



EASTERN GOLDFIELDS COLLEGE ANNUAL REPORT 2023



An Independent Public School

Welcome

Eastern Goldfields College exists in a unique and diverse educational domain. It shares facilities with Central Regional TAFE Kalgoorlie Campus and the WA School of Mines. Students can access University, General, Vocational Education & Training and Directed Support Program pathways as they complete their senior schooling years.

We encourage our students to converse and conduct themselves in a mature and responsible manner. We value a strong work ethic that is underpinned by a desire for life-long learning, and we build relationships with the wider community by developing shared values and expectations. We strive to ensure every student enjoys a positive experience at the College, achieves the best possible educational outcomes, and leaves the college with an optimistic future.

Our young adult ethos, flexible timetabling and approach to learning, dedicated Student Services team and professional teaching and support staff ensure our students' learning outcomes are enhanced.

The Eastern Goldfields name has long been associated with secondary education in Kalgoorlie-Boulder and surrounds and brings with it a great deal of tradition. Our long history of providing excellent comprehensive educational programs is widely acknowledged. While we draw on the lessons of the past, we look forward to future challenges and achievements.

Eastern Goldfields College acknowledges the Traditional Owners and Custodians of the lands on which we live and work. We pay our respect to them, their culture and their Elders past and present.



Principal's Message



It is with great pleasure that I present the 2023 Eastern Goldfields College Annual Report. The Annual Report provides members of our college community with an overview of some of the performance data that is a key component of our planning and review.

At the College, we strive to ensure every student enjoys a positive experience and achieves the best possible educational outcomes, leaving with an optimistic outlook and a keen desire and confidence to make a valued contribution to the community. I would like to acknowledge the professionalism of our teaching and support staff and thank them for their continued commitment to enhancing the learning outcomes of our students.

Thank you also to our parents/care givers who are critical in the partnership we share with our students. Our College Board has provided support and encouragement in our operations and I appreciate the ongoing support from our members.

We look forward to continued achievements for our students in the years ahead.

Dan McCormack – Principal

Our Vision & Purpose

Our vision is for the students at Eastern Goldfields College to achieve high academic, vocational and social standards by fully embracing the learning opportunities within a unique educational domain.

Our purpose is to challenge and inspire students to develop the knowledge, skills and passion to achieve their potential and personal fulfilment.

We do this by building partnerships, providing flexible and inclusive pathways, setting targets and recognising and celebrating success.

We will achieve the purpose when our students:

- Move successfully into further education and training and/or employment.
- Achieve their personal and educational targets.
- Are recognised as responsible and respectful ambassadors for the City of Kalgoorlie-Boulder and beyond.

Priority Areas & Targets

Eastern Goldfields College constantly seeks to improve student outcomes. Our College Business Plan has a number of improvement targets in each of our priorities. Our new Business Plan started in 2021 with our priorities now being Pathways to Success, Identity & Belonging and Excellence in Teaching. Progress on our targets is outlined below.

➤ TARGET 1 - QUALITY OF TEACHING					
Student and Parent satisfaction with the college remains high in biennial surveys – rated at least 4					
Previous survey - 2021			Current survey - 2023		
Parents	Students	Staff	Parents	Students	Staff
4.4	3.8	4.0	4.4	3.7	4.0

Parents and Staff satisfaction results remain on track. Students' results were consistent with last survey. We have conducted PIVOT surveys with students so will work on areas students identified from these surveys.

➤ TARGET 2 - WELLBEING				
Percentage of students indicating they feel supported with their wellbeing using PIVOT surveys increases each year				
YEAR	2021	2022	2023	2024
EGC	Not available	55%	56%	

Very similar percentage to previous year. Student Services are focusing on wellbeing activities and strategies for students.

➤ TARGET 3 - ATTENDANCE				
Increase in the number of students who attend school 90% or more each year				
YEAR	2021	2022	2023	2024
EGC	210 – 54%	130 – 34%	193-49%	

This result for 2023 shows that we are on the way forward again with our attendance strategies is understandable as so many of our students had COVID and were off school for long periods of time. Students attending 80% or more increasing to 76%. For 2024 we will continue with the 90s Club with rewards for students attending 90%+.

➤ TARGET 4 - OLNA				
Percentage of students demonstrating Literacy and Numeracy proficiency for WACE increases each year				
YEAR	2021	2022	2023	2024
EGC	91%	89%	90%	

We will continue to target students who are not present during the major OLNA testing times so that they can still complete the testing at other dates released by SCSA.

➤ TARGET 5 TARGETED OLNA				
Percentage of Aboriginal and EALD students demonstrating OLNA proficiency for WACE increases each year				
YEAR	2021	2022	2023	2024
EGC	58%	62%	61%	

Comparable to last year's group. We will continue to work on this in 2024.

➤ TARGET 6 - ACSF				
Aboriginal Cultural Standards Framework audits will demonstrate a positive trend from developing to capable and proficient.				
YEAR	2021	2022	2023	2024
EGC	Progressing	Progressing	Progressing & Capable	

ACSF review at the end of 2023 had all learning and program areas indicate their development rankings in all areas of the framework. We are continuing with positive trends.

➤ TARGET 7 - MEDIAN ATAR				
Median ATAR has risen to at least 75 by the end of 2024				
YEAR	2021	2022	2023	2024
EGC	79.3	77.65	73.35	

There was a fall in this result in 2023 – this was due to some students who were advised to change their pathways at the end of Year 11 but continued with their ATAR courses.

➤ TARGET 8 - VET				
The completion rate of each VET qualification is greater than 95%				
YEAR	2021	2022	2023	2024
EGC	90%	90%	90%	

Again, a number of students were able to obtain apprenticeships during the year which maintains this figure. Without that happening we would have seen an increase.

➤ TARGET 9 - PATHWAYS				
Establish baseline data in relation to the percentage of students achieving their first-choice post college pathway, increasing each year				
YEAR	2021	2022	2023	2024
EGC	Not available	129	115	

Year 12 was a smaller group in 2023 so this result is comparable to previous year.

Our Community – Student Achievement

Student Population Year 12

Attainment Rate – 95%

Number of students – 147

Graduation Rate – 84%

Percentage of University Pathway students with 4 or more scaled marks – 11%

School Curriculum & Standards Authority awards recipients Suniah Akram, Brooklyn Dowling, Kerim Dzidic, Meg Hannam, Carmel Morta, Paige Schmidt, Jorja Waters and Jackson Willis received Certificates of Merit.

Our students continued to utilise the flexi day on Wednesdays and many of our Year 12s were able to undertake extra study through their Directed Study line. In addition, a series of Subject/Unit Revision seminars were run by staff. Specialists were brought into the College to assist with General examination preparation techniques and English, Mathematics Applications, Specialist & Methods, Chemistry, Physics, Biology and Human Biology courses for Year 12s.

University Offers - Out of a total of 35 students applying for university placements, 32 received offers for 2023 and of these 24 were offered their first choice of course.

Attendance Rate

Year 11
84%

Year 12
85%



Highlights of 2023

School Curriculum & Standards Authority awards recipients were – Suniah Akram, Brooklyn Dowling, Kerim Dzidic, Meg Hannam, Carmel Morta, Paige Schmidt, Jorja Waters and Jackson Willis received Certificates of Merit.

Attainment rate – 95% of our students who were eligible to achieve a WACE completed 4 or more Year 12 ATAR courses or a Certificate II or higher

2 students achieve an ATAR score of 90+

Highest ATAR score achieved – 94.0

Artists in Residence – Tina Carmody and Tom de Munk-Kerkmeier - work with students

Rebekah Carter received Australian Defence Force Long Tan Leadership Award

Sustainability @ EGC launched – SwOp opening, vegies and herbs at The Pod and wheelie bins for recycling bottles and cans

Special Graduate Awards

University Pathway DUX – Kerim Dzidic

Runner Up DUX – Paige Schmidt

Best All Rounder – Brooklyn Dowling

Mathematics & Science – Kerim Dzidic

Vocational Education & Training – Anastasia Syrimi

General Pathway Dux – Carmel Morta

Runner Up DUX – Jackson Willis

Community Ethos – Carmel Morta

Humanities – Paige Schmidt

Art display capturing theme of Reconciliation Week

Business markets running during lunch breaks

Year 11 student – Zacquis Polak conquers Kokoda Trail

Clontarf Academy – major trip to Melbourne

Work Experience for Hospitality students at Diggers & Dealers

Revision seminars run for ATAR students through support of AngloGold Ashanti Australia

Six students join the Colours Honours group

Country Week 2023 – EGC wins Touch and Boys Soccer finals to be placed first

Drama students present Andy Hamilton's *The Exam* at Stage Left Theatre Troupe

Mia Freeman – Year 11 – member of WA Student Council

Zoe Stockdale – Year 11 – travels to Sydney and New Zealand for 2023 Premier's ANZAC Tour

West Australian Symphony Orchestra visit as part of their Education & Community Engagement Program

Annual Budget and Accounts Summary

FINANCIAL SUMMARY AS AT 31 DECEMBER 2023

ONE LINE BUDGET - Dec 2023 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	272,705	272,705
Carry Forward (Salary):	979,587	979,587
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	6,930,587	6,930,587
Locally Raised Funds:	234,118	293,417
Total Funds:	8,416,997	8,476,297
EXPENDITURE		
Salaries:	6,097,026	6,097,026
Goods and Services (Cash):	1,356,217	1,092,232
Total Expenditure:	7,453,243	7,189,259
VARIANCE:	963,755	1,287,039



2023 SURVEY RESULTS

Students, parents and staff were surveyed during 2023 using the National School Opinion Survey. This is one measure of the level of satisfaction of our college community with the performance of the College. Findings from the surveys will inform the ongoing school review process and continuous drive for improvement and were particularly useful as we worked on our next business plan at the end of 2024.

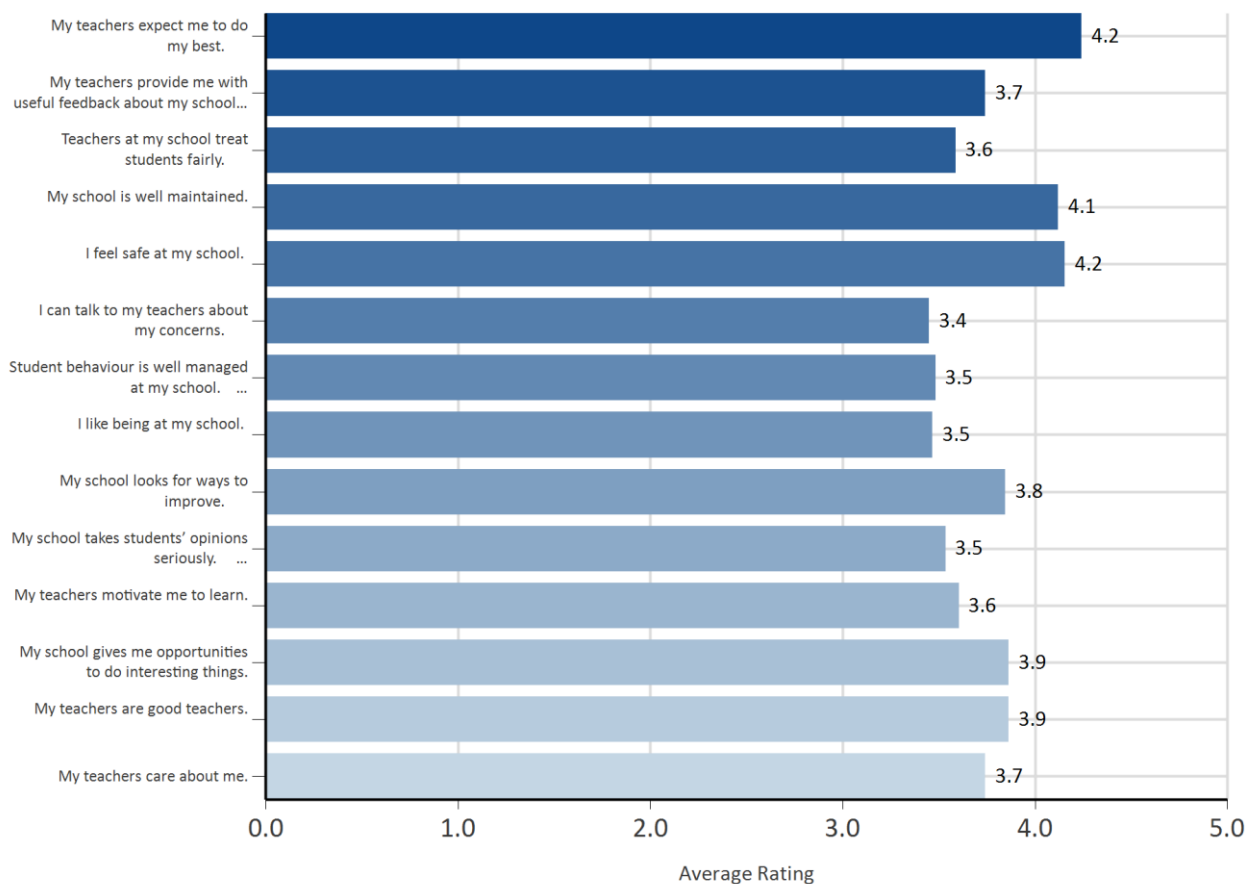
These three graphs show the results which are mostly very positive, supporting the College's core philosophies and young adult ethos. All the results are well above the median 2.5 with most scoring between 3.4 and 4.7 out of a 5-point scale.

Review of the 2023 survey results has informed our emphasis on our college priorities. While we have a good understanding of what our college community is both happy and dissatisfied with, 2025 will see these groups surveyed again.

2023 Student Survey

Strengths

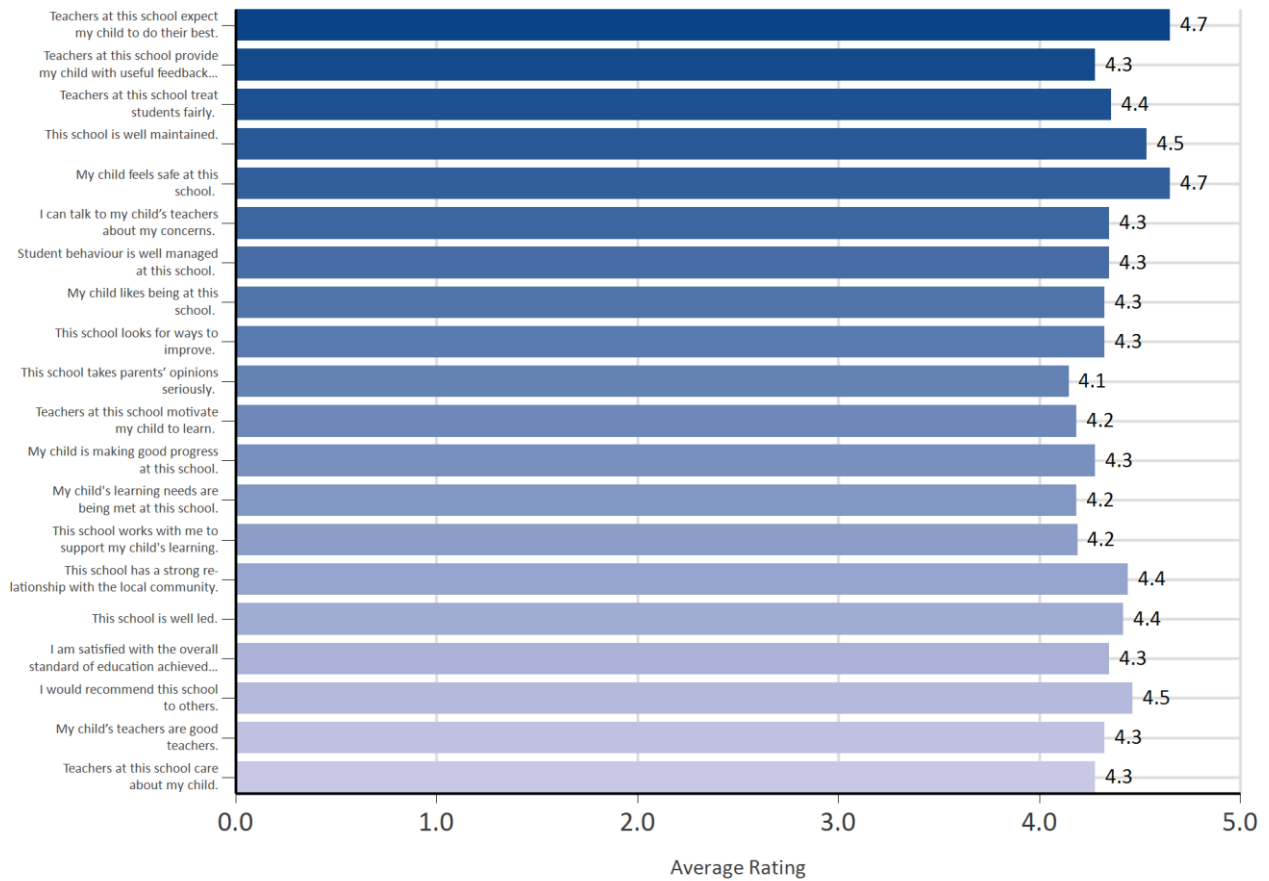
- My teachers expect me to do my best (4.2)
- I feel safe at my school (4.2)
- My school is well maintained (4.1)
- My teachers are good teachers (3.9)
- My school gives me opportunities to do interesting things (3.9)
- My teachers are good teachers (3.9)
- My school looks for ways to improve (3.8)



2023 Parent Survey

Strengths

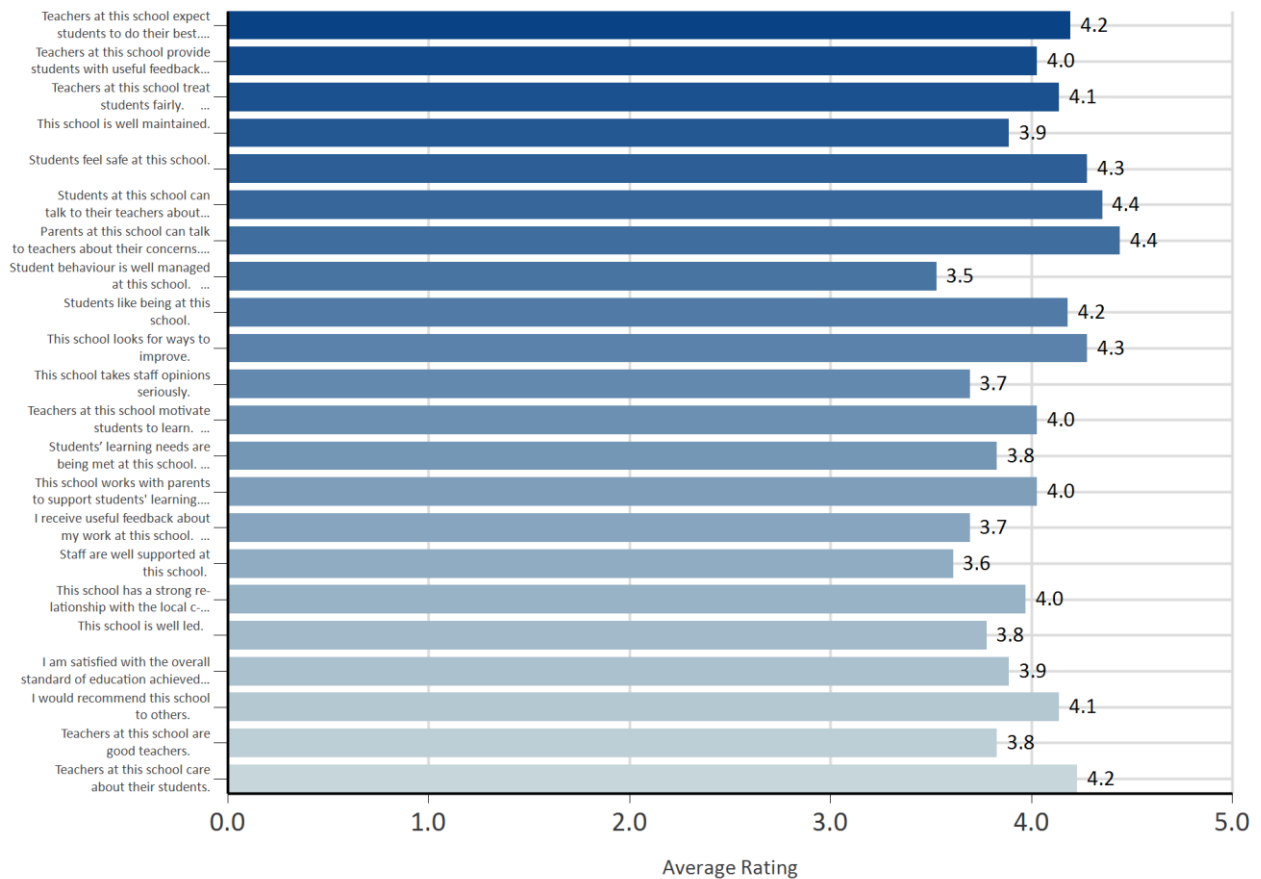
- Teachers at this school expect my child to do their best (4.7)
- My child feels safe at this school (4.7)
- This school is well maintained (4.5)
- I would recommend this school to others (4.5)
- Teachers at this school treat students fairly (4.4)
- This school has a strong relationship with the local community (4.4)
- This school is well led (4.4)



2023 Staff Survey

Strengths

- Students at this school can talk to their teachers about their concerns (4.4)
- Parents at this school can talk to teachers about their concerns (4.4)
- Students feel safe at this school (4.3)
- This school looks for ways to improve (4.3)
- Teachers at this school expect students to do their best (4.2)
- Students like being at this school (4.2)
- Teachers at this school care about their students (4.2)



Directions for 2024

Develop pathways and career counselling that connect to post school options including work experience and community mentorships

Embed whole school Literacy Plan and develop whole school Numeracy Plan

Work to restore attendance to pre-Covid levels through a shared commitment with school, students and families

Ensure all staff recognise the importance of Aboriginal peoples' cultural strengths and identities, community leadership and ways of working

Promote and use student voice in decision-making.

Re-establish and consistently apply an agreed EGC identity and culture around high expectations for students including behaviour, attendance, engagement and achievement standards.

Use of local Aboriginal histories, cultures and languages to engage Aboriginal students

Develop a whole-school health and wellbeing plan to embed wellbeing practices for staff and students

Ensure staff are familiar with the Quality Teaching Strategy and engage with the Teaching For Impact components.

Collect and analyse student achievement data to inform future planning

Differentiate teaching to increase student success, with particular focus on students with complex and diverse needs

Use co-design approaches to establish conversations and partnerships between schools and their Aboriginal families and communities

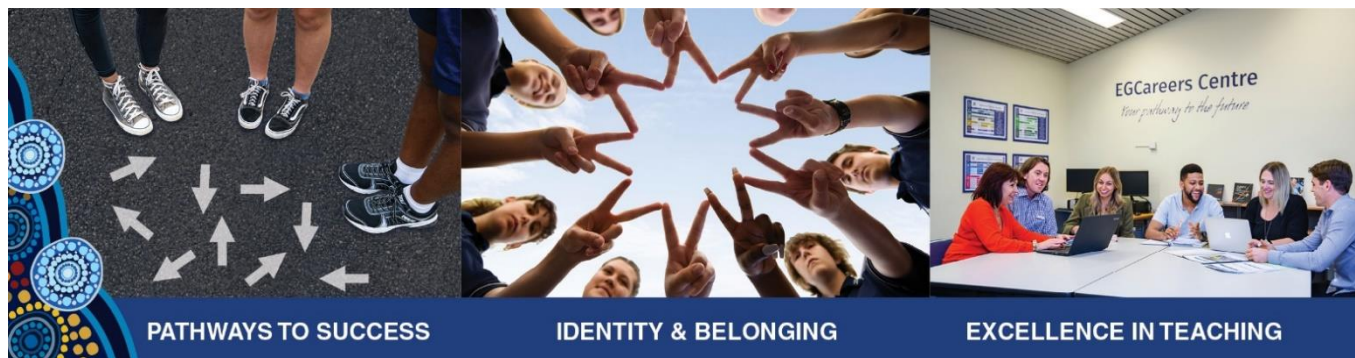
Engage with community groups to build multi-cultural connections within the school

Consistently apply all EGC policies and processes to promote academic rigour and engagement

Develop a whole-school health and wellbeing plan to embed wellbeing practices for staff and students

Increase the capacity of staff ability to deliver courses through comprehensive workforce planning

Create culturally safe and engaging learning environments for all students





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Eastern Goldfields – over a century of secondary education since 1914