

**2014 Annual Report to
the School Community**

Kurnai College

School Number: 8716



Kurnai College

Pathways to Success

Name of School Principal: Anthony Rodaughan

Name of School Council President: Stephen Van Rooy

Date of Endorsement: 24/3/15

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 - languages program' minimum standards until 31 December 2014.

About Our School

School Context

Kurnai College is driven by the core values of ENGAGEMENT, EXCELLENCE, WORK ETHIC and RELATIONSHIPS. The College's stated purpose is "To build a learning community with a global perspective which promotes respect and achievement". We place a premium on working in partnership with parents, students and staff to achieve our goals.

The College has placed great importance on engaging with all members of our Learning Community and in partnership with The Smith Family has continuing of the Kurnai Community Learning Hub to focus on improved student learning, pathways, family connection and student well-being.

Kurnai College continues to make headway with the engagement of disengaged students with the creation of the separate campus for the accredited Flexible Learning Option, (FLO) and another site for the Kurnai Young Parents program. (KYPPs)

The Kurnai College workforce in 2013 was made up of 164 staff. Of these, 107 were teaching staff and 57 were educational support staff. The total FTE totals 92.17 teaching staff and 43.12 educational support staff.

Achievement

Year 7 Naplan Data shows that many of our students enter our school at the bottom end of the expected level in reading and numeracy. These results are similar when comparable to like schools.

Learning Gain between Years 7 and 9 shows that percentage of students recording High Gain increases from year 5 -7 in Reading, Writing, Grammar and Numeracy. In spelling the high gain percentages are almost the same in both time periods. The percentage of students recording low gain in all areas decreased over the 7-9 time period.

VCE data in 2014 improved and over the previous 4 years was ranked as similar to like schools.

A whole school Literacy plan has been adopted and it is hoped that over the course of the next Strategic Plan an improvement in Naplan data will be seen. A whole school Numeracy Plan is also being developed.

Engagement

2014 student attendance data looks pleasing but we have concerns over the accuracy of the data caused by multi campus complications. The four year average shows a higher than average absence rate.

Student retention from years 7 through to 10 is similar to like schools.

The percentage of students going on to further study or full time employment is lower than for similar schools. This is a traditional area of concern for all secondary colleges in our area.

Improvements to our VCAL curriculum have had a positive impact on attendance and it is hoped this will flow through to improved employment and further study data.

Wellbeing

Student connectedness to our College is similar to other schools but at a disappointing level considering our work and intention of creating an inclusive learning community. Some initiatives that the college has undertaken to help address the shortfall in our data and our aspiration in this area include: Individual learning plans for many students have been created and enacted. The College is exploring a range of projects to address bullying. Rock and Water program is being delivered to all year 7 students aiming at building resilience. Student focus groups to feed information to us about student perception of safety are being run, numerous opportunities for student voice to be heard are being run across the College. A renewed push for SWPBS has begun. The College is committed to making our students feel that they belong in our Learning Community and that they can learn and be safe and happy at school.

Productivity

Kurnai College's focus in 2014 was the implementation of the Kurnai Young Parents program and the LV-FLO campus. Both programs aimed to improve outcomes by reengaging students back into education. With 80 student enrolled in 2014, both programs have delivered significant outcomes for students.

The highlight for the College for new resources was the commitment of the current state government to rebuild Morwell campus. Allocating 7.8 million, the project is expected to commence within the next 2 years.

A review of attendance in 2014 has resulted in the redistribution of resources into one College attendance officer. Their task is to focus on attendance administration while the remaining EFT has been redirected into student welfare to deal directly with student absenteeism.

For more detailed information regarding our school please visit our website at
<http://www>

Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 foster engagement and collaboration to support further gains and positive learning experiences for all students.

Key: Range of results for the middle 60% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 

School Profile

School Enrolments

A total of 1208 students were enrolled at this school in 2014, 625 female and 584 male.

Overall socio-economic profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



Proportion of students with English as a second language.



Parent Satisfaction Summary

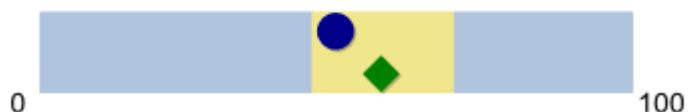
Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



Performance Summary

Key: Range of results for the middle 60% of Victorian government schools: Result for this school: Median of all Victorian government schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years 7 to 10 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p>No Data Available</p> <p>No Data Available</p>
<p>NAPLAN Year 7</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 7 assessments are reported on a scale from Bands 4-9.</p> <p>Bands represent different levels of achievement. For Year 7, the National Minimum Standard is at Band 5.</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>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 9 assessments are reported on a scale from Bands 5-10.</p> <p>Bands represent different levels of achievement. For Year 9, the National Minimum Standard is at Band 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian government schools: Result for this school: Median of all Victorian government schools:

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 Data (Year 5-7)</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>33%</td> <td>53%</td> <td>14%</td> </tr> <tr> <td>Numeracy</td> <td>41%</td> <td>45%</td> <td>14%</td> </tr> <tr> <td>Writing</td> <td>40%</td> <td>51%</td> <td>9%</td> </tr> <tr> <td>Spelling</td> <td>30%</td> <td>48%</td> <td>22%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>41%</td> <td>48%</td> <td>11%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	33%	53%	14%	Numeracy	41%	45%	14%	Writing	40%	51%	9%	Spelling	30%	48%	22%	Grammar and Punctuation	41%	48%	11%	<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: 2014</p> <p>Results: 2011 - 2014 (4-year average)</p>	<p> Similar</p> <p> Similar</p>																								

Students in 2014 who satisfactorily completed their VCE: **98%**
 Year 12 students in 2014 undertaking at least one Vocational Education and Training (VET) unit of competence: **54%**
 VET units of competence satisfactorily completed in 2014: **76%**
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2014: **74%**

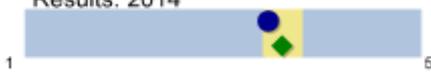
Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:

Engagement	Student Outcomes	School Comparison												
<p>Student Attendance</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 2014 attendance rate by year level:</p> <table border="1" data-bbox="571 819 1027 920"> <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>90 %</td> <td>88 %</td> <td>86 %</td> <td>85 %</td> <td>85 %</td> <td>87 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	90 %	88 %	86 %	85 %	85 %	87 %	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Higher</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
90 %	88 %	86 %	85 %	85 %	87 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> 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: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Lower</p> <p> Lower</p>												

Performance Summary

Key: Range of results for the middle 60% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes 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: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

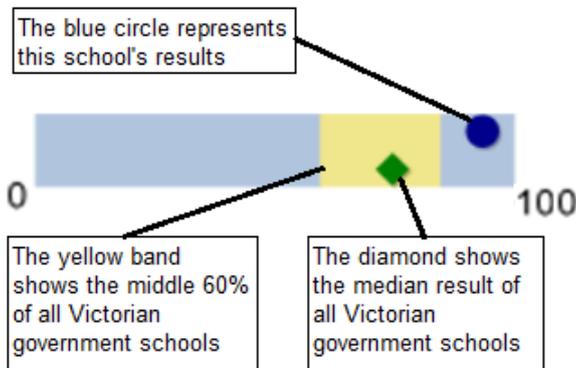
What are student outcomes?

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 colleges, 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.



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 Indigenous 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.

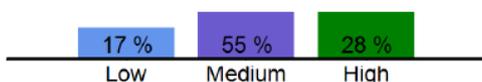
The *School comparison* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance. 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.

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'.

Percentage of students from this school in the High, Medium and Low NAPLAN learning gain categories.



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 - Operating Statement Summary for the year ending 31 December, 2014

Financial Position as at 31 December, 2014

Revenue	Actual
Student Resource Package	\$11,798,628
Government Provided DE&T Grants	\$3,010,664
Government Grants Commonwealth	\$21,546
Revenue Other	\$210,340
Locally Raised Funds	\$869,899
Total Operating Revenue	\$15,911,078

Funds Available	Actual
High Yield Investment Account	\$93,298
Official Account	\$587,798
Other Accounts	\$1,247,477
Total Funds Available	\$1,928,573

Expenditure	
Student Resource Package	\$11,508,226
Books & Publications	\$17,377
Communication Costs	\$90,639
Consumables	\$336,615
Miscellaneous Expense	\$1,220,666
Professional Development	\$125,546
Property and Equipment Services	\$769,130
Salaries & Allowances	\$429,126
Trading & Fundraising	\$201,150
Travel & Subsistence	\$137,255
Utilities	\$184,846
Total Operating Expenditure	\$15,020,576

Financial Commitments	
Operating Reserve	\$255,100
Asset/Equipment Replacement < 12 months	\$41,699
Capital - Buildings/Grounds incl SMS<12 months	\$90,050
Maintenance - Buildings/Grounds incl SMS<12 months	\$205,365
Revenue Received in Advance	\$65,165
School Based Programs	\$512,615
Region/Network/Cluster Funds	\$208,410
Repayable to DEECD	\$59,204
Other recurrent expenditure	\$159,166
Asset/Equipment Replacement > 12 months	\$297,988
Capital - Buildings/Grounds incl SMS>12 months	\$33,811
Total Financial Commitments	\$1,928,573

Net Operating Surplus/-Deficit	\$890,502
Asset Acquisitions	\$40,495

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.

Financial performance and position commentary

2014 was an extremely busy but rewarding year for the College. Successful implementation of the Kurnai Young Mothers program, setup of the LV-FLO school and pursuing the rebuild of the Morwell campus kept administration and leadership on the go.

The College is carry higher than normal reserves due to new maintenance projects being delayed in 2014 because of the College's other commitments. The projects should be complete by the end of semester one 2015.

The College is forecasting slightly smaller student numbers for 2015 but should result in a balance budget with no reduction in programs. Brett Coad - Business Manager