

2020 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 2020 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 19 March 2021 at 12:39 PM by Linda Maxwell (Principal)

The 2020 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 31 March 2021 at 05:26 PM by Peter Daskalovski (School Council President)

How to read the Annual Report

What's changed in 2020?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

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

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 includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020
- all subjects for Victorian Certificate of Education (VCE) examinations

Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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. These levels 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').

About Our School

School context

Keilor Downs College is large, single campus secondary college of 1380 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 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 VET 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 2020, the college had 150 equivalent full time staff, consisting of 4 Principal Class, 100 teachers and 46 Education Support staff.

The College was particularly impacted by COVID-19 in 2020. We had the first case of a positive teacher, the first positive student, nine positive cases leading to three periods of school closure and were involved in the postcode lockdown of Keilor Downs, as well as the state lockdowns.

Framework for Improving Student Outcomes (FISO)

Many of our AIP priorities were slowed or modified due to the numerous closures and long period of remote learning. A key FISO priority for 2020 was improving "Excellence in teaching and learning", particularly by working on improving self-regulation in learning. Although many of our planned strategies were postponed, we found that there was enormous growth in the area of ICT use, planning and organizational skills in students and the ability of our teachers to keep students engaged in their learning. Although the formal PLT process was suspended, there was also enormous

positive gains in team work and collaboration amongst teachers during remote learning. The second FISO priority area was a “Positive climate for learning”, particularly around the areas of promoting self-regulation in learning and behaviour and empowering students to direct their own learning. Again, this was greatly modified by remote learning but we found that the existing strong relationships between teachers and students and our critical structures such as Home Group teachers, Houses and Wellbeing Team, meant that our morale and community spirit stayed strong throughout this difficult period. Staff put enormous effort into offering individualized support and monitoring, maintaining meaningful and engaging extracurricular opportunities and maintaining high levels of communication with parents. We ran an extensive on-site program for vulnerable students which was highly successful in keep many 'at risk' students engaged in their learning. The success of these strategies can be seen in the extremely positive results for our Attitude to School student survey and our staff opinion survey.

Achievement

Student achievement outcomes were extremely difficult to assess as most formalized assessment was suspended due to remote leaning - including NAPLAN, formal exams and summative learning tasks. Despite this, our annual performance report shows that our school performed significantly above state and like school results in every area of the report.

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 well above the achievement expected of similar schools.

No NAPLAN results are available for 2020.

The VCE results were remarkable under the circumstances. The mean ‘all study’ figure was 29.5, which is above the state mean and above the range expected for schools with similar student populations. We also achieved a median study score of 30. The four-year average figures show that the VCE mean is consistently above the state mean. Our VCE completion rate was 99%, which is again a remarkable outcome given the difficult circumstances, VCAL completions were good at 82%, with most non-completions accounted for by students leaving for apprenticeships or other positive outcomes such as TAFE courses.

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. For example, all six funded PSD students in Year 12 graduated in 2020.

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 2020 is excellent - much better than the state median and well below the expected range for schools with comparable population characteristics. However, maintaining accurate attendance figures during remote learning was very difficult for all schools and these figures may have limited validity. The four year trend results for student absence may be a better indication of the overall position and these show an excellent result - well below both state and like school averages and at the low end for Victorian schools.

It should be noted that attendance outside of the lockdown periods was very strong. As always, 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. The student attendance figures shown in the report for 2020 were excellent and above 92% for all year levels. Although these results are positive, we would still hope to see a lowering of the average rate of days absent in 2021.

Student retention was again very positive for 2020 and was significantly above the state mean 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 2020 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. This was again remarkable in a year of lockdowns and closures and showed enormous perseverance and commitment by both our students and staff.

2020 school level data also indicated that the percentage of students achieving an Australian Tertiary Admission Rank (ATAR) score over 50 (in the top 50% of all Year 12 students in Australia) has also stayed significantly high at 72%, 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

It is surprising but pleasing to see that the results for our 'Student Attitudes to School' survey actually improved in 2020. Our outcomes are well above the state median and significantly 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. Even during long periods of remote learning our staff managed to maintain the connection and engagement of the majority of students.

We did not participate in the Parent Opinion Survey in 2020 due to the long periods of lockdown. However, our school community was incredibly supportive and positive throughout the remote learning period and were another strong factor in our resilience and positive morale throughout such a difficult year.

Staff opinion survey results were also surprisingly strong in 2020 and our "School Climate" positive endorsement results are well above the state median and at the top end of government schools.

Maintaining high levels of student wellbeing, positive participation and increasing student voice and agency are ongoing 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. Targeted funding was expended to deliver additional support and services specifically 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. This money needs to be held in our accounts until it can be converted to credit to pay the salaries involved.

Reserve funds were again used to fund development of college facilities, but this was greatly limited by the lockdowns and inability to have trades working on site. We did manage to complete the refurbishment of the Music facilities and commence a significant upgrade of the student toilets. 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 Performance Summary for government schools 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

Enrolment Profile

A total of 1386 students were enrolled at this school in 2020, 645 female and 741 male.

33 percent of students had English as an additional language and NDP 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.

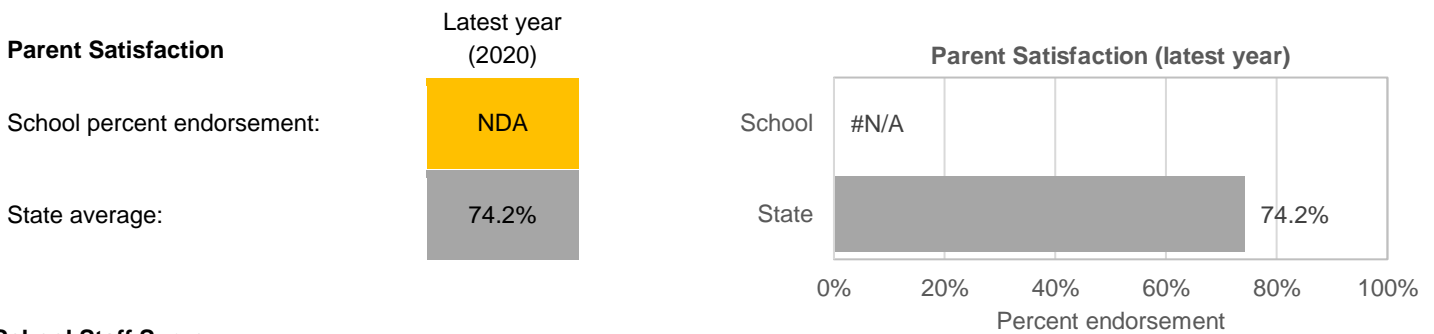
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: 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.

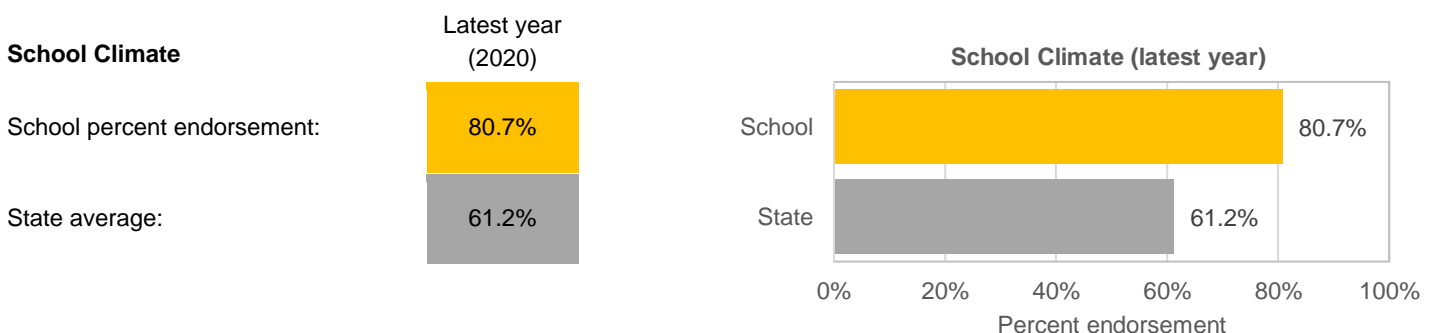


School Staff Survey

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.



ACHIEVEMENT

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

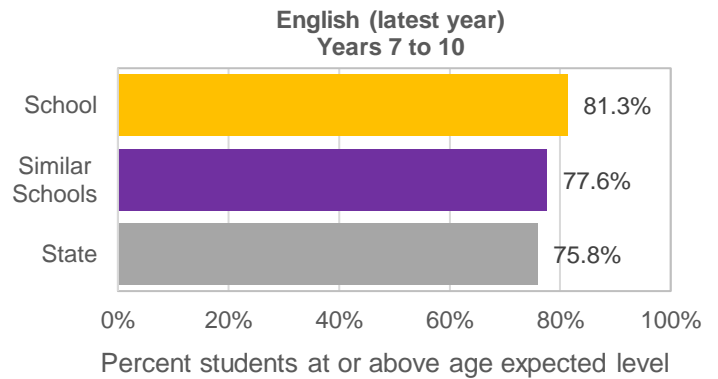
81.3%

Similar Schools average:

77.6%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

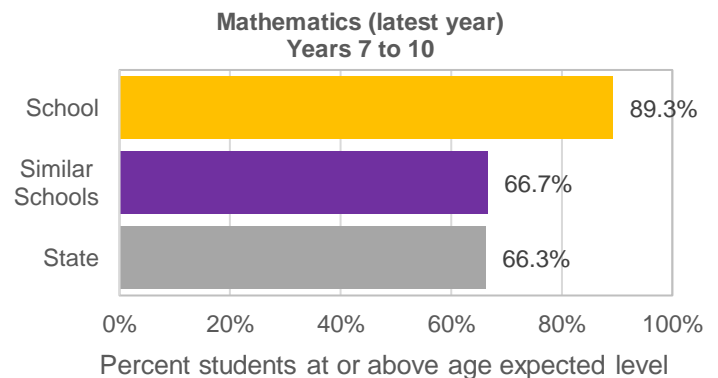
89.3%

Similar Schools average:

66.7%

State average:

66.3%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

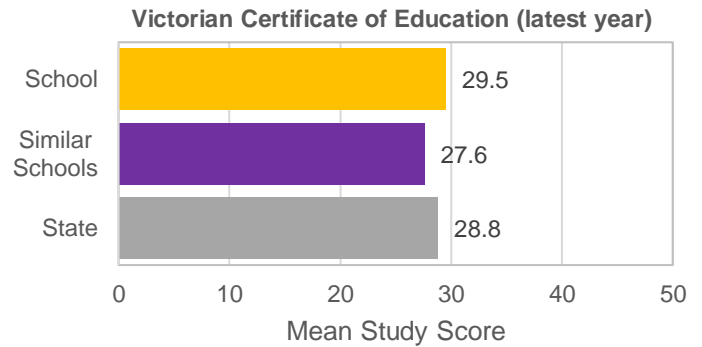
ACHIEVEMENT (continued)

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	Latest year (2020)	4-year average
School mean study score	29.5	29.6
Similar Schools average:	27.6	27.6
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

99%

Year 12 students in 2020 undertaking at least one Vocational Education and Training (VET) unit of competence:

43%

VET units of competence satisfactorily completed in 2020:

67%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2020:

82%

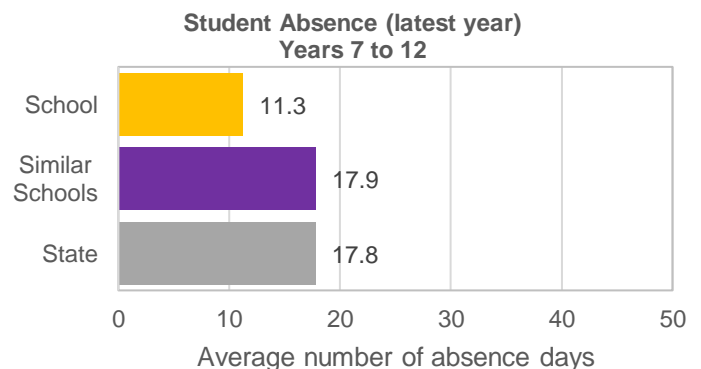
ENGAGEMENT

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years 7 to 12	Latest year (2020)	4-year average
School average number of absence days:	11.3	15.0
Similar Schools average:	17.9	19.6
State average:	17.8	19.2



ENGAGEMENT (continued)

Attendance Rate (latest year)

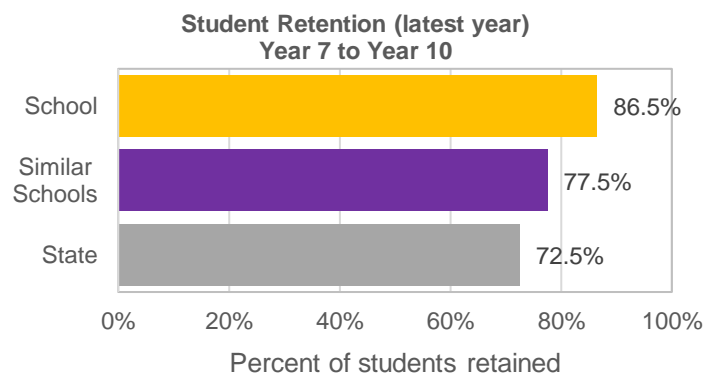
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	94%	94%	92%	96%	93%	96%

Student Retention

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

Student Retention Year 7 to Year 10

	Latest year (2020)	4-year average
School percent of students retained:	86.5%	80.3%
Similar Schools average:	77.5%	77.0%
State average:	72.5%	72.9%



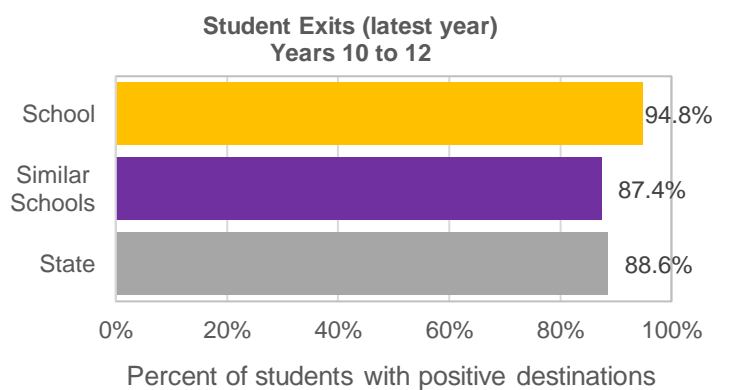
Students exiting to further studies or full-time employment

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

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

Student Exits Years 10 to 12

	Latest year (2019)	4-year average
School percent of students to further studies or full-time employment:	94.8%	97.3%
Similar Schools average:	87.4%	88.1%
State average:	88.6%	89.1%



WELLBEING

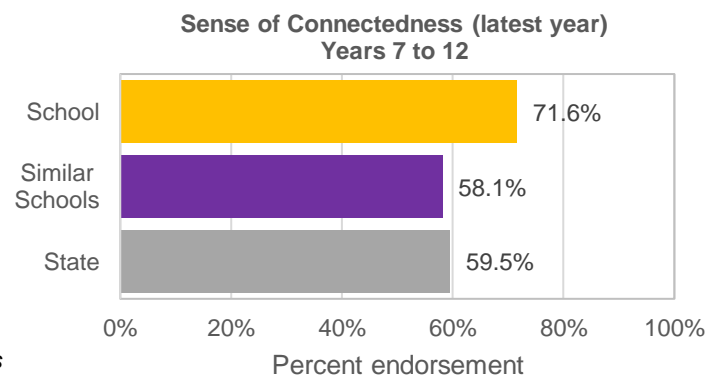
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	71.6%	63.6%
Similar Schools average:	58.1%	52.3%
State average:	59.5%	55.3%



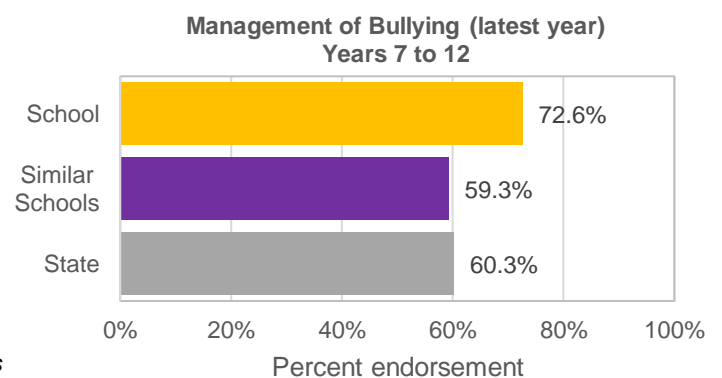
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	72.6%	67.0%
Similar Schools average:	59.3%	56.1%
State average:	60.3%	57.9%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$13,656,807
Government Provided DET Grants	\$2,305,035
Government Grants Commonwealth	\$15,024
Government Grants State	\$9,725
Revenue Other	\$282,822
Locally Raised Funds	\$547,053
Capital Grants	NDA
Total Operating Revenue	\$16,816,466

Equity ¹	Actual
Equity (Social Disadvantage)	\$817,244
Equity (Catch Up)	\$58,024
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$875,268

Expenditure	Actual
Student Resource Package ²	\$14,501,537
Adjustments	NDA
Books & Publications	\$15,242
Camps/Excursions/Activities	\$173,698
Communication Costs	\$32,323
Consumables	\$293,477
Miscellaneous Expense ³	\$274,853
Professional Development	\$26,878
Equipment/Maintenance/Hire	\$175,294
Property Services	\$365,046
Salaries & Allowances ⁴	\$465,271
Support Services	\$405,705
Trading & Fundraising	\$107,582
Motor Vehicle Expenses	\$2,267
Travel & Subsistence	\$411
Utilities	\$138,776
Total Operating Expenditure	\$16,978,360
Net Operating Surplus/-Deficit	NDA
Asset Acquisitions	\$228,287

- (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 02 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$2,457,366
Official Account	\$67,034
Other Accounts	NDA
Total Funds Available	\$2,524,400

Financial Commitments	Actual
Operating Reserve	\$362,087
Other Recurrent Expenditure	\$847
Provision Accounts	\$37,790
Funds Received in Advance	\$319,119
School Based Programs	\$126,488
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$6,167
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$84,959
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$341,401
Asset/Equipment Replacement > 12 months	\$208,434
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$1,487,292

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.