2017 Annual Report to the School Community

THE EDUCATION STATE

School Name: Kurnai College

School Number: 8716

Kurnai College
PATHWAYS TO SUCCESS

- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)
- The school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School

Signed 19 April 2018 at 01:17 PM by Anthony Rodaughan (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Signed 23 April 2018 at 09:28 AM by Stephen Van Rooy (School Council President)

VICTORIA State Government | Education and Training

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 where staff, students and families connect through resilient and rigorous learning, respectful relationships and the celebration of achievement ". The College has established programs in Advanced Learning, Mentoring, English as a Second Language, International Education, Peer Support and Student Leadership, Community Engagement, Transition, Careers and Pathways and Music. Teamwork is a central element in shaping and promoting improvement in the College with year level teams in years 7 to 10, and combined curriculum teams operate in years 11 and 12. Kurnai College continues to make Koorie inclusivity and intercultural learning a focus and an area for continued attention. Considerable emphasis and resources have been devoted to targeted professional learning for all staff. This has involved a suite of professional development activities such as guided professional reading and development of Assessment for Learning strategies. Instructional Leadership has been a focus for the leadership team. The Kurnai College workforce in 2017 was made up of a total of 154 staff. Of these, 107 were teaching staff and 47 were education support staff. Including part time staff, this meant an EFT totalling 97.6 teaching staff and 35.62 ES staff.

Framework for Improving Student Outcomes (FISO)

The College has welcomed the Framework for Improving Student Outcomes as a practical, accessible and sensible approach to school improvement. In 2017 the College focused on Excellence in Teaching and Learning through the curriculum planning and assessment strand that enabled the College to progress work to establish a guaranteed and viable curriculum through the development of a College Learning Architecture. This included the mapping of the Victorian Curriculum across the 7-10 continuum.

Another focus area within Excellence in Teaching and Learning was building practice excellence through the researching and planning for a College wide literacy intervention strategy that will see a pilot program operate in 2018.

The College's FISO area of Positive Climate for Learning focused on setting expectations and promoting inclusion. The ongoing development of the School Wide Positive Behavior Support framework across all campuses is central to creating the positive learning environment our College strives to be.

A commitment to ongoing professional learning for all staff facilitated to a significant degree by the Kurnai Professional Learning Calendar has supported all the improvement initiatives outlined above.

Achievement

The percentage of Year 7 students in the top 3 bands of testing for reading and numeracy in NAPLAN were higher in 2017 than the 4 year average, as was the percentage of Year 9 students. The improvement for Year 7 Reading was significant, moving the results close to the Victorian median. Whilst most of these results were similar to other schools, the College continues to work to reduce the percentage of low gain in the NAPLAN results. More than half of all students made at least medium gain on previous results.

While the number of VCE students achieving a 90+ ATAR dropped slightly in 2017 it was pleasing to see that the median VCE study score increased to 27. This came from improved results amongst the mid-range band of students.

VCAL completion in 2017 was at 90% but this did not take into account the significant number of students who left before the end of the year to take up apprenticeship and job offers. This was an excellent outcome for our VCAL students.

Engagement

The College will continue to maintain a strong emphasis on improving attendance during 2018. Data from 2017 has shown a slight improvement from previous years at the University Campus through the introduction of attendance policy with a 90% attendance requirement for all students at the campus. There will also be a 5 week absence report in all campuses that will concentrate on students below 50% attendance. 2018 will see LVFLO attendance data separated from overall college attendance data. Attendance data shows there is a significant number of students from both junior campuses that do not transition to senior campus and this negatively affects the overall data. This is an area that the College will continue adopt strategies to improve.

Wellbeing

The College has continued to provide opportunities for Student Voice through focus groups and Student Representative Councils at each Campus. One area of focus was The Attitudes to School Survey which indicated that students did not always feel safe at school. To address this, all staff on our junior campuses wear a High Vis vest when on yard duty and extra supervision has been provided for crossing duty. The College will ensure students understand the purpose of the ATSS and unpack the questions with each cohort, so that they are able to provide informed responses.   The recent ATSS indicated that Teacher Concern was an area which requires further investigation. Focus groups will be held to ascertain why students feel their teachers are not aware when they are feeling upset or concerned. This will be managed by Campus Principals and their Leadership teams.

For more detailed information regarding our school please visit our website at
http://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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: ▮
        Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

School Profile

Enrolment Profile

A total of 1175 students were enrolled at this school in 2017, 609 female and 567 male.

3 percent were EAL (English as an Additional Language) students and 7 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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

| low | low-mid | mid | high |

Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: ▢
Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Achievement	Student Outcomes	School Comparison
Teacher Judgement of student achievement Percentage of students in Years 7 to 10 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English Results: Mathematics	Lower Similar

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: ▢
        Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Achievement	Student Outcomes	School Comparison
NAPLAN Year 7 The percentage of students in the top 3 bands of testing in NAPLAN at Year 7. Year 7 assessments are reported on a scale from Bands 4 - 9.	**Results: Reading** **Results: Reading (4-year average)** **Results: Numeracy** **Results: Numeracy (4-year average)**	Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.
NAPLAN Year 9 The percentage of students in the top 3 bands of testing in NAPLAN at Year 9. Year 9 assessments are reported on a scale from Bands 5 - 10.	**Results: Reading** **Results: Reading (4-year average)** **Results: Numeracy** **Results: Numeracy (4-year average)**	Similar Similar Similar Similar

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: ▯
Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Achievement	Student Outcomes	School Comparison
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 year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.	**Reading** — Low 27%, Medium 48%, High 25% **Numeracy** — Low 33%, Medium 49%, High 18% **Writing** — Low 40%, Medium 49%, High 11% **Spelling** — Low 32%, Medium 49%, High 19% **Grammar and Punctuation** — Low 34%, Medium 49%, High 17%	NAPLAN Learning Gain does not require a School Comparison.
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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.	**Reading** — Low 33%, Medium 49%, High 18% **Numeracy** — Low 41%, Medium 42%, High 17% **Writing** — Low 38%, Medium 49%, High 13% **Spelling** — Low 32%, Medium 51%, High 17% **Grammar and Punctuation** — Low 30%, Medium 48%, High 21%	NAPLAN Learning Gain does not require a School Comparison.
Victorian Certificate of Education (VCE) Mean study score from all VCE subjects undertaken by students at this school. 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.	Results: 2017 (scale 0 to 50) Results: 2014 - 2017 (4-year average) (scale 0 to 50)	● Similar ● Similar

Students in 2017 who satisfactorily completed their VCE: 89%
Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: 49%
VET units of competence satisfactorily completed in 2017: 77%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: 90%

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: ▢
         Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Engagement	Student Outcomes	School Comparison
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning **School Comparison** A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected. Average 2017 attendance rate by year level:	Results: 2017 Few absences <------> Many absences Results: 2014 - 2017 (4-year average) Few absences <------> Many absences	Similar Lower

Yr7	Yr8	Yr9	Yr10	Yr11	Yr12
88 %	86 %	82 %	87 %	91 %	87 %

Engagement	Student Outcomes	School Comparison
Student Retention Percentage of Year 7 students who remain at the school through to Year 10.	Results: 2017 Results: 2014 - 2017 (4-year average)	Similar Similar
Exit Destinations Percentage of students from Years 10 to 12 going on to further studies or full-time employment. Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.	Results: 2017 Results: 2014 - 2017 (4-year average)	Similar Lower

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
Results for this school: ⬤ Median of all Victorian Government Secondary Schools: ◆

Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2017 0 ⬤◆ 100	⬤ Higher
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2017 0 ⬤◆ 100	⬤ Higher

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement
- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

Engagement
- student attendance and engagement at school
  - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing
- Attitudes to School Survey (ATOSS)
  - Sense of connectedness
  - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).
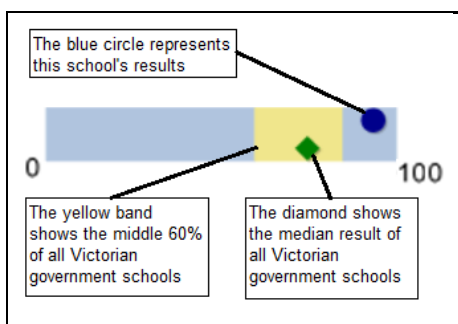
What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure 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 shows that most schools are achieving results that are **'Similar'** to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have **'Higher'** performance. Some schools have **'Lower'** performance than expected and receive targeted support to ensure that there is improvement.
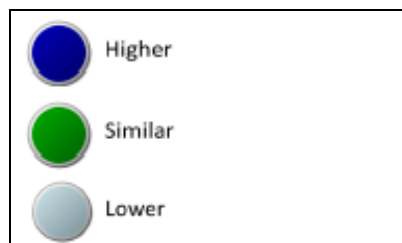
More information on School Comparison performance measures can be found at:
http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx

What does '*Data not available'* mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

Financial Performance and Position

Financial performance and position commentary

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017

Revenue	Actual
Student Resource Package	$13,007,198
Government Provided DET Grants	$3,860,806
Government Grants Commonwealth	$7,290
Government Grants State	$29,175
Revenue Other	$244,871
Locally Raised Funds	$659,787
Total Operating Revenue	**$17,809,127**

Equity[1]	
Equity (Social Disadvantage)	$1,567,727
Equity (Catch Up)	$178,692
Equity Total	**$1,746,419**

Expenditure	
Student Resource Package[2]	$12,666,409
Books & Publications	$18,965
Communication Costs	$84,090
Consumables	$468,704
Miscellaneous Expense[3]	$1,211,876
Professional Development	$92,020
Property and Equipment Services	$1,564,909
Salaries & Allowances[4]	$641,765
Trading & Fundraising	$215,911
Travel & Subsistence	$107,973
Utilities	$178,560

Total Operating Expenditure	**$17,251,182**
Net Operating Surplus/-Deficit	**$557,945**
Asset Acquisitions	**$56,277**

Financial Position as at 31 December, 2017

Funds Available	Actual
High Yield Investment Account	$1,046,108
Official Account	$269,598
Other Accounts	$1,849,232
Total Funds Available	**$3,164,937**

Financial Commitments	
Operating Reserve	$358,834
Asset/Equipment Replacement < 12 months	$31,932
Maintenance - Buildings/Grounds incl SMS<12 months	$407,344
Revenue Receipted in Advance	$210,190
School Based Programs	$902,089
Repayable to DET	$123,643
Other recurrent expenditure	$267,264
Asset/Equipment Replacement > 12 months	$267,242
Capital - Buildings/Grounds incl SMS>12 months	$560,478
Maintenance -Buildings/Grounds incl SMS>12 months	$35,921
Total Financial Commitments	**$3,164,937**

(1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
(4) Salaries and Allowances refers to school-level payroll.

The College is carrying higher than normal bank balances due to our financial commitment to the Morwell Building project. The College has reallocated maintenance money set aside for facility improvement at the Morwell campus to the building project to increase the size of the performance and drama facility.

2017 was a research and planning year for the College with substantial resources allocated in the 2018 budget to the 2 teachers in every Mathematics and English class at year 7 initiative, refurbishment of the science wing at Churchill campus and our literacy pilot program.

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.