

2022 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 ([vic.edu.au](http://www.vic.edu.au))
The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing and engagement.

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

The Performance Summary includes the following:

School Profile

- student enrolment information

- the school's Student Family Occupation and Education category

- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Secondary schools

- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum

- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)

- all subjects for Victorian Certificate of Education (VCE) examinations

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness

- Management of Bullying

Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10

- how many exiting students go on to further studies or full work

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results

- 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results

Considering COVID-19 when interpreting the Performance Summary ()



About Our School

School context

Kurnai College is a multi campus secondary college in the Latrobe Valley in the Inner Gippsland network of the Department's South Eastern Region. We have 2 x 7-10 campuses located at Morwell and Churchill, a senior campus located on the grounds of Federation University in Churchill and a Flexible Learning Campus in Morwell that also hosts our college's KurPar Young Program (KYPPs). Currently the college has 1148 students enrolled and has a high SFOE index of .5968 The college defines its as a learning community where: Learning is our focus We all accept responsibility for increasing our own learning We all accept responsibility for helping others in their learning At Kurnai College we work to grow/develop our students to be the best learners individuals they can be. We strive to develop their foundation skills to enable them to build the skills and capabilities along their individual learning pathway. We strive also to develop their resilience, and character through our college pillars of E Work Ethic, Relationships and Excellence to be contributing and confident members of our college community and looking forward in their own wider communities. We work with our students to support their pathway and assist them to achieve their goals and ambitions. We seek to provide them with a wide range of learning and growth opportunities that builds their cultural understand

Learning

The College had fewer Year 9 students in the bottom 2 bands for Reading with 3% less as compared to 2021. Both Year 9 had less students in the bottom 2 bands for writing with the band decreasing by 12% and 7% respectfully to the 2021 results. The Numeracy results for both Year 7 and 9 showed that there are more students in the bottom 2 bands and that our top 2 bands are below similar schools, highlighting a need to continue to prioritise numeracy learning and interventions in the future. Over the last 2 years there has been a focus on completing Common Assessments Tasks and Learning Tasks in all subjects. These tasks provide students and parents with regular feedback about what level students are at and what are their next steps. These tasks are done with supports in place for students to achieve their best. This practice has supported students to achieve results above expected standards on internal assessment. In English, 62% were at expected level which was close to the similar school 65% and in Mathematics, 61% were at expected level which was above similar schools of 53%. Outcomes in both VCE and VCAL continued to be strong in 2022. In VCE 99% of students successfully completed the certificate. The mean study score was maintained from 28.8 in 2021 to 28.6 for 2022. There were 6.1 % of VCE study scores were 40 or above and 12.1% of study scores were 37+. There were 44 students who applied for an Australian Tertiary Admissions Rank (ATAR). Of



needs of students who find engagement with mainstream difficult and are at risk of dropping out. Attendance at LVFLO ensures students remain positively connected to education and keeps the door open for reengagement with mainstream. Attitudes to attendance in 2022 had a 73% positive endorsement which is 5% greater than similar schools and schools in the network. Interestingly whilst students have a positive attitude to attendance, attempts to catch up on the work they have missed does not have the same priority. The social engagement domain of the Attitudes School Survey shows that 76% of students positively endorse a sense of inclusion. The College has worked hard throughout 2022 to improve inclusion and are we currently leaders in Disability Inclusion evidenced in our investment in Disability Inclusion specialists and leaders.

Other highlights from the school year

The college continued to provide positive experiences and opportunities for all students in 2022. Year level camps ranging from a rural experience on the Gippsland Lakes and the Snowy River to urban experiences in the City and interstate were well attended. As a multi campus college we are proud of the times we can come together to celebrate our students. The annual athletics carnival, the college awards ceremony, and a day out at Ugan World are some of the many highlights on our calendar. The college is committed to student voice and agency. Student Representative Councils and other focus groups provide important and valuable feedback from our indigenous students sharing their experiences of racism, the Stop, Rewind, Play film was born. This film will be shared with the wider community and will be used to shape anti racism lessons.



Performance Summary

LEARNING (continued)

Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2017, 2018, 2019 and 2021 data.

Reading Year 7	Latest year (2022)	4-year average
School percent of students in top three bands:	34.9%	37.1%
Similar Schools average:	41.8%	43.6%
State average:	54.6%	55.3%

Reading Year 9	Latest year (2022)	4-year average
School percent of students in top three bands:	26.1%	31.7%
Similar Schools average:	34.8%	34.6%
State average:	47.2%	46.0%

Numeracy Year 7	Latest year (2022)	4-year average
School percent of students in top three bands:	28.2%	31.9%
Similar Schools average:	36.4%	40.9%
State average:		

in government schools that are like this school, taking into account the students, the number of non-English speaking students and the size and

Common reasons for non-attendance include illness and extended family

4-year
average

30.0

ENGAGEMENT (continued)

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

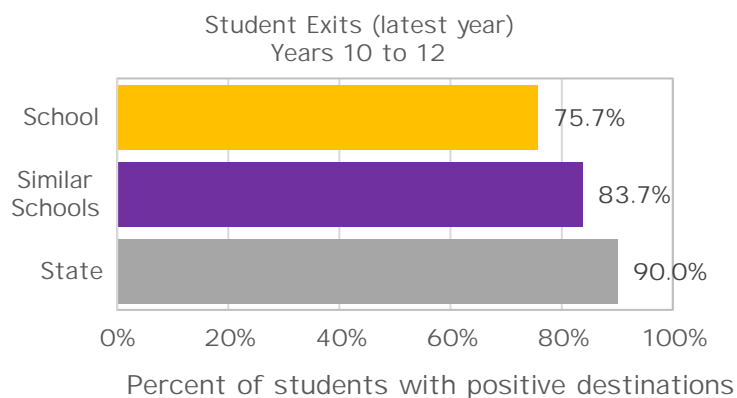
Students exiting to further studies or fulltime employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the year when students exited the school.

Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12	Latest year (2021)	4-year average
School percent of students to further studies or fulltime employment:	75.7%	72.4%
Similar Schools average:	83.7%	82.7%
State average:	90.0%	89.3%



Financial Performance and Position

Financial Performance Operating Statement Summary for the year ending 31 December 2022

Revenue	Actual
Student Resource Package	\$17,411,528
Government Provided DET Grants	\$3,731,760
Government Grants Commonwealth	\$8,951
Government Grants State	\$9,800
Revenue Other	\$176,598
Locally Raised Funds	\$454,486
Capital Grants	\$0
Total Operating Revenue	\$21,793,123

Equity ¹	Actual
Equity (Social Disadvantage)	\$2,221,236
Equity (Catch Up)	\$205,090
Transition Funding	\$0
Equity (Social Disadvantage Extraordinary Growth)	\$0
Equity Total	\$2,426,326

Expenditure	Actual
Student Resource Package ²	\$18,057,085
Adjustments	\$0
Books & Publications	\$14,512
Camps/Excursions/Activities	\$464,064
Communication Costs	\$57,397

\$58,329,444.0fact BM.52510fac064

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$2,856,777
Official Account	\$127,170
Other Accounts	\$37,220
Total Funds Available	\$3,021,167

Financial Commitments	Actual
Operating Reserve	\$677,408
Other Recurrent Expenditure	\$26,682
Provision Accounts	\$0
Funds Received in Advance	\$436,005
School Based Programs	\$873,442
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$265,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance Buildings/Grounds < 12 months	\$252,069
Asset/Equipment Replacement > 12 months	\$630,000
Capital - Buildings/Grounds > 12 months	\$520,000
Maintenance Buildings/Grounds > 12 months	\$37,200
Total Financial Commitments	\$3,717,806

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.