates are well above Victorian Government Secondary School averages. College student attendance continues to be above 91% at all Year Levels. Our average 2022 attendance rate for Year Levels 7-12 sits at 93.3%, which reflects the commitment and application of our students and the broader value the Epping Secondary College community places on education.

The average annual student absenteeism of 14.6 days over the last four years is below the similar school average of 22.6 days over four years and well below the state average of 21.8 days.

As was the case in 2020, both the Student Sub-School and Student Wellbeing Teams worked closely with relevant families in order to implement strategies to improve attendance and learning outcomes for students who found it difficult to undertake remote learning.

Student retention rates for Years 7-10 continue to be above the State median benchmarks. In 2022, our retention rates were at 85.9%, above the similar school average of 76.8% and well above the State average of 73.1%. These strong figures at Year 7-10 over a number of years support the stronger performance of Epping Secondary College when looking at Student Exits in Years 10-12. In 2022 the school percentage of students exiting to further studies or full time employment increased to 96.5%, outperforming similar schools at 87.7% and the state at 90.0%. This continued positive trend of student retention, particularly in the senior school, is partly related to students having greater access to vocational pathways via VET, foundation/intermediate and senior VCAL programs and strong support of the Head Start program at the College.

Our College continues to ensure that all Year 10-12 students who leave the school, continue to high quality pathways or employment. Students are supported with a comprehensive careers education program from Year 9, including course advice, VCE Information Evenings and Work Experience opportunities. Year 12 students are expertly supported through regular and ongoing careers counselling and pathways planning.

Financial performance

Epping Secondary College strives to effectively distribute resources for the purpose of enhancing the academic excellence, involvement, and welfare of every student. The College places a high importance on investing in

leadership development and ongoing professional learning for staff, focusing specifically on areas aligned with the College's key priorities and targets.

Equity funding is utilised for providing assistance and resources to disadvantaged groups and students who require additional tiers of support. We have ensured that improving our teaching and learning program, enhancing our physical surroundings, and continually enhancing our ability to respond efficiently are given utmost priority in our school's budget processes.

With the collaboration of the VSBA, Epping Secondary College School Council have agreed to commit \$1,100,000 to providing the refurbishment of the food technology area in the near future.

The College is financially stable and is responsibly planning to enhance the educational program and physical infrastructure while maintaining fiscal prudence.

For more detailed information regarding our school please visit our website at
<https://www.eppingsc.vic.edu.au/>

Performance Summary

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

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

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

SCHOOL PROFILE

Enrolment Profile

A total of 1221 students were enrolled at this school in 2022, 601 female and 620 male.

44 percent of students had English as an additional language and 3 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

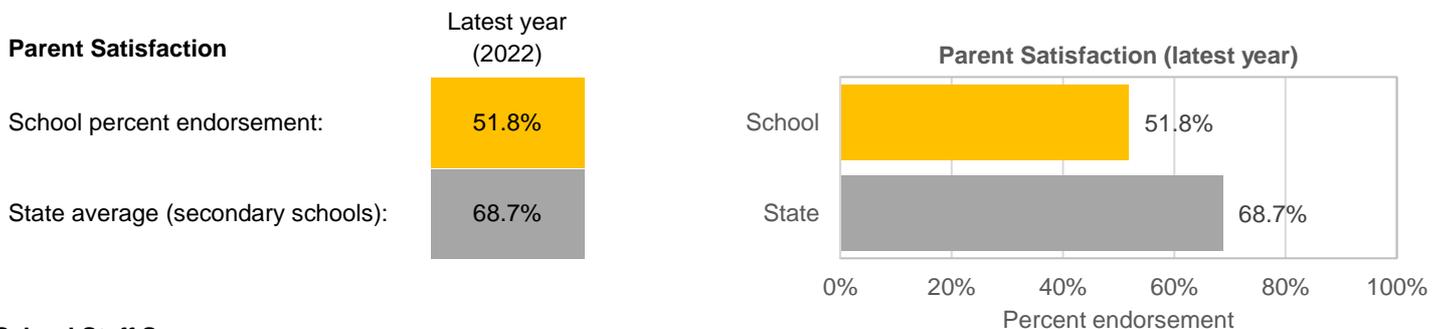
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

Parent Satisfaction Summary

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

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

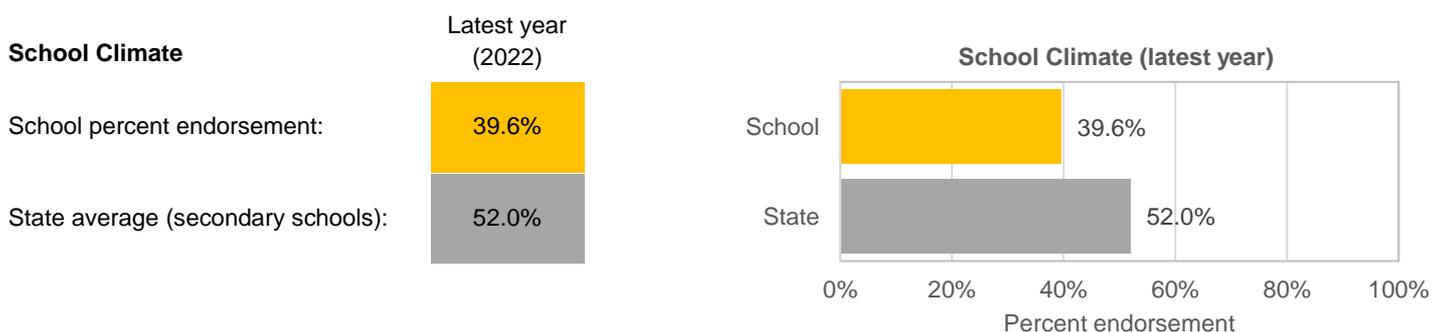


School Staff Survey

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

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

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



LEARNING

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

Teacher Judgement of student achievement

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

English Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

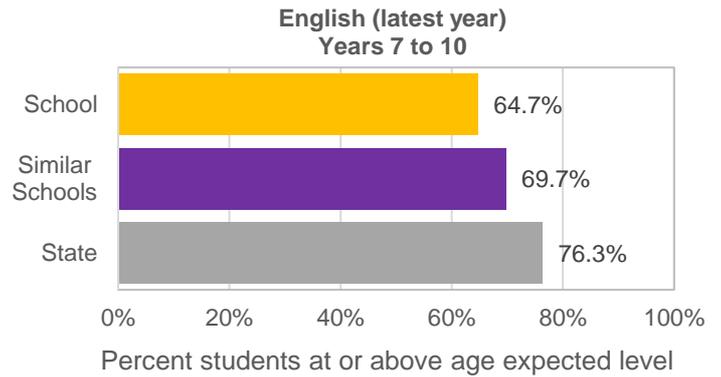
64.7%

Similar Schools average:

69.7%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

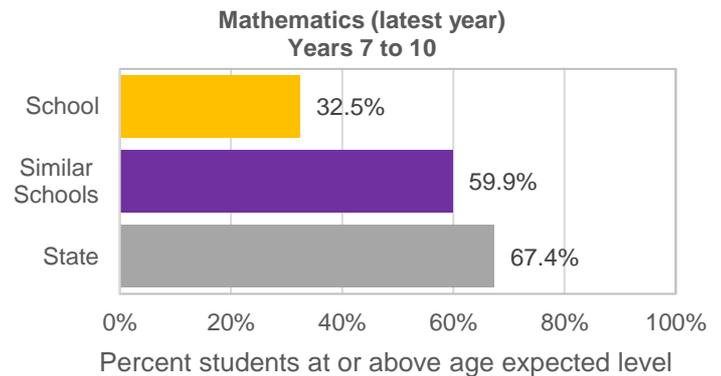
32.5%

Similar Schools average:

59.9%

State average:

67.4%



LEARNING (continued)

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

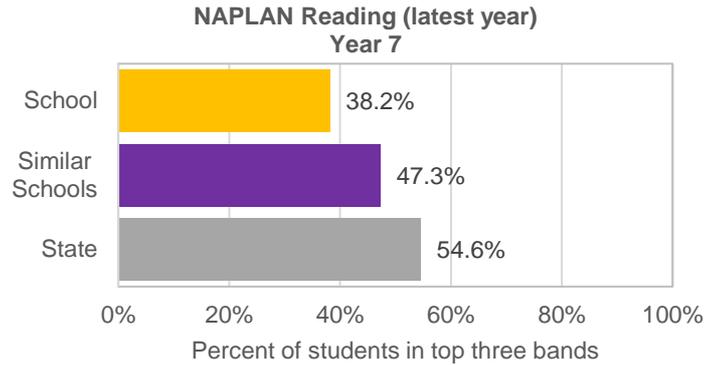
NAPLAN

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

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

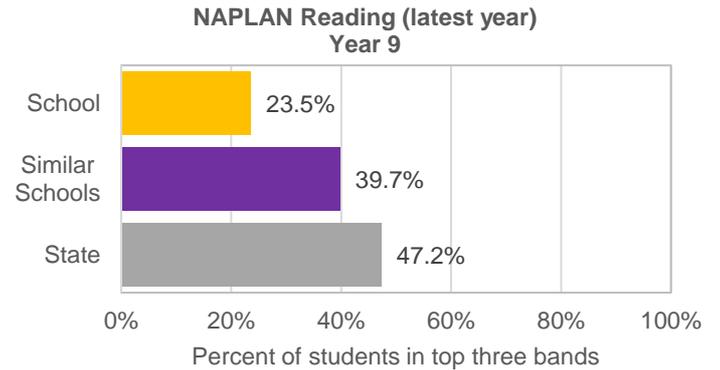
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	38.2%	44.4%
Similar Schools average:	47.3%	49.5%
State average:	54.6%	55.3%



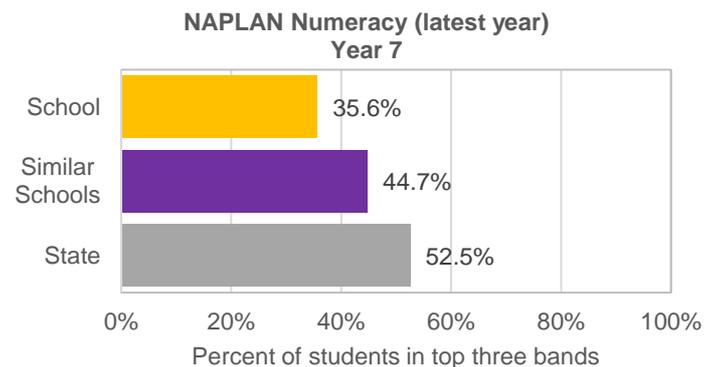
Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	23.5%	32.6%
Similar Schools average:	39.7%	38.9%
State average:	47.2%	46.0%



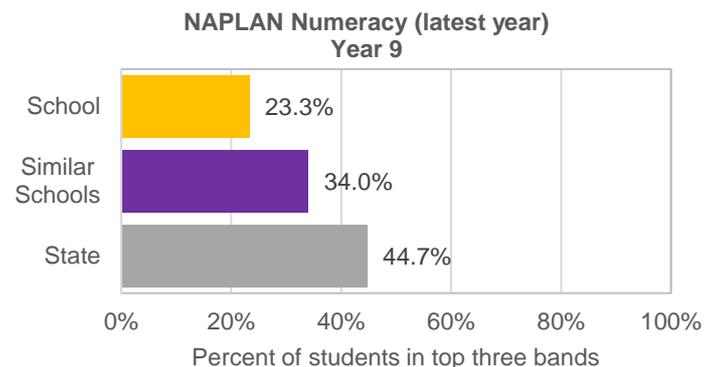
Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	35.6%	43.5%
Similar Schools average:	44.7%	48.0%
State average:	52.5%	54.8%



Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	23.3%	33.3%
Similar Schools average:	34.0%	36.8%
State average:	44.7%	45.6%



LEARNING (continued)

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

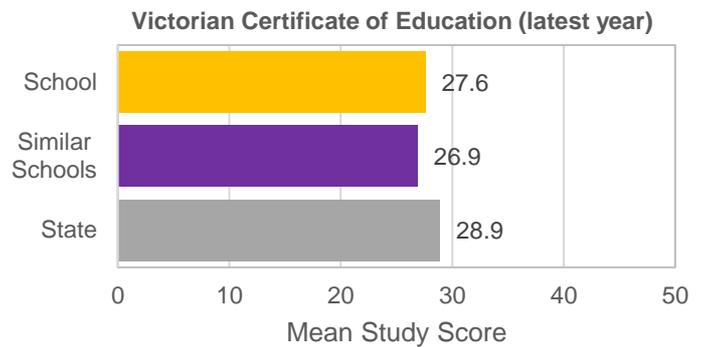
Victorian Certificate of Education (VCE)

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

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

Victorian Certificate of Education

	Latest year (2022)	4-year average
School mean study score	27.6	28.0
Similar Schools average:	26.9	27.0
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

99%

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

24%

VET units of competence satisfactorily completed in 2022:

79%

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

87%

WELLBEING

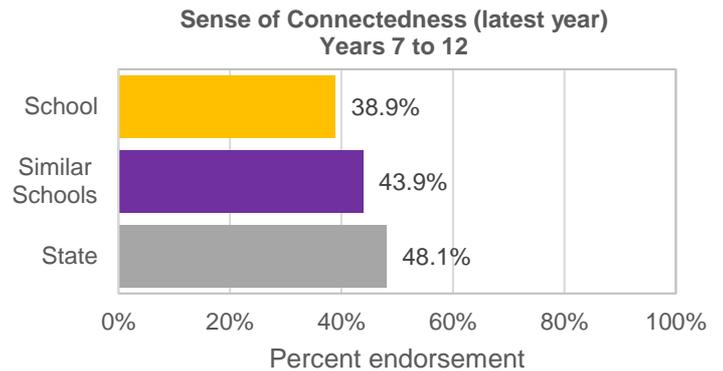
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	38.9%	46.8%
Similar Schools average:	43.9%	49.1%
State average:	48.1%	52.5%

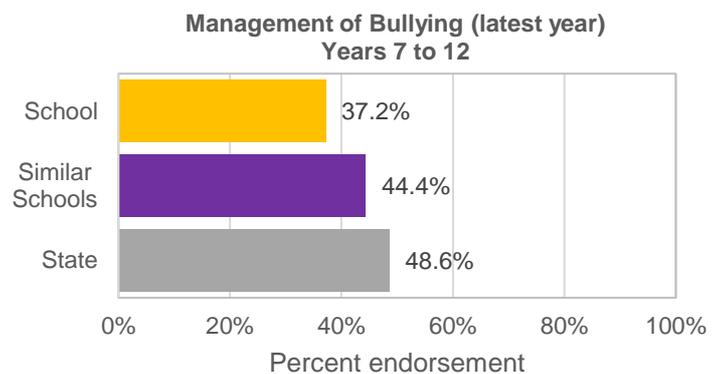


Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	37.2%	48.3%
Similar Schools average:	44.4%	51.0%
State average:	48.6%	54.0%



ENGAGEMENT

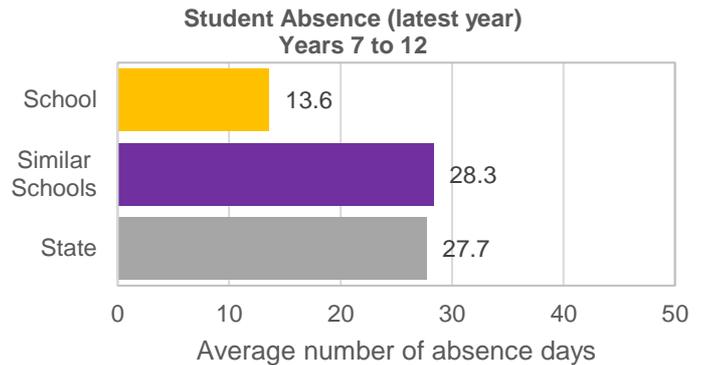
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	13.6	14.6
Similar Schools average:	28.3	22.6
State average:	27.7	21.8



Attendance Rate (latest year)

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

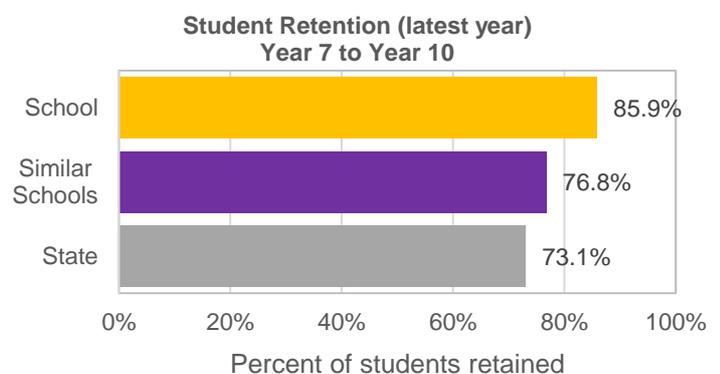
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	93%	93%	91%	94%	94%	95%

Student Retention

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

Student Retention Year 7 to Year 10

	Latest year (2022)	4-year average
School percent of students retained:	85.9%	80.2%
Similar Schools average:	76.8%	76.6%
State average:	73.1%	73.0%



ENGAGEMENT (continued)

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

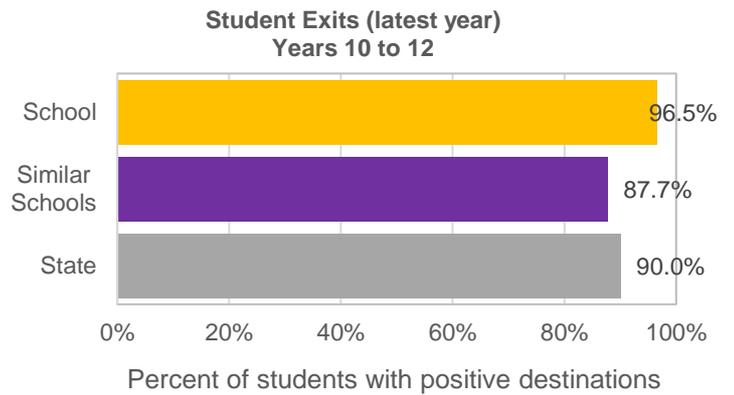
Students exiting to further studies or full-time employment

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

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

Student Exits Years 10 to 12

	Latest year (2021)	4-year average
School percent of students to further studies or full-time employment:	96.5%	93.3%
Similar Schools average:	87.7%	87.9%
State average:	90.0%	89.3%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$13,851,179
Government Provided DET Grants	\$2,385,201
Government Grants Commonwealth	\$2,981
Government Grants State	\$18,079
Revenue Other	\$189,177
Locally Raised Funds	\$402,628
Capital Grants	\$19,976
Total Operating Revenue	\$16,869,220

Equity ¹	Actual
Equity (Social Disadvantage)	\$1,112,806
Equity (Catch Up)	\$127,577
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$1,240,384

Expenditure	Actual
Student Resource Package ²	\$13,374,775
Adjustments	\$0
Books & Publications	\$11,976
Camps/Excursions/Activities	\$123,112
Communication Costs	\$33,531
Consumables	\$304,185
Miscellaneous Expense ³	\$46,909
Professional Development	\$38,387
Equipment/Maintenance/Hire	\$334,260
Property Services	\$316,316
Salaries & Allowances ⁴	\$553,222
Support Services	\$357,599
Trading & Fundraising	\$14,226
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$151
Utilities	\$147,882
Total Operating Expenditure	\$15,656,530
Net Operating Surplus/-Deficit	\$1,192,714
Asset Acquisitions	\$215,671

- (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 24 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$4,603,582
Official Account	\$147,126
Other Accounts	\$0
Total Funds Available	\$4,750,708

Financial Commitments	Actual
Operating Reserve	\$334,669
Other Recurrent Expenditure	\$3,137
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$371,330
Capital - Buildings/Grounds < 12 months	\$1,500,000
Maintenance - Buildings/Grounds < 12 months	\$637,500
Asset/Equipment Replacement > 12 months	\$400,000
Capital - Buildings/Grounds > 12 months	\$750,000
Maintenance - Buildings/Grounds > 12 months	\$250,000
Total Financial Commitments	\$4,246,637

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.