

2016 Annual Report to the School Community



School Name: Koonung Secondary College

School Number: 7954



Name of School Principal:	Marianne Lee
Name of School Council President:	Kyle Joustra
Date of Endorsement:	21 March 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.



About Our School

School Context

Koonung Secondary College has an enrolment of 945 students, which includes 58 international students. Koonung has 69.3 equivalent full time teaching staff and 21.9 equivalent Education Support (ES) staff. 3.5 Principal class, 75 Teaching staff and 30 ES staff make up the staffing profile. The student family occupation index indicates that the overall socio-economic profile ranks in the high category, with the proportion of students with English as a second language in the mid-range.

The school runs a range of innovative programs including a Select Entry Enhancement @ Koonung (SEE@K) at Years 7-9 which strives to extend and enrich able students. Live Life (Year 9) is a life-skills program which aims to engage students with curricular and extracurricular programs that are seen to be relevant, challenging, values-based and appropriate to the specific development needs of adolescents. At Year 8, Project Based Learning (PBL) is a core study in which students explore areas of interest. Specialised Literacy and Numeracy Intervention programs are provided for identified students in Years 7 to 9. Courses emphasise problem-solving skills and thinking skills and have been developed to take into account individual learning styles. The Link program (Year 10) provides students with opportunities to develop an awareness of study and careers options, while the Year 7 Transition Program has been developed to support students in the move from primary to secondary school. Sport Education is a core study at Year 7 and 8. SEE@K, Live Life and Link programs were created and developed in-house by teaching staff in response to perceived student need. They have formed the basis for similar programs offered at other schools. The College prides itself on developing the whole child and highly values quality staff/student relationships.

Framework for Improving Student Outcomes (FISO)

A key priority is to improve student learning outcomes by building teacher capacity and delivering a guaranteed and viable curriculum within a consistent structure. Improvements in outcomes were achieved through the implementation of a number of strategies. A whole school literacy improvement plan, with a particular focus on Reading improvement, was developed. Teacher teams worked together to document curriculum, and build teacher practice excellence and effectiveness. The College has developed and begun to implement a whole school teaching and learning model—the Let's Learn model. This provided a whole school focus for professional learning and has begun to build a more consistent pedagogical approach to classroom instructional practice.

Koonung Secondary College partnered with Wellington, Forest Hill, Templestowe and Wheelers Hill Secondary Colleges to examine strategies that we could implement to increase student voice by empowering students and building school pride. The schools developed approaches that give students a greater say in the decisions that affect their learning and their involvement at school. Each school analysed their own school data from the *Student Attitudes to School Survey* to identify key areas of improvement with a focus on stimulating Learning, teacher effectiveness and learning confidence. Through focus groups, students identified characteristics of effective learning and provided common goals to improve inclusion of different groups within a school setting.

Achievement

Like school comparison indicates that the percentage of Koonung students achieving C or above based on AusVELs, as assessed by teachers, in English, Mathematics and Science is similar to other schools in the Network and exceeds state performance levels. NAPLAN data at both Year 7 and Year 9 indicates that the percentage of students in the top two bands is similar to like schools in all areas except Writing at Year 9. This will continue to be part of our Literacy focus in 2017. Learning gain from Year 7-9 for the 2016 cohort indicated that medium to high growth exceeded state benchmarks in all areas. The College was close to meeting its target of at least 80% of students achieving medium to high growth in Writing and Grammar at Year 9 and exceeded the target of >25% achieving high growth in Writing (35%) in 2016.

The curriculum focus has been on ensuring there is a well documented scope and sequence for all learning programs referenced against the Victorian Curriculum. Teachers focus on enabling students to maximise their learning growth and are working collaboratively to further develop differentiated learning activities. Common assessment tasks are included for all subjects with teachers providing explicit feedback. Learning tasks are available on line and the staff continually assess student work and have progressed to a continuous reporting process.

Teachers are committed to improving their pedagogical practice and student engagement in learning. The College developed a teaching and learning model LETS LEARN which was launched in 2016 and professional learning to build teacher effectiveness around this model is an ongoing priority.

Students at the College continue to achieve excellent results at VCE with 98% of eligible students achieving their VCE in 2016. The median study score was 31 with 19.8% of students achieving an ATAR above 90 and 8.6% achieving above 95. 7.5% of study scores were over 40 (2016 target 10%).



Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

- | | | | |
|---|----------------------------------|---|--|
| <input type="checkbox"/> Victorian Early Years Learning and Development Framework | <input type="checkbox"/> AusVELS | <input type="checkbox"/> Victorian Curriculum | <input checked="" type="checkbox"/> A Combination of these |
|---|----------------------------------|---|--|

Engagement

Student attendance data exceeds other similar schools and schools in the network. Sub school administrators closely monitor student attendance. Daily entry of data and SMS messages to parents of students absent without approval are made. We carefully monitor student attendance knowing the high correlation between attendance and student engagement. Parents and teachers have access to live data so that it is possible to access attendance lesson by lesson.

The percentage of Year 7 students who remain at the school through to Year 10 is similar to other government schools as is the percentage of students from Year 10-12 who are going on to further studies or full time employment. We have continued to build our leadership program and opportunities for student voice across the College including our involvement in the FISO group.

The College has an established lunchtime activity program and offers a number of specialist and extra-curricular activities including visual and performing arts, language studies, sport, student leadership, camps and outdoor education programs. There is a strong House system to encourage connection and student leaders regularly organize a range of community events.

The College is committed to the continuation of the international student program with a focus on cultural diversity. We provide a nurturing induction program and support for international students across the whole school.

Wellbeing

The Attitude to School data demonstrates that Koonung Secondary College students are well connected to their school and peers. The wellbeing of all of our students is pivotal to our strong community culture. Our thorough support processes ensure a positive and coordinated transition through the college. Information evenings for all year levels, school tours and detailed handbooks provide relevant information for all community members.

The Connections, Link and Mentor programs are designed to improve student connectedness to each other, the College and teachers. Students identify their strengths, set learning goals and learn to work effectively as part of a team.

Koonung Secondary College aims to provide a challenging learning environment where students feel safe and supported and are given every opportunity to reach their potential and achieve success. Our motto "*Excellence through endeavour*" epitomises our approach towards both teaching and learning and supports the development of a growth mindset.

We have an experienced Wellbeing team to support the needs of all students in our care. They are proactive and meet regularly with well-established links to external resources. They provide a variety of targeted wellbeing programs, tailored to meet the needs of students at the different stages of their development.

For more detailed information regarding our school please visit our website at www.koonung.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 986 students were enrolled at this school in 2016, 425 female and 561 male. There were 18% of EAL (English as an Additional Language) students and 0% 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>	<p> Lower</p> <p> Similar</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 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>18%</td> <td>47%</td> <td>35%</td> </tr> <tr> <td>Numeracy</td> <td>19%</td> <td>46%</td> <td>35%</td> </tr> <tr> <td>Writing</td> <td>20%</td> <td>49%</td> <td>31%</td> </tr> <tr> <td>Spelling</td> <td>28%</td> <td>53%</td> <td>19%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>22%</td> <td>51%</td> <td>27%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	18%	47%	35%	Numeracy	19%	46%	35%	Writing	20%	49%	31%	Spelling	28%	53%	19%	Grammar and Punctuation	22%	51%	27%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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<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: 8% VET units of competence satisfactorily completed in 2016: 92% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2016: 0%</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>96 %</td> <td>94 %</td> <td>94 %</td> <td>95 %</td> <td>94 %</td> <td>93 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	96 %	94 %	94 %	95 %	94 %	93 %	<p style="text-align: center;">● Similar</p> <p style="text-align: center;">● Higher</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
96 %	94 %	94 %	95 %	94 %	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>0 100</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>0 100</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>0 100</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>0 100</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> Similar</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

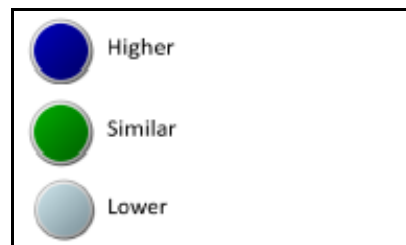
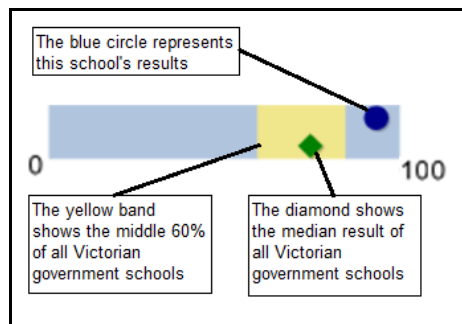
What are student outcomes?

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.

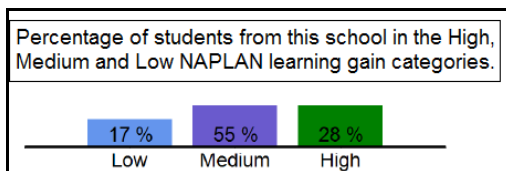
You can see these results for the latest year, as well as the average of the last four years (where available).

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/performreports.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	\$7,728,625
Government Provided DET Grants	\$1,105,282
Government Grants Commonwealth	\$69,826
Government Grants State	\$22,716
Revenue Other	\$136,511
Locally Raised Funds	\$2,134,900
Total Operating Revenue	\$11,197,860

Expenditure	
Student Resource Package	\$8,874,080
Books & Publications	\$4,673
Communication Costs	\$28,556
Consumables	\$270,140
Miscellaneous Expense	\$1,690,521
Professional Development	\$41,881
Property and Equipment Services	\$981,544
Salaries & Allowances	\$279,617
Trading & Fundraising	\$101,958
Travel & Subsistence	\$7,294
Utilities	\$87,177

Total Operating Expenditure **\$12,367,440**

Net Operating Surplus/-Deficit **(\$1,169,579)**

Asset Acquisitions **\$14,689**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$811,397
Official Account	\$84,015
Other Accounts	\$309,308
Total Funds Available	\$1,204,720

Financial Commitments	
Operating Reserve	\$558,990
Beneficiary/Memorial Accounts	\$176,384
Revenue Received in Advance	\$336,422
Maintenance -Buildings/Grounds incl SMS>12 months	\$132,924
Total Financial Commitments	\$1,204,720

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.

In 2016, we had 62 international students studying at the College as part of DET's International Students Program. This additional revenue is shown in DET grants.

The College operates a 1:1 Tablet program which requires families to purchase Tablets from the College. This significantly increases locally raised funds. The College also raises significant funds locally from the hire of facilities such as the basketball stadium, the theatre, the hockey pitch and classrooms for the XJS Chinese School, which operates a campus on our site.

There were no extraordinary revenue or expenditure items this calendar year.

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.