

2022 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 of the previous calendar year 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 23 March 2023 at 01:57 PM by Linda Maxwell (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 26 April 2023 at 02:19 PM by Gurpreet Thiara (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- all subjects for Victorian Certificate of Education (VCE) examinations

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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
- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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.

'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 disabilities 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 1280 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, 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 and a Soccer School Program.
- we also run a Level 2 accredited International Students Program (ISP), which means we have some students in paid homestays. In 2022, despite COVID restrictions on international travel, we maintained our student numbers in the high 20's
- 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-long learning skills

In 2022, the college had 139 equivalent full time staff, consisting of 4 Principal Class, 92 teachers and 43 Education Support staff.

The College was much less impacted by COVID-19 in 2022 and we were able to slowly return to normal operations.

Progress towards strategic goals, student outcomes and student engagement

Learning

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 average and well above the achievement expected of similar schools. The percentage of students in the top 3 bands for Reading and Numeracy at Year 7 were above both state and similar school averages. At Year 9, our percentage of students in the top 3 bands for both Reading and Numeracy were well above the averages for both state and similar schools. Our Year 7 NAPLAN learning gain results were strong, with reasonably low percentages in the low gain category and good high learning gain results, with percentages generally at or above similar schools. The VCE results were again very strong. The mean study score, at 29.1, was well above similar schools and slightly above the state average. Our VCE completion rate was 99%, which is a remarkable outcome given the difficult circumstances experienced by this cohort. VCAL completions were good at 86%, 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. All of our funded PSD students in Year 12 were retained and graduated in 2022.

Wellbeing

It is pleasing to see that the results for our 'Student Attitudes to School' survey remained extremely strong in 2022. Our outcomes across the board are well above the state and like schools averages. The two aspects of 'connectedness to school' and 'management of bullying' that are tracked in this annual report were both significantly above both state and similar school averages. In another difficult year, it is remarkable that our student cohort maintained such 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. It has become apparent that the holistic approach to supporting our students by integrating the resources of classroom teachers, Houses, the Wellbeing, Pathways and Inclusion Teams has brought us these successful outcomes. Staff opinion survey results were again extremely strong in 2022 and our 'School Climate' positive endorsement results are significantly above the state average. Maintaining high levels of student wellbeing, positive participation and increasing student voice and agency are on-going college priorities.

Engagement

Student attendance is reported as the 'average number of student absence days', therefore, a lower figure than the state median is positive, indicating fewer days of absence per student. The result recorded for student attendance for 2022 is excellent in comparison to the state average and significantly below the average for similar schools. However, there has been a significant increase in absence days as compared to pre-COVID years. In the first full year of return to on-site learning, there was an increase in the average days absent. However, most students returned to school well and this increase is largely due to the remnants of COVID, with 5 day isolations still being common and several waves of illness such as flu. As always, student absence is addressed positively with an emphasis on close monitoring and timely communication between the college and parents via our House structure. Each House is allocated an ES attendance officer whose responsibilities include contact with parents to notify of student absence. Our electronic recording and communication systems through Compass are also very comprehensive and widely used by parents. The student attendance rates shown in the 2022 report were still very strong but have slightly decreased due to the reasons stated previously. Although these results are relatively positive, we would still hope to see a lowering of the average rate of days absent in 2023. Student retention was again very positive for 2022 and was significantly above the state average and above the similar schools average. 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 and similar schools averages. 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 2022 were extremely strong and above both state and similar school averages. The four-year trend data is still 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. Maintaining high levels of student attendance and retention, as well as ensuring positive post school destinations are ongoing college priorities.

Financial performance

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 fully 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 actually carried an operating deficit, this was 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. We have sufficient funds to cover the repayment of this deficit. Reserve funds were again used to fund development of college facilities, including refurbishment of the Art rooms and further

upgrades to the grounds. 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 2.0 (FISO 2.0).

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 1296 students were enrolled at this school in 2022, 582 female and 714 male.

34 percent of students had English as an additional language and 1 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).

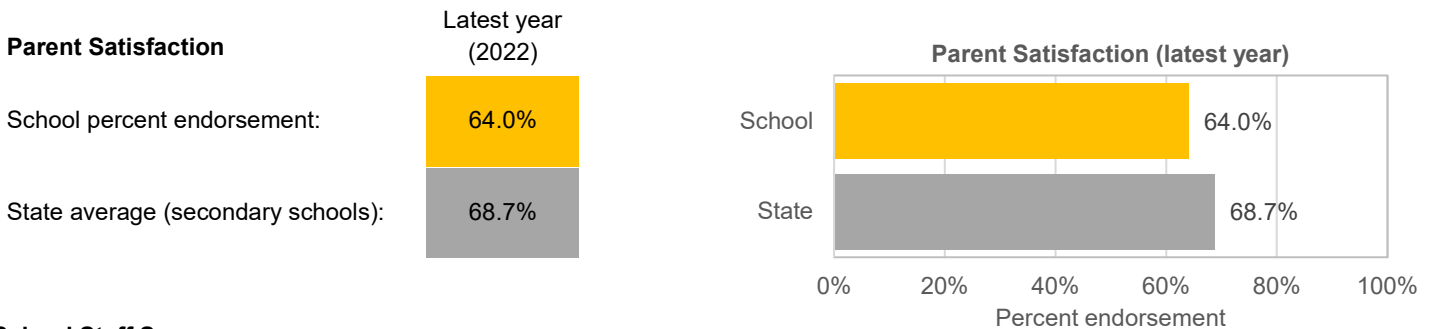
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE 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.

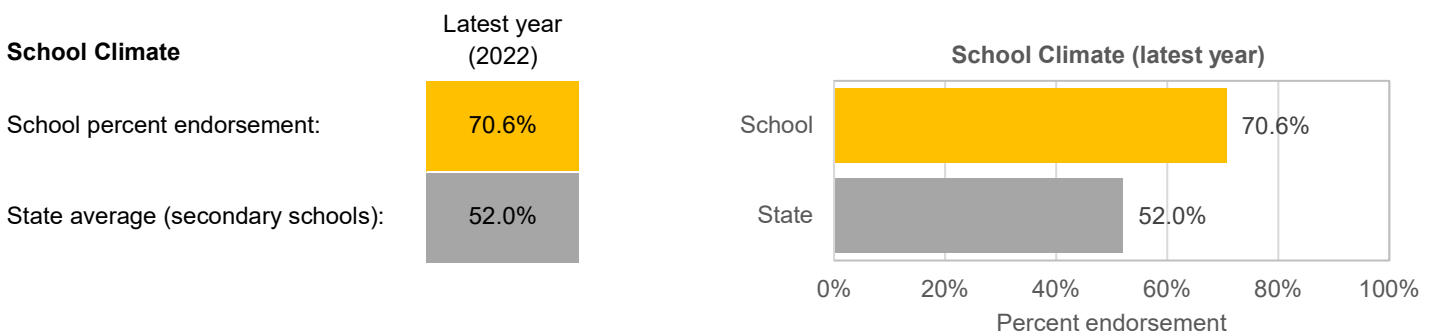


School Staff Survey

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.



LEARNING

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
(2022)

School percent of students at or above age expected standards:

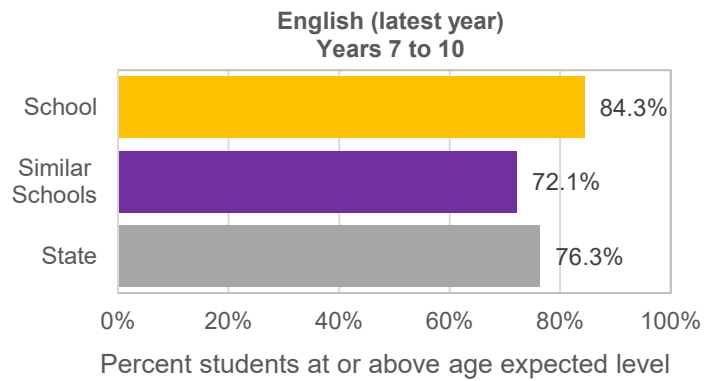
84.3%

Similar Schools average:

72.1%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

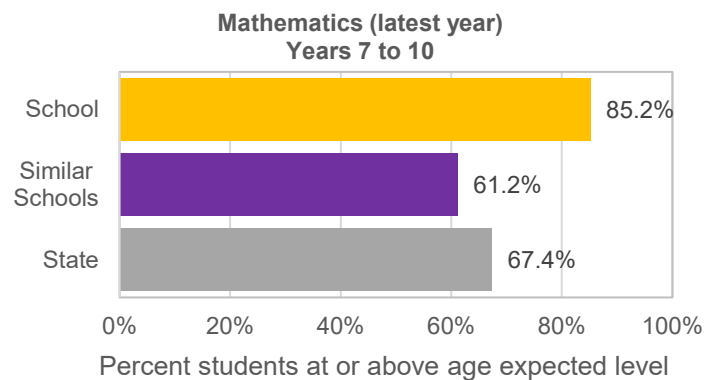
85.2%

Similar Schools average:

61.2%

State average:

67.4%



LEARNING (continued)

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.

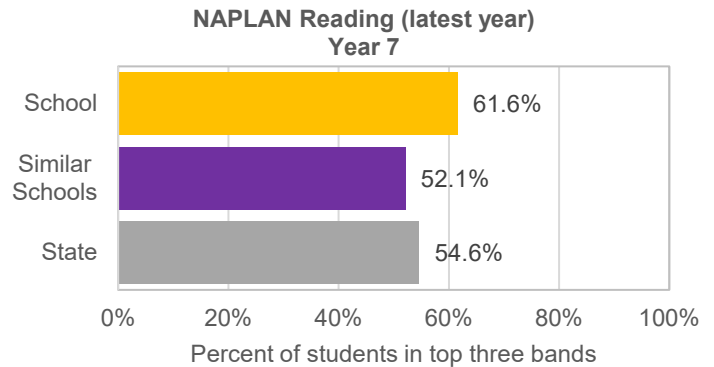
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

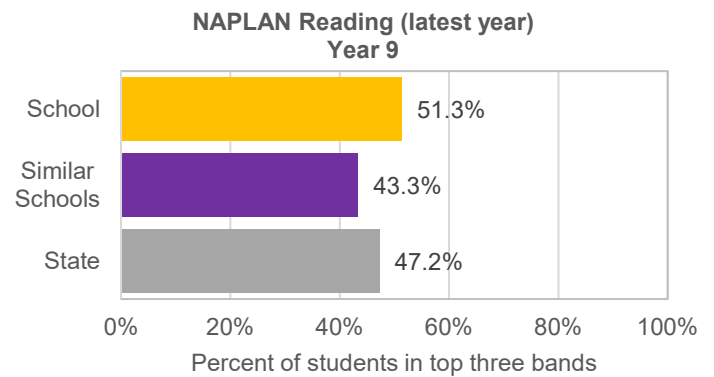
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	61.6%	60.7%
Similar Schools average:	52.1%	53.5%
State average:	54.6%	55.3%



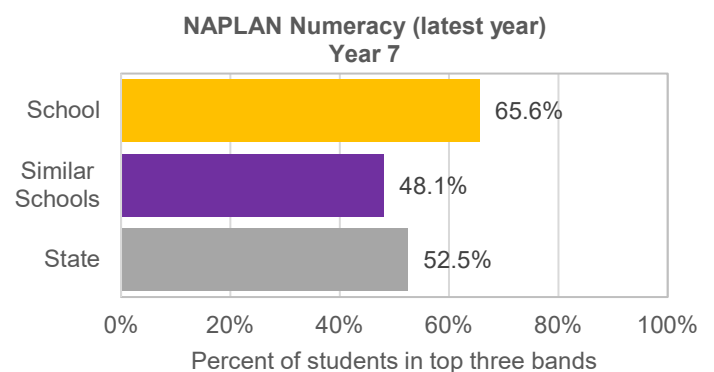
Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	51.3%	50.6%
Similar Schools average:	43.3%	41.9%
State average:	47.2%	46.0%



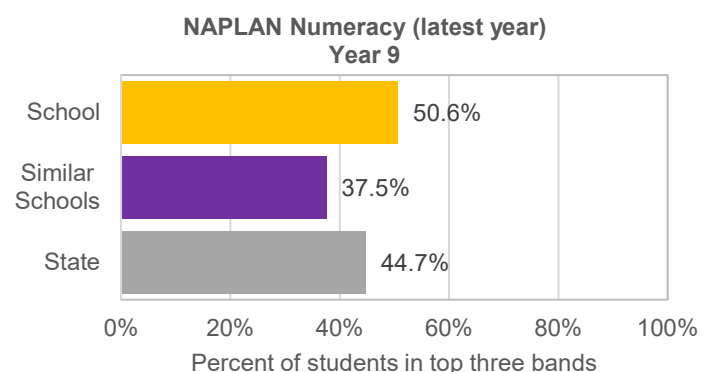
Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	65.6%	65.7%
Similar Schools average:	48.1%	51.6%
State average:	52.5%	54.8%



Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	50.6%	52.9%
Similar Schools average:	37.5%	39.3%
State average:	44.7%	45.6%



LEARNING (continued)

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.*

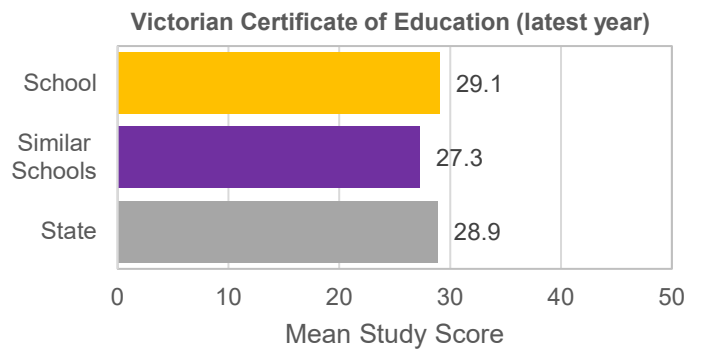
Victorian Certificate of Education (VCE)

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 (2022)	4-year average
School mean study score	29.1	29.1
Similar Schools average:	27.3	27.2
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

99%

Year 12 students in 2022 undertaking at least one Vocational Education and Training (VET) unit of competence:

37%

VET units of competence satisfactorily completed in 2022:

74%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2022:

86%

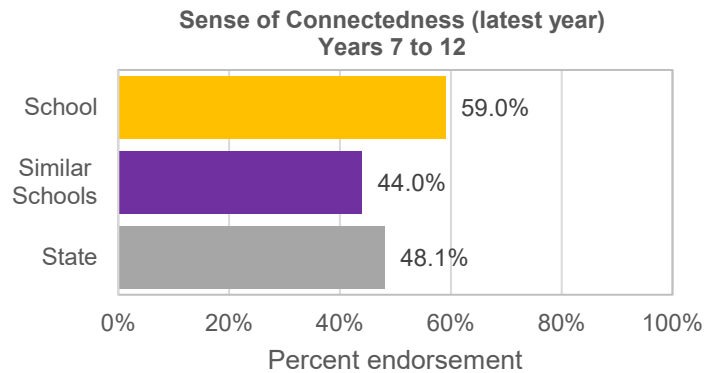
WELLBEING

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).

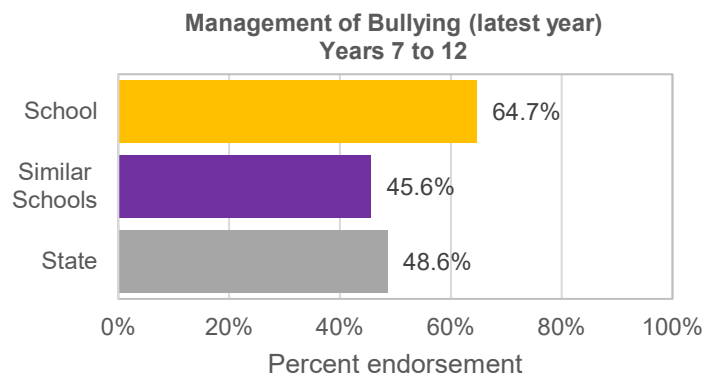
Sense of Connectedness Years 7 to 12	Latest year (2022)	4-year average
School percent endorsement:	59.0%	67.4%
Similar Schools average:	44.0%	49.7%
State average:	48.1%	52.5%



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).

Management of Bullying Years 7 to 12	Latest year (2022)	4-year average
School percent endorsement:	64.7%	70.8%
Similar Schools average:	45.6%	52.3%
State average:	48.6%	54.0%



ENGAGEMENT

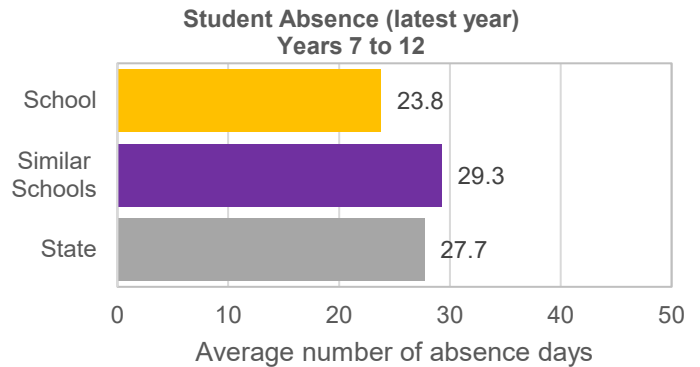
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	23.8	15.7
Similar Schools average:	29.3	22.8
State average:	27.7	21.8



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

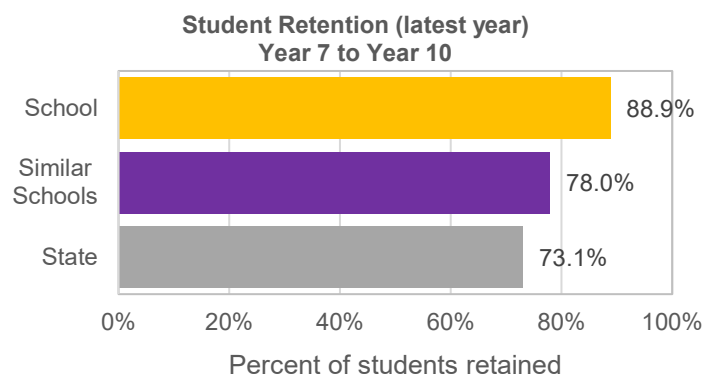
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	89%	87%	83%	90%	89%	91%

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 (2022)	4-year average
School percent of students retained:	88.9%	84.3%
Similar Schools average:	78.0%	77.6%
State average:	73.1%	73.0%



ENGAGEMENT (continued)

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.

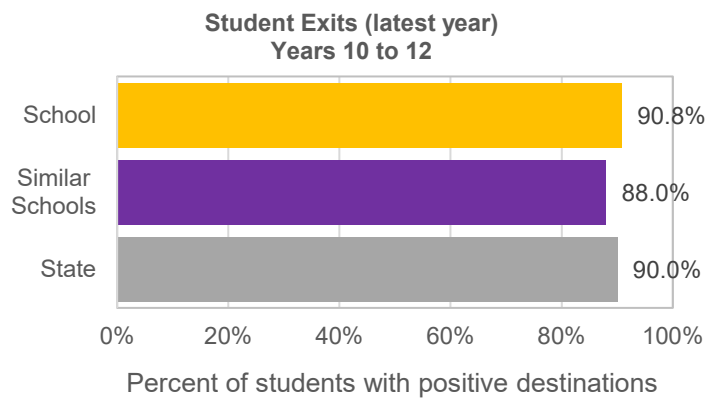
Students exiting to further studies or full-time employment

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 year when students exited the school.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2021)	4-year average
School percent of students to further studies or full-time employment:	90.8%	92.5%
Similar Schools average:	88.0%	88.0%
State average:	90.0%	89.3%



Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

Revenue	Actual
Student Resource Package	\$14,459,282
Government Provided DET Grants	\$2,297,270
Government Grants Commonwealth	\$17,430
Government Grants State	\$0
Revenue Other	\$319,002
Locally Raised Funds	\$864,528
Capital Grants	\$0
Total Operating Revenue	\$17,957,512

Equity ¹	Actual
Equity (Social Disadvantage)	\$786,533
Equity (Catch Up)	\$69,855
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$856,389

Expenditure	Actual
Student Resource Package ²	\$15,230,844
Adjustments	\$0
Books & Publications	\$10,591
Camps/Excursions/Activities	\$345,101
Communication Costs	\$20,196
Consumables	\$322,403
Miscellaneous Expense ³	\$303,788
Professional Development	\$42,633
Equipment/Maintenance/Hire	\$334,385
Property Services	\$294,864
Salaries & Allowances ⁴	\$666,098
Support Services	\$382,082
Trading & Fundraising	\$208,070
Motor Vehicle Expenses	(\$335)
Travel & Subsistence	\$1,355
Utilities	\$149,438
Total Operating Expenditure	\$18,311,513
Net Operating Surplus/-Deficit	(\$354,001)
Asset Acquisitions	\$197,428

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$2,703,483
Official Account	\$51,510
Other Accounts	\$0
Total Funds Available	\$2,754,994

Financial Commitments	Actual
Operating Reserve	\$483,463
Other Recurrent Expenditure	\$7,623
Provision Accounts	\$22,218
Funds Received in Advance	\$198,273
School Based Programs	\$162,691
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$12,777
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$163,078
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$540,000
Asset/Equipment Replacement > 12 months	\$310,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,900,123

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.