



# EASTERN GOLDFIELDS COLLEGE ANNUAL REPORT 2022



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, present and emerging.**



## Principal's Message



It is with great pleasure that I present the 2022 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. As we all know 2022 posed a big problem for all of us and the world as a whole – COVID-19. Unfortunately, a number of our annual events could not take place but I am hugely impressed with how everyone got on with things as best they could, with little or no complaint.

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 - 2018			Current survey - 2021		
Parents	Students	Staff	Parents	Students	Staff
4.1	4.0	4.4	4.4	3.8	4.0

Parents and Staff satisfaction results remain on track. Students' results were slightly lower than last survey so that is an area to focus on. In the interim we will be conducting PIVOT surveys with students so we will target areas which are lower in the satisfaction survey.

➤ 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%		

This data will be used as our starting point for remaining 2 years of the plan. *Talk to adult when they have a problem* and *School is a safe place for me* – 60% with *Safe from bullying* 4.2 out of 6.

➤ 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%		

This result for 2022 is understandable as so many of our students had COVID and were off school for long periods of time. Interestingly 246 – 64% attended 80% or more. For 2023 we will be reinstating the 90s Club with rewards for students attending 90%+. This went into recess during 2022.

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

New strategies for OLNA will be trialled in 2023 to see an increase hopefully. Work is happening with staff from KBCHS to focus on this when students are in Year 10.

➤ 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%		

Encouraging to see an increase and on track to achieve this target.

➤ 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		

ACSF review at the end of 2022 had all learning and program areas indicate their development rankings in all areas of the framework. Reviews will take place at the end of each year with 2023 providing an overall combined ranking. We are anticipating continued 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		

Maintaining target for 2022.

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

A number of students were able to obtain apprenticeships during the year – hence the same figure as 2021. 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		

This data will be used as our starting point for remaining 2 years of the plan.



# Our Community – Student Achievement

Student Population Year 12

Attainment Rate – 89%

Number of students – 168

Graduation Rate – 87%

Percentage of University Pathway students with 4 or more scaled marks – 22%

School Curriculum & Standards Authority awards recipients Luke Fox, Jeff Mao, Diane Ramos and Matthew Rundle 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, Literature, Mathematics Applications, Specialist & Methods, Chemistry, Physics, Biology and Human Biology courses for Year 12s and Study Skills and English for Year 11s.

University Offers - Out of a total of 45 students applying for university placements, 40 received offers for 2023 and of these 31 were offered their first choice of course.

Attendance Rate

Year 11  
82%

Year 12  
81%



# Highlights of 2022

School Curriculum & Standards Authority awards recipients were –  
Luke Fox, Jeff Mao, Diane Ramos and Matthew Rundle received Certificates of Merit.

Attainment rate – 89% of our students who were eligible to achieve a WACE completed 4 or more Year 12 ATAR courses or a Certificate II or higher

3 students achieve an ATAR score of 90+

Highest ATAR score achieved – 97.25

Artist in Residence – Sharyn Egan – works with students

Thomas Freeman received Australian Defence Force Long Tan Leadership Award

## Special Graduate Awards

University Pathway DUX – Jeff Mao

Runner Up DUX – Kate Bowdidge

Best All Rounder – Kate Bowdidge

Mathematics & Science – Jeff Mao

Vocational Education & Training – Kalei Grdovic

General Pathway Dux – Diane Ramos

Runner Up DUX – Allison Moore

Community Ethos – Nandini Gera

Humanities – Jenna Goodwin

STEM challenges take place each term

EGC wins 2022 JPC Volleyball Competition

EGC's Got Talent – an annual event continues

Clontarf Academy – major trip to Darwin

Work Experience for Hospitality students at Diggers & Dealers

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

2 students join the Colours Honours group

Follow The Dream students attend Work Exposure in Government conference in Canberra

Drama students present *Testing Testing* by Alan Haenel

Shelby Taylor – Year 11 – joins WA Student Council

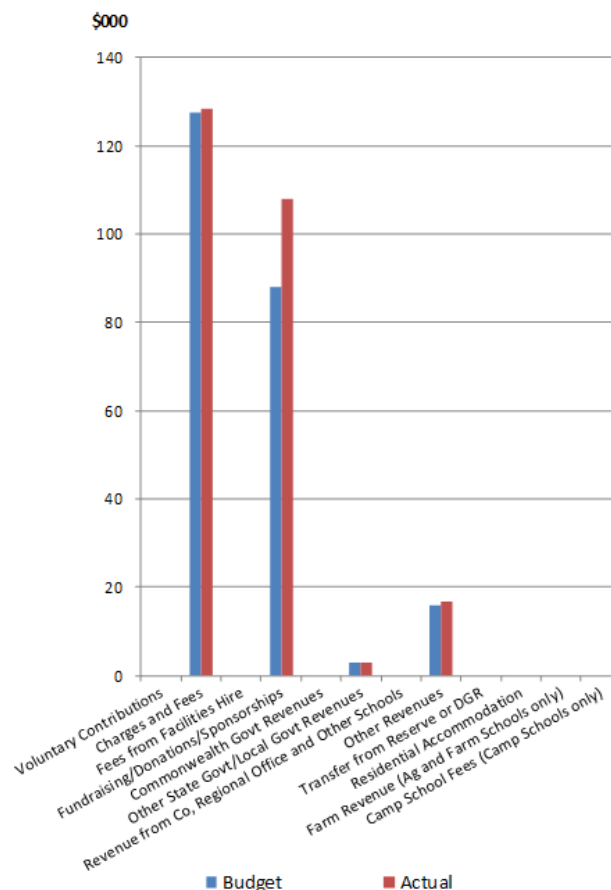
Students participate in SIMEX – Disaster and Emergency Response

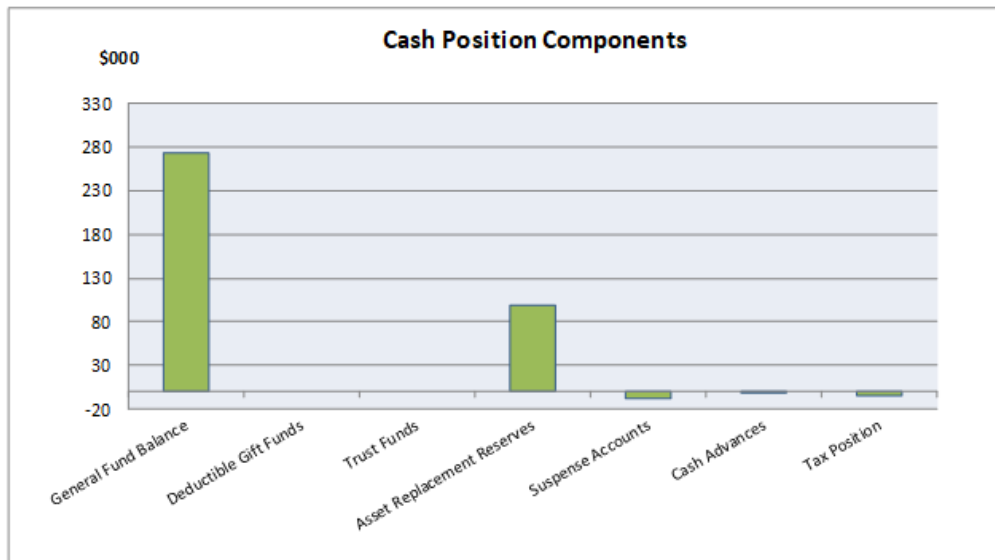
# Annual Budget and Accounts

## FINANCIAL SUMMARY AS AT 31 DECEMBER 2022

REVENUE - CASH	BUDGET	ACTUAL
Charges and Fees	\$ 127,536.00	\$ 128,344.01
Fundraising/Donations/Sponsorship	\$ 87,910.00	\$ 107,909.71
Other State Government/Local Government Revenues	\$ 3,000.00	\$ 3,000.00
Other Revenues	\$ 15,865.14	\$ 16,695.02
<b>Total Locally Raised Funds</b>	<b>\$ 234,311.14</b>	<b>\$ 255,948.74</b>
<b>Opening Balance</b>	<b>\$ 296,916.32</b>	<b>\$ 296,196.32</b>
<b>Student Centred Funding</b>	<b>\$ 545,635.29</b>	<b>\$ 545,635.37</b>
<b>Total Cash Funds Available</b>	<b>\$ 1,076,862.75</b>	<b>\$ 1,098,500.43</b>
<b>Total Salary Allocation</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Total Funds Available</b>	<b>\$ 1,076,862.75</b>	<b>\$ 1,098,500.43</b>

Locally Raised Revenue - Budget vs Actual



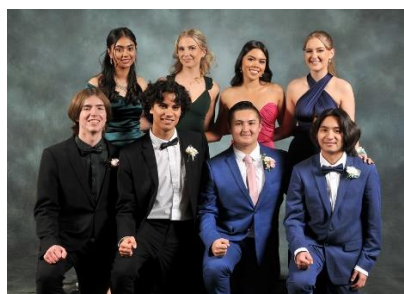
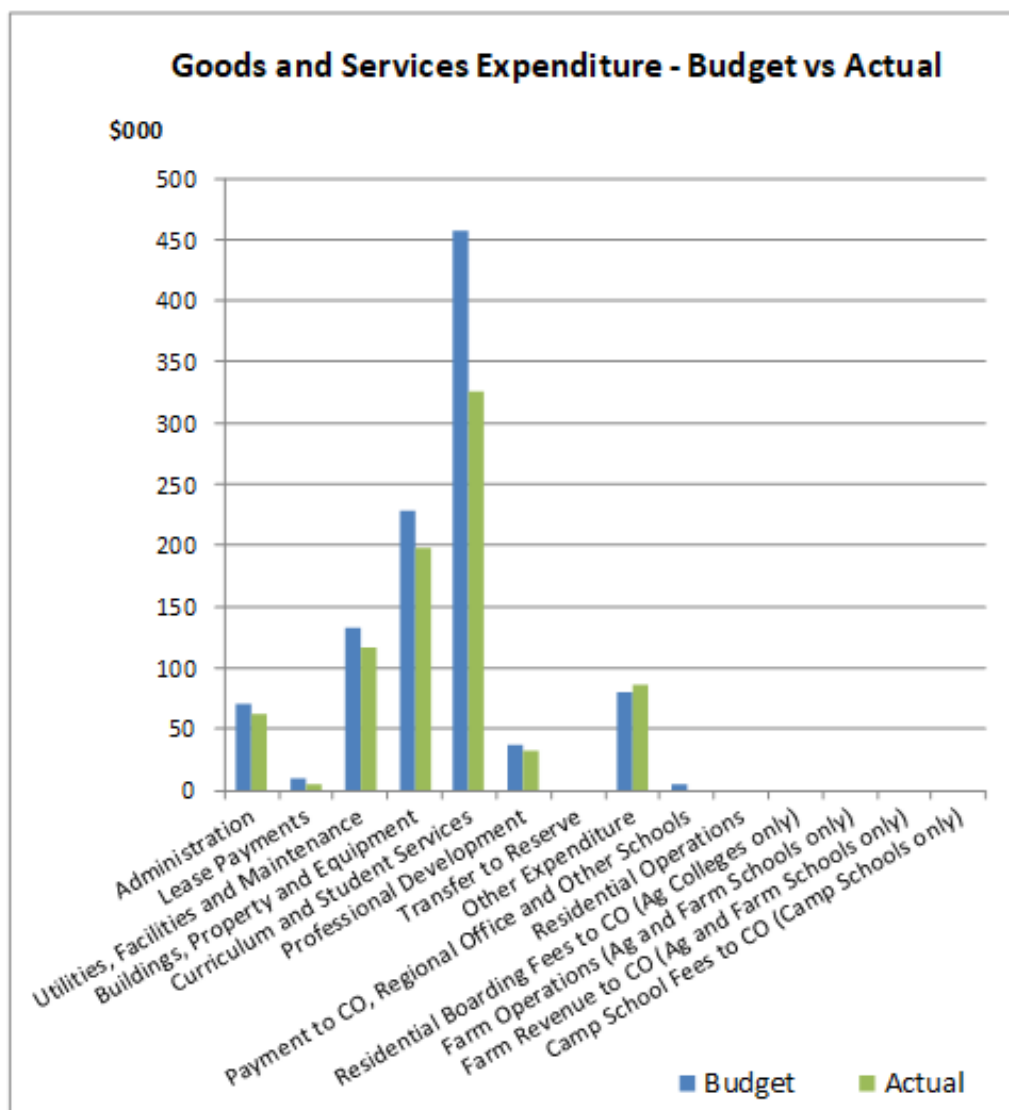


### CASH POSITION AS AT 31 DECEMBER 2022

Bank Balance	\$	387,345.13
Made up of:		
General Fund Balance	\$	360,682.88
Asset Replacement Reserves	\$	99,717.78
Suspense Accounts	-\$	(7350.67)
Cash Advances	-\$	(250.00)
Tax Position	-\$	(4139.00)
<b>Total Bank Balance</b>	<b>\$</b>	<b>360,682.88</b>

EXPENDITURE		BUDGET		ACTUAL
Administration	\$	70,800.00	\$	62,705.12
Lease Payments	\$	9,170.64	\$	4,670.64
Utilities, Facilities and Maintenance	\$	133,549.49	\$	116,651.35
Buildings, Property and Equipment	\$	229,115.00	\$	197,924.58
Curriculum and Student Services	\$	456,799.52	\$	325,305.12
Professional Development	\$	36,620.64	\$	31,959.88
Transfer to Reserve	\$	-	\$	-
Other Expenditure	\$	79,567.00	\$	86,578.97
Payment to CO, Regional Office and Other Schools	\$	4,800.00	\$	
<b>Total Goods and Services Expenditure</b>	<b>\$</b>	<b>1,020,422.29</b>	<b>\$</b>	<b>825,795.66</b>
<b>Total Forecast Salary Expenditure</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>-</b>
<b>Total Expenditure</b>	<b>\$</b>	<b>1,020,422.29</b>	<b>\$</b>	<b>825,795.66</b>
<b>Cash Budget Variance</b>	<b>\$</b>	<b>56,440.46</b>		





# Parent, Student and Teacher Satisfaction Surveys

Students, parents and staff were surveyed during 2021 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 2023. The survey targeted all parents/caregivers, teachers and the Year 11 cohort with 43 of our families responding. From our students, 58 of the Year 11 cohort responded and our staff cohort had 36 responding.

It was pleasing to see high ratings given to a number of statements by all three groups. These included safety of students and expectations of students doing their best. These results confirm ongoing feedback received about the College's high level of concern for student safety, wellbeing and achievement. This was further supported by 90% of parents indicating they would recommend our College to others.

Review of the 2021 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, 2023 will see these groups surveyed again.

## National School Opinion Survey – common survey items

Students feel safe at school

This school expects students to do their best

Students can talk to teachers about their concerns  
Parents can talk to teachers about their concerns

This school is well maintained

This school looks for ways to improve

My child is making good progress at this school  
I am given opportunities to do interesting things

Students like being at school

Teachers at this school treat students fairly

Students' learning styles are being met at this school

Teachers at this school provide students with useful feedback about their work

Student behaviour is well managed at this school

This school works with parents to support students' learning

This school takes the school community's opinions seriously

Teachers at this school motivate students to learn

Teachers at this school care about their students

Teachers at this school are good teachers

I would recommend this school to others

PARENTS			STUDENTS			STAFF		
Agree	Disagree	Neither	Agree	Disagree	Neither	Agree	Disagree	Neither
%	%	%	%	%	%	%	%	%
97	-	3	92	5	3	91	3	6
93	-	7	93	5	2	92	3	6
-	-	-	58	20	22	94	-	6
86	4	10	-	-	-	100	-	-
98	-	2	85	3	12	78	8	14
86	5	9	83	7	10	98	-	2
86	7	7	-	-	-	-	-	-
-	-	-	83	8	9	-	-	-
86	2	12	57	19	24	91	3	6
86	5	9	66	17	17	89	3	8
84	9	7	-	-	-	77	9	14
89	8	2	78	6	16	89	3	9
91	2	7	64	22	14	66	17	17
80	4	16	-	-	-	80	-	20
81	7	12	67	14	17	78	6	16
86	9	5	64	12	24	91	-	9
87	5	8	70	14	16	97	-	3
86	12	2	76	10	14	77	-	23
90	5	5	-	-	-	89	3	8

# Directions for 2023

Implement collective responsibility for career pathway counselling for all students

Increase the capacity and competence of students and staff in the use of Digital Technologies

Clarify and embed agreed EGC identity and culture that supports good relationships, feedback, reflection, collaboration and trust

Refine and further develop a whole school health and wellbeing plan to embed wellbeing practices for staff and students

Create further opportunities for students to share their voice

Consolidate the reflective practice of all staff through measuring teacher impact on student outcomes

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

Build capacity of staff through action learning, peer observations, feedback and use of PIVOT survey data

Utilise high impact teaching strategies to increase student engagement and retention

Collect and analyse student achievement data to inform future planning

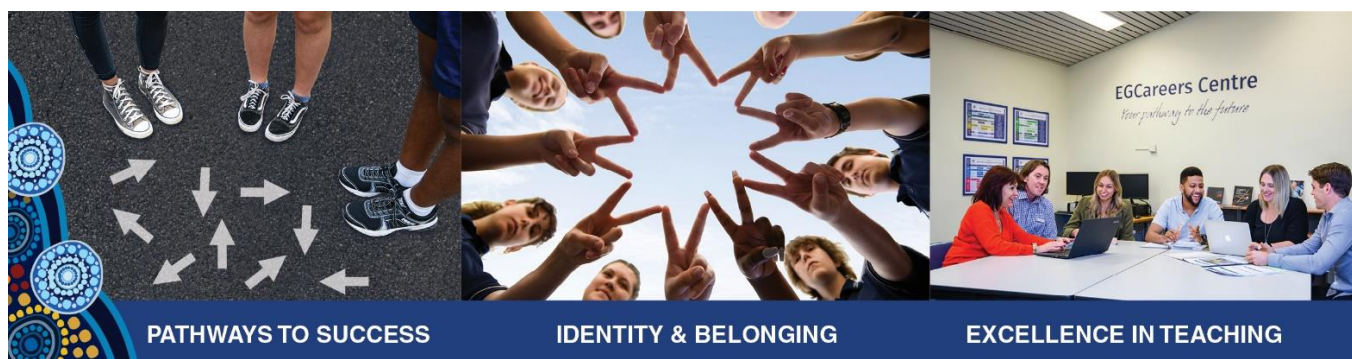
Increase collaboration to share best practice and effective teaching strategies from all pathways

Action Learning to ensure effective teaching and engagement

Engage with the Quality Teaching Strategy

Enhance cultural responsiveness to better engage with and respond to the voices of Aboriginal families and communities

Embed and continuously improve our sustainability practices and care for country





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Eastern Goldfields – over a century of secondary education since 1914