

2016 Annual Report to the School Community



School Name: Keysborough Secondary College

School Number: 8867



Name of School Principal:

John Baston

Name of School Council President:

Carol Williams

Date of Endorsement:

30th April 2017

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

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

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



Education and Training



About Our School

School Context

Keysborough College is a multi-campus school with campuses in Keysborough (Acacia Campus) and Springvale South (Banksia Campus) with an organizational structure arranged around Junior and Senior Villages on each site. Both campuses offer a variety of both academic and non-academic programs for students that allow students to extend their skills and knowledge in years 7-12. The school utilises a team based approach to assist in development of teaching practice

This school has 164 equivalent full-time staff: 7 principal class, 120 teachers and 37 Education Support Staff.

Our families are characterised by a high Student Family Occupation and Education (SFOE) index which indicates considerable disadvantage. This index is determined by parental occupation, parental education and the level of concentration of disadvantage in a school.

There is a student population of approximately 1740 students. Our students are of many different nationalities with over 75% coming from families with language backgrounds other than English. The school has a significant International Students Program

The College provides a safe learning environment for all students. The wellbeing program includes a range of activities to engage students and care for student wellbeing,

As a school we face a number of challenges;

- While our students have a strong connectedness to school and peers and feel safe at school there is a need to improve their Learning Confidence and their aspirations for the future.
- Our students need to be more resilient and develop a greater involvement in their learning
- There is a need to cater for the transient nature of many students resulting in enrolments at different stages of the year.
- There is a need to improve the NAPLAN Learning Gain for both literacy and numeracy
- There is a need for greater involvement of parents and the wider community in our student's learning
- The prevalence of significant wellbeing issues among the students

Framework for Improving Student Outcomes (FISO)

The College underwent a Peer Review in December 2016. From that report came the following recommendations:

- The development of a vision statement that was accepted, known and understood by all members of the college community;
- A determination about the areas of operation at the two campuses that needed to be consistent and those areas where flexibility was appropriate;
- Continuation of the strategies for improvement in VCE and NAPLAN results;
- Strengthening of student wellbeing and engagement strategies across the college with a focus on building student resilience;
- Enhancement of communication between the college and parents and the wider school community, in order to increase participation in college activities;
- Increasing the accuracy of the results that students obtain on their reports through the use of moderation of results, pre- and post-testing and the use of other assessment tools;
- Implementation of strategies to introduce and embed student voice, in order to ensure that students have a key role in their own learning through goal setting, receiving accurate and timely feedback from staff, and having the opportunity to provide feedback to their teachers in relation to their learning.

In 2017 our priority on Building Practice Excellence will allow us to focus on the extent to which our teaching teams collaborate regularly and how they interact to address common issues regarding student learning (curriculum, assessment and instruction) – in our case the improvement in Literacy and Numeracy

Our second priority Empowering Students and Building School Pride will enable us to address the question as to why some cohorts in the school have substantially lower levels of learning confidence than their peers. It will also address the reasons why the data indicates that the students do not feel they are listened, have their needs understood or feel they can change things about their school? Most importantly it will allow us to improve their Learning Confidence so as to have a positive perception of their ability as a student

Our third priority Community Engagement in Learning will be aimed at building effective parent involvement that focusses on improved student learning



Achievement

In both our junior and senior schools, effective use is being made of our flexible learning spaces to create a team teaching and learning environment which provides students with a variety of teaching styles and the facilities to engage in both individual and group-based study. Our staff are embracing the Keysborough College Learning Framework as it relates to nine high yield teaching strategies and developing their lessons around Pollock's GANAG pedagogy. NAPLAN results for year 7 – 9 show a net improvement over the last four years for both Reading and Writing with, in most cases, the percentage of our students in the top three bands being equal to both State and Region. This may well be attributed to our focus on Literacy. Numeracy results are fairly static over that same time. Our Mean VCE Study Score was 27.31, up from 26.6 in 2015. 98% of our students completed their VCE, again an increase on the previous year. Year 12 students in 2016 undertaking at least one Vocational Education and Training (VET) unit of competence was 18%; VET units of competence satisfactorily completed in 2016: 69% and Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2016: 70%. Our PSD program continued to provide students with modified learning to ensure the attainment of individual learning goals. The College is providing extra support to recently arrived non-English speaking students through additional EAL support classes. There are after school Homework Clubs operating across the two campuses, some with Monash University mentors, on most afternoons. VCE master classes in English, continue to be a highlight of senior exam preparation.

Curriculum Framework implemented in 2016

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

Engagement

The College continues to provide a broad range of VCE, VCAL and VET subjects for our students across the two campuses and every student 7-12 is required to have a MIPs plan outlining their current pathway. Junior students undertake careers planning during their Investigate classes and year 10-12 undertake weekly Pathways sessions. Year 10 students also study unit 1 VCE Industry and Enterprise. Student attendance is monitored at each year level through our attendance system, with student management teams being responsible for the identification of students at risk of disengagement. These students are provided with a range of activities including our "No Limits" programs. Attendance rates have improved on average during 2016 and are higher at all year levels compared to Region and State averages. Our students response to questions regarding their opinion of classroom behaviour, their connectedness to their peers and how they view their safety all indicated results equal to or higher than Region and State averages. Similarly with their opinion of teaching and learning in the school, they treated it equal to or better than state averages. Student voice continues to be an important outlet for students to express their collective views within the college and student numbers applying for these executive roles continues to rise.

Wellbeing

The development of our junior "Making Connections" pastoral program has seen the development of many positive hobby-type activities by staff for the engagement of students. The program has provided an environment for staff student interaction and development of positive relationships. The Orderly Environment continues to be practiced across the college and there is an observable reduction in lateness and truancy as a result. Our RED (Respect, Excellence, Diversity) core college values continue to be a focus of everyday school life and we have regular assemblies to celebrate the recipients of RED certificates, in the presence of their immediate family members. Our Student Attitudes to School survey indicates a positive trend in the areas of teacher empathy and effectiveness and our student morale continues to be above the state mean. Our "Headstart" programs at all year levels this year have provided a solid basis for the start of the 2016 school year in all areas of study. Students have also received 1:1 counselling from our CEAV trained counselors prior to senior subject selection, and for VTAC selection and individual SEAS applications. Our relationship with Monash, Deakin and RMIT also provides our students with the opportunity to access bursaries/ scholarships to further their secondary and tertiary studies.

For more detailed information regarding our school please visit our website at <http://www.keysboroughsc.vic.edu.au/>



Performance Summary

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

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

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

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

School Profile	
<p>Enrolment Profile</p> <p>A total of 1685 students were enrolled at this school in 2016, 764 female and 921 male. There were 65% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



Performance Summary

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

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



Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 7</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4-9.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p>NAPLAN Year 9</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5-10.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<ul style="list-style-type: none"> ● Similar ● Higher ● Similar ● Higher

Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Year 5 - Year 7</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>28%</td> <td>50%</td> <td>22%</td> </tr> <tr> <td>Numeracy</td> <td>26%</td> <td>51%</td> <td>23%</td> </tr> <tr> <td>Writing</td> <td>27%</td> <td>51%</td> <td>22%</td> </tr> <tr> <td>Spelling</td> <td>28%</td> <td>46%</td> <td>26%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>29%</td> <td>49%</td> <td>22%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	28%	50%	22%	Numeracy	26%	51%	23%	Writing	27%	51%	22%	Spelling	28%	46%	26%	Grammar and Punctuation	29%	49%	22%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	28%	50%	22%																							
Numeracy	26%	51%	23%																							
Writing	27%	51%	22%																							
Spelling	28%	46%	26%																							
Grammar and Punctuation	29%	49%	22%																							
<p>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Year 7 - Year 9</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>31%</td> <td>50%</td> <td>19%</td> </tr> <tr> <td>Numeracy</td> <td>23%</td> <td>55%</td> <td>22%</td> </tr> <tr> <td>Writing</td> <td>31%</td> <td>47%</td> <td>22%</td> </tr> <tr> <td>Spelling</td> <td>25%</td> <td>45%</td> <td>30%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>28%</td> <td>48%</td> <td>24%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	31%	50%	19%	Numeracy	23%	55%	22%	Writing	31%	47%	22%	Spelling	25%	45%	30%	Grammar and Punctuation	28%	48%	24%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	31%	50%	19%																							
Numeracy	23%	55%	22%																							
Writing	31%	47%	22%																							
Spelling	25%	45%	30%																							
Grammar and Punctuation	28%	48%	24%																							
<p>Victorian Certificate of Education (VCE)</p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>																								
<p>Students in 2016 who satisfactorily completed their VCE: 98% Year 12 students in 2016 undertaking at least one Vocational Education and Training (VET) unit of competence: 18% VET units of competence satisfactorily completed in 2016: 69% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2016: 70%</p>																										



Performance Summary

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

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



Performance Summary

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

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

How to read the Performance Summary

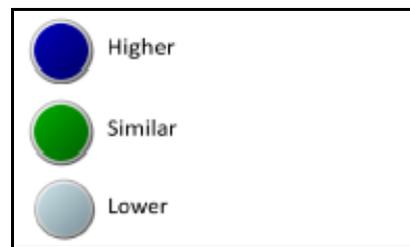
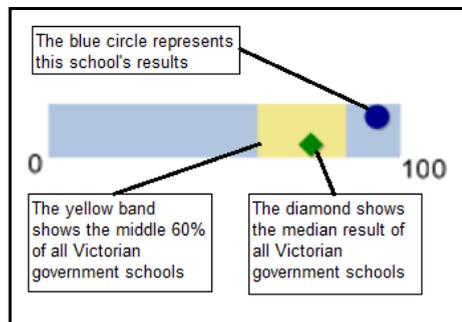
What are student outcomes?

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

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

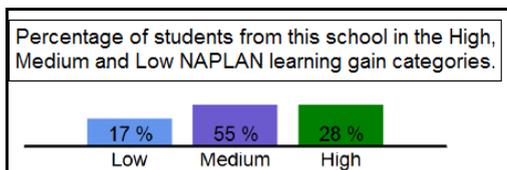
You can see these results for the latest year, as well as the average of the last four years (where available).

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



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

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



What are the changes in student achievement?

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

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

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

What is a School Comparison?

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

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

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

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

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

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

What is the meaning of 'Data not available'?

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

What is this school doing to improve?

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

Financial Performance and Position

Financial performance and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

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

Revenue	Actual
Student Resource Package	\$17,522,170
Government Provided DET Grants	\$4,757,004
Government Grants Commonwealth	\$37,692
Government Grants State	\$28,266
Revenue Other	\$138,055
Locally Raised Funds	\$1,157,572
Total Operating Revenue	\$23,640,759

Expenditure	
Student Resource Package	\$15,563,826
Books & Publications	\$27,397
Communication Costs	\$37,233
Consumables	\$430,311
Miscellaneous Expense	\$1,185,233
Professional Development	\$85,015
Property and Equipment Services	\$1,696,449
Salaries & Allowances	\$222,873
Trading & Fundraising	\$66,765
Travel & Subsistence	\$73,785
Utilities	\$160,975
Adjustments	\$0

Total Operating Expenditure **\$19,549,863**

Net Operating Surplus/-Deficit **\$4,090,896**

Asset Acquisitions **\$5,166**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$938,455
Official Account	\$30,908
Other Accounts	\$4,215,597
Total Funds Available	\$5,184,960

Financial Commitments	
Operating Reserve	\$596,116
Asset/Equipment Replacement < 12 months	\$250,389
Capital - Buildings/Grounds incl SMS<12 months	\$3,077,500
Maintenance - Buildings/Grounds incl SMS<12 months	\$150,000
Cooperative Bank Account	\$35,000
Revenue Receipted in Advance	\$926,305
School Based Programs	\$42,253
Provision Accounts	\$20,000
Other recurrent expenditure	\$19,397
Maintenance -Buildings/Grounds incl SMS>12 months	\$68,000
Total Financial Commitments	\$5,184,960

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

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

Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.



As in 2015 the College completed the year with a planned financial surplus. As a regenerating school dependent upon state funding for completion of an extensive re-building program, a commitment has continued to providing school funds for facilities development and enhancement. To this end the completion of Stage 4 of our Regeneration Project on both campuses will require the College to substantially supplement Government funding with funds raised from facilities hire and from our International Schools Program. Our commitment to other school funded project continues, with financial provision being made for future developments.

Equity funding has continued this year and the college continues to employ specialist Literacy and Numeracy staff as teachers and teacher coaches, providing enhanced teacher capacity and improved student performance monitoring.