

# 2022 Annual Report to the School Community

School Name: Kew High School (7950)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 03 April 2023 at 11:50 AM by Josephine Millard (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 04 April 2023 at 02:17 PM by James Thyer (School Council President)

## How to read the Annual Report

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### 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.

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### 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)

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### 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.

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### 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.

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### 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

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## School context

Kew High School is a high performing co-educational school located in the inner eastern suburbs of Melbourne. The school was established in 1963 and continues to proudly provide an outstanding, holistic education to students of the local community. In 2022, Kew High School comprised of 1070 students and 103 equivalent full-time staff. The staff included 3 Principal Class members, 75.4 equivalent full-time teachers, 1.9 para professional staff and 24 education support staff. The school prioritises high expectations and places students at the centre of a comprehensive learning and teaching program.

The Kew High School motto is: ASPIRE, STRIVE, ACHIEVE and the values of the school are founded in the first word of the motto, ASPIRE. Students and Staff are deliberately and actively guided by the values of Accountability, Social Equity, Participation, Integrity, Respect and Excellence in all aspects of school life. These school values inform the agreed learning behaviours in our classroom norms, they frame our positive behaviours framework and are consistently reflected in the broad co-curricular programs across the school.

In 2022, Kew High School welcomed the Minister for Education, Natalie Hutchins MP to open our STEM Centre. Students commenced learning in the innovative spaces during the year which much accord. The STEM Centre is proving to be extremely popular amongst students and teachers alike as they implement a range of renewed pedagogies and curriculums in these state-of-the-art classrooms.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

Kew High School has a strong tradition of high academic performance. Our school consistently performs well above state and national and similar school comparison values in literacy, numeracy and a wide range of Victorian Certificate of Education studies.

The achievement data for 2022 indicates consistently strong outcomes with all areas of performance well above the State Median and Similar School Comparison values. VCE completion rate remains a healthy 99% while the Mean Study Score of 30 is slightly below our 5-year average of 30.8.

In 2022 the number of students achieving in the top two bands of NAPLAN Reading increased from 2021. In Year 9, 44% of students achieved in the top 2 bands in Reading in 2022 compared to 42% in 2021. In Year 7, 38% of students achieved in the top two bands in Reading as compared to 26% of Year 7 students across the state. The number of Year 7 students who achieved in the bottom two bands has decreased each year since 2019 and in 2022 was fewer than 10 students.

The NAPLAN numeracy figures at both Year 7 and Year 9 also indicated high levels of achievement. In Year 7, 55% of students achieved in the top two bands in Numeracy compared to 59% in 2021, 48% in 2019 and 28% across the state. In Year 9, 38% of students achieved in the top two bands as compared to 33% in 2021, 31% in 2019 and 20% across the state.

In 2022, benchmark growth was unable to be measured due to the cancellation of NAPLAN in 2020.

The Kew High School Class of 2022 performed extremely well in the VCE. The mean study score across all subjects was 30, and 8.1% of study scores were above 40. The highest achieving student gained an ATAR of 99.95, and 8.6% of students gained an ATAR over 95.0. Thirty-seven per cent of our students were placed in the top 20% of the state, with an ATAR above 80. This is in a school that prides itself on its non-selective, inclusive enrolment policy. We are extremely proud of the achievements of all our students.

### Wellbeing

Kew High School has undertaken a process to amplify student voice, agency and leadership. The number of applications for student leadership positions increased by more than 50%. This was reflective of the huge range of opportunities for students to engage in the process of improving their school experience in a range of areas. Kew High School provides a safe, supportive, inclusive learning environment in which every student may achieve success while also feeling connected to their community. This commitment is reflected in a range of programs that are delivered through the Wellbeing Team, the significant curriculum offerings and the co-curricular program.

The Student Attitudes to School Survey indicated that 49% of students felt very positive about their connection to Kew High School in 2022. This had decreased from 57% in 2021 but has continued to follow a downward trend across the state and was higher than

that for similar schools and schools across the state. Students at Kew High School are positive about the level of community connections at this school. Sixty percent of students perceive that there are high connections across the school and wider community which is consistently higher than similar and network schools and schools across the state.

Of particular note is the fact that 88% of parents identified that students did not experience bullying and 94% were positive about the management of bullying at Kew High School. In Year 7, 92% of parents identified that students did not experience bullying. This compares to 87% and 53% across the state. The school's commitment to pastoral care is highlighted in the Connect program. All students participate in the program in which they work in small groups that are maintained, often with the same teacher, for the whole time they are at the school. The Connect program is coordinated by the Wellbeing Team and the curriculum specifically teaches a range of positive and healthy behaviours.

Kew High School has an extremely high participation rate in a huge range of co-curricular offerings. Students are involved in a range of sporting teams with an emphasis on Volleyball and Soccer/Futsal. Kew High School team travelled to Queensland to compete in the National Championships of each of these sports in 2022; and placed third at the National level in U20 boys Futsal. A highlight of the year was the school production of 'The Addams Family'. Over 1500 people came to see the superb performances by students from Year 7 to Year 12.

## Engagement

In 2022, the number of days students were absent increased due to COVID-19 isolation requirements. The percentage of Kew High School students with 10 or more days absent in the year increased to 30%, from 18% in 2021. The number of students absent for 20 or more days also increased to 27% from 9% in 2021. However, this increase remained significantly lower than 37% in similar schools and 44% across the state.

In 2021, 172 Kew High School students completed Year 12. Of these students, 149 students transitioned to further education, 7 were accepted into a university course and deferred and 17 students exited to full time employment. In 2022, 99% of students achieved a successful transition from school. Year 12 students are expertly supported through regular and ongoing careers counselling. They have access throughout the year to information on courses and careers, with guest speakers from tertiary institutions being a regular occurrence. In 2022, students were also supported through the engagement in our alumni program with a range of community connection experiences and opportunities.

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## Other highlights from the school year

In 2022 Kew High School implemented the 'Kew Learning Model' across the school. The Kew Learning Model is an instructional model that describes what good learning looks like and what good teaching looks like across our school. It builds the capacity of student and teachers to describe their practice using a shared language and a common understanding. The model was designed with significant consultation with both staff and students and is now visible in classrooms across the school.

A team of teachers and students led the development of a Schoolwide Positive Behaviour Support framework that is unique to our school. We have high expectations regarding student behaviours in learning spaces and across the school – but we identified the need to recognise and specifically name and teach the positive behaviours we expect in our community. A key team, led by members of the school leadership team worked together to develop a matrix which frames the behaviours. This matrix is now being implemented across the school with both teachers and students being supported through professional learning and specific lessons. 2022 saw a complete review of the process of designing and implementing Individual Education Plan (IEPs) and Individual Learning Plans (ILPs). The review examined the ways in which teachers and students are engaging with the process of differentiated curriculums for students with a range of additional needs. The process allows for improved access to guiding information and enables more effective collaboration between teachers of each student.

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## Financial performance

The operating statement surplus of \$368,908 was due to the revenue in advance for 2023. The actual collection rate for voluntary financial contributions was higher than initially projected. As a result of the decrease in overseas student enrolments in 2023, we have a projected revenue loss. The Kew High School Council has therefore approved the use of the 2022 operating surplus to manage balanced budgets in 2023.

Kew High School receives funding from the Department of Education to ensure that every student is able to access the highest quality of education. This funding is carefully allocated in the school budgets to ensure that education at Kew High School is accessed equitably.

The total 2022 Equity (Catch Up) funding received by Kew High School was \$9,070.60.

The total Equity (Social Disadvantage) funding received by Kew High School was \$40,267.80.

Kew High School also received a range of Specific Purpose Grants during the year of 2022. These grants have enabled the school to focus on curricular improvements as well as supporting student wellbeing and school facility upgrades.

The Kew High School Council directs the work of the Finance Committee, which projects, and budgets for the future needs of the school. Together with the Capital Works project and maintenance projects underway, the school has a commitment estimate of \$1,280,000 for building upgrades in 2023-2024.

**For more detailed information regarding our school please visit our website at**  
**<https://www.kew.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 1068 students were enrolled at this school in 2022, 415 female and 653 male.

14 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.

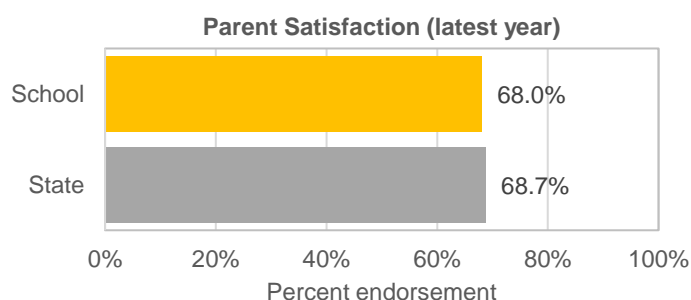
This school's SFOE band value is: Low

### Parent Satisfaction Summary

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

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

Parent Satisfaction	Latest year (2022)
School percent endorsement:	68.0%
State average (secondary schools):	68.7%



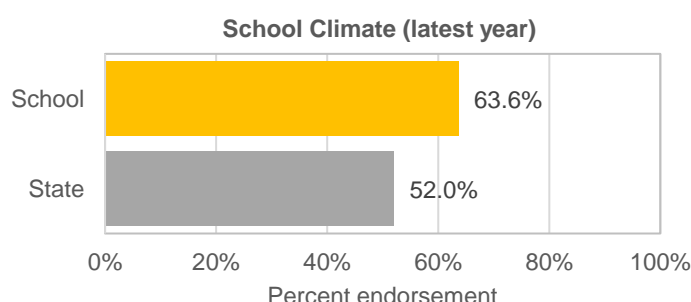
### School Staff Survey

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

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

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

School Climate	Latest year (2022)
School percent endorsement:	63.6%
State average (secondary schools):	52.0%



## 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:

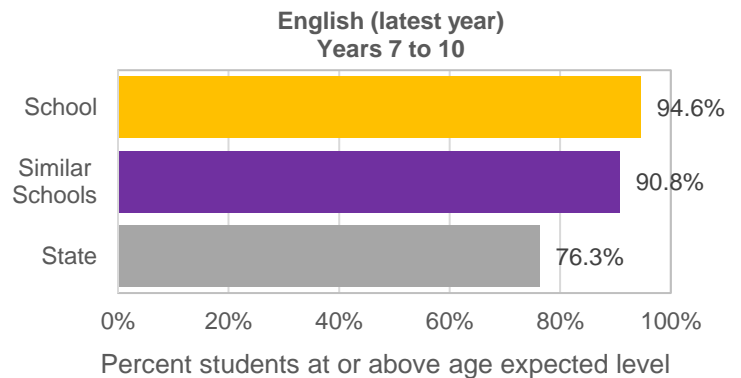
94.6%

Similar Schools average:

90.8%

State average:

76.3%



#### Mathematics Years 7 to 10

Latest year  
(2022)

School percent of students at or above age expected standards:

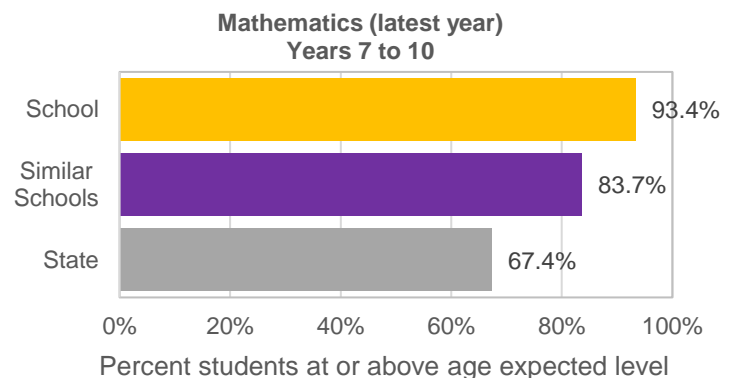
93.4%

Similar Schools average:

83.7%

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.

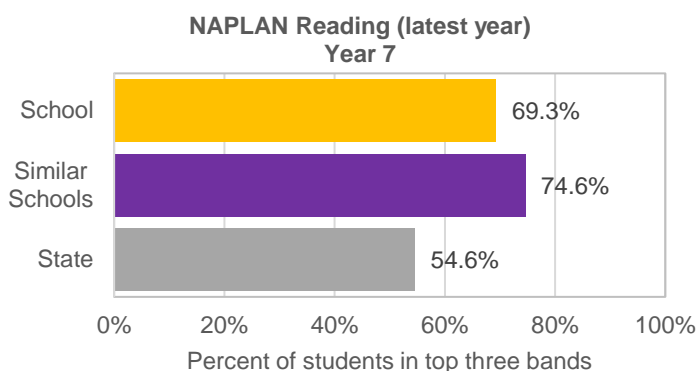
### NAPLAN

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.

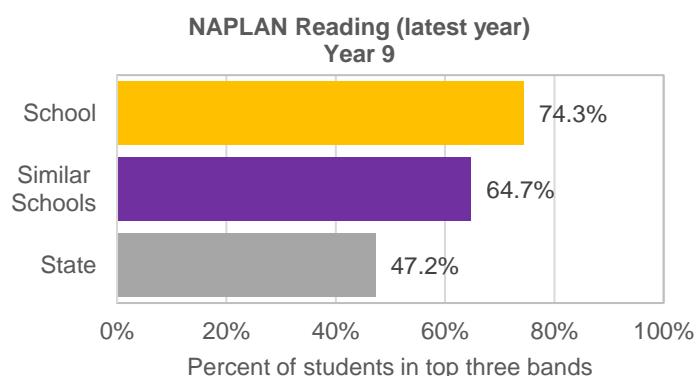
#### Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	69.3%	75.7%
Similar Schools average:	74.6%	75.1%
State average:	54.6%	55.3%



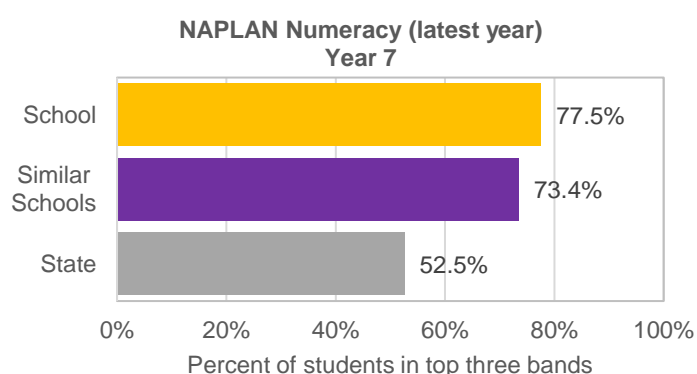
#### Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	74.3%	68.2%
Similar Schools average:	64.7%	63.9%
State average:	47.2%	46.0%



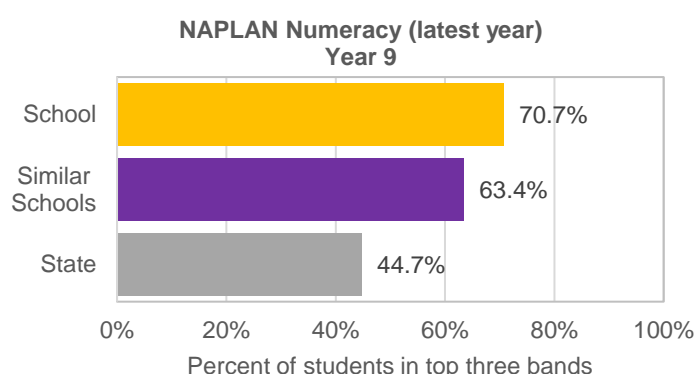
#### Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	77.5%	82.0%
Similar Schools average:	73.4%	74.8%
State average:	52.5%	54.8%



#### Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	70.7%	68.9%
Similar Schools average:	63.4%	64.6%
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

29.9

30.6

Similar Schools average:

30.2

30.3

State average:

28.9

28.9

#### Victorian Certificate of Education (latest year)

School

29.9

Similar  
Schools

30.2

State

28.9

0      10      20      30      40      50

Mean Study Score

Students in 2022 who satisfactorily completed their VCE:

98%

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

4%

VET units of competence satisfactorily completed in 2022:

95%

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

NDA

## WELLBEING

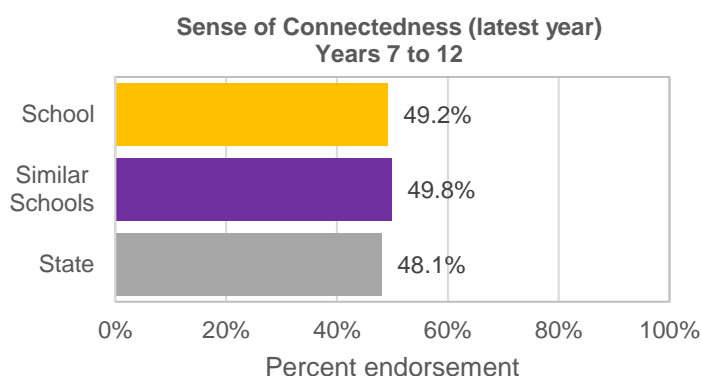
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	49.2%	56.9%
Similar Schools average:	49.8%	54.1%
State average:	48.1%	52.5%

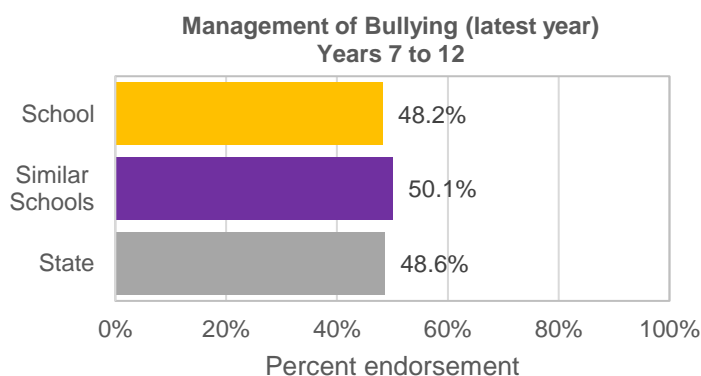


### Student Attitudes to School – Management of Bullying

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:	48.2%	58.7%
Similar Schools average:	50.1%	55.3%
State average:	48.6%	54.0%



## ENGAGEMENT

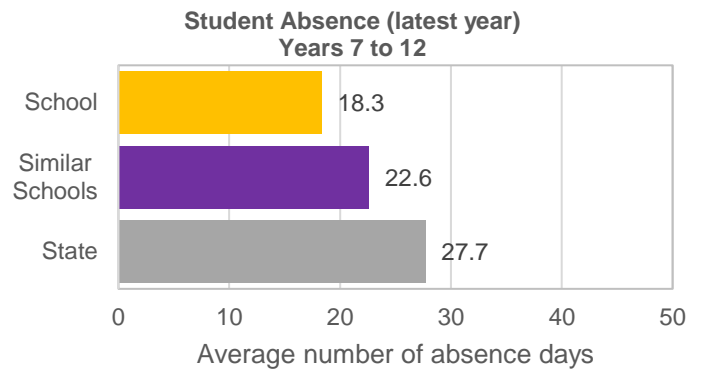
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	18.3	13.3
Similar Schools average:	22.6	16.8
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.

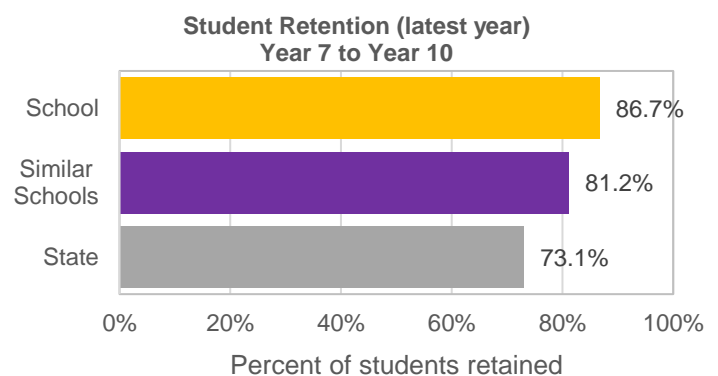
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	91%	89%	90%	90%	93%	93%

### 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:	86.7%	82.5%
Similar Schools average:	81.2%	80.1%
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:

94.9%      98.8%

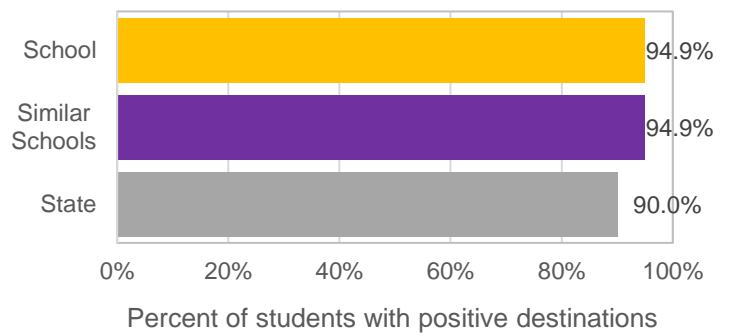
Similar Schools average:

94.9%      95.8%

State average:

90.0%      89.3%

#### Student Exits (latest year) Years 10 to 12



# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$10,913,894
Government Provided DET Grants	\$1,135,180
Government Grants Commonwealth	\$16,252
Government Grants State	\$0
Revenue Other	\$676,788
Locally Raised Funds	\$1,661,917
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$14,404,031</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$40,268
Equity (Catch Up)	\$9,071
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$49,338</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$11,756,105
Adjustments	\$0
Books & Publications	\$7,184
Camps/Excursions/Activities	\$358,296
Communication Costs	\$30,634
Consumables	\$257,217
Miscellaneous Expense <sup>3</sup>	\$717,531
Professional Development	\$37,433
Equipment/Maintenance/Hire	\$511,067
Property Services	\$102,984
Salaries & Allowances <sup>4</sup>	\$484,258
Support Services	\$443,461
Trading & Fundraising	\$12,998
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$158,167
<b>Total Operating Expenditure</b>	<b>\$14,877,334</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$473,303)</b>
<b>Asset Acquisitions</b>	<b>\$267,518</b>

- (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 24 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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$3,348,520
Official Account	\$457,408
Other Accounts	\$93,195
<b>Total Funds Available</b>	<b>\$3,899,122</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$509,146
Other Recurrent Expenditure	\$62,281
Provision Accounts	\$0
Funds Received in Advance	\$673,804
School Based Programs	\$66,667
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$3,500
Repayable to the Department	\$1,306,777
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$80,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$1,200,000
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$3,902,175</b>

*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.*