2016 Annual Report to the School Community

School Name: Kurnai College

School Number: 8716

Kurnai College
PATHWAYS TO SUCCESS

Name of School Principal:	Anthony Rodaughan
Name of School Council President:	Stephan Van Rooy
Date of Endorsement:	20th March, 2017

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 framwork for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

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 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 2016 was made up of 160 staff. Of these, 99 were teaching staff and 61 were educational support staff. The total FTE totals 89.75 for teaching staff and 48.70 for educational support staff.

Lead by The Smith Family the College 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 2 satellite campuses to cater for students at risk, the Latrobe Valley Flexible Learning Option (LVFLO) and the Kurnai Young Parent's Program (KYPP).

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 2016 the College focused on Excellence in Teaching and Learning as one of its FISO focuses. The Teaching and Learning strand Building Practice Excellence allowed the College to continue to develop the work of previous AIP's where teachers worked to build their expertise in Formative Assessment. Responding to feedback and evidence and modifying the learning sequence accordingly have been areas for ongoing learning and work. Professional Learning Communities and the Kurnai Professional Learning Calendar have been a major vehicle for this learning. The College's second FISO area of focus was creating a Positive Learning Environment with an emphasis on setting expectations and promoting inclusion. The ongoing development of the School Wider Positive Behavior Support framework across all campuses is central to creating the positive learning environment our College strives to be.

Achievement

The percentage of Year 7 students in the top 3 bands of testing for reading and numeracy in NAPLAN were higher in 2016 than the 4 year average, however the percentage of Year 9 students was lower than the 4 year average. Whilst most of these results were similar to other schools the College is working to reduce the percentage of low gain in the NAPLAN results and increase the percentage of high gain in all categories of assessment.

VCE results in 2016 were largely in line with expectations. The average study score remained at 26. There was an increased number of students whose ATAR was in the 90s and a sharp drop in those whose ATAR score was below 20. However, this improvement was offset by a spike in ATAR scores in the 40s. Discussions with many students in this group suggested that they knew what was needed for university entrance in this area and achieved the required score. The VCE completion rate fell below 90% but this figure was skewed by increasing numbers of students who chose to complete their VCE over three years rather than the customary two.

All VCAL students who were still enrolled at the end of 2016 achieved their VCAL Certificate. There were others who left during the year to begin apprenticeships or employment; a very successful outcome for VCAL students.

Curriculum Framework implemented in 2016
(please mark the relevant box with an X by double clicking in the box)

| ☐ Victorian Early Years Learning and Development Framework | ☐ AusVELS | ☐ Victorian Curriculum | X A Combination of these |

Engagement

The College will continue to maintain a strong emphasis on improving attendance during 2017. Data from 2016 shows an increase in absences across all year levels which negatively impacts on student learning and achievement. The University Campus has introduced an 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 concentrate on students below 50% attendance. Attendance data also shows that there is a significant number of students from both junior campuses that do not transition to the senior campus and this negatively affects the overall attendance data. This will be an area that we will attempt to improve on in the future.

Wellbeing

The College continued its focus on Student Safety and Student Voice from the previous year to address the perceptions that student safety was again indicated as a problem in the College. The Attitudes To School Survey showed that safety was of concern to a significant section of the school community. To counter this, the College will again run focus groups to drill into different areas of concern as shown by the ATSS. The College will also be managing the actual ATSS differently this year to ensure that all of our students fully understand and appreciate the importance of the survey and what its results mean to the College.

Each Campus will manage this process through its Leadership Team.

For more detailed information regarding our school please visit our website at
http://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.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

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 1183 students were enrolled at this school in 2016, 604 female and 579 male.
There were 2% of EAL (English as an Additional Language) students and 7% 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.

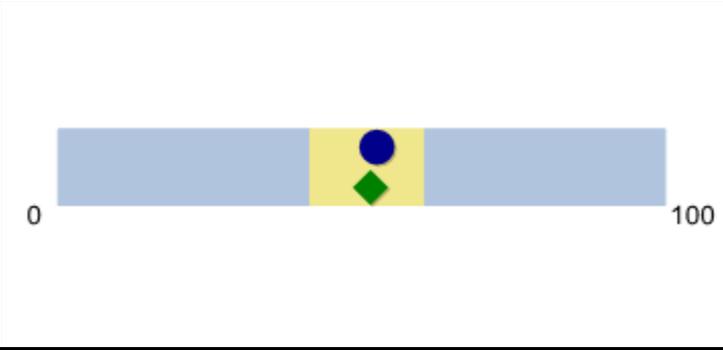| low | low-mid | mid | high |
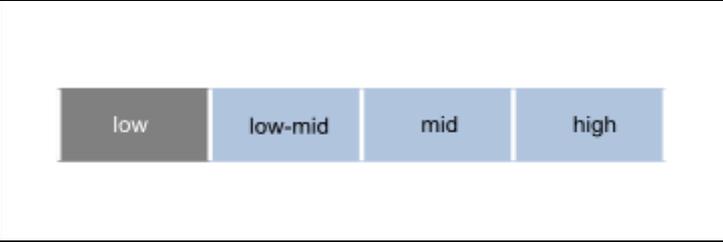
Parent Satisfaction Summary

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.
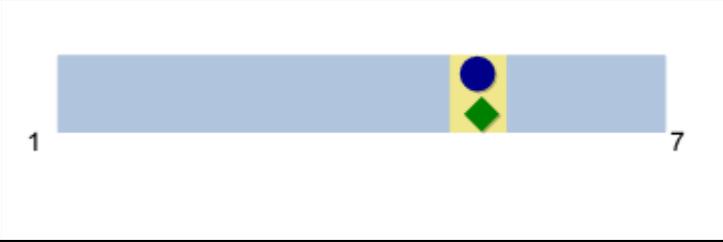
School Staff Survey

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

Achievement	Student Outcomes	School Comparison
Teacher judgment 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 Performance Summary.*	Results: English Results: Mathematics	⚪ Lower 🟢 Similar

Performance Summary

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)	Lower 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
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'.	**Reading** Low 39% · Medium 46% · High 16% **Numeracy** Low 35% · Medium 48% · High 17% **Writing** Low 38% · Medium 42% · High 20% **Spelling** Low 30% · Medium 46% · High 23% **Grammar and Punctuation** Low 27% · Medium 48% · High 26%	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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.	**Reading** Low 34% · Medium 52% · High 14% **Numeracy** Low 43% · Medium 44% · High 13% **Writing** Low 35% · Medium 48% · High 16% **Spelling** Low 34% · Medium 54% · High 12% **Grammar and Punctuation** Low 31% · 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: 2016 (scale 0 – 50) Results: 2013 - 2016 (4-year average) (scale 0 – 50)	● Similar ● Similar

Students in 2016 who satisfactorily completed their VCE: 89%
Year 12 students in 2016 undertaking at least one Vocational Education and Training (VET) unit of competence: 53%
VET units of competence satisfactorily completed in 2016: 72%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2016: 82%

Performance Summary

Engagement	Student Outcomes	School Comparison

Engagement

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. 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.

Average 2016 attendance rate by year level:

Student Outcomes

Results: 2016

Low absences <------> high absences

Results: 2013 - 2016 (4-year average)

Low absences <------> high absences

Yr7	Yr8	Yr9	Yr10	Yr11	Yr12
88 %	84 %	83 %	84 %	87 %	85 %

School Comparison

Lower

Similar

Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

Results: 2016

Results: 2013 - 2016 (4-year average)

Similar

Similar

Students exiting to further studies and full-time employment

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.

Results: 2016

Results: 2013 - 2016 (4-year average)

Lower

Lower

Performance Summary

| Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Connectedness to School Measures the Connectedness to School factor derived from the *Attitudes to School* 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.	Results: 2016 Results: 2013 - 2016 (4-year average)	Similar Similar
Students Attitudes to School - Student Perceptions of Safety Measures the Student Perceptions of Safety factor derived from the *Attitudes to School* 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.	Results: 2016 Results: 2013 - 2016 (4-year average)	Similar Similar

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, P-12 and specialist schools, 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.
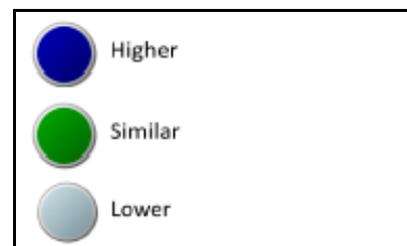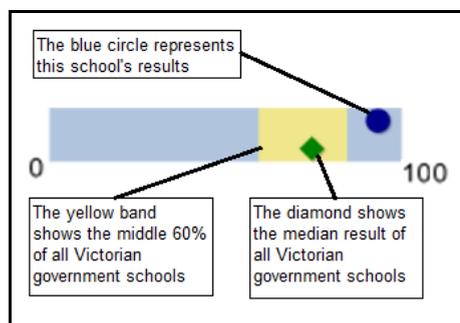
Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

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'.
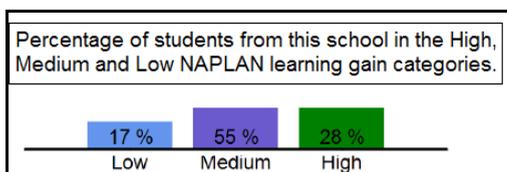
What are the changes in student achievement?

The Victorian Curriculum F–10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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

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.

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.

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 and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	$12,610,793
Government Provided DET Grants	$3,610,567
Government Grants Commonwealth	$5,044
Revenue Other	$224,227
Locally Raised Funds	$716,982
Total Operating Revenue	**$17,167,613**

Expenditure	
Student Resource Package	$12,460,201
Books & Publications	$22,474
Communication Costs	$88,568
Consumables	$339,960
Miscellaneous Expense	$1,216,105
Professional Development	$122,959
Property and Equipment Services	$1,005,281
Salaries & Allowances	$643,423
Trading & Fundraising	$215,513
Travel & Subsistence	$134,026
Utilities	$168,385
Total Operating Expenditure	**$16,416,896**
Net Operating Surplus/-Deficit	**$750,717**
Asset Acquisitions	**$74,064**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	$883,040
Official Account	$191,457
Other Accounts	$1,815,138
Total Funds Available	**$2,889,635**

Financial Commitments	
Operating Reserve	$488,720
Asset/Equipment Replacement < 12 months	$31,932
Maintenance - Buildings/Grounds incl SMS<12 months	$203,174
Revenue Receipted in Advance	$161,353
School Based Programs	$319,403
Region Coordination	$8,050
School/Network/Cluster Coordination	$383,555
Repayable to DET	$95,936
Other recurrent expenditure	$274,769
Asset/Equipment Replacement > 12 months	$490,438
Capital - Buildings/Grounds incl SMS>12 months	$396,996
Maintenance -Buildings/Grounds incl SMS>12 months	$35,309
Total Financial Commitments	**$2,889,635**

Student Resource Package Expenditure figures are as of 06 March 2017 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.