

KARINGAL PARK SECONDARY COLLEGE 8835

2008 Annual Report to the
School Community



School Overview

The 2008 school year was the second in our current Strategic Plan period. The college commenced the year wishing to consolidate many of the programs and processes that had commenced in 2007, and proven to be successful in achieving improved outcomes for our students. It also marked the commencement of the first year of operation of our new leadership structure, where two leading teachers had overall responsibility for one complete year level of students, and the team of teachers who worked with these students.

The continued focus at the college was two-fold – for teachers, the development of their skills and understandings in teaching and learning, and for students, the development of greater engagement in programs designed to assist them to achieve their personal best.

From a financial viewpoint, the college operated in deficit, and required Workforce Bridging finance to compensate for the relative cost of a highly experienced staff. However, we were supported in our work by external funding, gained via application and in recognition of our innovative and student centred approaches. This included continued support for our college wide teacher coaching program, and Australian Government Quality Teacher Program funding for professional learning at the college. It also included \$294 000 from the National Secondary School Computer Fund initiative.

The Building Futures funded facilities work commenced in term one, creating a challenging working environment with the closure of the senior wing and administration building. This arrangement continued for the remainder of the year, but we were able to prioritise the provision of stable learning areas for the senior students, and minimise the general disruption as students moved from one area of the college to another. Both students and staff are to be congratulated for the way they managed the sometimes challenging conditions. The parent perception of the disruption may account for the slight decrease in the school's satisfaction rating [chart opposite], although given the number of survey returns [7% of the college community], it is difficult to know how much weight should be attributed to the feedback.

An additional challenge eventuated midyear, with the secondment of the principal to another college, and the reorganisation of the existing leadership group to allow a number of 'acting' positions. This occurred just as the college was entering a significant stage in the building works, with a great deal of decision making to be made.

Around this time, the college also entered into a phase of consultation with the college and broader community, around the possibility of exploring a new image for the school, which better reflected the significant

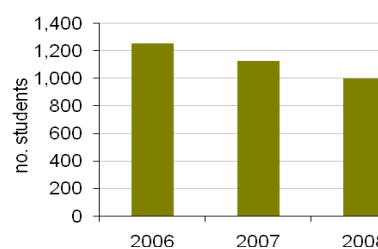
improvements that had occurred over the last three years in particular. As a result of this process, a new and important partnership was formed with the McClelland Gallery and Sculpture Park, and McClelland was chosen as the new name for the college. Along with this re-badging a new uniform, logo and signage was also developed, and although there were minor misgivings from some, the overarching need to promote the successes of the college in the local community and ensure its continued viability was well accepted. The predicted decline in enrolments continued [see chart below] as a consequence of the demographics of the local area, which further supported our need to be proactive in this regard.

On the broader educational front, the college continued to be very well recognized for its relentless focus on the needs of students. Groups of teachers from across the state continued to visit the college, hoping to learn from our experiences. We also hosted principals from the Singapore education system, and a large group from Queensland who were particularly interested in the staff development process that we undertook. We were also invited to present our 'story' to a national forum on educational reform, and presented at the Melbourne based Innovations Conference in May.

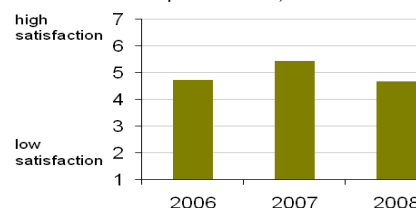
An additional and significant success for the college was the gaining of Performance and Development Culture Accreditation, which recognized this college as one of the few secondary schools who were able to demonstrate the required standards around professional growth and learning for all members of staff.

Our learning centres at years 7, 8, and 9 continued to develop and improve, and the particular focus during 2008 was the introduction of greater levels of consistency for the practices and expectations in each of the centres.

Total students enrolled in school



Parents' satisfaction with this school
 (average score on scale of 1 to 7, where 7 is best possible score)



Commonwealth Requirements

Teacher Satisfaction - The average score for teacher satisfaction (morale) at this school was 63 on a scale from 0 to 100 where 100 is the best possible score. This represented an improvement from 2007, where the score was 50. 65% of invited staff members responded to the survey.

Teacher Absence – The average number of days of teacher absence [certificated sick leave and non certificated leave] was 9.28. This compared favourably to the 2007 figure of 10.18 days.

Teacher Retention - Of the 109 teaching service staff at June 2007 (including those on leave without pay), 87 or 80% were still at the school at June 2008. This figure across all Government schools was 84%.

Teacher participation in professional learning – Karingal Park Secondary College has an ongoing commitment to supporting its staff in a continuous improvement process. The greatest bulk of professional learning occurs 'in house', through mandatory involvement in Professional Learning Teams, a college wide Teacher Peer Coaching Program, and whole staff PD sessions. Four members of staff completed their involvement in the Teacher Professional Leave Program early in term one last year, and Australian Government Quality Teacher Program [AGQTP] funding allowed the provision of cluster wide learning options for staff. The Induction / Mentoring Program for Beginning Teachers was also in operation, and two teachers achieved full VIT registration through this process. The college also achieved accreditation as a Performance and Development Culture organisation in 2008.

Teacher Qualifications – All teachers at Karingal Park Secondary College are registered with the Victorian Institute of Teaching. The requirements for registration with the VIT can be found at: http://www.vit.vic.edu.au/content.asp?Document_ID=241

Principal's Report



As noted in the College Overview summary, 2008 was a year of significant development for the college. Some of this related to work initiated in 2007 and earlier, and some was undertaken for the first time in response to altered circumstances and imperatives.

Our commitment to teacher effectiveness resulted in the continued resourcing of the Coaching Program, and the introduction of a new leadership structure that was based on high levels of accountability to students at each year level, in a team based environment.

Staff in learning centres continued to refine and develop their programs and approaches, with a particular focus on consistency of practice, and extension of student capabilities.

Significant building works at the college marked a new era which was further signalled through the preparatory work which led to the development of a new image for the college, launched at the commencement of the 2009 school year.

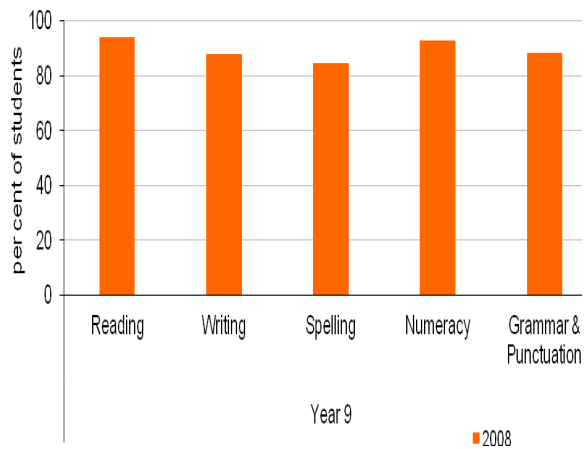
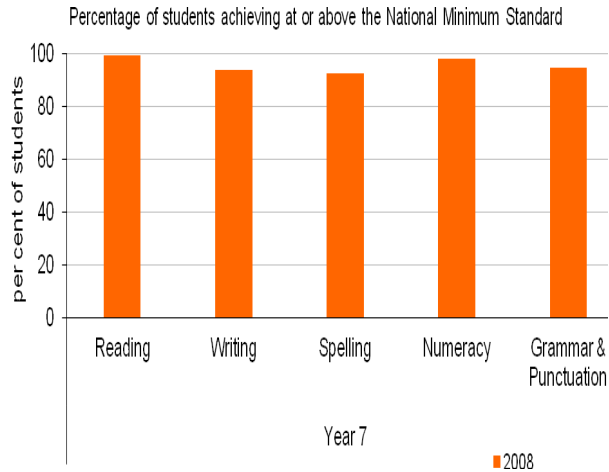
Reflection and analysis conducted throughout the second half of the year, also resulted in decision making processes that set the college on a positive financial course for the future.

The 2008 school year was not without its challenges, but the continued professionalism and commitment of all members of the college community ensured successful outcomes across the school, and sound planning for future improvement.

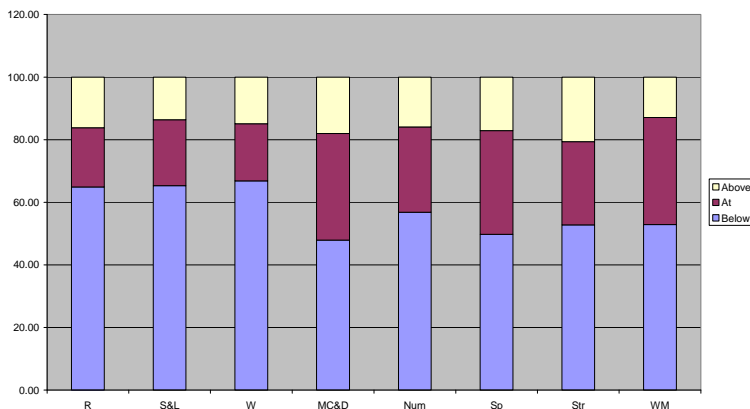
*Angela Pollard
Acting Principal*

Student Progress & Achievements

Student Learning



Year 7 - 10



Results indicating the percentage of students achieving the National Minimum Standards are positive. At year 7, each of the five areas assessed shows students performing well, with slight concerns for writing and spelling where approximately 5% of students did not achieve the minimum standards. At year 9, students not reaching the minimum standards were recorded in each of the five areas. Again, underperformance was between 5% and 10%, and slightly lower for spelling.

For the college, this data raised the following questions:

Firstly, why do results decline as students move from year 7 to year 9, and secondly, for our students, are minimum standards good enough? These are questions that have formed the basis of team discussions, planning and goal setting during 2009.

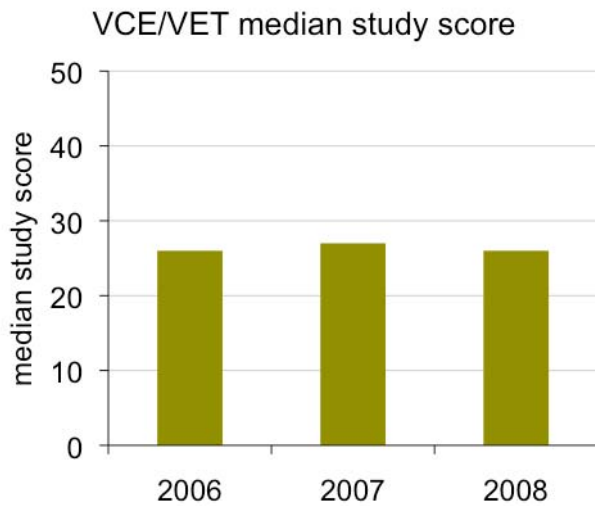
The third graph indicates the percentage of students who achieved below [blue], at [crimson], and above [yellow] the expected VELS standards.

2008 Annual Implementation Plan targets for student achievement in VELS [teacher assessment] were:

1. 8% of students achieving above the standard. This was achieved, with between 13% and 20% of students 7-12 gaining an A or B across all domains of English and Mathematics.

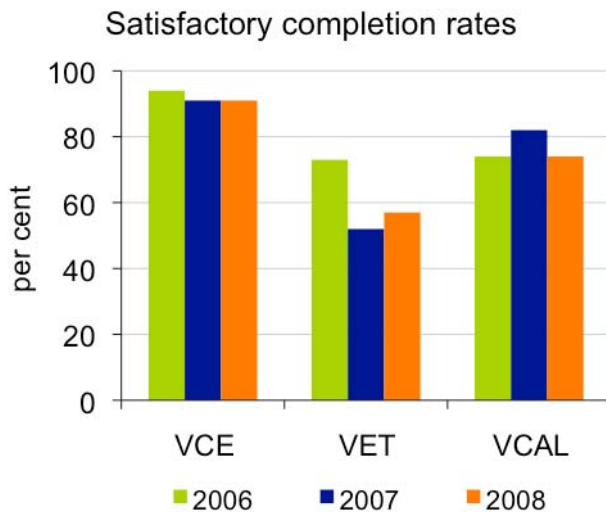
2. 50% of students achieving at or above the standard in mathematics. This was achieved.

3. 60% of students in other studies achieving at or above the standard. This is an area requiring continued focus in 2009, as the figure achieved was approximately 40%.



VCE/VET median study score

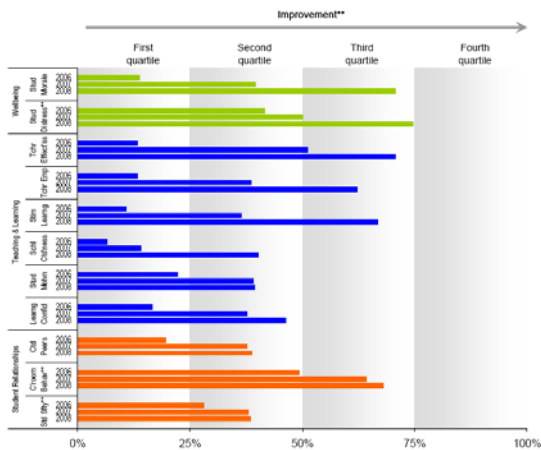
In 2007, the college achieved an outstanding improvement in the median study score, resulting in a 1.7 increase. This was largely attributed to the introduction of the mentor program, study hall and a strong focus on teaching and learning at year 12. In 2008, our median score was 26.8, which represented a slight decrease on the previous year, despite the fact that the same strategies continued to be in place. Our success in 2008 in this area however, was that the three year trend was a positive one, and also that the percentage of students achieving 40+ study scores improved from 1.1% in 2007, to 2.1%. This represents the desired move toward the 2010 target of 3%.



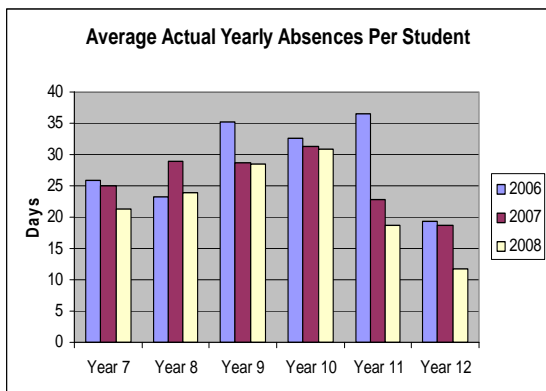
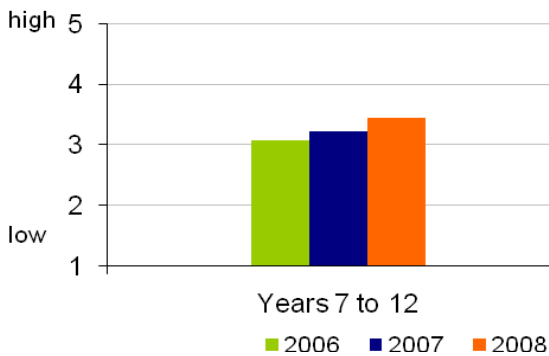
Satisfactory completion rates

- VCE – The percentage of eligible VCE students that completed in 2008 was 91% The Pathways Team at the college is committed to ensuring that students select courses appropriate to their needs, and that they have every support in achieving satisfactory completion. A goal of 95% completion is the target for 2009.
- VET - 57% of VET units of competence undertaken in 2008 were satisfactorily completed. Whilst this represents an increase on the previous year, the college recognises the difficulties that students face in completing VET courses, the majority of which are off site and often result in missed VCE classes at the college. This is an area for future improvement.
- VCAL – 74% of VCAL units were satisfactorily completed. The college slightly exceeded its target for this area, but will continue to build on the successes of this program.

Student Engagement and Wellbeing



Student connectedness to school
(average score on scale of 1 to 5, where 5 is best possible score)



Over the period of the school's Strategic Plan, a commitment has been made to focus all decision-making on meeting the needs of the students. This has included their learning, engagement and wellbeing, and future directions. The college has used performance data, and formal and informal student opinion data to develop and fine tune its programs. The recognition of 'student voice' therefore, was an important consideration across the college.

The college was also innovative and proactive in accessing and broadening the range of support services for students. The Student Support Team included a full time coordinator, with part-time psychologist, mental health nurse and college chaplain. In addition, private counsellors and psychologists have been located at the college throughout the week, and have provided bulk-billed, ready access for students and their families. The support team also facilitated the introduction of youth groups who worked with designated students to support their development of social skills, and a further group of young people ran Study Space every Monday evening to assist students with homework, VCE tasks and general learning improvement.

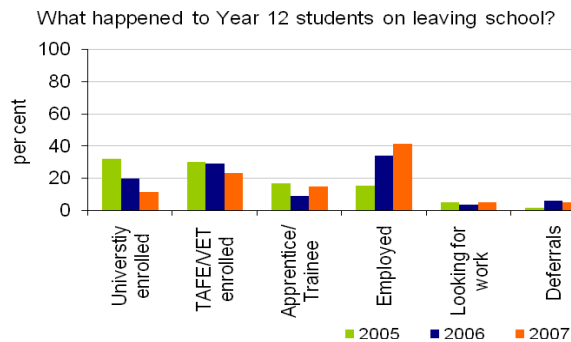
The data presented in the graphs opposite, clearly represents the absolute success of this commitment. Every variable in this *Student Attitudes to School Survey three year trend summary*, shows continued improvement. The first three Teaching and Learning [blue] variables are especially noteworthy, as teacher effectiveness, empathy and stimulating learning have shown significant improvement in the last twelve months. This is strong evidence for the effectiveness of our coaching and performance and development processes.

Student morale [green indicators] has also advanced notably in the past year, and this has happened despite the disruptions and less than perfect environmental conditions that were a consequence of the building program.

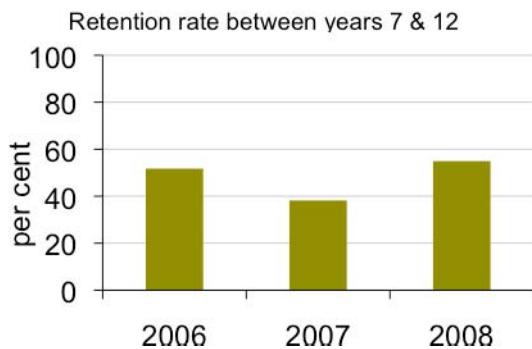
Improvements in student attendance rates also occurred during 2008, with lower absences recorded at every year level compared with the 2007 school year.

Year 9 and 10 continue to present the largest challenge for the college, and discussions have commenced about extending the three-weekly reports system that has been successful at years 11 and 12, across the college.

Student Pathways and Transitions



On Track data regarding student destination following completion of year 12, is collected by mid-year of the following year. This most current data indicates a continuing trend whereby employment is the favoured opportunity. TAFE training courses are the second area of choice for our students, but this pathway is slightly declining as a preference. University enrolments continue to decline, and although small in number, some increase in apprenticeships was recorded. Our Pathways Team worked with students throughout 2008, to provide them with the best possible information prior to making course and career selections. As 2008 was the first year with the new Pathways Leadership Team, our goal is that reflective data indicates increases in all destinations linked to further education and training. This is the continued focus for 2009, as we work with students in making the most appropriate and well informed choices given their capabilities, aspirations and the realities of the world of work for which they are preparing.



The retention of students from the beginning of their secondary education at year 7 through to the end at year 12, is the goal of this college. This pathway allows us to work systematically with students, to build their skills and confidence, and to get to know them as individuals. Significant improvement in retention in 2008 is a positive outcome for the college.

Future Directions

The commencement of the 2009 school year marked the 'rebirth' of the college, and an extremely exciting stage in its history. The college moved from being known as Karingal Park Secondary College, to become McClelland College. The decision to adopt this name was based on physical proximity to the sculpture park and zone boundary road of that name, but most significantly, on a proposed partnership with McClelland Gallery that will see significant gains for the students at this college.

In addition to establishing new values and heightened expectations for all aspects of our operation, the college has adopted an agreed approach in 2009 to work with students in the development of their Personal Learning capabilities. Whilst this is certainly a point of difference between this college and others in the area, we are well committed to the concept that success in this aspect of student learning translates in a fundamental way to success in learning in general. Consistency of teacher practice and expectations is also a critical component of our work in the future. It has commenced in 2009 with the application of a teaching framework in every classroom, and the use of the Personal Learning Journal in every class.

The college Annual Implementation Plan details the key improvement strategies that will provide our direction throughout 2009. While full details of the plan are available on the website, it is important to highlight in this report, our directions for the year.

Student Learning:

- Improved achievement in the senior school
- Improved student performance in mathematics
- Enhancement of student learning from years 7 to 9, especially for girls

Student Engagement and Wellbeing:

- Improved Personal & Social learning outcomes
- Reduced absenteeism at years 9 and 10

Student Pathways and Transitions

- Develop the use of Active Pathways software across the college for improved focus on MIPs
- Enhance post compulsory learning options to increase retention in education and training
- Increase the proportion of students who exit at years 10, 11 and 12 to further education and training, as opposed to employment
- Improve student personal learning

We approach 2009 with optimism and enthusiasm, and look forward to the substantive appointment of a college principal by mid year.

Financial Performance and Position

Financial Performance – Operating Statement Summary for the year ending 31st December, 2008	
Revenue	2008 Actual
DE&T Grants	831,026
Commonwealth Government Grants	341,989
State Government Grants	454,428
Other	117,000
Locally Raised Funds	506,512
Total Operating Revenue	2,250,955
Expenditure	
Salaries and Allowances	295,903
Bank Charges	2,055
Consumables	159,851
Books and Publications	21,725
Communication Costs	57,496
Furniture and Equipment	343,663
Utilities	78,269
Property Services	304,627
Travel and Subsistence	1,570
Motor Vehicle Expenses	42,222
Administration	24,995
Health and Personal Development	2,797
Professional Development	59,124
Trading and Fundraising	24,604
Support/Service	42,859
Miscellaneous	232,820
Total Operating Expenditure	1,694,580
Net Operating Surplus/- Deficit	556,375
Capital Expenditure	77,986
Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package	

Financial Position as at 31st December, 2008	
Funds Available	2008 Actual
High Yield Investment Account	487,326
Official Account	30,427
Other Bank Accounts(listed individually)	
<i>School Building Fund</i>	4,062
<i>(insert)</i>	
Total Funds Available	521,815
Financial Commitments	2008 Actual
School Operating Reserve	10,000
Co-operative Bank Account	
Assets or Equipment Replacement < 12 months	252,078
Revenue Received in Advance	
Building/Grounds including SMS < 12 months	259,737
Region /Clusters Funds/School Based Programs < 12 months	
Provision Accounts < 12 months	
Repayable to DEECD	
Other Recurrent Expenditure (Accounts Payable)	
Assets or Equipment Replacement > 12 months	
Building/Grounds including SMS > 12 months	
Region /Clusters Funds/School Based Programs > 12 months	
Provision Accounts > 12 months	
Co-operative loan >12 months	
Beneficiary/Memorial Accounts	
Total Financial Commitments	521,815

The above provides a summary of school council's financial performance (revenue/expenditure) for the 2008 school year and is consistent with the school's Operating Statement, Balance Sheet and Financial Commitments Summary, as certified by the principal and school council president at 31st December 2008 and passed by School Council at its meeting on 16th February 2009.

An annual operating surplus of \$521,815 came from additional state government funding for furniture, computers and landscaping as part of the 2008/2009 Building program and commonwealth government funding for additional computers for the 9-12 year levels, all of which will be expended in the 2009 school year. Student Resource Package (SRP) funding and expenditure for centrally paid salaries are not included in this summary, however we can report that the 2008 SRP expenditure exceeded funding by \$83,397- attributed to declining enrolments and resultant excess staff.

Deficit management strategies put in place during 2008 resulted in a lower deficit than the \$141,663- which was predicted, and strategic decisions around resourcing at the end of 2008 have placed the College in a strong surplus position for 2009.

School Contact Information

Address:	Belar Avenue Frankston
Principal:	Angela Pollard [acting – July 2008 to current]
School Council President:	David Henderson
Telephone:	9789 4544
Email:	mcclllandsc@edumail.vic.gov.au
Web site:	www.mcclllandcollege.vic.edu.au

This report contains summary data extracted from the School Level Report. If you would like to access the School Level Report, please contact Angela Pollard at the college.