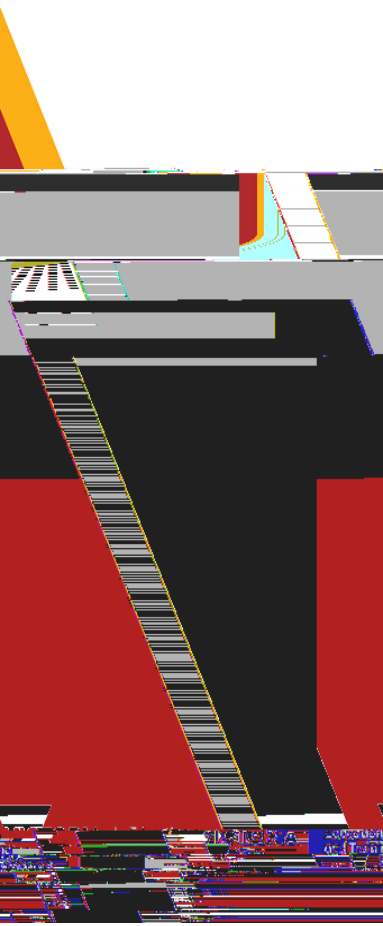


2020 Annual Report to The School Community

School Name: Kurnai College (8716)





How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, 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 his or her first eleven 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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 Framework' is a document that sets out the standards for learning and achievement in the Victorian Curriculum F–10. It is a key document for schools and teachers.



About Our School

School context

Kurnai College defines itself 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 and individuals they can be. We strive to develop their foundation skills to enable them to build their learning skills and capabilities along their individual learning pathway. We strive also to develop their resilience, and character through our college pillars of Engagement,



Engagement

The College continued its focus on student attendance to improve engagement during 2020. The COVID related remote learning had an impact on attendance, however the average number of days absent remained similar to the previous year. A focus on r



Kurnai College

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



Performance Summary

The Performance Summary for government schools 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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 1157 students were enrolled at this school in 2020, 540 female and 617 male.

5 percent of students had English as an additional language and 7

ACHIEVEMENT

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

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

56.2%

Similar Schools average:

60.8%

State average:

75.8%

Mathematics Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

60.3%

Similar Schools average:

50.2%

State average:



ACHIEVEMENT (continued)

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.

Victorian Certificate of Education	Latest year (2020)	4-year average
School mean study score		



ENGAGEMENT (continued)

Attendance Rate (latest year)

WELLBEING

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

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	NDA	55.9%
Similar Schools average:	49.5%	48.2%



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$15,585,565
Government Provided DET Grants	\$4,295,504
Government Grants Commonwealth	\$12,163
Government Grants State	\$29,175
Revenue Other	\$122,512
Locally Raised Funds	\$207,340
Capital Grants	NDA
Total Operating Revenue	\$20,252,258

Equity ¹	Actual
Equity (Social Disadvantage)	\$2,034,519
Equity (Catch Up)	\$217,027
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$2,251,546

Expenditure	Actual
Student Resource Package ²	\$15,849,197
Adjustments	NDA
Books & Publications	\$20,051
Camps/Excursions/Activities	\$145,066
Communication Costs	\$72,856
Consumables	\$460,592
Miscellaneous Expense ³	\$334,874
Professional Development	\$52,524
Equipment/Maintenance/Hire	\$182,400
Property Services	\$892,648
Salaries & Allowances ⁴	\$803,774
Support Services	\$533,277
Trading & Fundraising	\$120,078
Motor Vehicle Expenses	\$24,085
Travel & Subsistence	



FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$3,380,593
Official Account	\$22,919
Other Accounts	\$37,145
Total Funds Available	