

2019 Annual Report to The School Community



School Name: Keilor Downs Secondary College (8715)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The 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 (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 26 April 2020 at 01:22 PM by Linda Maxwell (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 05 May 2020 at 02:23 PM by Peter Daskalovski (School Council President)

About Our School

School context

Keilor Downs College is large, single campus secondary college of 1400 students, situated on the north-western edge of suburban Melbourne. We have a very harmonious and well-ordered environment and a diverse cultural mix of students and staff. The College is known for:

- strong and consistently improving history of high achievement, student retention and successful student pathways
- strong focus on student well-being and positive, respectful relationships
- highly professional and highly effective teams of teaching and school support staff, generally motivated and committed students and a strong and supportive College Council
- provision of a challenging, supportive and productive education from Year 7 to Year 12, including specialist programs such as SEALP (Select Entry Accelerated Learning Program), a supportive PSD (Program for Students with Disabilities) program, a Language Support Program, an International Students program (ISP) and a Soccer Program.
- provision of broad senior programs including a large range of VCE subject choices, a strong VCAL program and wide range of VET subjects through the Brimbank Cluster
- excellent Later Years outcomes including strong completion rates, very strong VCE results and excellent pathways outcomes
- very active co-curricular programs such as instrumental music, maths & science competitions, debating, chess, stage band, our musical and a highly successful sports program.
- a student Netbook & BYOD program, strong IT infrastructure throughout the school and extensive administrative and communication systems

Our vision is to provide a learning community which creates a wide range of opportunities for student growth and development by:

- Building positive relationships of mutual respect based on fair learning and fair treatment within a safe and secure environment
- Embracing individuality, diversity and developing independent life-long learners
- Establishing a challenging and engaging learning environment which encourages the development of all students to their full potential

In our college we value:

- Positive relationships based on mutual respect, within an inclusive and supportive environment
- A stimulating learning environment which encourages all students to work towards their full potential
- A strong focus on student well-being and engagement, supported by a motivated staff who provide care, encouragement and positive role models
- A curriculum which enables and celebrates success, appreciates diversity, maximizes individual growth and incorporates essential life skills

In 2019, the college had 150 equivalent full time staff, consisting of 4 Principal Class, 100 teachers and 46 Education Support staff.

Framework for Improving Student Outcomes (FISO)

A key FISO priority for 2019 was improving “Excellence in teaching and learning”, particularly by working on curriculum planning and assessment and building practice excellence. Our work continued on the implementation of a standards-based curriculum and ensuring rigorous assessment tasks in line with this. Implementation of the GANAG instructional model and professional learning based on key thinking skills continued, however, we trialed a new approach of Professional Learning Teams in the second half of the year. The achievement of these aims can be demonstrated by our curriculum documentation, exemplars involving differentiated learning and thinking skill activities and an upsurge in the effective use of individualized student learning data. The second FISO priority area was a “Positive climate for learning”, particularly around the areas of empowering students and building school pride and setting expectations and promoting inclusion. This included providing more opportunities for ‘student voice’, further development of the social &

health curriculum and expansion of our wellbeing support services. These aims were successfully implemented and can be demonstrated by examples such as the development of a new Student Action Teams approach and the even further improved coordination of our wellbeing services. Our social curriculum structure 'Explore' was successfully established at Year 8 and there is now a coherent flow from Year 7 - 9.

Achievement

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

Teacher judgements against the Victorian Curriculum standards across Year 7 - 10 showed English achievement above the state median and above the expected results for schools with comparable populations. Teacher judgements of Mathematics achievement were also well above the state median and above that expected of similar schools.

NAPLAN results for Year 7 were greater than the state median and at the top end of results for schools with similar population characteristics. Year 9 NAPLAN results were also greater than the state median and above the expected range for schools with similar population characteristics in both Reading and Numeracy. The Learning Gain results from Years 7 - 9 were similar to the state expectations for both Reading and Numeracy, however, we still need to work on moving more students out of the low gain category and could still improve on the percentage of students making high gain.

The VCE mean 'all study' figure was 29.4, which is above the state mean and above the range expected for schools with similar student populations. The four-year average figures show that the VCE mean is consistently above the state mean. Our VCE completion rate was 98%. VCAL completions were good at 84% with most non-completions accounted for by students leaving for 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 achievement 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 2019 is better than the state median and above the expected range for schools with comparable population characteristics. Overall, the four year trend results for student attendance are very good and absence rates are at the low end for Victorian schools.

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 an ES attendance officer whose responsibilities include contact with parents to notify of student absence. Student attendance in 2019 was excellent and above 90% for all year levels. Although these results are positive, we would still hope to see a lowering of the average rate of days absent.

Student retention was again positive for 2019 and was above state median and above the expected results for similar schools. This is despite a continuing loss of a significant number of students to Select Entry schools at the end of Year 8. The four-year trend for retention is strong, being better than the state median. The College prides itself on its capacity to produce the best possible outcomes 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 2019 were excellent being well above the state mean and higher than schools with comparable population characteristics . The four-year trend data is particularly strong and at the top end of the state. Improved post-school options have been an area of focus, with the percentage of students accessing University, TAFE or apprenticeships reaching consistently high levels in recent years.

2019 school level data also indicated that the percentage of students achieving an Australian Tertiary Admission Rank (ATAR) score over 60 (in the top 40% of all Year 12 students in Australia) has also increased significantly to 60%, 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 have improved even more in 2019. Our outcomes are well above the state median and also above the range expected for schools with comparable populations. The two aspects of 'connectedness to school' and 'management of bullying' are continually improving, indicating a student cohort with strong perceptions of positive wellbeing.

The continued success of the House structure, the purposeful increase in student leadership programs and continued implementation of the School-wide Positive Behaviour Support program, have all led to significantly improved student engagement outcomes. The implementation of a coherent social curriculum through the Explore program, including recommended elements of the Respectful Relationships program, have also strengthened student resilience and connectedness. The further development of student voice and agency will continue to be strong priorities for the college.

Parent Opinion Survey results are strong for 2019, being higher than the state median, however, the low response rate is still of concern. 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 extremely strong in 2019 and show results well above the state median and in the top 20% of government schools. It was particularly pleasing to see continued improvements in the data related to our targeted areas of professional development, differentiation of the curriculum and coherent curriculum planning.

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

Financial performance and position

The allocation of staffing and financial resources reflected the college's goals and priorities as identified in the School Strategic Plan and Annual Implementation Plan; and Targeted funding was expended to deliver additional support and services to the relevant student cohort. Equity funding enhanced the access and participation of all students to meet the objectives of improved student learning outcomes and improved student engagement and wellbeing.

All financial processes were performed and records maintained in accordance with DET requirements and regularly reviewed by the Human & Financial Resources Sub-committee and School Council.

Although we appear to be carrying a significant deficit, this is well managed and largely due to DET initiatives being allocated as cash, such as MYLNS, Careers, Equity cash component, our ISP fees and VETIS.

Reserve funds were used to fund a substantial development of college facilities including completion of the major refurbishment of the library, a Music room upgrade and purchase of a new school bus. All of these facilities projects were funded by school finances and were not the result of grants or external funding.

For more detailed information regarding our school please visit our website at
<https://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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian government secondary school type.*

Enrolment Profile

A total of 1400 students were enrolled at this school in 2019, 648 female and 752 male.

34 percent of students had English as an additional language and np percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	75.2	73.0	64.9	79.3

School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	68.9	54.2	43.8	63.0

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian government secondary year levels.

“Similar School Comparison” is a way of comparing school performance to similar schools in Victoria that takes into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school. Possible Similar School Comparison values are ‘Similar’, ‘Above’ or ‘Below’ relative to the similar schools group with similar characteristics

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels 7 to 10 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Domain	Percent	Percent	Percent	Percent	
English	87.5	78.4	63.3	90.2	Above
Mathematics	86.5	67.9	47.2	85.5	Above

NAPLAN Year 7 and Year 9

The percentage of students in the top three bands of testing in NAPLAN at year levels 7 and 9.

Year 7 assessments are reported on a scale from Bands 4 to 9.

Year 9 assessments are reported on a scale from Bands 5 to 10.

Note: Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 7	Reading (latest year)	62.7	52.6	40.0	67.4	-
Year 7	Numeracy (latest year)	67.9	53.9	40.0	67.6	-
Year 9	Reading (latest year)	49.8	43.8	31.4	57.9	Above
Year 9	Numeracy (latest year)	49.6	42.9	29.9	59.9	Above

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 7	Reading (4 year average)	57.9	49.8	38.3	62.0	-
Year 7	Numeracy (4 year average)	64.6	53.0	40.7	67.1	-
Year 9	Reading (4 year average)	49.9	42.0	31.9	54.1	-
Year 9	Numeracy (4 year average)	51.0	41.5	29.9	57.9	-

NAPLAN Learning Gain

Learning Gain of students from year levels 5 to 7 and year levels 7 to 9 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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 student’s gain is in the top 25 percent of

their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain		Low Gain	Medium Gain	High Gain
Year Level	Domain	Percent	Percent	Percent
Year 5 to 7	Reading	25.4	46.5	28.2
Year 5 to 7	Numeracy	22.4	48.6	29.0
Year 5 to 7	Writing	28.5	48.6	22.9
Year 5 to 7	Spelling	23.7	49.8	26.5
Year 5 to 7	Grammar and Punctuation	22.3	49.8	27.9
Year 7 to 9	Reading	25.8	52.9	21.3
Year 7 to 9	Numeracy	26.0	48.4	25.6
Year 7 to 9	Writing	32.6	50.5	17.0
Year 7 to 9	Spelling	30.6	49.3	20.1
Year 7 to 9	Grammar and Punctuation	28.3	47.9	23.7

Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. 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.

Victorian Certificate of Education (VCE)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Mean Study Score (latest year)	29.3	27.3	25.5	29.7	Above
Mean Study Score (4 year average)	29.5	27.2	25.3	29.5	-

Students in 2019 who satisfactorily completed their VCE: **98 percent.**

Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: **38 percent.**

VET units of competence satisfactorily completed in 2019: **84 percent.**

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: **84 percent.**

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. A Similar School Comparison rating of 'Above' indicates this school records less absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records more absences than expected.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	15.7	21.3	16.7	26.5	Above
Average number of absence days (4 year average)	16.0	20.4	15.8	25.1	-

Attendance Rate

Average 2019 attendance rate by year level:

Year Level	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	94	91	90	92	93	93

Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

Student Retention	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Retention (latest year)	80.9	75.6	66.7	82.1	Above
Retention (4 year average)	77.7	75.3	67.1	80.8	-

Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Student Exits	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Student Exits (latest year)	98.4	90.1	81.8	98.6	Above
Student Exits (4 year average)	98.5	91.1	83.0	97.4	-

Note: This measure refers to data from the previous calendar year. Data excludes destinations recorded as 'Unknown'.

WELLBEING

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 7 to 12.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	68.3	52.0	43.6	61.9	Above
Percent endorsement (3 year average)	61.3	52.3	44.5	62.0	-

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 7 to 12.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	72.9	56.2	45.1	66.9	Above
Percent endorsement (3 year average)	65.4	55.8	47.0	66.2	-

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	\$13,341,082
Government Provided DET Grants	\$2,214,862
Government Grants Commonwealth	\$40,411
Government Grants State	\$9,725
Revenue Other	\$192,160
Locally Raised Funds	\$1,256,998
Capital Grants	\$0
Total Operating Revenue	\$17,055,238

Equity ¹	Actual
Equity (Social Disadvantage)	\$823,907
Transition Funding	\$0
Equity (Catch Up)	\$58,638
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$882,546

Expenditure	Actual
Student Resource Package ²	\$13,755,272
Adjustments	\$0
Books & Publications	\$12,882
Communication Costs	\$42,146
Consumables	\$376,261
Miscellaneous Expense ³	\$990,093
Professional Development	\$71,874
Property and Equipment Services	\$504,191
Salaries & Allowances ⁴	\$623,431
Trading & Fundraising	\$206,061
Travel & Subsistence	(\$2,372)
Utilities	\$137,809
Total Operating Expenditure	\$16,717,647
Net Operating Surplus/-Deficit	\$337,591
Asset Acquisitions	\$262,731

FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$1,963,591
Official Account	\$112,906
Other Accounts	\$0
Total Funds Available	\$2,076,497

Financial Commitments	Actual
Operating Reserve	\$466,578
Other Recurrent Expenditure	\$5,089
Provision Accounts	\$40,691
Funds Received in Advance	\$306,089
School Based Programs	\$80,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$1,777
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$240,959
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$279,000
Asset/Equipment Replacement > 12 months	\$130,107
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,550,290

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 26 Feb 2020 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.

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, including:
 - 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) factors:
 - 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 SIMILAR SCHOOL COMPARISON REFER TO?

The Similar 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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is '**Similar**', '**Above**', or '**Below**' relative to the similar schools group with similar characteristics and is available for latest year data only.

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' 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, Community Schools and schools that changed school type recently, 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 his or her first eleven 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').