

Koonung Secondary College 7954 Strategic Plan 2017-2020

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Marianne Lee 21/03/17[name][date][name]..... [date]
School council:..... Kyle Joustra 21/03/17[name][date][name]..... [date]
Delegate of the Secretary: Rod Williamson 21/03/17[name][date][name]..... [date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>Koonung Secondary College will build an innovative learning environment in which students develop a strong sense of citizenship, self-awareness, and strive to achieve their academic potential.</p> <p>As a 21st Century learning community, we recognise the importance of developing the global competencies required for individuals to be successful citizens in the future. These competencies include digital literacy, social skills, creativity, innovation, problem solving skills and leadership capacity.</p> <p>This College has a strong commitment to providing our future leaders with the best possible set of skills, capabilities and knowledge to equip them to build a harmonious, prosperous and sustainable future for us all.</p> <p>To achieve this our teachers are committed to working to develop and deliver an engaging curriculum. They will support our students with their time and hard work whilst investing in strong relationships to create a safe and challenging learning environment in which we can all grow together.</p>	<p>Excellence</p> <ul style="list-style-type: none"> Having high expectations and being aspirational Always doing your best and supporting and celebrating others to do the same Striving for continuous improvement in both teaching and learning <p>Endeavour</p> <ul style="list-style-type: none"> Aiming for improvement through effort and hard work Setting goals and working towards them Having a growth mindset <p>Respect</p> <ul style="list-style-type: none"> Acceptance of individual differences and diversity Care of self, others and the physical environment. <p>Resilience</p> <ul style="list-style-type: none"> Being persistent and learning from mistakes Having the courage to give and accept advice and constructive feedback Adapting positively to change <p>Collaboration</p> <ul style="list-style-type: none"> Working together in a positive and constructive way to achieve common goals Providing support to all members of the college community 	<p>Established in 1964 in the eastern suburbs of Melbourne, Koonung Secondary College (Koonung SC) is a government, co-educational secondary school catering for students in Years 7–12. In 2017 the College has 945 students. This is a continuing downward trend compared to a peak enrolment of 1150 in 2012. The Student Family Occupation and Education (SFOE) index is 0.2383. The College has a staff of approximately 110. Situated in a relatively affluent area and surrounded by high performing state schools and elite private schools, the College must be proactive in attracting local and out of area students.</p> <p>College buildings include the original, 1964 Light Timber Construction core building with 28 relocatable classrooms. Some classrooms have been modified to create a Senior Study Centre and a Middle Years Centre. In 2016, a Science and Food Technology centre was established. Other facilities include a theatre, basketball stadium and library complex.</p> <p>At Koonung we have a strong tradition of academic excellence supported by a curriculum structure with a focus on student wellbeing and engagement. This includes Connections at Years 7–9, and Link at Year 10. Senior students are supported by mentor teachers. The College offers a number of specialist and extra-curricular programs including visual and performing arts, language studies, sport, student leadership, camps and outdoor education programs. A Select Entry Enhancement program is offered across Years 7–9. A Live Life program is offered to build life skills at Year 9 and at Year 8 Project Based Learning is undertaken as a core study.</p> <p>There is a focus on high quality teaching practice with the implementation of a Let’s Learn Instructional model. Peer Observation is practised through a Classroom Observation Trios (COTS) system. There is an emphasis on documenting and publishing curriculum resources which are developed through collaboration in teacher teams.</p> <p>Initiatives have been put in place to build students’ literacy skills including a drop everything and read (DEAR) program across Years 7–9</p>	<p>It has been identified that there are pockets of excellence in practice throughout the College and work needs to be done to increase collaboration between teachers to share knowledge and reduce variability between class rooms. The college will continue to build on the work that has been implemented to enable teachers and teams to document curriculum and establish common assessments. The College has developed and begun to implement the Let’s Learn instructional model. Continued professional learning will support the capacity of teachers to fully implement the model. This will result in more consistent, evidence based classroom practice. Teachers and teams have been collecting data, however, there is still variation in the knowledge and confidence of staff to consistently and effectively use data to inform differentiated curriculum and evidence based, high quality, targeted teaching. A program of peer observation through Classroom Observation teams has been implemented and incorporated into the PDP processes. This has increased teacher reflection and provided opportunities for teachers to give and receive feedback about their teaching. This program will continue.</p> <p>A continued focus will be to develop a stimulating learning environment where students are empowered to have a sense of control over their learning and to be metacognitive in order to enhance their outcomes.</p> <p>The school will aim to further build on the work that has established positive social engagement and wellbeing outcomes to empower students to more actively participate and engage in their learning.</p> <p>We will also focus on increasing enrolments by reviewing our Transition process and strengthening relationships with local Primary Schools.</p>



	<ul style="list-style-type: none"> Contributing to a safe, secure environment <p>Creativity</p> <ul style="list-style-type: none"> Thinking critically to problem solve Demonstrating a love of learning Having the confidence to try new things and seek alternative solutions <p>At Koonung Secondary College we believe if our students and staff aim to uphold these values they will be well placed to be active and empowered global citizens.</p>	<p>and explicit reference to the teaching of vocabulary across the curriculum.</p> <p>To support and promote student outcomes the College has established partnerships with a range of community organisations including the University of Melbourne, Rotary, Heide Gallery of Modern Art and Camberwell Hockey Club. The College has established sister school relationships with schools in France, Japan and China.</p> <p>The College uses Compass as its Learning Management System (LMS). The LMS manages daily communication, record keeping, assessment and reporting processes and is accessible to all in the school community. The College has an established 1:1 tablet program.</p>	
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Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
<p>To maximise every student's achievement and learning growth across all curriculum areas and year levels with a focus on literacy.</p> <p>To improve VCE Outcomes</p>	<p>Excellence in Teaching and Learning</p> <p>Building practice excellence</p> <p>Excellence in Teaching and Learning</p> <p>Curriculum Planning and Assessment</p> <p>Professional Leadership</p> <p>Building Leadership Teams</p>	<ul style="list-style-type: none"> To further implement and imbed the Let's Learn Instructional Model with a focus on The Learn components to increase higher order thinking. To increase the capacity of teachers across all domains to improve literacy outcomes for all students particularly in writing. Further build teacher and domain team capacity to effectively analyse and use a broad range of data and evidence. To further develop and implement whole school processes for assessment, moderation and curriculum documentation to improve student outcomes. Develop the capacity of all leaders, including Domain leaders, to lead change through managing collaborative teacher teams. 	<ul style="list-style-type: none"> Achieve and maintain a median VCE study score at or above 33 and the percentage of scores of 40+ at or above 10% National Assessment Program–Literacy and Numeracy (NAPLAN) data to match or exceed similar schools based on the Student Family Occupation (SFO) index Over 85% of students making medium to high relative growth across Years 7–9 in Writing, Spelling, Grammar and Punctuation due a focus on Literacy across the curriculum Over 85% of students making medium to high relative growth across Years 7–9 in Numeracy. No student deemed capable should be at or below the NAPLAN National Benchmark. Staff Opinion survey shows improvement in School Climate results for Teacher Collaboration, Academic Emphasis and Guaranteed and Viable Curriculum so that they trend up and are sustained above secondary school mean levels. All teachers provide ongoing online feedback on all common learning domain tasks on COMPASS. The Let's Learn instructional model used for assessment against all teacher Professional Development Plans.
<p>To create a stimulating learning environment where there are increased opportunities for higher levels of student cognitive engagement, where students set goals and are encouraged to take responsibility for their own learning by becoming more independent,</p>	<p>Excellence in Teaching and Learning</p> <p>Building practice excellence</p>	<ul style="list-style-type: none"> Build the capacity of teachers to increase student engagement and active participation in learning by including strategies to embed critical thinking into curriculum documentation and delivery. 	<ul style="list-style-type: none"> Student attitude data related to Stimulating Learning, Teacher Effectiveness and Teacher Empathy to equal or exceed State Secondary School Mean by 2020.



<p>self-aware and have the ability to assess and monitor their own learning (metacognition).</p>	<p>Positive Climate for Learning Empowering students and building school pride</p>	<ul style="list-style-type: none"> • Create opportunities for students to increase student voice, feedback and self- reflection about their learning and assessment 	<ul style="list-style-type: none"> • Parent Opinion Survey- Teacher morale, Stimulating Learning and Reporting to Equal or exceed Secondary State Secondary Mean. • All Students will complete Learning Goals and learning reflections on Compass Insights.
<ul style="list-style-type: none"> • To continue to develop community relationships both local and international to create opportunities to share resources and expose students to a wider range of authentic experiences, applied learning, entrepreneurship and community participation 	<p>Positive Climate for Learning Empowering students and building school pride</p>	<ul style="list-style-type: none"> • Building an alumni group and working with past students as mentors, role models, coaches, ambassadors and benefactors. 	<ul style="list-style-type: none"> • Student connectedness in the student attitudinal survey data to exceed like schools and is above 90 percentile. • Former students are involved in activities such as Camps, Productions, Sporting events and tutoring etc
	<p>Positive Climate for Learning Setting expectations and promoting inclusion</p>	<ul style="list-style-type: none"> • Further develop partnerships with other education providers, (local and internationally) including sister schools. • Increase the connection and relationships between local students and the International student cohort 	<ul style="list-style-type: none"> • Maintain involvement with International exchanges and continued student involvement in cross cultural activities. • International student surveys indicate increased levels of connectedness. • Increased involvement in co-curricula activities by International students. • 100% of International students achieve VCE. • Increased student leadership opportunities and involvement for International Students
	<p>Community Engagement in Learning Building Communities</p>	<ul style="list-style-type: none"> • Increase parent, business and alumni engagement with the College by continuing to foster productive partnerships and relationships 	<ul style="list-style-type: none"> • Improve parent perception of school approachability from 84% to 90% or above on the Parent Survey by 2020 • Increased parent and community involvement in Parent forums and events. (eg PFA, School Council, Working Bees etc)
<ul style="list-style-type: none"> • To investigate and implement the optimal allocation of resources to provide the best learning, engagement and wellbeing outcomes for the students and school community. 	<p>Professional Leadership Building Leadership Teams Strategic Resource Management</p>	<ul style="list-style-type: none"> • Review leadership structures including the roles and responsibilities of all leaders to ensure achievement of the specified goals and strategies • Provide ongoing leadership and staff professional learning, focused on the achievement of the College goals. • Conduct a curriculum, timetable and staffing review to effectively meet student needs and optimise staff allocation. 	<ul style="list-style-type: none"> • A redeveloped Leadership Structure is established, with clearly defined roles and responsibilities, which meets current College needs within budget restraints. • All staff PDP goals are aligned with the College strategic plan. • Curriculum review conducted and recommendations published and implemented.



		<ul style="list-style-type: none"> • Embed the effective use of ICT for student learning/effective teaching; assessment and feedback; communication; tracking student progress; and general College management • Review and refine Transition processes and further develop relationships with local primary schools and other providers. 	<ul style="list-style-type: none"> • Student attitude data related to Stimulating Learning, Teacher Effectiveness and Teacher Empathy to continue to improve to equal or exceed State Secondary School Mean • All teachers are using Compass effectively and Curriculum documentation is produced collaboratively via One Note. • 100% of parents regularly accessing Compass • Transition survey data from 80% of parents and students is positive. • Increasing enrolments.
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