

**2015 Annual Report to
the School Community**

Kurnai College

School Number: 8716



Kurnai College
PATHWAYS TO SUCCESS

Date of Endorsement:

28/04/2016

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 2015.

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 Kurnai College workforce in 2015 was made up of 161 staff. Of these, 103 were teaching staff and 58 were educational support staff. The total FTE totals 92.2 for teaching staff and 44 for educational support staff.

Lead by The Smith Family the College in 2015 has developed strong relationships with AGL, GDF Suez and Australian Paper. Through these relationships the College has benefitted significantly in the areas of pathways, work experience and work placement as well as being the beneficiary of donations of equipment and materials. The College works hard to connect with our local community and increase the number of Kurnai students in further education and training. The College has recently 2 satellite campuses to cater for students at risk (LV FLO) and young parents (KYPP).

Achievement

Year 7 NAPLAN data indicates that many of our students enter secondary school at the lower end of the expected level in reading and numeracy. Year 9 NAPLAN data increased slightly in both categories for 2015 and remains similar for the school comparison. Learning gain data for Year 7 – Year 9 was similar to 2014 in Reading, and Grammar and Punctuation. There was slightly lower gain in Spelling, and the gain was significantly lower in Numeracy and Writing.

A whole school Literacy plan has been adopted and it is envisaged that over the course of the current Strategic Plan an improvement in NAPLAN data will be achieved. A whole school Numeracy Plan is also being developed.

VCE results in 2015 declined slightly although successful completions remained at 98%. Overall VCE results remain similar for the school comparison. Completion of VCAL credits increased 9% to 83%. Completion of VET units decreased by 8%. Students undertaking a VET unit increased by 5%.

Engagement

The College focus on attendance has resulted in an improvement for 2015 especially when compared to the 4-year average. That said, even on these improved figures, the 'average student', across all year levels, is still absent slightly more than one day each fortnight. This is a rate which seriously impacts on student outcomes and needs continued attention.

Similarly, while student retention from Years 7-10 sits slightly above the Victorian government secondary school median the successful outcomes for Years 10-12 students as measured by further study or full time employment is significantly below the state school median. While this last figure partially reflects the economic conditions in the local area it is also impacted by the number of students who do not successfully transition from junior campuses to the senior campus at Kurnai College. This needs to be addressed more successfully in the transition process.

Wellbeing

In 2015 the College's Student Wellbeing concentration was in the area of student safety and student voice to inform the College of student perceptions. This was due to the issue being highlighted as significant through the Attitudes To Schools Survey of 2014.

To initiate and accommodate student voice, each campus selected a representative group of students who then became the Focus Group for that campus. This group met twice during the year and was asked a set of specific questions based on the areas indicated low on the survey of the previous year.

The results were then compared from beginning of year to end part of the year. Actions based on these responses were acted upon at different levels in each of the campuses to address the areas.

Productivity

Kurnai College's focus in 2015 has been on the Morwell campus rebuild project. After an extensive process the College has appointed Dwp-Suters as the project architects. The project is expected to be designed and tendered by the end of 2016 with construction commencing in 2017 and fully complete for the start of the 2018 school year.

In addition the College, for the past three year, has been in ongoing discussions with the Education Department over how equity funding is allocated for multi campuses. Equity funding calculated on a College level rather than a Campus level has resulted in less funding. This issue has now been positively resolved with the funding calculation changed to a Campus based model.

For more detailed information regarding our school please visit our website at
www.kurnaicollege.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.

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: 

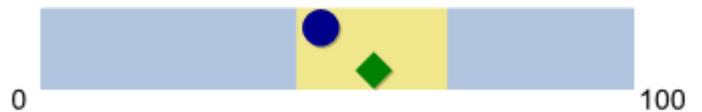
School Profile

Enrolment Profile

A total of 1208 students were enrolled at this school in 2015, 609 female and 599 male. There were 0% of EAL (English as an Additional Language) students and 6% ATSI (Aboriginal and Torres Strait Islander) students.

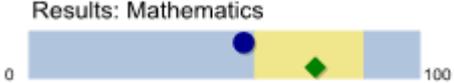
Overall Socio-Economic Profile

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



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 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> Similar</p> <p> Similar</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</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
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Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.

 Similar

 Similar

 Similar

 Similar

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
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**NAPLAN Learning Gain
Year 5 - Year 7**

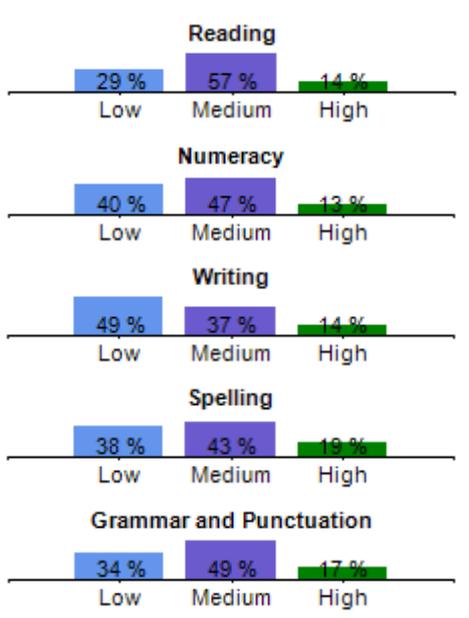
Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.

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'.

**NAPLAN Learning Gain
Year 7 - Year 9**

Learning gain of students from Year 7 to Year 9 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.

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'.



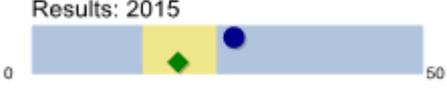
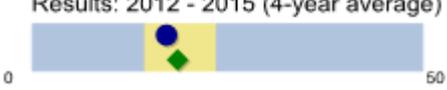
NAPLAN Learning Gain does not require a School Comparison.

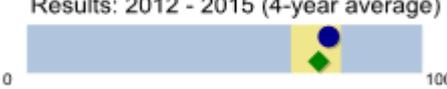


Students in 2015 who satisfactorily completed their VCE: **98%**
 Year 12 students in 2015 undertaking at least one Vocational Education and Training (VET) unit of competence: **59%**
 VET units of competence satisfactorily completed in 2015: **68%**
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2015: **83%**

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 2015 attendance rate by year level:</p> <table border="1" data-bbox="571 813 1026 913"> <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>88 %</td> <td>86 %</td> <td>86 %</td> <td>86 %</td> <td>88 %</td> <td>87 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	88 %	86 %	86 %	86 %	88 %	87 %	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
88 %	86 %	86 %	86 %	88 %	87 %									

<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
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 Lower

 Lower

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: 2015</p>  <p>Results: 2012 - 2015 (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: 2015</p>  <p>Results: 2012 - 2015 (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).

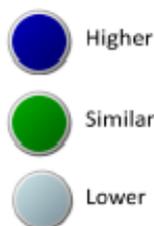
The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.

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 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.

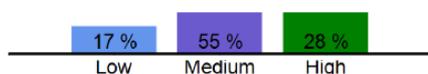
The *School comparison* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance. Some schools have '**lower**' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.



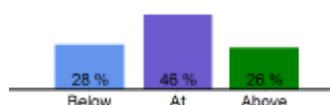
Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

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.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



Financial Performance and Position

Financial Performance - Operating Statement
Summary for the year ending 31 December, 2015

Financial Position as at 31 December, 2015

Revenue	Actual
Student Resource Package	\$12,221,612

Total Operating Revenue	\$16,069,067
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Expenditure	
Student Resource Package	\$12,220,068
Books & Publications	\$17,928
Communication Costs	\$98,779
Consumables	\$337,537
Miscellaneous Expense	\$1,115,488
Professional Development	\$101,997
Property and Equipment Services	\$927,091
Salaries & Allowances	\$535,787
Trading & Fundraising	\$185,029
Travel & Subsistence	\$88,459
Utilities	\$201,502

Total Operating Expenditure	\$15,829,664
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Net Operating Surplus/-Deficit	\$239,403
	\$209,286

Student Resource Package Expenditure figures are as of 21 March 2016 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.

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.

Financial performance and position commentary

The College finished 2015 with a modest surplus as a result of higher than expected student numbers. The surplus has been allocated to grounds and building works to be carried out early 2016. Funds have been allocated to the restoration of the Churchill campus outdoor basketball courts, internal carpeting and painting and extra funds for the Morwell campus rebuild.

The College is forecasting steady student numbers for 2016. With the announcement of additional equity funding from the State government the College will be able to substantially increase provision to student welfare, pathways and classroom support.

Brett Coad - Business Manager