

2013 Annual Report to the School Community

Epping Secondary College

School Number: 7813



Name of School Principal: Helene Alamidis

Name of School Council President: Pam McLeod

Date of Endorsement: 29/04/14

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This school meets prescribed minimum standards for registration as set down by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under minimum standard 2.1 'Student enrolment numbers' and/or 3.1 'Curriculum framework – languages program' until 31 December 2013.

About Our School

Epping Secondary College is a college of 880 students, established in 1976. The college fosters a supportive and harmonious environment which promotes academic, social and cultural growth. The college has 3 principals, 91 teaching staff and 17 Education Support staff.

The Curriculum is designed to provide opportunities and support structures that assist every student to reach their full academic, personal and career potential and to create their pathways to a fulfilling and meaningful future. Underpinning the learning programs is the belief that all students can develop to their full potential by being independent, passionate, reflective, curious and critical thinkers.

The Middle Years Program supports all learners with both intervention and extension options. At senior level, the college provides individualized programs through personalized careers counseling ensuring that students can undertake diverse pathways. The adult learning environment places a strong academic focus in VCE and vocational readiness through VCAL and VET certificates. The many enrichment programs, including extensive Student Leadership, Mentoring, Performing Arts, Music, Sports and Outdoor education, further contribute to the rich opportunities for growth available to all students.

The many improvements being made to the college environment, school culture and academic programs, has seen a marked increase in student enrolments and parent satisfaction results in the parent opinion survey.

Achievement	Engagement	Wellbeing
<p>Epping Secondary students continued to achieve positive academic growth in 2013. NAPLAN assessments in 2013 demonstrated that our students are achieving at predicted levels across all areas of the assessments after taking into account student characteristics. Our year 9 students achieved scores, on average, slightly above those for similar or like schools for Reading and our Relative Growth measurements across all areas of the NAPLAN are strong. Our students achieve significant growth in Writing and Spelling. The school mean for Writing was 58 compared to the State difference of 30. ESC reading growth mean was 47 whereas the state mean was 40.</p> <p>Growth in numeracy 7-9 was below the state mean and this is disappointing considering the significant improvement made in 2012 and the extensive professional development undertaken by the Math teachers.</p> <p>The VCE mean study score in 2013 was slightly above the four year average for the school and was slightly above the predicted score after taking into account student characteristics. 94% of our VCE students completed their VCE with 30% of these students undertaking one or more VET subjects. Four students achieved scores above 90. 91% of VCAL credits were satisfactorily completed and 100% of PSD students demonstrated satisfactory progress in achieving their goals.</p> <p>Furthermore the overall student survey results indicate that students believe that teachers are effective and deliver stimulating learning. The year 9 student survey results relating to Teaching and Learning were above the region and state. These achievements are significant and are the result of the school's focus on continuing to lift student achievement to</p>	<p>Epping Secondary College has been successful in creating an engaging culture that promotes positive relationships. Student retention from years 7-10 is significantly above the state median and within the top range. The school has now had a 4 year trend of increasing retention.</p> <p>The school has implemented a plethora of programs and approaches to engage students in learning and in school life. Student Leadership continues to be a focus and a key strength. The program was further extended in 2013 with the introduction of the House System which is connected to events as well as the academic merit process. Building student leadership capacity with real involvement and real voice across many areas of the school has improved student connectedness to the school, to each other and to themselves. Providing extra curricula opportunities including state wide debating program, book club, boys and girls groups, music and performing arts events, have engaged and extended many students.</p> <p>Over the four years the trend for the percentage of students from years 10-12 going on to further study or full time employment has continued to improve and is above the median of Victorian Government schools.</p> <p>The school's pathways and transition strategies including: the Careers Awareness program, the Applied Learning opportunities years 10-12 and the access to diverse school and externally based senior programs including VCE extension opportunities, continue to broaden student's knowledge of post compulsory options and prepares them for making informed decisions that suit their interest, abilities and skills.</p> <p>A number of other programs are also being</p>	<p>Wellbeing is a key focus of the college with two main aims. Firstly to strengthen positive relationships and secondly to foster collective responsibility for the school culture.</p> <p>The Attitude To School survey data places our school in 2013 slightly above the state median. The four year trend is higher than the state median and other like schools. The school has taken a deliberate step to strengthen the processes and procedures that ensure a safe, orderly and inclusive environment. A strong focus has been placed on the supervision of students during breaks, providing lunchtime community activities and creating a positive, supportive and stimulating social culture.</p> <p>The wellbeing team has been extended as school numbers have increased. Alongside this the more streamlined system for identifying students with wellbeing needs, allocating support, documenting and accessing external agencies has created a stronger support structure for students. The school provides a number of proactive social skills programs including anti bullying workshops and relationship awareness programs. Alongside this is a strong zero tolerance bullying policy which is strictly followed by all Year Level Coordinators.</p> <p>Developing students' resilience and motivation continues to be a priority in staff professional development with the staged introduction of classroom and whole school strategies and approaches. The introduction of the Recognition Assemblies placed an emphasis on rewarding and acknowledging student achievement and effort throughout the year so as to motivate and encourage all students to be motivated to work hard and</p>

above expected levels in all areas of measured achievement. This improvement was brought about by specific and targeted strategies implemented across the college. In 2013, the new Australian Curriculum was introduced in the subjects of English, Mathematics, Science and History and this provided opportunity for significant work across the college in the area of curriculum development and documentation in order to develop a cohesive and rigorous 'spiral curriculum' that builds student knowledge and understanding of the various disciplines as they move through the school. The focus was on developing scope and sequence of skills as well as rigor and deep thinking through the common assessment tasks. Developing staff capacity to implement the spiral curriculum was a priority in 2013 through the Professional Learning Teams and the new staff learning program will aim to improve staff knowledge and use of data and current research to inform effective teaching practice.

The VCE leadership team began to implement the VCE excellence program to improve student achievement at the VCE level. The focus was on developing and honing skills required for successful completion of senior school subjects and a focus on how to ensure that all students achieve at the higher end of their achievement potential. The current curriculum structure is also under review with the intention of improving flexibility and rigor of subject offerings at the senior end of the college.

The High Achiever's Program which has been offered for a number of years now has supported the academic growth of the top band of students and along with the introduction of the Common Assessment tasks has impacted on the excellent writing results achieved this year.

Research is being conducted into more effective models of differentiated learning with the aim of developing and implementing a new structure in 2015.

introduced to cater to the diverse learning needs of our students and, hence, give all students an opportunity to experience meaningful success. Such programs include new 'Hands on Learning' program and the GOALS mentoring programs in our middle school area.

The school has prioritized individualized learning programs and timetables to cater for each individual student. Students from years 10-12 can be placed on individual programs that may include a mixture of VCE, VCAL, VET plus work placements and university extension programs, enabling them to choose the appropriate pathway that suits their individual needs.

value effort.

The student management policies and procedures were reviewed and evaluated with staff and student input and redeveloped to create collective responsibility for the school culture and student wellbeing. A restorative justice approach is implemented when resolving student issues with students and staff, so as to build students' skills.

The student attendance rate is within the expected range however there was a slight decline in 2013. We can attribute this to a small group of students experiencing significant personal, social and/or family difficulties.




The school has in place a number of strategies and approaches to support these students where possible. Assistant Principals and Year Level coordinators monitor student attendance closely and work with families and the welfare team to ensure regular attendance.

For more detailed information regarding our school please visit our website at
<http://www>

Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 foster engagement and collaboration to support further gains and positive learning experiences for all students.

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

School Profile

School Enrolments

A total of 875 students were enrolled at this school in 2013, 431 female and 444 male.

Overall socio-economic profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.

Proportion of students with English as a second language.




Parent Satisfaction Summary

















Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.






Please note: The Staff Opinion Survey was not conducted in 2013.

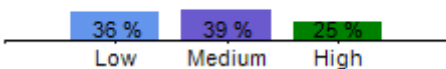
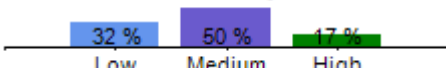
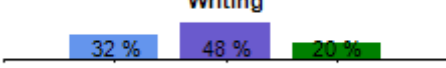
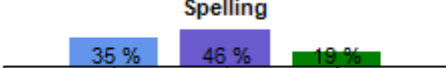
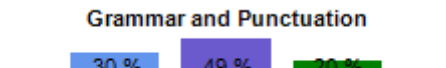
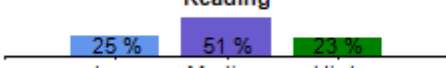
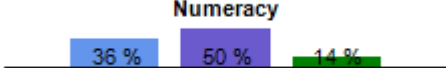
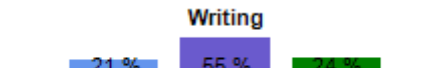
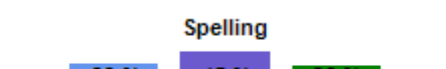
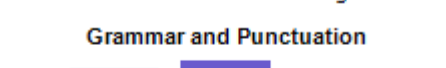




Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 




Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years 7 to 10 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Higher</p>
<p>NAPLAN Year 7</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 7 assessments are reported on a scale from Bands 4-9.</p> <p>Bands represent different levels of achievement. For Year 7, the National Minimum Standard is at Band 5.</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>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 9 assessments are reported on a scale from Bands 5-10.</p> <p>Bands represent different levels of achievement. For Year 9, the National Minimum Standard is at Band 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>


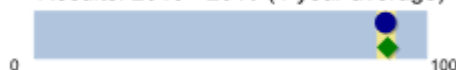










Performance Summary

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




Achievement	Student Outcomes	School Comparison
<p>NAPLAN Relative Growth Year 5 - Year 7</p> <p>Relative gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN relative growth 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 growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p>Reading</p>  <p>Numeracy</p>  <p>Writing</p>  <p>Spelling</p>  <p>Grammar and Punctuation</p> 	<p>NAPLAN Relative Growth does not require a School Comparison.</p>
<p>NAPLAN Relative Growth Year 7 - Year 9</p> <p>Relative gain of students from Year 7 to Year 9 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN relative growth 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 growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p>Reading</p>  <p>Numeracy</p>  <p>Writing</p>  <p>Spelling</p>  <p>Grammar and Punctuation</p> 	<p>NAPLAN Relative Growth does not require a School Comparison.</p>
<p>Victorian Certificate of Education (VCE)</p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students in 2013 who satisfactorily completed their VCE: 94%</p> <p>Year 12 students in 2013 undertaking at least one Vocational Education and Training (VET) unit of competence: 30%</p> <p>VET units of competence satisfactorily completed in 2013: 77%</p> <p>Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2013: 91%</p>		





Performance Summary

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Result for this school:  Median of all Victorian government schools: 

Engagement	Student Outcomes	School Comparison												
<p>Student Attendance</p> <p>Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Average 2013 attendance rate by year level:</p> <table><tr><td>Yr7</td><td>Yr8</td><td>Yr9</td><td>Yr10</td><td>Yr11</td><td>Yr12</td></tr><tr><td>89 %</td><td>87 %</td><td>87 %</td><td>88 %</td><td>88 %</td><td>91 %</td></tr></table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	89 %	87 %	87 %	88 %	88 %	91 %	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
89 %	87 %	87 %	88 %	88 %	91 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Higher</p> <p> Higher</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>Results: 2012</p>  <p>Results: 2009 - 2012 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>												

Performance Summary

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Result for this school:  Median of all Victorian government schools: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School</p> <p>Derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. 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: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Similar</p> <p> Higher</p>

How to read the Performance Summary 2013

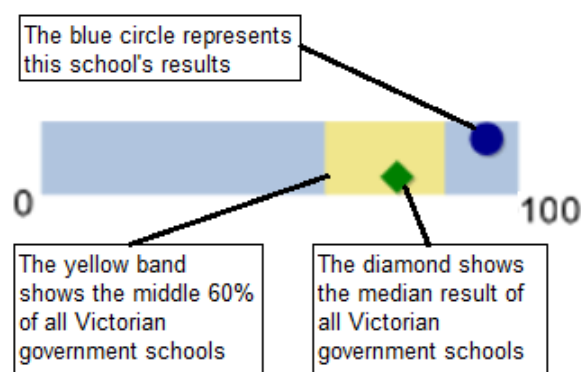
What are student outcomes?

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 colleges, 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).

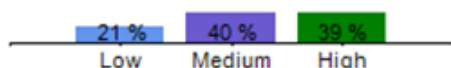
The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN relative growth 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 growth level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.

Percentage of students from this school in the High, Medium and Low NAPLAN relative growth categories.



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 Indigenous 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 - Operating Statement Summary for the year ending 31st December, 2013

Financial Position as at 31st December, 2013

Revenue	Actual	Funds Available	Actual
Government Provided DE&T Grants	\$917,230	High Yield Investment Account	\$178,193
Government Grants State	\$14,633	Official Account	\$34,870
Revenue Other	\$90,137	Other Accounts	\$684,354
Locally Raised Funds	\$440,132	Total Funds Available	\$897,416
Total Operating Revenue	\$1,462,132		

Expenditure		Financial Commitments	
Books & Publications	\$27,005	Operating Reserve	\$221,510
Communication Costs	\$46,596	Asset/Equipment Replacement < 12 months	\$143,000
Consumables	\$163,730	Maintenance - Buildings/Grounds incl SMS<12 months	\$349,392
Miscellaneous Expense	\$278,530	Revenue Receipted in Advance	\$37,820
Professional Development	\$21,225	School Based Programs	\$2,609
Property Maintenance	\$1,054,172	Region/Network/Cluster Funds	\$3,910
Salaries & Allowances	\$110,116	Asset/Equipment Replacement > 12 months	\$120,000
Trading & Fundraising	\$61,336	Maintenance -Buildings/Grounds incl SMS>12 months	\$19,176
Utilities	\$113,084	Total Financial Commitments	\$897,416
Total Operating Expenditure	\$1,875,793		

Net Operating Surplus/-Deficit **(\$413,661)**

Asset Acquisitions **\$16,499**

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package.

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

For consistency across Financial reporting, the Capital Expenditure label from previous reports now appears as Asset Acquisitions.

Financial performance and position commentary



Australian Government



National Partnerships Annual Activity and Accountability Statement 2013

Funding provided through the Commonwealth National Partnerships is aligned with the state funding to support a system-wide approach to school improvement. This approach is designed to build the capacity of all Victorian Government schools to meet system expectations, while identifying high priority school improvement projects across the state. In addition to individual school participation in National Partnership initiatives, all schools benefit from a range of system and network funded initiatives.

National Partnership 2013
Allocation

Improving Literacy and Numeracy	\$224,932
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School Co-investment

Victorian government schools participating in the National Partnership for Low Socio-Economic Status School Communities are required to contribute resources equivalent to 30% of the total dollars invested unless exempted due to financial circumstances.

Notes:

- National Partnership funding supports the achievement of the school's goals and targets for improved literacy and numeracy as outlined in its strategic plan and annual implementation plan.
- Expenditure at the school level may not have been spent in the year the direct support was received.

The school is participating in the following initiatives to support the achievement of its goals and targets:

National Partnership for Low Socio-Economic Status School Communities

Not Applicable

National Partnership for Empowering Local Schools

Not Applicable