

# 2017 Annual Report to the School Community



School Name: Keilor Downs Secondary College

School Number: 8715

*Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.*



## About Our School

### School Context

Keilor Downs College is a large, single campus, co-educational secondary school of 1370 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.

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 excellent education within a safe and secure environment, which promotes positive relationships, leadership, pride, teamwork and mutual respect. We strive to support our students to be confident and articulate young people who have the skills, values and attitudes needed to shape their futures and contribute positively to their 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 2017, the college had 145 equivalent full time staff, consisting of 4 Principal Class, 98 teachers and 43 Education Support staff.

### Framework for Improving Student Outcomes (FISO)

A key FISO priority for 2017 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 and reporting, to promote independent learning in students. These aims were achieved and can be demonstrated by our curriculum documentation and 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 successfully extended in 2017 and can be demonstrated by examples such as an improved student leadership structure, operation of the new wellbeing centre, the addition of extra psychologists to our counselling services, establishment of the GP in Schools building and the implementation of a new social curriculum structure.

### Achievement

Student achievement outcomes were excellent, with results in all areas greater than the state median and well above the expectations for schools with similar population characteristics.

VELS achievement reported for English was well above the state median and in the 'similar' range to schools with comparable populations. Maths achievement was also well above the state median and higher than that expected of similar schools.

NAPLAN results for Year 7 were greater than the state median and towards the top end of the expected 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 all areas of Year 9, but particularly in Writing, Reading, Spelling and Numeracy, with greater than expected figures for the 'high' categories.

The VCE mean 'all study' figure was 29.6, 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 100%. VCAL completions were also significant, reaching 87%. Much of the '13%' that did not complete VCAL is accounted for by apprenticeships or other positive outcomes such as TAFE courses.

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.

Students in the Program for Students with a Disability showed satisfactory progress in achieving their individual goals and we retained our PSD students through to Year 12 at a very high rate.



## 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 positive, indicating fewer days of absence per student.

The result recorded for student attendance for 2017 is better than the state median and at the top of the range for schools with comparable population characteristics. Overall, the four year trend results for student attendance 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 2017 was excellent and above 90% for all year levels, except for Year 9 which was 89%. Although these results are positive, we would still hope to see a lowering of the average rate for days absent.

Student retention was again positive for 2017, being above the state median. 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 2017 and for the four-year trend, were above the state median and similar to schools with comparable population characteristics. Improved post-school options have been an area of focus, with the percentage of students accessing University, TAFE or apprenticeships achieving consistently high levels in recent years.

2017 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 in the range expected for similar to schools with comparable populations. The two aspects of 'connectedness to school' and 'management of bullying' are 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 implementation of the School-wide Positive Behaviour Support program, have led to significantly improved student engagement outcomes. The 'Students Making a Difference' (SMAD) program continues to be a strong element of the school, resulting in a growth in 'Student Voice' and participation in college decision making.

Parent Opinion Survey results are very strong for 2017 and are well beyond the state median and at within the top 20% of state schools. Engagement with parents and the community is a priority for the school and we have implemented a range of new strategies so should expect to see this area improve even more in future.

Staff opinion survey results were also very strong in 2017 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  
[enter web address here]



## 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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 1376 students were enrolled at this school in 2017, 657 female and 719 male.</p> <p>37 percent were EAL (English as an Additional Language) students and 1 percent 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>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:

Achievement	Student Outcomes	School Comparison
<p><b>Teacher Judgement 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 Annual Report</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 Schools:   
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

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 Schools:   
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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 year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data (Year 5-7)</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>25%</td> <td>55%</td> <td>20%</td> </tr> <tr> <td>Numeracy</td> <td>29%</td> <td>42%</td> <td>29%</td> </tr> <tr> <td>Writing</td> <td>21%</td> <td>53%</td> <td>26%</td> </tr> <tr> <td>Spelling</td> <td>28%</td> <td>40%</td> <td>32%</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	25%	55%	20%	Numeracy	29%	42%	29%	Writing	21%	53%	26%	Spelling	28%	40%	32%	Grammar and Punctuation	20%	54%	26%	NAPLAN Learning Gain does not require a School Comparison.
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<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: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<div style="text-align: center;"> <span style="color: green; font-size: 2em;">●</span> Similar  <span style="color: blue; font-size: 2em;">●</span> Higher                 </div>																								
<p>Students in 2017 who satisfactorily completed their VCE: <b>100%</b>                      Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: <b>40%</b>                      VET units of competence satisfactorily completed in 2017: <b>81%</b>                      Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: <b>87%</b></p>																										



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:   
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

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</p> <p><b>School Comparison</b>                      A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <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>93 %</td> <td>91 %</td> <td>89 %</td> <td>92 %</td> <td>93 %</td> <td>92 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	93 %	91 %	89 %	92 %	93 %	92 %	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p>● Similar</p>  <p>● Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
93 %	91 %	89 %	92 %	93 %	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: 2017</b></p> <p><b>Results: 2014 - 2017 (4-year average)</b></p>	<p>● Similar</p>  <p>● Similar</p>												
<p><b>Exit Destinations</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. Data excludes exit destinations recorded as 'Unknown'.</p>	<p><b>Results: 2017</b></p> <p><b>Results: 2014 - 2017 (4-year average)</b></p>	<p>● Similar</p>  <p>● Similar</p>												



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:   
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p><span style="color: green; font-size: 24px;">●</span> Similar</p>
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p><span style="color: green; font-size: 24px;">●</span> Similar</p>

# How to read the Annual Report

## What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

The Performance Summary reports on data in three key areas:

### Achievement

- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

### Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

### Wellbeing

- Attitudes to School Survey (ATOSS)
  - Sense of connectedness
  - Management of Bullying

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

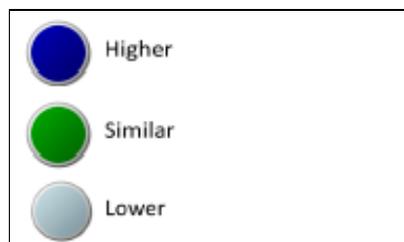


## What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure 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 shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

## What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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 a disability or students who may have additional learning needs.

'Levels A to D' 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').

## Financial Performance and Position

### Financial performance and position commentary

Keilor Downs College maintained a sound financial position throughout 2017, with a surplus evident for recurrent expenditure, largely due to International Student fees. 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 (H& FR) Sub-committee and College Council.

In 2017, significant funding was provided for a number of initiatives addressing FISO and Annual Implementation Plan priorities relating to improved student learning outcomes and student wellbeing. Significant 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 establishment of a new passive garden area, the major upgrade of our canteen area, the establishment of an indigenous garden, a new outdoor classroom structure, continued paving and landscaping works to promote safe movement within the college precinct and other grounds work to improve the college environment.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$12,430,860	High Yield Investment Account	\$630,984
Government Provided DET Grants	\$1,955,257	Official Account	\$80,033
Government Grants Commonwealth	\$12,207	Other Accounts	\$1,067,671
Government Grants State	\$73,126	<b>Total Funds Available</b>	<b>\$1,778,687</b>
Revenue Other	\$317,470		
Locally Raised Funds	\$1,137,168		
<b>Total Operating Revenue</b>	<b>\$15,926,087</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$784,423		
Equity (Catch Up)	\$89,139		
<b>Equity Total</b>	<b>\$873,561</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$12,441,226	Operating Reserve	\$467,346
Books & Publications	\$13,983	Asset/Equipment Replacement < 12 months	\$245,000
Communication Costs	\$42,296	Maintenance - Buildings/Grounds incl SMS<12 months	\$320,000
Consumables	\$403,453	Revenue Receipted in Advance	\$210,270
Miscellaneous Expense <sup>3</sup>	\$883,665	School/Network/Cluster Coordination	\$18,844
Professional Development	\$109,240	Provision Accounts	\$57,315
Property and Equipment Services	\$867,928	Other recurrent expenditure	\$42,372
Salaries & Allowances <sup>4</sup>	\$422,615	Asset/Equipment Replacement > 12 months	\$226,010
Trading & Fundraising	\$231,777	Maintenance -Buildings/Grounds incl SMS>12 months	\$191,530
Travel & Subsistence	\$1,125	<b>Total Financial Commitments</b>	<b>\$1,778,687</b>
Utilities	\$156,758		
<b>Total Operating Expenditure</b>	<b>\$15,574,064</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$352,023</b>		
<b>Asset Acquisitions</b>	<b>\$128,353</b>		



- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) 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.*