2018 Annual Report to The School Community

School Name: Kurnai College (8716)

- 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 2018 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

Attested on 02 April 2019 at 12:06 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 2018 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.

Attested on 05 April 2019 at 10:47 AM by Stephen Van Rooy (School Council President)

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 with a focus on implementing the Kurnai Learning Architecture. SWPBIS has continued to be a focus for developing practice across the College.

Instructional Leadership has been a focus for the leadership team and in particular the newly appointed Learning Specialists. The Kurnai College workforce in 2018 was made up of a total of 165 staff. Of these, 100 were teaching staff and 65 were education support staff. Including part time staff, this meant an EFT totalling 97.45 for teaching staff and 49.40 for 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 2018 the College continued to focus 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 the Kurnai Learning Architecture. This included the mapping of the Victorian Curriculum across the 7-10 continuum, developing Common Assessment Tasks and Instructional Rubrics for assessment and feedback.

Another focus area within Excellence in Teaching and Learning was building practice excellence through the researching, planning and implementation of a College wide literacy intervention strategy, known as Targeted Reading at Kurnai or TR@K, that will see the initial pilot program in Year 7 extend to the Year 8 level in 2019.

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 2 bands of testing for reading in NAPLAN in 2018 were lower than in 2017, and remained steady for numeracy. The percentage of students in the top 2 bands at Year 9 for reading and numeracy increased in 2018 and the percentage of students in the bottom 2 bands decreased significantly. These outcomes are at or above the results for similar schools in 2018.

The relative growth for Year 7 students in NAPLAN reading and numeracy were in line with similar schools and slightly lower than state average. The relative growth for Year 9 students in NAPLAN reading was at the state average and above similar schools. The relative growth for Year 9 students in NAPLAN numeracy was aligned with similar schools and below state average. It was pleasing to note that the percentage of students with low growth halved from 2017 in numeracy.

In 2018 the median VCE study continued to increase slightly with an improvement in the scores of students in the middle bands as well as increased numbers of 40+ results. The number of subjects where students performed above their predicted score increased significantly on 2017 results.

In Year 12 VCAL only one student failed to either complete their VCAL certificate or move into employment or

specific career focused training, a very strong outcome.

Engagement

The College continued its focus on student attendance to improve engagement during 2018. Attendance was identified as a major issue at all campuses. As a result of the School Review highlighting attendance as a major area where improvement must be made, the College put a greater emphasis on reducing the very high average number of absence days of 25.90.
A re-invigorated focus on the middle group of students whose attendance falls into the middle range will be those where time and resources will be focussed upon. To achieve this the College has put a PCO in charge of Raising Expectations across the College beginning with a major emphasis on improving attendance rates at all campuses
The College will continue to investigate the separation of the attendance data from the LVFLO to reflect the distinct differences between it and the other 3 campuses.
The introduction of the 90% minimum attendance at the senior campus resulted in a much greater focus on students attending all classes and as a consequence engagement. Celebration of improved attendance through assemblies, lunches etc was an ongoing initiative at all campuses during the year and will continue into the future.
The work on better understanding what high expectations looks like in all school environs will begin after some headway has been made in tackling the high absence across the College in Term 1 2019. Increasing perceptions of Student Safety as responded to in the ATSS will also begin in Semester 2 2019.

Wellbeing

The College offers many opportunities for student voice through the Student Representative Councils and as members of the School Wide Positive Behaviour Support committee. Focus groups are formed with students from years 7 to 12 to help address any areas of concern which may arise. The Attitudes to School Survey (AtSS) indicated that students do not always feel safe at school. To address this, staff on yard duty at the junior campuses wear high vis vests so that they are easily identifiable in the yard. Each campus has a Wellbeing Team consisting of a counsellor and advocates. The junior campuses also have a year level structure with a dedicated team of teachers who together with the Wellbeing Team care for the students' wellbeing and teaching and learning. 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.

Financial performance and position

The College is carrying higher than normal bank account balances due to our financial commitment to the Morwell building project and Churchill science wing upgrade. The majority of these funds will be spent by the end of 2019. The furniture and equipment grant for the Morwell Campus was transferred to Kurnai on the 22nd December 2018, which has also contributed to the College's end of year balances.

The College has reallocated maintenance money set aside for facility improvement at the Morwell campuses to the building project to increase the size of the performance and drama facility.

The 2018 budget included substantial resources allocated to the 2 teachers in every Mathematics and English class at year 7 initiative and the Targeted Reading at Kurnai (TR@K) program. Both programs will continue to run in 2019. The College gratefully acknowledges the increase in equity funding, provided by DET. The additional resource has been crucial to the academic and welfare improvement agenda set by the College.

For more detailed information regarding our school please visit our website at https://kurnai.co

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 1161 students were enrolled at this school in 2018, 571 female and 590 male.

4 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).

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

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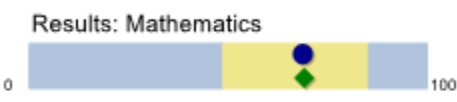
Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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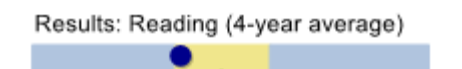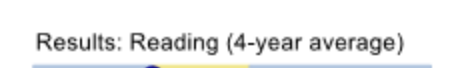
Performance Summary

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 0 ━━━━━● ▬▬◆▬▬ 100 Results: Mathematics 0 ━━━ ▬▬●▬▬ 100 ◆	◯ 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: �yellow▪
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** 36 % Low, 46 % Medium, 19 % High **Numeracy** 33 % Low, 48 % Medium, 19 % High **Writing** 45 % Low, 49 % Medium, 6 % High **Spelling** 38 % Low, 48 % Medium, 14 % High **Grammar and Punctuation** 53 % Low, 36 % Medium, 11 % High	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** 30 % Low, 46 % Medium, 24 % High **Numeracy** 23 % Low, 58 % Medium, 19 % High **Writing** 25 % Low, 62 % Medium, 13 % High **Spelling** 38 % Low, 47 % Medium, 15 % High **Grammar and Punctuation** 40 % Low, 46 % Medium, 15 % High	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: 2018 0 — 50 Results: 2015 - 2018 (4-year average) 0 — 50	No Data Available No Data Available

Students in 2018 who satisfactorily completed their VCE: N/A
Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: N/A
VET units of competence satisfactorily completed in 2018: N/A
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: N/A

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 2018 attendance rate by year level:	Results: 2018 0 ━━━━━━━━━━ 50 Few absences <------> Many absences Results: 2015 - 2018 (4-year average) 0 ━━━━━━━━━━ 50 Few absences <------> Many absences <table><tr><td>Yr7</td><td>Yr8</td><td>Yr9</td><td>Yr10</td><td>Yr11</td><td>Yr12</td></tr><tr><td>88 %</td><td>87 %</td><td>86 %</td><td>86 %</td><td>88 %</td><td>88 %</td></tr></table>	🟢 Similar 🟢 Similar
Student Retention Percentage of Year 7 students who remain at the school through to Year 10.	Results: 2018 0 ━━━━━━━━━━ 100 Results: 2015 - 2018 (4-year average) 0 ━━━━━━━━━━ 100	🟢 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: 2018 0 ━━━━━━━━━━ 100 Results: 2015 - 2018 (4-year average) 0 ━━━━━━━━━━ 100	🟢 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: 2018 Results: 2017 - 2018 (2-year average)	● Higher ● 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: 2018 Results: 2017 - 2018 (2-year average)	● Higher ● Higher

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018	
Revenue	**Actual**
Student Resource Package	$14,309,178
Government Provided DET Grants	$3,665,863
Government Grants Commonwealth	$5,953
Government Grants State	$54,899
Revenue Other	$223,151
Locally Raised Funds	$732,843
Capital Grants	$91,200
Total Operating Revenue	**$19,083,086**

Equity[1]	
Equity (Social Disadvantage)	$1,654,809
Equity (Catch Up)	$219,722
Equity Total	**$1,874,532**

Expenditure	
Student Resource Package[2]	$13,873,914
Books & Publications	$19,114
Communication Costs	$116,713
Consumables	$531,565
Miscellaneous Expense[3]	$1,556,153
Professional Development	$132,597
Property and Equipment Services	$1,165,089
Salaries & Allowances[4]	$650,111
Trading & Fundraising	$184,976
Travel & Subsistence	$107,823
Utilities	$213,999

Total Operating Expenditure	**$18,552,055**
Net Operating Surplus/-Deficit	**$531,031**
Asset Acquisitions	**$212,694**

Financial Position as at 31 December, 2018	
Funds Available	**Actual**
High Yield Investment Account	$895,181
Official Account	$192,354
Other Accounts	$1,885,553
Total Funds Available	**$2,973,087**

Financial Commitments	
Operating Reserve	$580,367
Other Recurrent Expenditure	$98,015
Funds Received in Advance	$228,885
School Based Programs	$1,045,038
Repayable to the Department	$34,036
Asset/Equipment Replacement < 12 months	$85,000
Capital - Buildings/Grounds < 12 months	$46,127
Maintenance - Buildings/Grounds < 12 months	$88,581
Capital - Buildings/Grounds > 12 months	$730,486
Maintenance - Buildings/Grounds > 12 months	$36,552
Total Financial Commitments	**$2,973,087**

(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 15 March 2019 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.

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.

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).
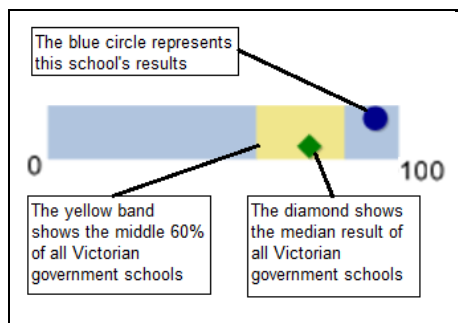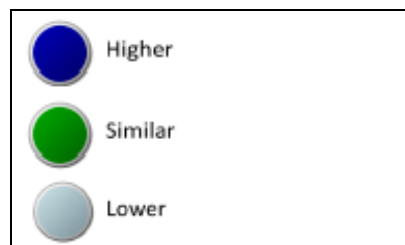

What does *School Comparison* refer to?

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'* or *'ND'* 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').