

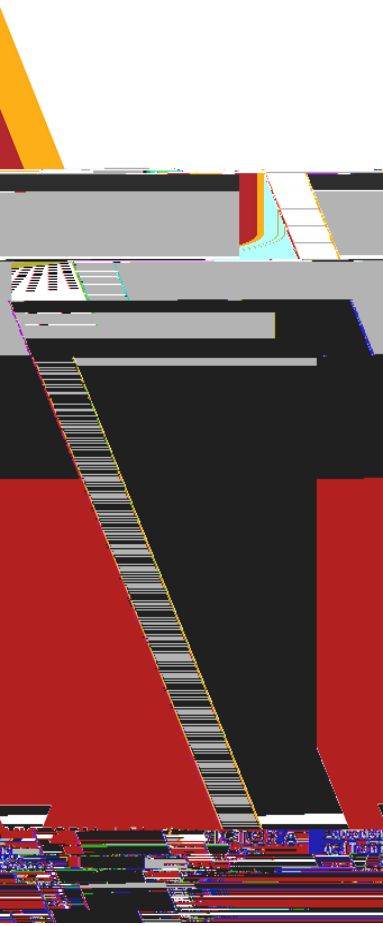
2021 Annual Report to The School Community



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 Registration 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 2021 from





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, an outline of the school's performance over the year and future directions.

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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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

Achievement

- English and Mathematics for National Certificate of Education (NCE) examinations (NCE) against the 2000-2006 0 594.96 (s)-6 (t)9(o)-3(S)123 Tm0 g0 G[Ach]-3
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- all subjects for Victorian Certificate of Education (VCE) examinations

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-time work

Wellbeing

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



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-



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 Kurnai Young Parents Program (KYPPs). Currently the college has 1172.6 students enrolled and has a high SFOE index of .5968 The 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, 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 understanding and informs their global perspective.

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. Prompted by the recent Covid pandemic, the college has established a Blended Learning Program to provide a temporary learning program for students whose physical and/or mental circumstances prevent them from attending school in person. 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. SWPBS 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 ongoing work of the Learning Specialists who are an engine room for developing practice across the college. The Kurnai College workforce in 2021 was made up of a total of 171.5 staff. Of these, 99.5 were teaching staff and 72.1 were education support staff. There are 3 members of our staff team who are Aboriginal or Torres Strait Islander.

The college runs an international program which has shrunk dramatically since the pandemic and the worsening geo political situation with China. There are currently 9 international students enrolled at the college with most coming from China and Vietnam. There are promising signs that the program will pick up in the second half of the year with enquiries and pre enrollment applications approaching double figures.

The college faces a number of key challenges and barriers to overcome.

The period of isolation due to the Covid pandemic has resulted in a significant percentage of students becoming disengaged from learning. For some 2020 and 2021 was a lost year of learning. This was despite the herculean efforts of all staff to keep in contact with students and families and to encourage and support students online. The college distributed over 300 devices and internet connections to students and families in online learning. Despite this and the wonderful work of the college team to provide learning tasks online many students withdrew from learning. Upon returning to school students have shown signs of trauma and other negative impacts due to the isolation period. These injuries will take a significant period of time to address. Staff too, have endured much during this time which has taken a toll on the entire Kurnai Learning Community. The college has set up a staff wellbeing team and engaged mental health supports for staff. The college has recently employed 2 mental health workers as part of the mental health reform initiative and these professionals are extremely busy supporting our students.

Community culture around school attendance is a significant challenge. Student absence with family acceptance is a complex problem to overcome. Chronic absenteeism connected to family disintegration, mental illness and substance abuse is a significant cause of lack of student growth.



Kurnai College

Building teacher capacity in, and understanding/confidence of the Learning Architecture framework is a challenge across the college. This complex work is a 'slow-burn' improvement strategy and requires constant attention and induction of new staff and at times progress has been hampered by our staffs' capacity to take on professional learning in the current climate.

Low levels of literacy and numeracy is another challenge that impacts on student growth. Less than 30% of year 7s entering the college are at the expected level in literacy and numeracy.

The college leadership team will also work to develop coherence and clarity to harness the power of our strong middle leadership team. Kurnai Leadership Team (KLT) will become the engine room for school improvement. KLT will begin by redefining our college vision and developing a series of improvement plans focused around different elements of the Strategic Plan as we



improve all students' reading levels. Given students are developing and improving their phonic and phonemic awareness, the program is best delivered face-to-face. The extended periods of remote learning impacted our potential gains in Reading. In addition to TR@K, in 2022 we introduced a program to bridge the gap for students who were not ready to participate in TR@K due to gaps in their phonemic and phonological awareness. During the Remote Learning period, PSD students were supported by classroom support staff during their synchronous classes and were provided additional support via TEAMS or a phone call.

Outcomes in both VCE and VCAL were both particularly strong in 2021. In VCE 96% of students successfully completed the certificate. The mean study score increased from 27.4 in 2020 to 28.8 in 2021. 8.7 % of VCE study scores were 40 or above and 12.7% of study scores were 37+. 46 students applied for an Australian Tertiary Admissions Rank (ATAR). 78% of these students received first round university offers and 15% of these students achieved an ATAR score of 90 or above.

In Year 12 VCAL 48 of 50 students completed their certificate in 2021. Of this group 90% have moved into apprenticeships/traineeships, ongoing employment or further studies at TAFE in 2022. In fact, across all VCAL year levels in 2021, 28 students successfully started apprenticeships or traineeships, an exceptional result.

That the results in VCAL and VCE were so positive after two years of lockdowns and periods of remote learning is a testament to the effort and resilience of both staff and students at the University Campus or Kurnai College.

Latrobe Valley Flexible Learning Option supported all Kurnai campuses through a challenging year, engaging with 17 new Kurnai students across the year. We provided opportunities for these students to refocus and get ready for their next educational step.

At LVFLO, participation rates in NAPLAN improved 20% on previous years. The year 9 cohort produced results in line with the rest of the college in reading and writing, while spelling, numeracy, and grammar were, on average, 5% above their college peers. The sample size of the year 7 cohort was too few to obtain any valuable data. Literacy and Numeracy has been supported at LVFLO through the use of individual learning plans and literacy interventions, Toe by Toe and TR@K. Staff have also liaised with the college MYLNs coordinator to strengthen curriculum development, ensuring lessons are differentiated effectively and accessible for the wide variety of academic ability in each cohort. Our PSD students are further supported by SSG meetings where staff can develop and share strategies that fulfill their specific needs. Focus is placed on social and emotional development with an overarching goal of preparing them for their next pathway. Overall academic progress is tracked using ACER Progressive Achievement Tests, where 80% of students have shown improvement of at least 1 level over the most recent testing periods.

Engagement

Attention was continued on attendance and an effort to have a positive attitude toward the new year was appearing successful until we returned to remote learning. The uncertainty of how long we would be in and out of face-to-face teaching was difficult for all. Some students found it very difficult to return at times and the College initiated a blended learning program to assist identified students with continuing their education and supporting them with a view to returning to on-site learning. Concerns within the community of the risk of COVID meant some families chose not to send their students for periods of time, especially for the time immediately after remote learning and before holiday breaks, contributing to absence figures.

Compared to 2020 the process for recording attendance became more stringent for years 7-10 in 2021 as it was recorded by class rather than by day and better reflected engagement although increasing the absence figures.

Interestingly our Attitude to School Survey data indicated the attitude toward attendance amongst students from 2019 to 2021 was similar in the following areas

I always try to attend school, 85% - 85%

My parents expect me to complete Year 12, 77% - 77%

However, their engagement with completing their work if they were absent waned



I try to catch up on my work if I am absent from school, 73% - 65%

The opportunity to progress work on raising expectations was impacted by the COVID disruptions and a focus on wellbeing and support was prioritised as a focus.

Work on Voice and Agency was again impacted by COVID, although it is acknowledged that student agency would positively impact engagement. Looking ahead, the College Learning Architecture is including student agency strategies.

LVFLO: Throughout the COVID disruptions of 2020-21 the LVFLO worked hard to ensure students remained connected to the school and engaged with their learning. The LVFLO is designed to cater for disengaged students, so the risk of these students disconnecting during the remote learning period was high. Staff focused heavily as



Finance performance and position

The College is carrying higher than normal bank balances due to the impact of COVID19 in 2021 which saw some projects being delayed and operating expenditure lower than anticipated.

In 2022 the College accounts will begin to reduce as projects are completed. The Churchill Campus Home Economics upgrade project was completed in 2021. Project funds will continue to be spent in 2022 as the final stage of the Morwell rebuild project commences with completion expected by the end of 2022. School funds have been allocated to fund additional works as part of the project.

The 2021 budget included once again substantial resources allocated to the Targeted Reading at Kurnai (TR@K) program. This program will continue to run i.78 156.02 rea9022 as the final stage of the M 29.52 542a7(e o)4(fi0 g f)4(i)-6



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

ACHIEVEMENT

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.

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
(2021)

School percent of students at or above age expected standards:

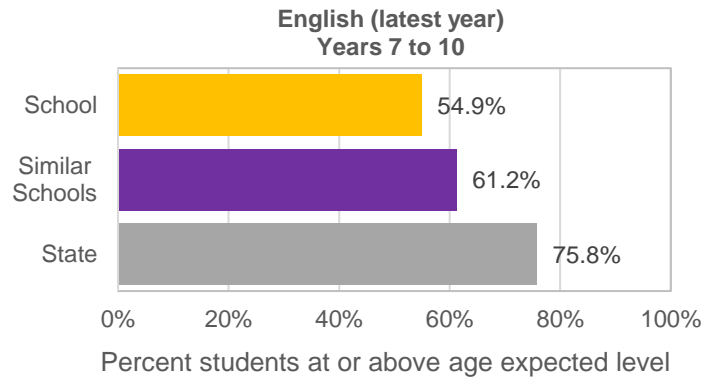
54.9%

Similar Schools average:

61.2%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

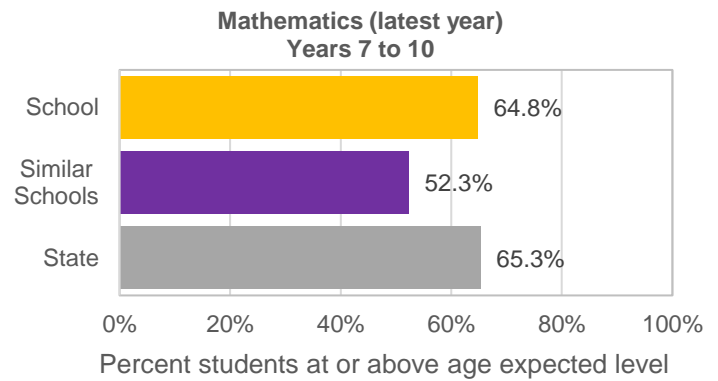
64.8%

Similar Schools average:

52.3%

State average:

65.3%



ENGAGEMENT (continued)

Attendance Rate (latest year)

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|---------------------------------------|--------|--------|--------|---------|---------|---------|
| Attendance Rate by year level (2021): | 84% | 80% | 80% | 82% | 90% | 92% |

Student Retention

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

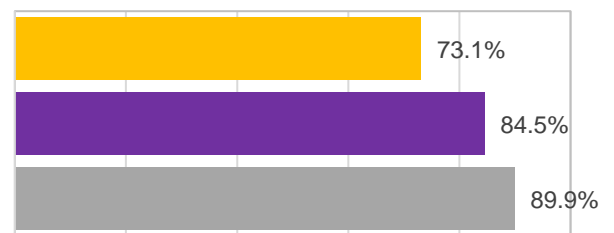
| Student Retention Year 7 to Year 10 | Latest year (2021) | 4-year average |
|--------------------------------------|--------------------|----------------|
| School percent of students retained: | 72.1% | 70.2% |
| Similar Schools average: | 76.0% | 74.5% |
| State average: | 73.2% | 72.9% |

Students exiting to further studies or full-time 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 (2020) | 4-year average |
|--|--------------------|----------------|
| School percent of students to further studies or full-time employment: | 73.1% | 73.1% |
| Similar Schools average: | 84.5% | 82.3% |
| State average: | 89.9% | 89.2% |







Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

| Revenue | Actual |
|--------------------------------|--------------|
| Student Resource Package | \$16,634,678 |
| Government Provided DET Grants | \$3,920,541 |
| | |

**FINANCIAL POSITION AS AT 31 DECEMBER 2021**

| Funds available | Actual |
|-------------------------------|--------------------|
| High Yield Investment Account | \$3,298,575 |
| Official Account | \$90,711 |
| Other Accounts | \$37,182 |
| Total Funds Available | \$3,426,469 |

| Financial Commitments | Actual |
|-------------------------------|---------------|
| Operating Reserve | \$619,551 |
| Other Recurrent Expenditure | \$34,755 |
| | \$0 |
| Funds Received in Advance | \$418,167 |
| School Based Programs | \$994,000 |
| Beneficiary/Memorial Accounts | \$0 |
| Cooperative Bank Account | \$0 |