

2020 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).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 27 April 2021 at 08:35 AM by Josephine Millard (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 27 April 2021 at 11:50 AM by Paula Davey (School Council President)

How to read the Annual Report

What's changed in 2020?

Improved appearance

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

School performance data

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

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

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

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

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

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

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

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

The Performance Summary includes the following:

School Profile

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

Achievement

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

Engagement

Student attendance and engagement at school, including:

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

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

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

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

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

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

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 2020, Kew High School was comprised of 1145 students and 107.20 full-time equivalent staff. The staff included three Principal Class members, 80.50 equivalent full-time teachers and 24.30 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 embedded in the first word of the motto, ASPIRE. Students and staff are intentionally 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 underpin our positive behaviours framework, and they are consistently reflected in the broad co-curricular programs across the school.

Kew High School is a culturally diverse community, with more than 30 different cultural backgrounds represented among local students. Our well-established International Student Program adds to this diversity; in 2020, 71 students participated in this highly successful program.

In 2020, Kew High School received \$10.8m as part of the Victorian School Building Authority's Capital Works Program for the construction of a new Science, Technology, Engineering and Mathematics (STEM) building. The new building is being constructed throughout 2021 and will be ready for students to begin learning in an innovative and exciting new environment at the beginning of 2022.

The extreme circumstances of 2020 challenged our students and staff to reimagine the ways in which we deliver and access the curriculum. The Kew High School community rose admirably to this challenge. Despite the uncertainty and the loss of personal connection, we continued to learn and grow, we were innovative and responsive. The strong IT platform and eLearning program that already underpinned education at Kew High School allowed our learning community to respond to 2020 positively and resiliently. Our transitions to and from the remote learning environment were characterised by a deep commitment to continued learning by all members of our school community.

Framework for Improving Student Outcomes (FISO)

The Kew High School Strategic Plan (2017-2020) focussed on a range of strategies to address goals in the two FISO improvement initiatives of 'Excellence in Teaching and Learning' and 'Positive Climate for Learning'.

The 2020 Annual Implementation Plan directed a specific focus on the FISO improvement dimensions of 'Building practice excellence' and 'Curriculum planning and assessment' through:

- building teacher capacity to use student achievement data to inform instructional practice
- increasing teacher capabilities to implement a range of literacy strategies in the classroom
- enhancing the capacity of the Leadership Team to lead change in school improvement practice
- enhancing teacher capacity to promote engagement in learning through positive relationships.

While we were able to maintain some focus on these annual goals, the professional learning focus of staff was reviewed around online learning and teaching across the year.

Achievement

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.

In 2020 the NAPLAN test was not conducted. Kew High School continued to measure student learning through teacher judgements of student progress in the Victorian Curriculum, OnDemand literacy tests and Progressive Achievement Tests in Mathematics. Teachers continued to use these benchmark data sets as well as pre- and post-learning information to inform instructional practice.

Throughout the year our focus on literacy and numeracy intervention across the school continued online. Teachers were allocated to specific students who were identified as requiring additional support and these students worked in small groups as well as in team-teaching environments when we returned to school. Students learning in the Program for Students with Disabilities were also well supported, with additional staff attending online classes. These students all made good progress and were able to achieve goals set out in their Individual Education Plans.

It was most pleasing to note that despite the challenges for senior students in 2020, the Kew High School Class of 2020 performed extremely well in the VCE. The mean study score across all subjects was 31, and 10.8% of study scores were above 40. The highest achieving student gained an ATAR of 99.30, and 23.2% of students achieved an ATAR over 90. Forty-six 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.

Engagement

In 2020, the percentage of Kew High School students with 20 or more days absent in the year decreased to 10%, from 21% in 2019. This was lower than the rate in similar schools, which had 16% of students absent for 20 or more days, and significantly lower than the state average of 27%.

The percentage of Kew High School students with 20–29 or more absent days decreased to 5% in 2020 from 11% in 2019, and the percentage of students with 30 or more days absent decreased to 5% from 10% in 2019. The average number of days absent for Kew High School students in 2020 was 9.1 days, compared to the state median of 17.8 days. This figure is down from 14.5 days in 2019, however, the average number of unapproved absences rose to 2.4 in 2020, from 1.8 days in 2019.

The average rate of attendance was over 89% for each year level in 2020. In Year 7, only 8% of students were absent for 20 or more days, compared to 12% in similar schools. Slightly higher rates of 20 or more days absence were recorded for Year 8 (11%) and Year 9 (10%). This was significantly lower than the average across the state which had rates of 31% and 34% respectively and lower than similar schools which had rates of 18% and 20%. The absence rate dropped across the Senior School, with only 5% of Year 12 students absent for 20 or more days, compared to 16% of students across the state. The overall improvement in attendance at Kew High School in 2020 is a positive reflection of the school's remote and flexible learning program. Students were engaged in online lessons. Teachers had direct connection with students throughout the day in a synchronous online program, and as well as supporting learning, they were able to support student attendance.

In 2020, 54% of Victorian students who completed Year 12 transitioned to University, 20% to TAFE/VET and 18% to employment. At Kew High School, 98% of students were recorded as having positive exit destinations, compared to only 80% in similar schools. Of these, 98% of students exited to further education and 2% of students to full-time employment. 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 2020, students were also supported through the engagement in our alumni program with a range of community connection experiences and opportunities.

Wellbeing

Kew High School provides a safe, supportive, inclusive learning environment in which every student may achieve success and feel connected to their community. This commitment is reflected in a range of programs that are delivered through the Student Wellbeing Team, the Student Services Team and the co-curricular program.

The Student Attitudes to School Survey indicated that 64% of students felt very positive about their connection to Kew High School in 2020. This had improved from 56% in 2019 and was higher than similar schools at 62%. 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. Throughout 2020, teaching and wellbeing staff conducted a range of activities to maintain students' connections to the school. These included student videos, newsletters, support groups, online recreational activities and many more.

Kew High School is committed to supporting positive mental health for all students through a range of whole-school initiatives as well as through individual support for students when needed. The school appointed a Mental Health Practitioner for 2021 in order to increase the school's capacity to meet the needs of all students.

Financial performance and position

The operating statement surplus of \$317,729 was due to the improved revenue and the overall reduction in expenditure items for 2020. Additionally, the actual collection rate for student levies and voluntary financial contributions was higher than initially projected. The overall operating expenditure was 70% of the projected budget due to the COVID-19 global pandemic. As a result of the decrease in overseas student enrolments in 2021, we have a projected revenue loss. The Kew High School Council has therefore approved the use of the 2020 operating surplus to manage balanced budgets in 2021.

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 2020 Equity (Catch Up) funding received by Kew High School was \$15,293.00.

The total Equity (Social Disadvantage) funding received by Kew High School was \$47,176.20.

Kew High School also received a range of Specific Purpose Grants during the year of 2020. 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, the STEM Centre, and maintenance projects underway, the school has a commitment estimate of \$64,200 for building upgrades in 2021.

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.

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 1144 students were enrolled at this school in 2020, 456 female and 688 male.

15 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) which takes into account parents' occupations and education.

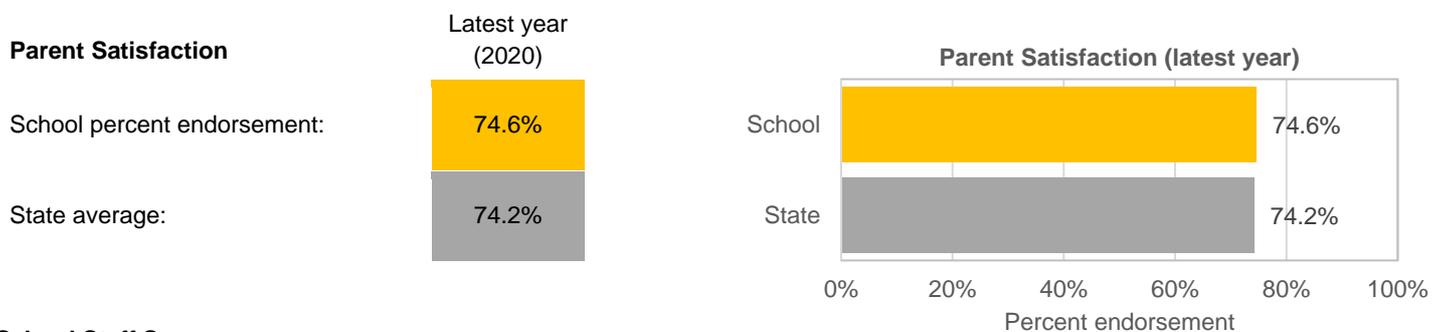
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

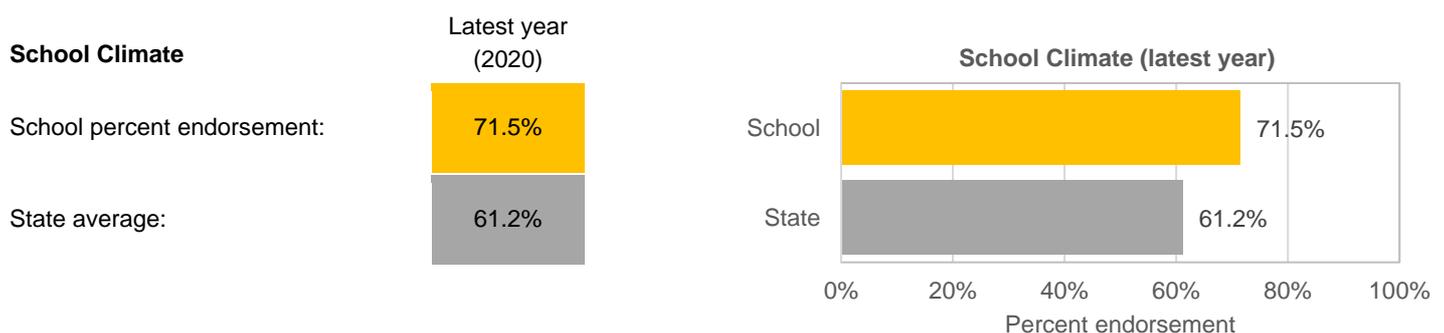


School Staff Survey

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

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

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



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

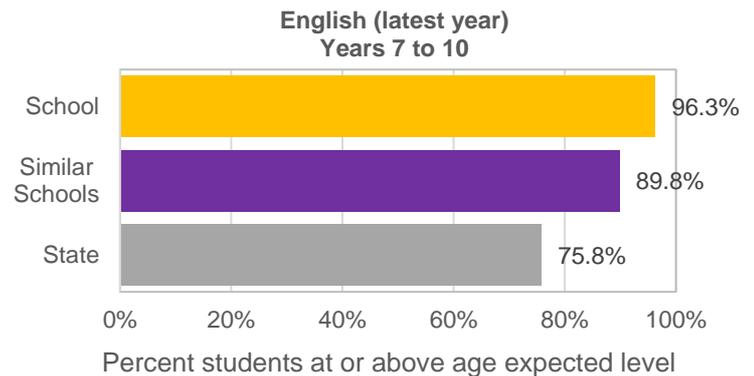
96.3%

Similar Schools average:

89.8%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

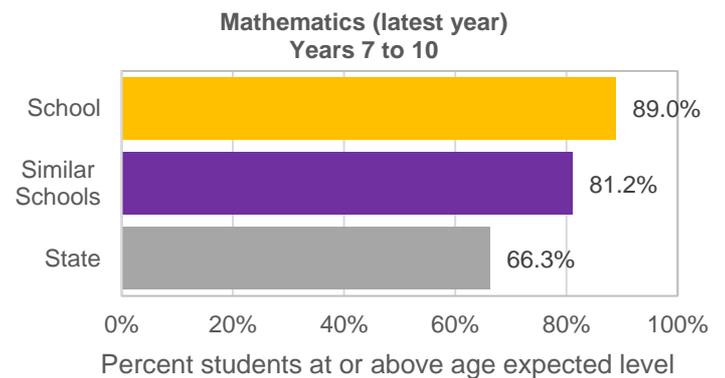
89.0%

Similar Schools average:

81.2%

State average:

66.3%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student’s current year result to the results of all ‘similar’ Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).

NAPLAN tests were not conducted in 2020.

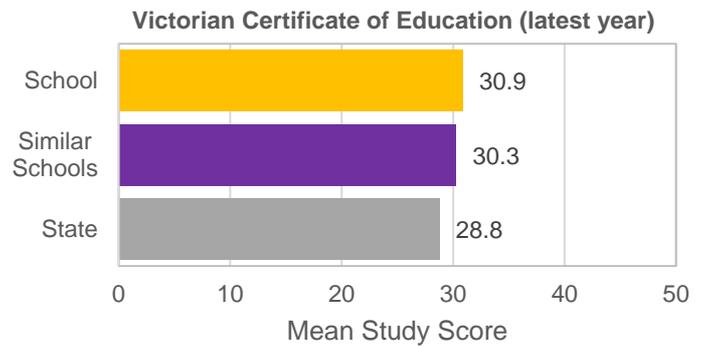
ACHIEVEMENT (continued)

Victorian Certificate of Education (VCE)

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

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

Victorian Certificate of Education	Latest year (2020)	4-year average
School mean study score	30.9	30.9
Similar Schools average:	30.3	30.3
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

98%

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

3%

VET units of competence satisfactorily completed in 2020:

95%

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

NDA

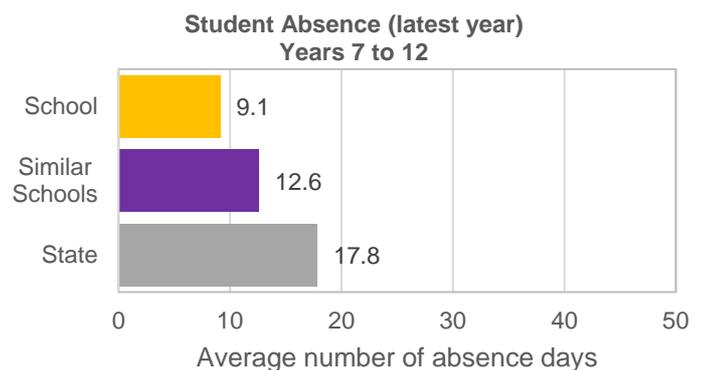
ENGAGEMENT

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

Average Number of Student Absence Days

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

Student Absence Years 7 to 12	Latest year (2020)	4-year average
School average number of absence days:	9.1	12.3
Similar Schools average:	12.6	15.0
State average:	17.8	19.2



ENGAGEMENT (continued)

Attendance Rate (latest year)

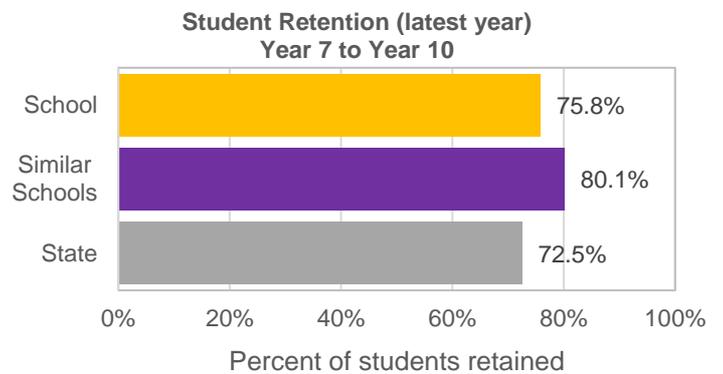
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	96%	95%	95%	95%	95%	97%

Student Retention

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

Student Retention Year 7 to Year 10

	Latest year (2020)	4-year average
School percent of students retained:	75.8%	79.3%
Similar Schools average:	80.1%	79.4%
State average:	72.5%	72.9%



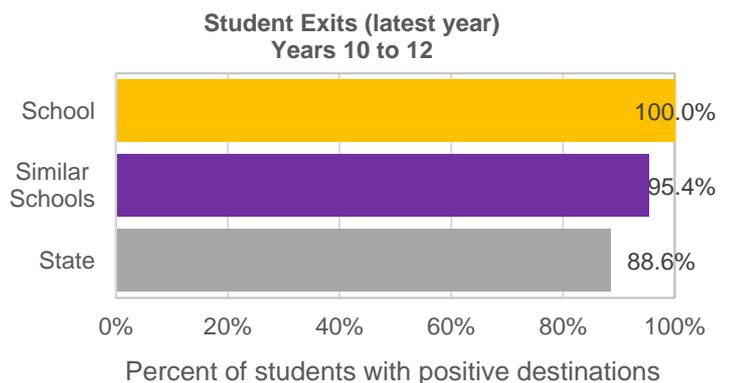
Students exiting to further studies or full-time employment

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

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

Student Exits Years 10 to 12

	Latest year (2019)	4-year average
School percent of students to further studies or full-time employment:	100.0%	99.6%
Similar Schools average:	95.4%	95.8%
State average:	88.6%	89.1%



WELLBEING

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

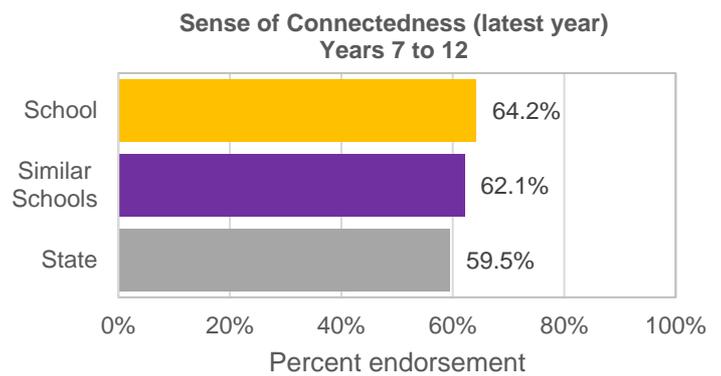
Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

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

Sense of Connectedness Years 7 to 12

	Latest year (2020)	4-year average
School percent endorsement:	64.2%	59.8%
Similar Schools average:	62.1%	57.0%
State average:	59.5%	55.3%



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

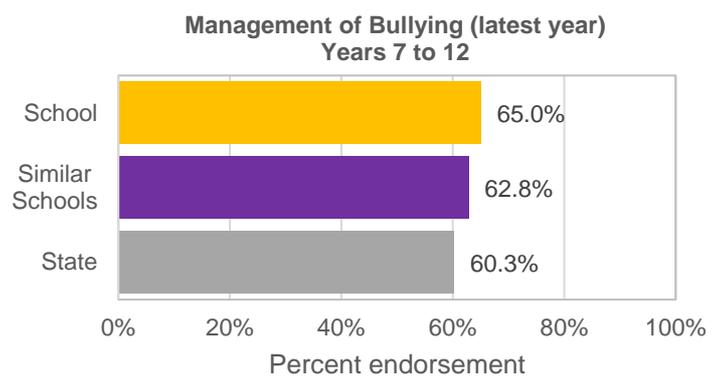
Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

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

Management of Bullying Years 7 to 12

	Latest year (2020)	4-year average
School percent endorsement:	65.0%	62.7%
Similar Schools average:	62.8%	58.9%
State average:	60.3%	57.9%



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

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$10,107,823
Government Provided DET Grants	\$1,669,447
Government Grants Commonwealth	\$4,754
Government Grants State	NDA
Revenue Other	\$43,421
Locally Raised Funds	\$1,880,331
Capital Grants	NDA
Total Operating Revenue	\$13,705,776

Equity ¹	Actual
Equity (Social Disadvantage)	\$47,176
Equity (Catch Up)	\$15,293
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$62,469

Expenditure	Actual
Student Resource Package ²	\$11,565,637
Adjustments	NDA
Books & Publications	\$10,673
Camps/Excursions/Activities	\$146,975
Communication Costs	\$33,422
Consumables	\$185,989
Miscellaneous Expense ³	\$453,482
Professional Development	\$25,900
Equipment/Maintenance/Hire	\$717,761
Property Services	\$105,640
Salaries & Allowances ⁴	\$264,765
Support Services	\$246,716
Trading & Fundraising	\$18,782
Motor Vehicle Expenses	NDA
Travel & Subsistence	\$10,701
Utilities	\$133,110
Total Operating Expenditure	\$13,919,050
Net Operating Surplus/-Deficit	NDA
Asset Acquisitions	\$9,976

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 02 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$4,105,464
Official Account	\$335,450
Other Accounts	\$377,418
Total Funds Available	\$4,818,333

Financial Commitments	Actual
Operating Reserve	\$379,724
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$1,152,934
School Based Programs	\$883,831
Beneficiary/Memorial Accounts	\$3,279
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$3,500
Repayable to the Department	\$2,313,908
Asset/Equipment Replacement < 12 months	\$22,250
Capital - Buildings/Grounds < 12 months	\$279,850
Maintenance - Buildings/Grounds < 12 months	\$160,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$5,198,056

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.