

KYNETON SECONDARY COLLEGE School No. 7970

2008 Annual Report to the School Community



School Overview

Kyneton is an historic town situated in the Macedon Ranges. It is on the Calder Highway, approximately 85 kilometres north-west of Melbourne, and has a population of about 5000. The nearest regional city is Bendigo, 65 kilometres to the north. The town is a service centre to the surrounding rural industry, but is growing as a dormitory location for people who commute to work in Melbourne, which is accessible via the Calder freeway or the fast-rail service. There is limited work in the town, but tourism is increasing. Demographically there is a mixed socio-economic profile. The proportion of young people is expected to be maintained within Kyneton over the next 5 to 10 year period while elsewhere the proportion of the elderly is increasing.

Kyneton Secondary College is a 100 year old co-educational school of 700+ students offering a comprehensive VELs, VCE, VCAL program to students in years 7 to 12. There is also a Community-based VCAL program which operates as an annex to the school and managed jointly with Cobaw Community Health and the Central Ranges LLEN. There is a Catholic secondary college and a Catholic primary school in Kyneton, a state government primary school and other non-government secondary colleges at Mt. Macedon and Macedon. Students are predominantly drawn from nine neighbouring primary schools within the Cobaw Cluster.

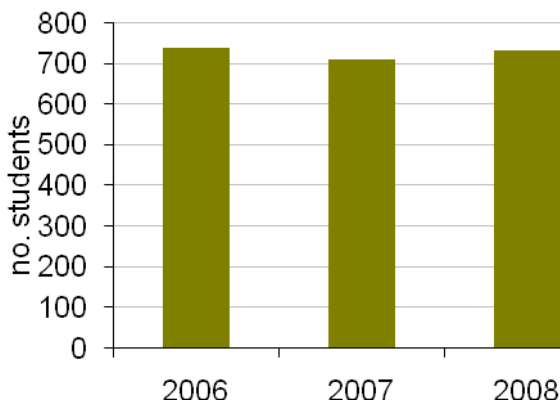
Kyneton Education Plan

This represents a major program of educational transformation for students in the Kyneton area with the creation of a three campus, Kyneton K-12 College to better support students in both extending and reaching their educational aspirations. This will involve:

- Improved teaching and learning* *Education provision reform*
- Improved facilities to match the pedagogy* *Strengthened community links*

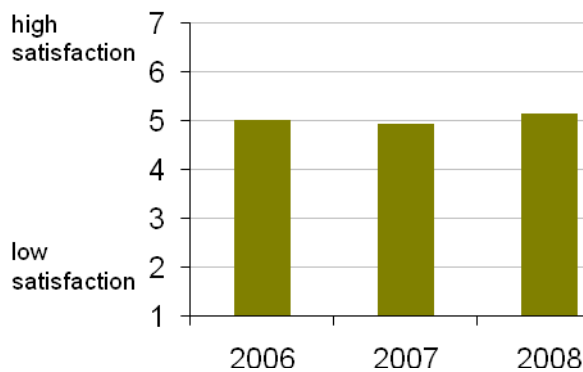
enrolments

Total students enrolled in school



Parent Satisfaction - Schools report on parent satisfaction using the general satisfaction variable from the Parent Opinion Survey. Schools include a chart, as well as an accompanying brief statement.

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



Commonwealth Requirements

- **Teacher Satisfaction** - According to the school morale variable of the annual Staff Opinion Survey, teacher satisfaction (School Morale) is at 62.3, slightly above the SM for secondary schools of 62.2.
- **Teacher Absence** - This data will be available in Apr/May 2009
- **Teacher Retention** - Of the 68 teaching staff at Kyneton Secondary College in 2007, 61 or, 90%, were still present in June 2008. The statewide average was 84%.
- **Teacher participation in professional learning** – All teaching staff have participated in professional learning throughout the year focused around Restorative Practices, use of multiple sources of feedback and improving literacy. Selected staff also participated in programs such as the Teacher Professional Leave Program, Australian Government Quality Teacher Program and the Induction / Mentoring for Beginning Teachers program.
- **Teacher Qualifications** – All teachers in Victorian Government schools are registered with the Victorian Institute of Teaching. The requirements for registration with the Victorian Institute of Teaching can be found at; http://www.vit.vic.edu.au/content.asp?Document_ID=241.

Principal's Report

Key achievements for 2008 include commencing the process of embedding the college Vision and values; successfully achieving Accreditation as a college with a Performance and Development Culture (including the embedding of our P & D Teams); induction of a new Leadership team with five new Leading Teachers; construction and trialling of a flexible learning space within the Junior School; progression to Stage three (Master Planning) of the Kyneton Education Plan; installation of water-tanks around the school; progress on documenting of VELs units; progress in improving our VCE results and introduction of Restorative Practices across the school.

Glenn Davey
Principal

School Council President's Report

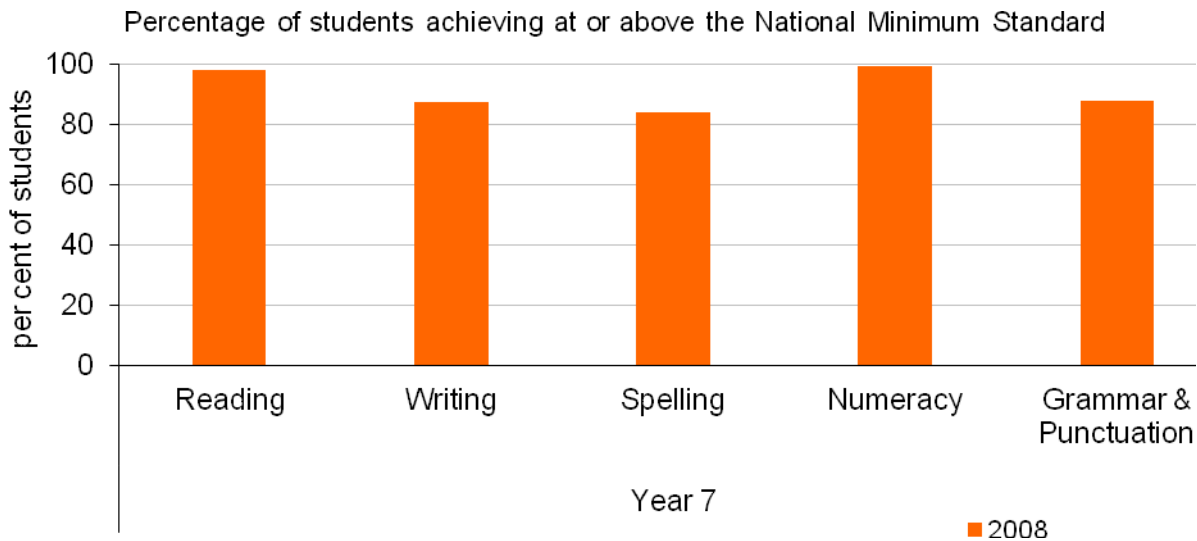
In 2008 an election for School Council vacancies was not required with the number of nominations equalling the number of vacancies in all categories. Our School Captains, Alyx Jamieson and Elliott Massina did a fine job of representing the student body and I thank them for their contribution to council. I am pleased to report that we are moving forward with the Kyneton Education Plan particularly as it relates to improved teaching and learning with the trialling of a flexible learning space in the junior school. We also received approval to move to Stage three- Master planning, which will see the engagement of a consultant to conduct a feasibility study of the sites and facilities early in 2009. I would like to extend my congratulations to Glenn and staff on achieving accreditation as a college with a Performance and Development Culture during the year. Congratulations also to Greg Potter, Cate Burton and Pam Macdonald on their work in Term 4 while Glenn was on leave. We are all optimistic that 2009 is a year where the Education Plan really takes shape.

Terry McNamara
School Council President

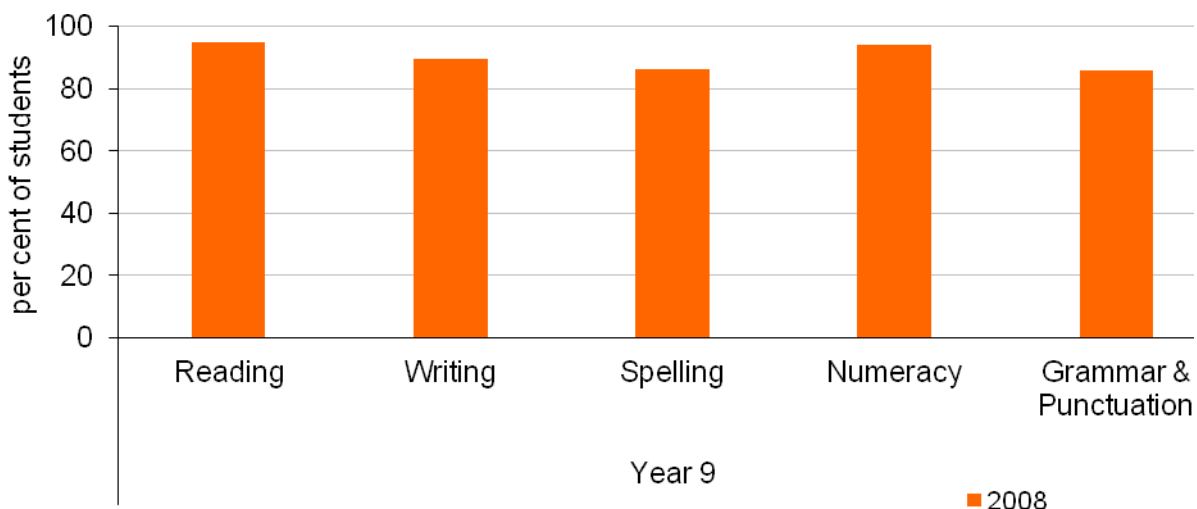
Student Progress & Achievements

Student Learning

Percentage of students achieving at or above the National Minimum Standards – Schools present and discuss the percentage of Years 3, 5, 7 and 9 students who, according to their NAPLAN results, are achieving at or above the National Minimum Standard as it applies to each year level.

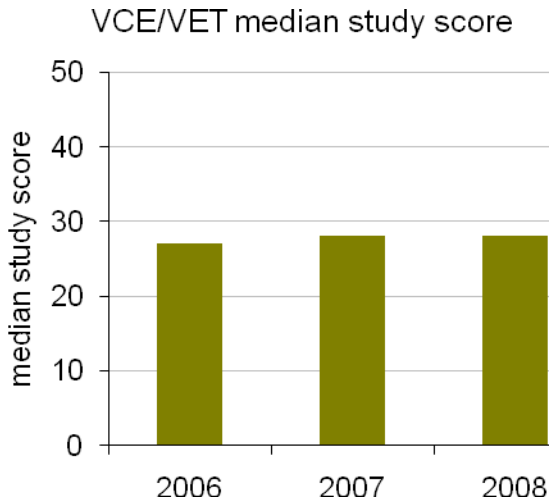


2008 is the first time NAPLAN data has been available across all literacy areas. Year 7 NAPLAN results have shown considerable improvement in reading (from 2007) and, pleasingly, the upward trend in numeracy has continued; however writing has declined marginally and has been identified as a focus for 2009. The proportion of students below the expected standard in spelling and punctuation and grammar is also of concern.



When compared with other schools with a similar SFO (Student Family Occupation – the measure of disadvantage) the results are variable with students in both year 7 performing at or above expected levels in reading and numeracy but below desired levels in writing. In year 9 students are performing at or above their expected SFO level in reading and writing but below the expected standard in numeracy. Writing and numeracy have been identified as key focus areas for 2009 in all areas.

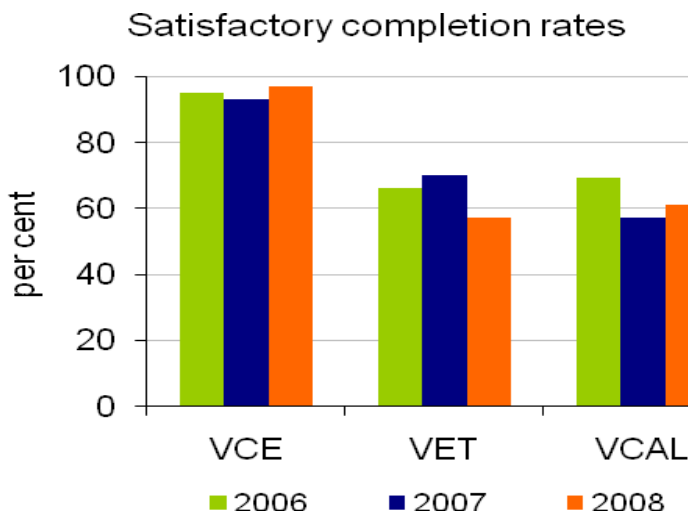
VCE/VET median study score – Where applicable, schools present and discuss the median VCE / VET study score.



The VCE median study score is the middle score when all the study scores obtained by students of the school are ranked from highest to lowest. In 2008 this score was 27.7, in 2007 it was 27.9. The State Mean is around 29. While the actual score is slightly down on the 2007 figure we have basically maintained our improved position from previous years. What was pleasing however was the increased number of students with enter scores above 90. The number of students with study scores above forty declined appreciably in 2008 and needs to be a priority in 2009.

Satisfactory completion rates VCE – The percentage of eligible VCE students that completed in 2008 has shown a slight improvement upon 2006/7 figures to 96%.

- VET - This describes the number of VET units of competence completed in a year as a percentage of those undertaken. The number of VET units satisfactorily completed was 57.1 % in 2008 down from 70.1% in 2007
- VCAL - Percent satisfactory completion of VCAL credits. While the number of units undertaken was up considerably on 2007, the % of satisfactory completions was down slightly.



Reporting on PSD students - If a school has ten or more PSD funded students enrolled, they need to provide an account of these students' performance in their annual report.

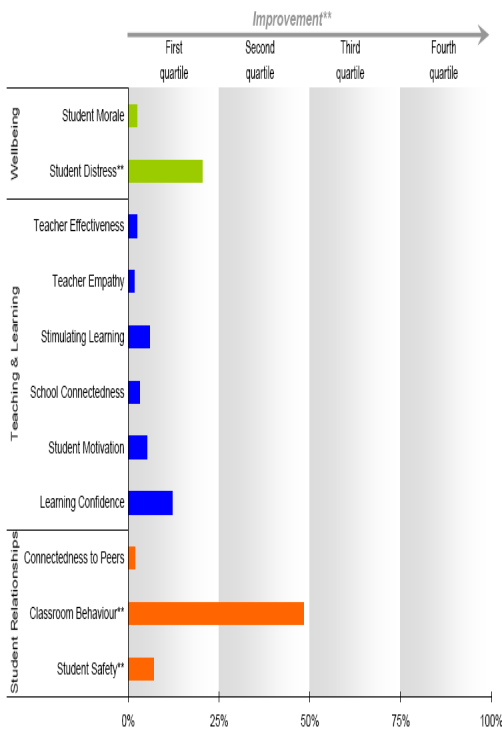
All PSD students are provided with an Individual Learning Plan tailored to their particular needs. Students are supported with aide time and/or specific tuition within literacy classes. Student progress is monitored closely by a Special Needs Coordinator and Integration aides as well as through the college welfare staff. Students and parents are provided with regular Progress Reports, Parent-teacher Interviews where feedback on progress is provided and some have received Modified Student Reports which reflect student achievement. Visiting teachers in hearing and visual impairment also work in to provide specific support for some students. In addition to funded students a large number of students with additional learning needs are supported within the program.

Student Engagement and Wellbeing

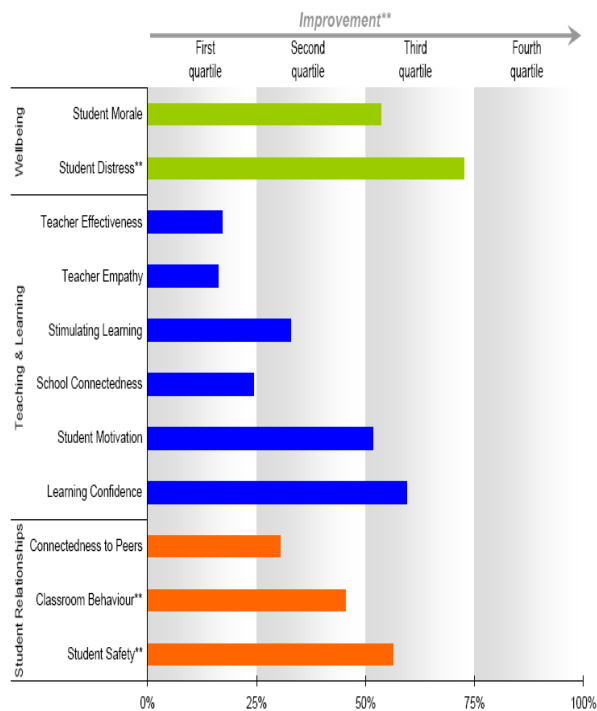
One of the key measures of student engagement and well-being is judged by the Student Attitude to School Survey. See comparative data below.

Student Attitude to School Survey comparative data 2007 2008

Your school's Strengths and Weaknesses relative to all schools with Year 7-12 students^{AAA}



Your school's Strengths and Weaknesses relative to all schools with Year 7-12 students^{AAA}

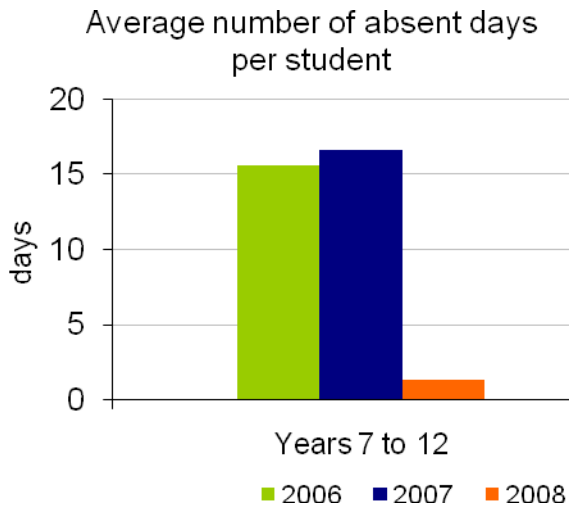


Key features of the survey are:

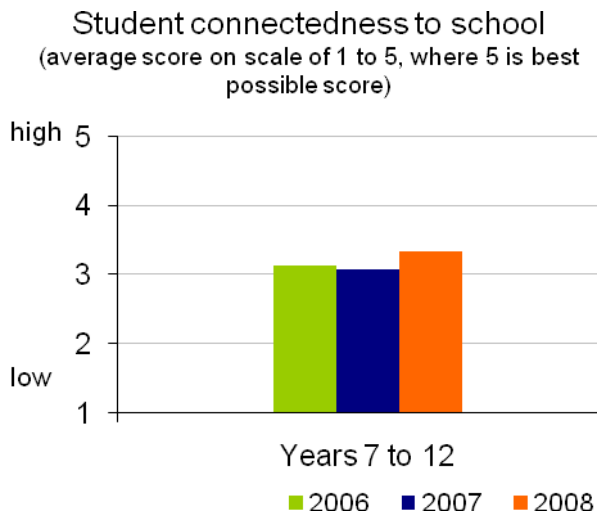
- Well-being has shown significant movement from 1st to third quartile (bottom 25% to second top 25%) ie. Well below the state average to well above.
- Student morale has moved from 2-3% to 57% males- 12% females to 53%- again a dramatic improvement
- Student distress for males (expressed in positive terms) has moved from 22% to 77% (1st to 4th quartile)
- It must also be understood that 2007 was a year of significant change and upheaval where the college undertook a major process of re-visioning.

Average number of absent days per student –

The data for 2008 is unreliable and should be disregarded. My sense is that student attendance figures have not changed appreciably from 2006/7 figures which place us at or just below (better than) the State Mean. It is our intention to make attendance a focus in 2009 through the appointment of a Teacher Assistant who will proactively follow up poor attendees and liaise with parents/guardians and the school .



Students' school connectedness – Schools present and discuss the school connectedness data from the Student Attitudes to School Survey.



Student connectedness to school has moved from bottom 3-5% to around 22%, a 4 to 5 fold increase but still in bottom quartile. We are optimistic that measures such as a stronger focus on school uniform, the promotion of opportunities to represent the school in sporting and non-sporting events and the public recognition of this will be beneficial in raising School Connectedness. A focus on Restorative Practices will also be beneficial in that a safer and more caring and empathic environment will lead to students feeling more accepted and connected with each other and, therefore with the school.

Student Pathways and Transitions

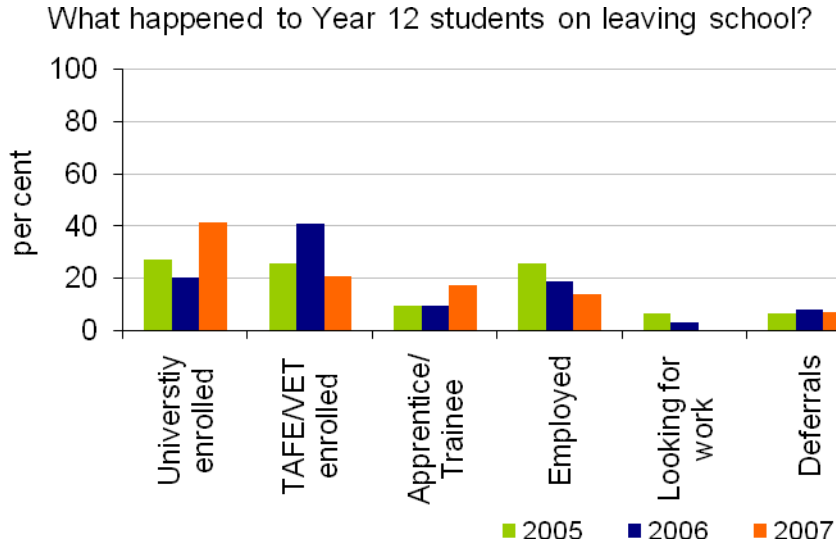
The recommended word length for this section is approximately 400 words.

In this section schools should reflect on their student pathways and transitions outcomes and discuss their achievements and progress, including presentation of core performance indicators.

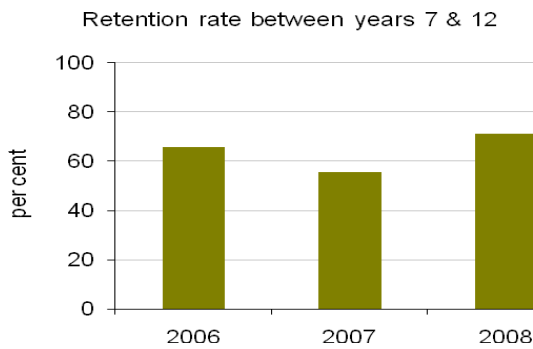
In 2008 Kyneton SC year 12 students undertook 23 VCE units (3 & 4), down from 30 the previous year. An additional ... subjects were undertaken via correspondence with some teacher support. 14 VET certificate courses (9 of which ran) and 4 core VCAL courses. In 2006 pathways and Transition data indicated the proportion of university enrolments had nudged above 20% for the first time in the three year period apparently at the expense of interest in TAFE/VET enrolments and apprenticeships. In 2008 a rather atypical pattern of high university enrolments was evident (over 40%) compared with the typical pattern of higher TAFE/VET enrolments. Students either employed or seeking employment has continued a downward trend with most students looking to continue their education at a tertiary level.

The number of students undertaking VCAL courses (27%) has remained consistently well above the state mean (12.7%). Approximately 55% of students satisfactorily completed VCAL courses which has declined appreciably and warrants further attention. This figure remains below the state benchmark of 76%.

Student destination data – Schools source this data from the On Track survey of Year 12 completers conducted in April and May of the year after they completed school. Note that, for example, the 2008 On Track survey which followed up completers in 2007 appears in this report as 2007 data.



Retention rate between Years 7 & 12 – Schools present and discuss the number of Year 12 full-time equivalent students enrolled in August expressed as a percentage of Year 7 enrolments in February five years earlier.



Overall apparent retention rates improved noticeably in 2008 after a gradual upward trend in 2005-6 and a drop-back in 2007. For the 2003-2008 cohort, of 127 students who commenced in year 7, 90 (or 71%) remained in year 12. This is a noticeable increase on 2007 figures (55%) to close to the State Mean (approximately 77%). Within these figures of course there are many students who leave while others are enrolled indicating a relatively high degree of transience within the population. It would be worthwhile exploring these figures further in future years.

Future Directions

Priorities for 2009 (these interlink and overlap and constitute our Annual Implementation Plan- AIP)

1. Kyneton Education Plan – The Education Plan essentially involves the creation of a K-12 college possibly on multiple campuses (so also includes reference to Kyneton Primary School, the kindergarten and the needs of the community more broadly), and will be looking well beyond 4 years to 10, 15, 20 years. The Education Plan initially focuses upon the educational needs of the students but looks more broadly at how these can be met through changed Teaching & Learning practices (emphasis on the necessity for change) and the provision of some new school buildings (and revamping of others).

We are now at the third stage of this Building Futures program. In term 1 2009 a consultant (Russell Collier) has been commissioned by region to conduct a feasibility study around the practicalities of merging KSC, KPS & Lady Brooks Kindergarten. Part of this investigation will be a consideration of the existing buildings.

We will continue the process of Transforming Teaching & Learning (via use of Flexible Learning Space & personalised learning (TPL – Julie Carter & Simone Migga with KPS staff)

There are several additional aspects here including:

- Coaching
- On-demand Testing (Adaptive Reading)
- E⁵ Instructional Model (Engage, Explore, Explain, Elaborate, Evaluate)
- Literacy & numeracy (a specific focus)
- ICT – Interactive Whiteboards (IWBs) & Infonet (and A+ Roll-marking)
- Investigation of an alternative Year 9 Program
- Embedding of Personal Learning & Behavioural Goals (via Students' Diaries)
- Links with Kyneton Primary School
- Technical Trade Centre
- Links with Shire (Feasibility Study)
- Links with Community – Glenn – High performing Principal's Program (HPPP)

2. Restorative Practices

The intention here is to move away from a punitive/retributive/Rules & consequences model – crime/misbehaviour is a violation of the rules; to more of a relationships based/restorative model – crime is harm to people, property and relationships. We want students to understand that if they misbehave they have damaged a relationship – generally with their peers or the teacher (possibly also the community). It is therefore their responsibility to acknowledge that their behaviour damaged the relationship and they have a responsibility to repair the damage/put things right. Key elements are – acknowledging the relationship (we are a learning community); taking responsibility for actions/behaviours; repairing the relationship; justice being seen to be done. When handled correctly the relationship is repaired and relationships are strengthened. Central to this approach is the type of language we use ie. What happened?; Who was affected?; How can we/you – with our support- repair the damage? Through Restorative Practices – all parties learn – perpetrator and victim.

We have done two whole-staff PDs so far and had a group of 10 staff trained in how to conduct the “restorative chat”. This will be the focus for all staff tomorrow afternoon.

3. Embedding our Performance & Development Culture

We are revamping our P & D teams for this year. Our P & D teams are the main formal way we conduct professional conversations about what we do. All staff are required to develop a set of goals for their own professional growth for the year and attend two P & D team meetings per term.

4. Improvements in Attendance

A key function of the soon to be appointed Secondary Teacher Assistants will be monitoring and following up student attendance issues and liaising with Homegroup teachers and Year Level Coordinators and with parents/guardians where there are issues with particular students.

Financial Performance and Position

2008 has been another successful year for Kyneton Secondary College. With the embedding of our Vision and Value Statement in the Community tremendous accomplishments were made. We are grateful to the DEECD Regional Office for their support in our vision that assisted in the building enhancements to the Junior Complex bringing about a bright and vibrant shared learning space "The Gallery".

The plan to separate our Finance and First Aid has brought about an improved service to the College Community and improved supervision of unwell students. The new Finance Office was completed in readiness for the commencement of the 2009 school year. Thank you to all involved.

Our annual Production which brings great delight to the College Community was able to purchase a lighting system that will enhance the 2009 Production "Jekyll & Hyde".

The 2008 Technology Grant saw \$95,000.00 worth of new inspirational equipment being purchased for the Technology Department, tools, remote control cars, new sewing machines, home economics equipment, microwaves and frying pans. The Engineering Department refurbished with new computers to facilitate software instruction.

Our achievement in succeeding in our Performance and Development Culture saw resources allocated to professional growth for all our Staff.

Financial Performance – Operating Statement Summary for the year ending 31st December, 2008	
Revenue	2008 Actual
DE&T Grants	\$876,241.00
Commonwealth Government Grants	\$29,920.00
State Government Grants	\$34,784.00
Other	\$217,573.00
Locally Raised Funds	\$593,792.00
Total Operating Revenue	\$1,752,310.00
Expenditure	
Salaries and Allowances	\$306,333.00
Bank Charges	\$1,482.00
Consumables	\$173,198.00
Books and Publications	\$19,563.00
Communication Costs	\$55,740.00
Furniture and Equipment	\$291,430.00
Utilities	\$62,097.00
Property Services	\$318,388.00
Travel and Subsistence	\$3,417.00
Motor Vehicle Expenses	\$105.00
Administration	\$21,821.00
Health and Personal Development	\$1,244.00
Professional Development	\$36,350.00
Trading and Fundraising	\$107,655.00
Support/Service	\$101,585.00
Miscellaneous	\$405,276.00
Total Operating Expenditure	\$1,905,684.00
Net Operating Surplus/-Deficit	-\$153,375.00
Capital Expenditure	\$137,298.00
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	

**Kyneton Secondary College
Annual Report to the School Community**

Financial Position as at 31st December, 2008	
Funds Available	2008 Actual
High Yield Investment Account	\$50,438.09
Official Account	\$370.18
Building Fund	\$9,965.46
<i>Investment 1</i>	\$553,190.85
<i>Investment 2</i>	\$199,892.36
Total Funds Available	
Financial Commitments	2008 Actual
School Operating Reserve	0
Assets or Equipment Replacement < 12 months	\$47,350.86
Revenue Received in Advance	\$266,421.38
Building/Grounds including SMS < 12 months	\$349,566.07
Region /Clusters Funds/School Based Programs < 12 months	\$132,348.84
Provision Accounts > 12 months	\$18,169.69
Total Financial Commitments	\$813,856.84

School Contact Information

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Web site:	www.kynsec.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 the Principal