2019 Annual Report to The School Community

THE **EDUCATION STATE**

School Name: Keysborough Secondary College (8867)

KEYSBOROUGH COLLEGE

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

Attested on 14 April 2020 at 01:06 PM by John Baston (Principal)

The 2019 Annual Report to the school community:
- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

To be attested by School Council President

About Our School

School context

Keysborough College is a place where education matters. Our Vision is 'Keysborough College is committed to excellence by raising the achievements of all of our students. The school community will provide an environment that enables them to achieve their personal best in each of their intellectual, creative, sporting and social pursuits. Through their voice and leadership our students will be encouraged to make a difference by being active participants in their community. They will have the ability to succeed independently in life and empowered to achieve their ambitions.'
Keysborough College is committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives.
As learners today and leaders tomorrow our values are Respect, Excellence and Diversity
In 2019 this school has total of 275 staff: 8 principal class, 181 teachers and 85 Education Support Staff.
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
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.
A total of 1810 students were enrolled at this school in 2019 (1650 local + 160 International students) , 845 female and 965 male students. Our students are of many different nationalities with over 75% coming from families with language backgrounds other than English. 64 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander,
The school has a significant International Students Program with students accessing Victorian Curriculum from Years 7 - 10 and then VCE in Years 11 & 12.

Framework for Improving Student Outcomes (FISO)

In 2019 our first priority was on Building Practice Excellence which allowed us to focus on the extent to which our teaching teams collaborated regularly and how they interacted 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 - enabled us to address the question as to why some cohorts in the school have substantially lower levels of learning confidence than their peers. It also addressed the reasons why the data indicates that the students do not feel they are listened to, have their needs understood or feel they can change things about their school? Most importantly it will allow us to improve their Learning Confidence
Some of the strategies we used to accomplish this were:
- To establish common and consistent assessment practices across classes and year levels to ensure teacher judgement appropriately reflect the Curriculum Standards at which the students are operating
- To improve student outcomes through increased parent engagement in the learning of their children
- To have the Learning processes and expected learning behaviours clearly defined and recognised across the college
- To build the capacity of staff to improve literacy and numeracy outcomes for students so as to be able to improve learning outcomes in those areas for all students.

Achievement

The college has continued to improve literacy and in particular reading outcomes. This work has been prioritised and a whole college literacy action developed. This included ensuring every teacher understands their role as a teacher in contributing to improved literacy outcomes. The action plan included a review of how much timetabled time is explicitly

focused on the literacy and English curriculum across Years 7-9.

We continued to build a deeper understandings by all staff, including all leaders and teachers, about how to analyse and use data and evidence to inform differentiated curriculum and point of need teaching for every student. This involved building capability through the systematic use of professional learning, coaching, modelling, peer observation, feedback and reflection

In addition to the Key Improvement strategies for 2019 identified through the College Strategic Plan, the following 2018 AIP Actions will need to be continued with as evaluation indicates they have not been fully implemented
 - To have the Learning processes and expected learning behaviours clearly defined and recognised across the college
- To enhance college communications to parents and the wider community
- Develop with parents a mutual understanding of the importance of Literacy and Numeracy

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

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

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

NAPLAN Learning Gain		Low Gain	Medium Gain	High Gain
Year Level	Domain	Percent	Percent	Percent
Year 5 to 7	Reading	23.1	48.4	28.4
Year 5 to 7	Numeracy	18.1	46.5	35.4
Year 5 to 7	Writing	22.8	53.6	23.7
Year 5 to 7	Spelling	16.4	53.3	30.2
Year 5 to 7	Grammar and Punctuation	24.0	47.1	28.9
Year 7 to 9	Reading	13.5	55.5	31.0
Year 7 to 9	Numeracy	15.7	53.3	31.0
Year 7 to 9	Writing	21.3	54.9	23.8
Year 7 to 9	Spelling	18.2	47.1	34.7
Year 7 to 9	Grammar and Punctuation	19.8	52.5	27.7

Our NAPLAN Learning Gain figures are very pleasing. In almost all Domains the percentage of students demonstrating 'High Gain' exceeds the state-wide distribution (25%) and the number of students demonstrating "Low Gain" is less than the state-wide distribution.

Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.

Victorian Certificate of Education (VCE)	School	State Median	School Comparison
Mean Study Score (latest year)	26.6	27.3	Below
Mean Study Score (4 year average)	27.2	27.2	-

Students in 2019 who satisfactorily completed their VCE: 97 percent which is similar to 20187 however our Median Study Score is down slightly when compared to 2018

VET units of competence satisfactorily completed in 2019: 66 percent.
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: 80 percent.

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

Engagement

The College provides 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 such as our "No Limits" programs. Attendance rates are higher at all year levels compared to Region and State averages. We monitor and analyse school attendance records regularly and use tools (such as Compass) for early identification of students at risk of poor attendance. We regularly discuss student attendance records in staff meetings and in the staff performance and development review process.Common reasons for non-attendance include illness and extended family holidays. We have employed two ES staff members for the specific purpose of decreasing the number of 'Unexplained Absences'

Average number of absence days	School	State Median
Average number of absence days (latest year)	17.3	21.3
Average number of absence days (4 year average)	15.6	20.4

Absence from school can impact on students' learning. Our Absence from School data indicates that Keysborough College records less absences than expected, relative to the similar schools group with similar characteristics.

Wellbeing

The College Wellbeing Team consists of a College Wellbeing Team Leader and a SWC, a youth worker and a Chaplain on each campus. They are supported by a Doctors in Schools facility at the Acacia campus and a Headspace practitioner at the Banksia campus. A range of SSSO's also work with our students on both campuses.
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 for greater involvement of parents and the wider community in our student's learning

Sense of Connectedness	School	State Median
Percent endorsement (latest year)	65.9%	52.0%
Percentage endorsement (4 year average)	66.7%	52.3%

Management of Bullying	School	State Median
Percent endorsement (latest year)	69.2%	56.2%
Percentage endorsement (4 year average)	69.0%	55.8%

The percent endorsement on both Sense of Connectedness and Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 7 to 12 shows a percent endorsement significantly higher than the State Median for both

Financial performance and position

Keysborough College maintained a very sound financial position throughout 2019. The 2017 -2020 School Strategic Plan, along with the 2019 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities.

The Financial Performance and Position report shows a total Operating Revenue of $29,016,654 with Total Funds Available as at 31 December 2019 of $7,131,309 . The need for this surplus is that it includes a commitment of over four million dollars to a building program we currently have in progress. Additional income was generated through hire of facilities and out International Student Program

 In addition to our Core Student Allocation our budget also includes an allocation for EAL Students, PSD Students, and for our Instrumental Music Program. We also received Equity Funding (Catch Up and Social Disadvantage).

Funding was received for Targeted Initiatives – MIPs, VETiS and the Refugee and Asylum Seeker Supplement.

For more detailed information regarding our school please visit our website at
https://www6.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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

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

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

School Profile

Enrolment Profile

A total of 1801 students were enrolled at this school in 2019, 831 female and 970 male.

61 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.

| low | low-mid | mid | high |
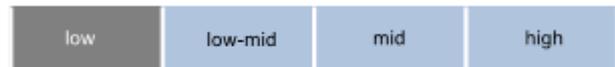
Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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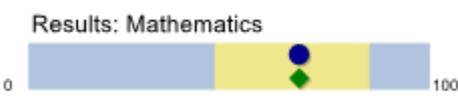
School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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

Performance Summary

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

Key: Similar School Comparison
● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison
Teacher Judgement of student achievement Percentage of students in Years 7 to 10 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English 0 — 100 Results: Mathematics 0 — 100	Above Similar

Performance Summary

Achievement	Student Outcomes	Similar School Comparison
NAPLAN Year 7 The percentage of students in the top 3 bands of testing in NAPLAN at Year 7. Year 7 assessments are reported on a scale from Bands 4 - 9.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.
NAPLAN Year 9 The percentage of students in the top 3 bands of testing in NAPLAN at Year 9. Year 9 assessments are reported on a scale from Bands 5 - 10.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Above Above

Performance Summary

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

Key: Similar School Comparison
● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison

NAPLAN Learning Gain
Year 5 - Year 7

Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.

NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.

Reading
23 % Low | 48 % Medium | 28 % High

Numeracy
18 % Low | 46 % Medium | 35 % High

Writing
23 % Low | 54 % Medium | 24 % High

Spelling
16 % Low | 53 % Medium | 30 % High

Grammar and Punctuation
24 % Low | 47 % Medium | 29 % High

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

Low 25% | Medium 50% | High 25%

Statewide Distribution of Learning Gain (all domains)

NAPLAN Learning Gain
Year 7 - Year 9

Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.

NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.

Reading
13 % Low | 56 % Medium | 31 % High

Numeracy
16 % Low | 53 % Medium | 31 % High

Writing
21 % Low | 55 % Medium | 24 % High

Spelling
18 % Low | 47 % Medium | 35 % High

Grammar and Punctuation
20 % Low | 52 % Medium | 28 % High

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

Low 25% | Medium 50% | High 25%

Statewide Distribution of Learning Gain (all domains)

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.

Results: 2019
0 — 50

Results: 2016 - 2019 (4-year average)
0 — 50

Below ●

Students in 2019 who satisfactorily completed their VCE: 97%
Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: N/A
VET units of competence satisfactorily completed in 2019: 66%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: 80%

Performance Summary

Engagement	Student Outcomes	Similar School Comparison
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning **Similar School Comparison** A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.	Results: 2019 Few absences <------> Many absences Results: 2016 - 2019 (4-year average) Few absences <------> Many absences	Above ●

Average 2019 attendance rate by year level:		Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	Similar school comparison not available
		92 %	91 %	90 %	92 %	92 %	92 %	

Engagement	Student Outcomes	Similar School Comparison
Student Retention Percentage of Year 7 students who remain at the school through to Year 10.	Results: 2019 Results: 2016 - 2019 (4-year average)	Above ●
Exit Destinations Percentage of students from Years 10 to 12 going on to further studies or full-time employment. Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.	Results: 2019 Results: 2016 - 2019 (4-year average)	Above ●

Performance Summary

Wellbeing	Student Outcomes	Similar School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2019 0 — 100 Results: 2017 - 2019 (3-year average) 0 — 100	Above
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2019 0 — 100 Results: 2017 - 2019 (3-year average) 0 — 100	Above

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019	
Revenue	**Actual**
Student Resource Package	$21,868,988
Government Provided DET Grants	$5,895,172
Government Grants Commonwealth	$47,602
Government Grants State	$37,718
Revenue Other	$227,424
Locally Raised Funds	$939,751
Total Operating Revenue	**$29,016,654**
Equity[1]	
Equity (Social Disadvantage)	$3,662,564
Equity (Catch Up)	$140,907
Equity Total	**$3,803,471**
Expenditure	
Student Resource Package[2]	$20,516,285
Books & Publications	$17,782
Communication Costs	$43,847
Consumables	$523,067
Miscellaneous Expense[3]	$2,687,620
Professional Development	$123,423
Property and Equipment Services	$1,957,898
Salaries & Allowances[4]	$410,626
Trading & Fundraising	$93,125
Travel & Subsistence	$83,193
Utilities	$275,487
Adjustments	$2,439,234

Financial Position as at 31 December, 2019	
Funds Available	**Actual**
High Yield Investment Account	$7,102,070
Official Account	$29,239
Other Accounts	$0
Total Funds Available	**$7,131,309**

Financial Commitments	
Operating Reserve	$915,858
Other Recurrent Expenditure	$10,366
Funds Received in Advance	$498,602
School Based Programs	$148,363
Funds for Committees/Shared Arrangements	$170
Asset/Equipment Replacement < 12 months	$500,928
Capital - Buildings/Grounds < 12 months	$1,200,000
Maintenance - Buildings/Grounds < 12 months	$370,652
Capital - Buildings/Grounds > 12 months	$4,000,000
Maintenance - Buildings/Grounds > 12 months	$400,000
Total Financial Commitments	**$8,044,939**

Total Operating Expenditure	**$29,171,586**
Net Operating Surplus/-Deficit	**($154,932)**
Asset Acquisitions	**($1,655,052)**

(1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 26 February 2020 and are subject to change during the reconciliation process.
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
(4) Salaries and Allowances refers to school-level payroll.

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

How to read the Annual Report

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

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

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

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

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

The Performance Summary reports on data in three key areas:

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

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

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

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

The blue circle represents this school's results

The yellow band shows the middle 60% of all Victorian government schools

The diamond shows the median result of all Victorian government schools

What does *School Comparison* refer to?

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

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

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

Above
Similar
Below

What does '*Data not available*' or *'ND'* mean?

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

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

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').