

# 2016 Annual Report to the School Community



School Name: Keilor Downs Secondary College

School Number: 8715



Name of School Principal:

Linda Maxwell

Name of School Council President:

Ray Sheridan

Date of Endorsement:

22/3/2017

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

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



## About Our School

### School Context

Keilor Downs College is known for its breadth of curriculum choice, excellent academic results, strong, supportive wellbeing structures and student leadership development. We are committed to providing our students with an outstanding education within a safe and secure environment, which promotes positive relationships, leadership, pride, teamwork and mutual respect. Our students are confident and articulate young people who have the skills, values and attitudes needed to shape their futures and contribute positively to their community.

Keilor Downs College is a large, single campus secondary school of 1290 students, situated on the north-western edge of suburban Melbourne and its students and staff reflect the many different cultural backgrounds present within the local community.

A broad range of VCE subjects are offered, along with a strong VCAL program and a wide choice of VET programs through the Brimbank Cluster. The school has a very strong and supportive 'pathways' counselling process that is implemented from Year 10. The school offers a gifted education program, and for over 15 years, has delivered a Select Entry Accelerated Learning program (SEAL), achieving excellent outcomes. The college also offers an accredited International Students Program (ISP), a specialist soccer program, strong music and sports programs and a wide range of extra-curricular opportunities such as camps, debating and chess.

In 2016, the college had 121 equivalent full time staff, consisting of 4 Principal Class, 93 teachers and 28 Education Support staff.

### Framework for Improving Student Outcomes (FISO)

A key FISO priority for 2016 was improving "Excellence in teaching and learning" by implementing a standards-based curriculum and developing rigorous assessment tasks in line with this. A further aim was to provide more focused, timely feedback to promote independent learning in students. These aims were achieved and can be demonstrated by our new assessment and reporting approaches. The second FISO priority area was a "Positive climate for learning". This included providing more opportunities for 'student voice', development of the social & health curriculum, seeking out opportunities for expanding our wellbeing support and freshening up our Positive Behaviour Support practices. This area was very successful in 2016 and can be demonstrated by examples such as an improved student leadership structure, the new wellbeing centre, the addition of a psychologist to our counselling services and our successful submission to the GP in Schools program.

### Achievement

Student achievement outcomes were excellent, with results in all areas greater than the state median and at the top end of the range for schools with similar population characteristics.

AusVELS achievement reported for English was above the state median and similar to schools with comparable populations. Maths achievement was higher than that expected of similar schools.

NAPLAN results for Year 7 were greater than the state median and mainly at the top end of the the range for schools with similar population characteristics. Year 9 NAPLAN results were also greater than the state median and at the top end of the range for schools with similar population characteristics. NAPLAN 'Learning Gain' data indicates extremely strong results for Year 9 Writing, Spelling and Grammar & Punctuation and Numeracy with greater than expected figures for the 'medium' and 'high' categories. Learning gain in Reading was slightly lower than preferred, with fewer students in the high category (20%).

The VCE mean 'all study' figure was 29.2, which is above the state mean and at the high end of the range expected for schools with similar student populations. The four-year average figures show that the VCE mean is higher than that expected by similar schools. Our VCE completion rate was 98%. VET and VCAL completions were also significant, both reaching 86%.

Continued improvement in VCE remains a high priority for the college along with specific initiatives at Years 7 - 10 to continue to improve student Literacy and Numeracy outcomes at all year levels.

### Curriculum Framework implemented in 2016

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



## Engagement

Student attendance is reported as the 'average days of absence' per student for the year; therefore, a lower figure than the state median is preferred, indicating fewer days of absence per student.

The result recorded for 'student attendance' for 2016 is better than the state median and within the range for schools with comparable population characteristics. Overall, results for student attendance for the 4 year trend are excellent and are within the top 20% for all schools in Victoria.

Student absence is addressed positively with an emphasis on close monitoring and timely communication between the college and parents via our 'House' sub-school structure. Each 'House' is allocated a Secondary Teacher Assistant (STA) whose responsibilities include contact with parents to notify of student absence. Student attendance in 2016 was excellent and above 90% for all year levels, with Year 12 students, for example, achieving an average attendance rate of 92%.

Student retention is usually a strength of the college but the results for 2016 are slightly down, although still comparable with the state median. However, the four-year trend is very strong, being better than the state median and similar to schools with comparable populations. The college prides itself on its capacity to produce the best possible outcome for its students, working with students and their families to support each student's personal pathway to further study, training or employment. Expanded VET and VCAL programs have also been introduced over recent years to enhance retention and develop positive pathway opportunities for senior students.

Results reported for 'Students exiting to further studies and full-time employment' for 2016 and for the four-year trend, were above the state median and similar to schools with comparable population characteristics. Improved post-school options has been an area of focus, with the percentage of students accessing University, TAFE or apprenticeships achieving consistently high levels in recent years.

The 2016 My School website (ACARA) identified that 82% of graduating Year 12 VCE students (from 2015), were engaged in tertiary education of further training. This was composed of 66% at University and 16% in TAFE Certificate courses.

2016 school level data also indicated that the percentage of students achieving an Australian Tertiary Admission Rank (ATAR) score over 80 (in the top 20% of all Year 12 students in Australia) has also increased significantly, promoting increased student access to University pathways.

Maintaining high levels of student attendance and retention, as well as ensuring positive post school destinations are ongoing college priorities.

## Wellbeing

Results for 'Student Attitudes to School' survey outcomes are above the state median and at the high end of the range expected for similar to schools with comparable populations. The two aspects of connectedness to school and perceptions of safety are both steadily improving, indicating a student cohort with strong perceptions of positive wellbeing.

The continued success of the 'House' sub-school structure, the purposeful increase in Student Leadership programs and continued development of the School-wide Positive Behavior Support for Engagement & Learning (SWPBSEL) program, have led to significantly improved student engagement outcomes. The 'Students Making a Difference' (SMAD) program continues to develop, resulting in a growth in 'Student Voice' and participation in college decision making.

Parent Opinion Survey results do not appear as strong this year but we received very few returned surveys and it is difficult to interpret the meaning of this slight drop.

In contrast, staff opinion survey results were very strong in 2016 and show results well above the state median and higher than those expected of similar schools.

Maintaining high levels of student wellbeing, positive participation and increasing student voice are on-going college priorities.

For more detailed information regarding our school please visit our website at  
[www.kdc.vic.edu.au](http://www.kdc.vic.edu.au)



## Performance Summary

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

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

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

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

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 1290 students were enrolled at this school in 2016, 623 female and 667 male. There were 43% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



## Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p><b>Teacher judgment of student achievement</b></p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Similar</p> <p> Higher</p>



## Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 7</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4-9.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p><b>NAPLAN Year 9</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5-10.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<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 secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain Year 5 - Year 7</b></p> <p>Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling &amp; Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Year 5 - Year 7</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>24%</td> <td>46%</td> <td>30%</td> </tr> <tr> <td>Numeracy</td> <td>21%</td> <td>49%</td> <td>30%</td> </tr> <tr> <td>Writing</td> <td>25%</td> <td>47%</td> <td>27%</td> </tr> <tr> <td>Spelling</td> <td>27%</td> <td>46%</td> <td>27%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>24%</td> <td>52%</td> <td>24%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	24%	46%	30%	Numeracy	21%	49%	30%	Writing	25%	47%	27%	Spelling	27%	46%	27%	Grammar and Punctuation	24%	52%	24%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	24%	46%	30%																							
Numeracy	21%	49%	30%																							
Writing	25%	47%	27%																							
Spelling	27%	46%	27%																							
Grammar and Punctuation	24%	52%	24%																							
<p><b>NAPLAN Learning Gain Year 7 - Year 9</b></p> <p>Learning gain of students from Year 7 to Year 9 in the following domains; Reading, Numeracy, Writing, Spelling &amp; Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Year 7 - Year 9</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>24%</td> <td>56%</td> <td>20%</td> </tr> <tr> <td>Numeracy</td> <td>17%</td> <td>55%</td> <td>28%</td> </tr> <tr> <td>Writing</td> <td>19%</td> <td>54%</td> <td>26%</td> </tr> <tr> <td>Spelling</td> <td>17%</td> <td>50%</td> <td>34%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>20%</td> <td>54%</td> <td>26%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	24%	56%	20%	Numeracy	17%	55%	28%	Writing	19%	54%	26%	Spelling	17%	50%	34%	Grammar and Punctuation	20%	54%	26%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	24%	56%	20%																							
Numeracy	17%	55%	28%																							
Writing	19%	54%	26%																							
Spelling	17%	50%	34%																							
Grammar and Punctuation	20%	54%	26%																							
<p><b>Victorian Certificate of Education (VCE)</b></p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Higher</p>																								
<p>Students in 2016 who satisfactorily completed their VCE: <b>98%</b>                  Year 12 students in 2016 undertaking at least one Vocational Education and Training (VET) unit of competence: <b>35%</b>                  VET units of competence satisfactorily completed in 2016: <b>86%</b>                  Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2016: <b>86%</b></p>																										



## Performance Summary

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

Engagement	Student Outcomes	School Comparison												
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p>	<p><b>Results: 2016</b></p> <p>Low absences &lt;-----&gt; high absences</p> <p><b>Results: 2013 - 2016 (4-year average)</b></p> <p>Low absences &lt;-----&gt; high absences</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>94 %</td> <td>92 %</td> <td>91 %</td> <td>93 %</td> <td>92 %</td> <td>92 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	94 %	92 %	91 %	93 %	92 %	92 %	<p><span style="color: green; font-size: 24px;">●</span> Similar</p> <p><span style="color: green; font-size: 24px;">●</span> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
94 %	92 %	91 %	93 %	92 %	92 %									
<p><b>Student Retention</b></p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p><b>Results: 2016</b></p> <p><b>Results: 2013 - 2016 (4-year average)</b></p>	<p><span style="color: green; font-size: 24px;">●</span> Similar</p> <p><span style="color: green; font-size: 24px;">●</span> Similar</p>												
<p><b>Students exiting to further studies and full-time employment</b></p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year.</p>	<p><b>Results: 2016</b></p> <p><b>Results: 2013 - 2016 (4-year average)</b></p>	<p><span style="color: green; font-size: 24px;">●</span> Similar</p> <p><span style="color: green; font-size: 24px;">●</span> Similar</p>												





## Performance Summary

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

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

# How to read the Performance Summary

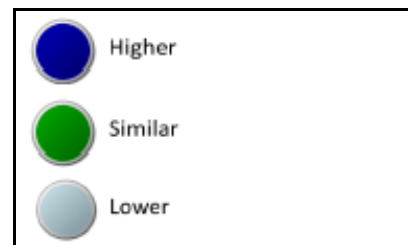
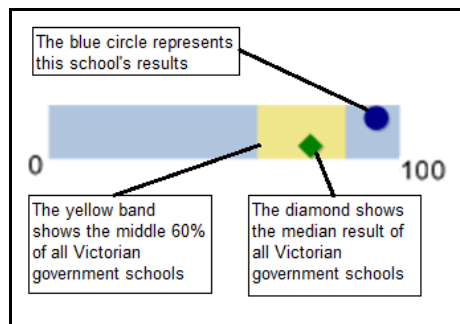
## What are student outcomes?

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

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

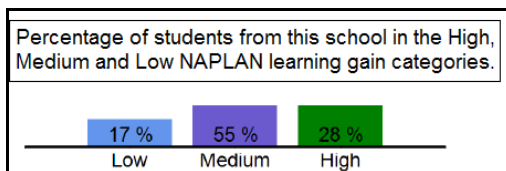
You can see these results for the latest year, as well as the average of the last four years (where available).

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



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

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



## What are the changes in student achievement?

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

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

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

## What is a School Comparison?

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

A School comparison takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

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

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

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

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

## What is the meaning of 'Data not available'?

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

## What is this school doing to improve?

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

## Financial Performance and Position

### Financial performance and position commentary

Keilor Downs College maintained a sound financial position throughout 2016, with a surplus evident for recurrent expenditure. All financial processes were performed and record-keeping maintained, in accordance with the Department of Education and Training (DE&T) requirements and regularly reviewed by the Human and Financial Resources (HF&R) Sub-committee and College Council.

In 2016, significant funding was provided for a number of initiatives addressing FISO and Annual Implementation Plan priorities relating to improved student learning outcomes. All new Equity funding was used to support these priority areas.

The program of college facilities maintenance and development continued with a number of key projects including the provision of upgrade of our wellbeing centre, renovation of one of the kitchens, continued paving and landscaping works to promote safe movement within the college precinct and other grounds work to improve the environment.

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

Revenue	Actual
Student Resource Package	\$11,305,909
Government Provided DET Grants	\$1,546,921
Government Grants Commonwealth	\$9,902
Government Grants State	\$20,372
Revenue Other	\$183,638
Locally Raised Funds	\$1,171,787
<b>Total Operating Revenue</b>	<b>\$14,238,528</b>

Expenditure	Actual
Student Resource Package	\$11,214,469
Books & Publications	\$17,827
Communication Costs	\$34,263
Consumables	\$279,676
Miscellaneous Expense	\$905,406
Professional Development	\$86,676
Property and Equipment Services	\$722,749
Salaries & Allowances	\$438,116
Trading & Fundraising	\$246,850
Travel & Subsistence	\$700
Utilities	\$132,361

**Total Operating Expenditure** **\$14,079,094**

**Net Operating Surplus/-Deficit** **\$159,435**

**Asset Acquisitions** **\$41,974**

#### Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$455,405
Official Account	\$86,071
Other Accounts	\$1,045,255
<b>Total Funds Available</b>	<b>\$1,586,730</b>

Financial Commitments	Actual
Operating Reserve	\$424,172
Asset/Equipment Replacement < 12 months	\$120,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$350,000
Revenue Received in Advance	\$210,043
Provision Accounts	\$179,327
Other recurrent expenditure	\$26,680
Asset/Equipment Replacement > 12 months	\$150,000
Capital - Buildings/Grounds incl SMS>12 months	\$126,508
<b>Total Financial Commitments</b>	<b>\$1,586,730</b>

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

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

Salaries and Allowances refers to school-level payroll.



*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.*