

2021 Annual Report to The School Community



School Name: Kyneton High School (7970)



- 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 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 12 April 2022 at 09:49 AM by Ana Rees (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 14 April 2022 at 12:31 PM by John Doyle (School Council President)

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 Teacher Judgements against the curriculum
- 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:

- Sense of Connectedness
- Management of Bullying

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 is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

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.

'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' 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 disabilities or students who may have additional learning needs. These levels 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').

About Our School

School context

Kyneton High School offers an inclusive, co-educational learning environment based on the values of Respect, Diversity, Excellence and Sustainability. Our school vision is to build a safe, caring, stimulating and sustainable learning community where students can thrive and become confident, responsible adults with the skills and knowledge to enable success in a rapidly changing world. Kyneton High School is located in the township of Kyneton in the Macedon Ranges, 84kms north-west of Melbourne, and has a proud history of over 100 years which is reflected in our heritage building and garden. Most students travel to school by bus from the surrounding district and townships of the Macedon Ranges. Our school prides itself in being open to all learners and providing students with access to a wide range of learning and career pathways. We offer the Victorian Curriculum for years 7-10, and a comprehensive VCE, VCAL and VET program. Since 2019, a program of improvement in facilities has delivered a new Training and Innovation Hub, the refurbished Boomerang Building and Senior Learning Centre; planning is underway for the next stage of capital works to commence in 2022. In 2021 our enrolment was 523 students; 1% of whom had English as an Additional Language, and 1% Aboriginal or Torres Strait Islander. The overall socio-economic profile, based on the Student Family Occupation and Education Index which takes parents' occupation and education into account, places the school in the medium range. The staffing profile is made up of 1 Executive Principal, 1 Assistant Principal, 2 leading teachers, 2 learning specialists, 52 teachers, 22 education support staff and a business manager (a total of 61.5 FTE, comprising 45.3 FTE teaching staff and 16.2 FTE education support staff).

Framework for Improving Student Outcomes (FISO)

In 2021 the Annual Implementation Plan focused on Key Improvement Strategies (KIS) to implement the state-wide priorities: Learning Catch-up & Extension; Happy, Active & Healthy Kids and Connected Schools. These KIS remained related to the FISO dimensions documented in the School Strategic Plan: Building Practice Excellence, Curriculum Planning and Assessment, and Empowering Students and Building School Pride. These strategies included:

- Developing Professional Learning Communities in cross-curricular, year-level based groupings, enabling a school-wide focus on student engagement and wellbeing to support academic achievement;
- Promoting an active and healthy school environment by implementing the co-curricular House activities program, led by the Student Leadership Team;
- Further embedding evidence-informed practices to promote student learning, engagement and wellbeing;
- Establishing the Kyneton High School alumni, using the Our School Model, to enhance the Pathways and Careers program.

To support the implementation of these KIS:

- The Tutor Learning program was initiated with a focus on literacy and numeracy
 - Staff engaged in professional learning to support their understanding of student engagement, wellbeing and learning data;
 - The team structures and meeting schedules were adjusted to support these KIS;
 - The Middle Years Literacy and Numeracy Support program was further developed through a reading project pilot program, implemented with support from the Regional SEIL and EIL;
 - An Alumni coordinator was appointed.
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Achievement

In 2021 the focus for teaching and learning was Learning Catch-up & Extension; a response to the impact of COVID-19 on student learning progress and achievement. Teachers were able to use online platforms and resources for learning and assessment; this enabled transitions between onsite and remote learning. Many students found it difficult to stay engaged in this second year of such transitions; yet some students continued to make progress during periods of remote learning through a variety of factors to support engagement, including the provision of differentiated learning

tasks. The Tutor Learning program provided additional Literacy support across selected classes, with Numeracy catch up and extension targeted to the VCE Further Mathematics students.

The results for reading and numeracy (Teacher Judgement and NAPLAN top 3 bands) compared favorably against Similar Schools for students in Years 7 to 10, although progress in learning gain was lower than expected. The school met its annual target to improve the percentage of students at or above the expected standard in teacher judgements for English and Mathematics. The VCE Mean Study score of 26.7 was similar to the 4-year average. The English mean was 26.36 and Further Mathematics had a mean of 29.76; the latter was an improvement on the previous year. The senior school staff continued to work extremely hard to keep students engaged in learning and as a result 100% of students satisfactorily completed their VCE, 94% of students completed their VCAL credits satisfactorily, and 88% of VET units of competence were completed.

Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans.

Engagement

Kyneton High School implemented a number of programs to promote the 'Happy, Active & Healthy Kids' and 'Connected Schools' priorities. Staff participated in Year Level teams as Professional Learning Communities; they developed strategies to enhance student engagement in their learning based on a range of data, including attendance. The Student Check-in Tool was used to monitor student engagement throughout the year; teachers considered individual student progress across a range of factors in the areas of wellbeing, social engagement, and academic achievement. Staff teams collaborated to develop ideas to implement Inquiry Cycles, tailored to the needs of the students in their year levels. There was ongoing development of student voice, agency and leadership through elevating the role of the Student Leadership Team (SLT); this included opening a dedicated SLT Lounge space and setting up a sports equipment loan service operating from the SLT lounge. The Student Leadership Team made significant progress in promoting an active and healthy school environment through the House co-curricular activities. Student participation data also showed great improvement over the year. Alongside the new activities and clubs, the well-established clubs such as the Pride Crew, Dungeons & Dragons and Boxing Gym continued to thrive. By Term 4, the Recess and Lunchtime Co-Curricular Schedule was extensive and included 15 different activities.

We continued to work with families to support students to be present at school and ready to learn. There were improvements in the Parent Survey: positive endorsement for School Communication increased to 70% and overall Parent Community Engagement to 66%. The disruptions caused by extended periods of remote learning had an impact on attendance, despite efforts to increase communication and support. In addition to the daily SMS messages to parents, Home Group teachers, Year Level leaders and members of the Wellbeing and Equity teams made frequent contact with parents and carers to offer support and implement return to school processes.

Wellbeing

Student wellbeing continued to be a focus in 2021 with the school promoting a positive learning environment for all students through School-wide Positive Behaviour Support (SWPBS). A focus on acknowledging and celebrating student achievement was monitored and tracked through XUNO; incident reporting and data analysis was modified to support SWPBS. Staff used strategies in class to encourage and reward effort, and acknowledgement of individual students was a feature of year level assemblies. The Wellbeing Team provided a suite of multi-layered supports for students during both onsite and remote learning. Students benefited from the support of the Wellbeing Coordinator, Chaplain, Mental Health Practitioner, School Nurse and school Doctor (Doctors in Schools program). In addition, education support staff in the Equity Team provided an extra layer of wellbeing support for students with additional learning needs during their scheduled 'check-in' time during periods of remote learning. The teachers involved in the Tutor Learning program also supported student wellbeing in developing positive relationships and strengthening connection to school.

There was progress in areas of student wellbeing in spite of challenges over the past two years; this is reflected in our Attitudes to School Survey (AToSS) results. In 2021 results in most areas of AToSS were consistent with the improvements over the past three years. This progress shows that Kyneton High School is approaching a 'similar'

comparison to like schools, when measuring Sense of Connectedness and Management of Bullying; Student Voice and Agency showed results falling inside the 60% of all Victorian Schools.

According to the Parent Opinion Survey, the school is performing well overall with parent satisfaction slightly higher than similar schools. There was strong endorsement of school and teacher communication (70% and 71%). The positive endorsement for connection and progression, at 81%, was significantly higher than similar schools.

Finance performance and position

Kyneton High School finished the 2021 year in a Net Operating Surplus position.

The Student Resources Package for staffing ran as a deficit. The school's plan is to cover the repayments of this deficit through managing its 2021 cash carry over and its 2022 cash allocation.

Kyneton High School's 2021 DET grants consisted of an annual cash funding of \$1,187,161 of which \$1,040,765 was direct SRP cash grant.

Locally raised funds, including parent payments, accounted for just over 13.0% of total operating revenue. Kyneton High School also received funding under the Advance Youth Funding Program.

The school continues to be a recipient of National Schools Chaplaincy Program funding, which along with a small portion of Equity funding, helps the school to provide the services of a Chaplain in our Wellbeing Team.

All funds from the 2021 year have been expended or have been committed to subsequent years to support the achievement of educational outcomes.

For more detailed information regarding our school please visit our website at
<https://kynetonhigh.vic.edu.au>

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 523 students were enrolled at this school in 2021, 242 female and 281 male.

1 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

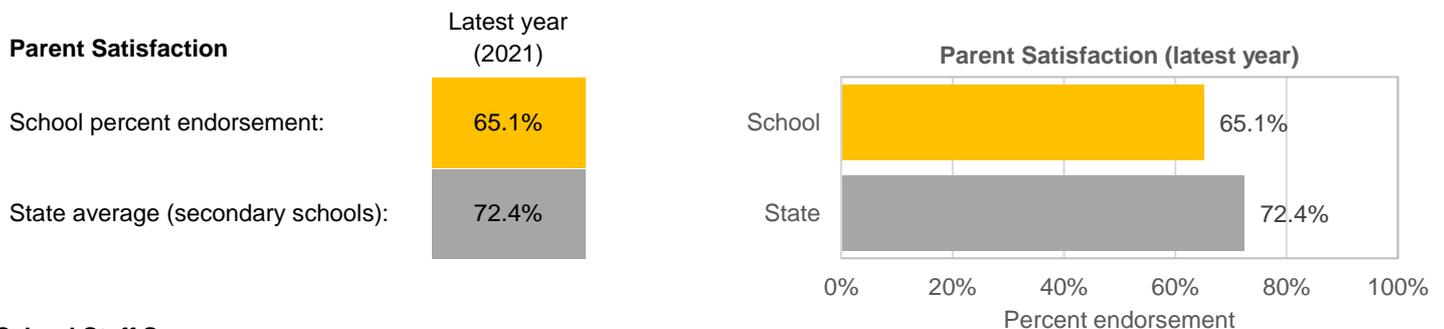
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

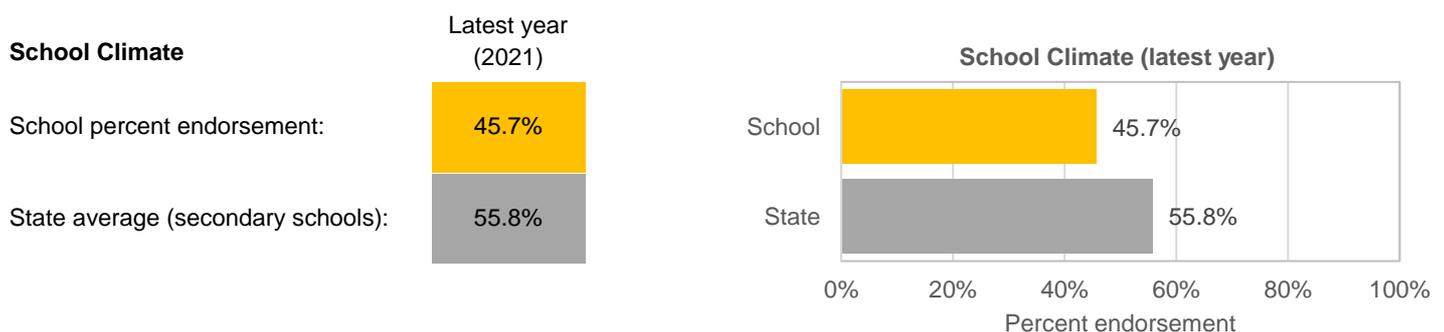


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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



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:

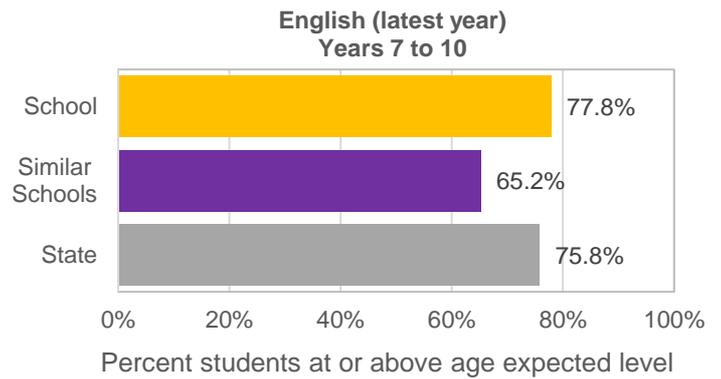
77.8%

Similar Schools average:

65.2%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

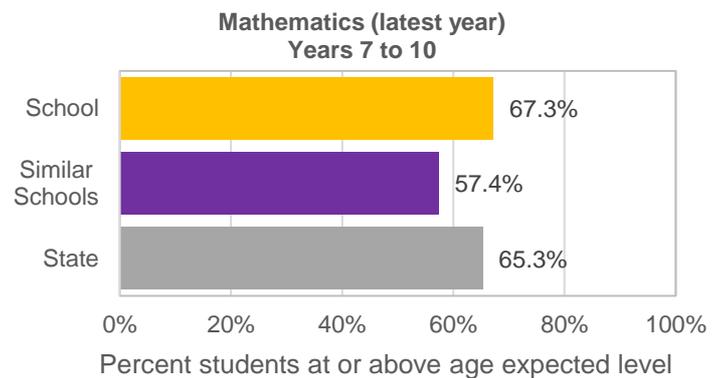
67.3%

Similar Schools average:

57.4%

State average:

65.3%



ACHIEVEMENT (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.

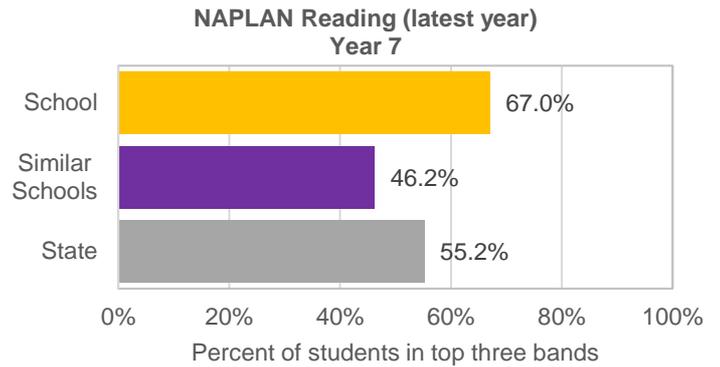
NAPLAN

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 2018, 2019 and 2021 data.

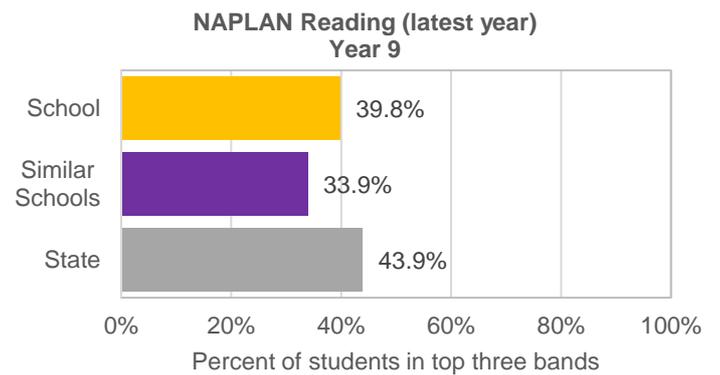
**Reading
Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	67.0%	63.6%
Similar Schools average:	46.2%	47.2%
State average:	55.2%	54.8%



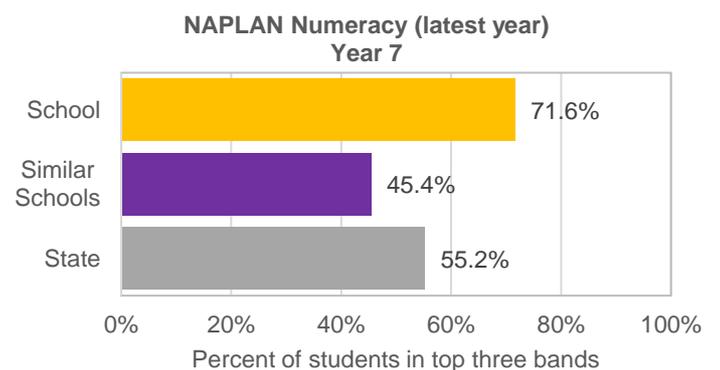
**Reading
Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	39.8%	40.2%
Similar Schools average:	33.9%	38.0%
State average:	43.9%	45.9%



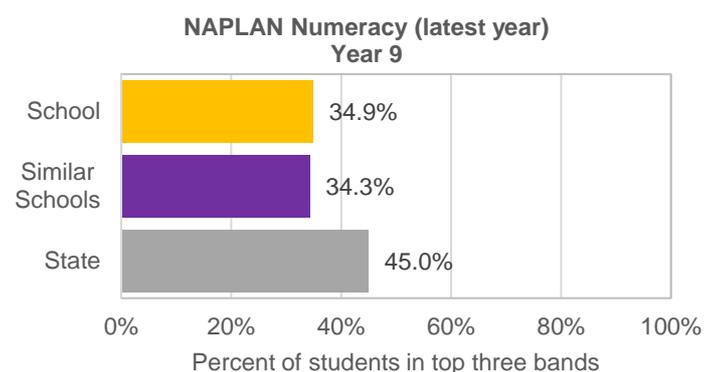
**Numeracy
Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	71.6%	64.8%
Similar Schools average:	45.4%	46.2%
State average:	55.2%	55.3%



**Numeracy
Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	34.9%	33.5%
Similar Schools average:	34.3%	37.1%
State average:	45.0%	46.8%



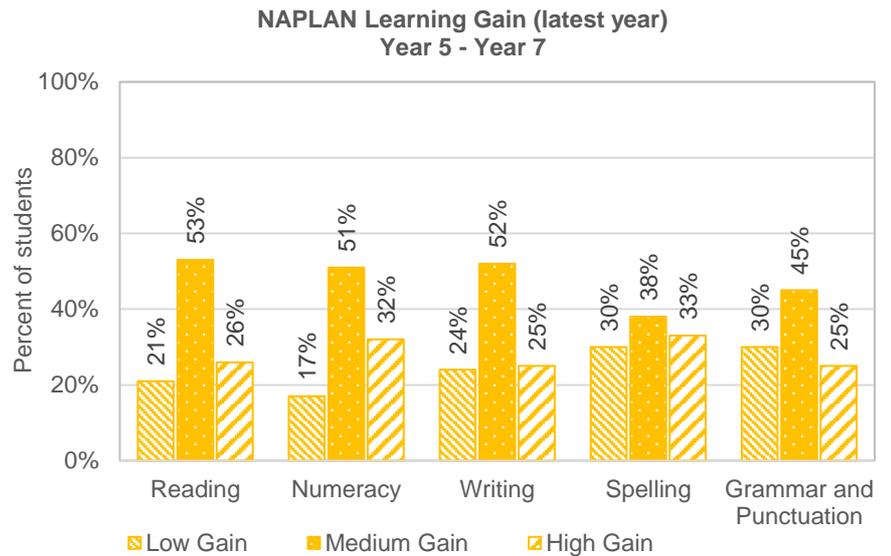
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

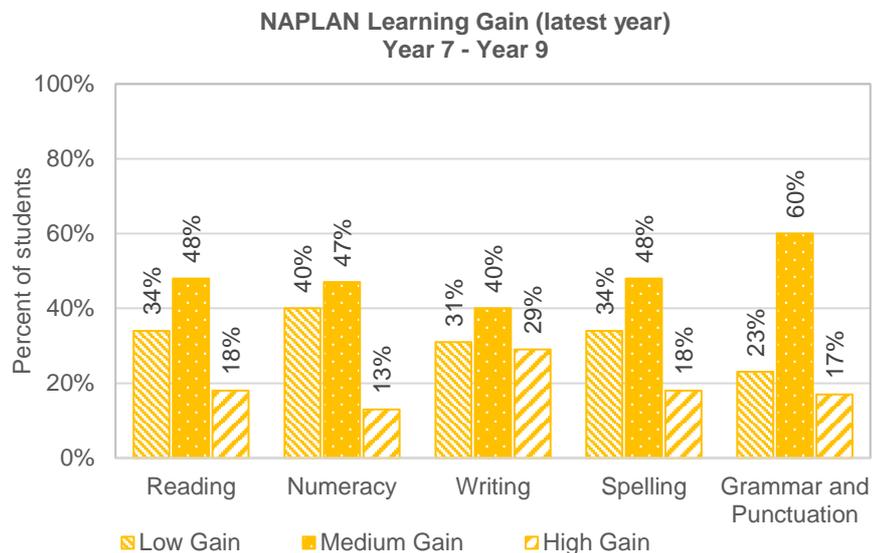
Learning Gain Year 5 (2019) to Year 7 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	21%	53%	26%	16%
Numeracy:	17%	51%	32%	20%
Writing:	24%	52%	25%	18%
Spelling:	30%	38%	33%	20%
Grammar and Punctuation:	30%	45%	25%	19%



Learning Gain Year 7 (2019) to Year 9 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	34%	48%	18%	20%
Numeracy:	40%	47%	13%	22%
Writing:	31%	40%	29%	18%
Spelling:	34%	48%	18%	20%
Grammar and Punctuation:	23%	60%	17%	17%



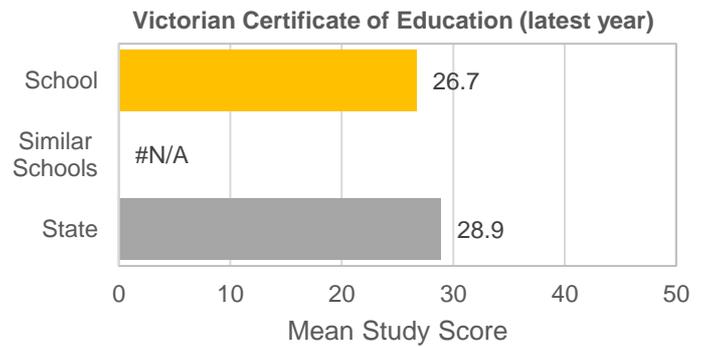
ACHIEVEMENT (continued)

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 (2021)	4-year average
School mean study score	26.7	26.8
Similar Schools average:	26.8	NDA
State average:	28.9	28.9



Students in 2021 who satisfactorily completed their VCE:

100%

Year 12 students in 2021 undertaking at least one Vocational Education and Training (VET) unit of competence:

51%

VET units of competence satisfactorily completed in 2021*:

88%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2021:

94%

* Due to COVID-19, there may be some under-reporting of VET completed competencies from schools due to students still completing outstanding 2021 VET units in 2022.

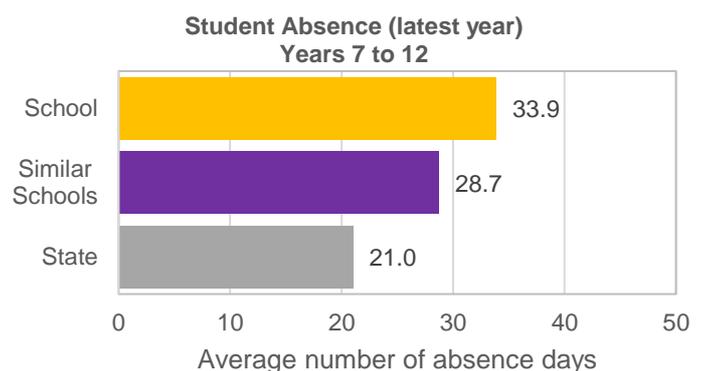
ENGAGEMENT

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.

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 and 2021 may have been influenced by local COVID-19.

Student Absence Years 7 to 12	Latest year (2021)	4-year average
School average number of absence days:	33.9	29.5
Similar Schools average:	28.7	25.5
State average:	21.0	19.6



ENGAGEMENT (continued)

Attendance Rate (latest year)

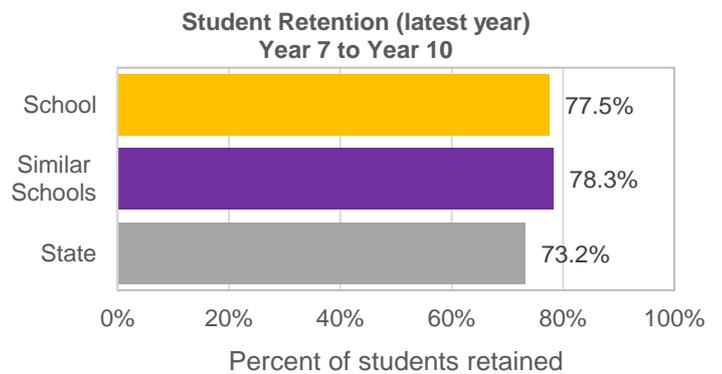
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	88%	80%	80%	79%	87%	90%

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:	77.5%	76.1%
Similar Schools average:	78.3%	77.0%
State average:	73.2%	72.9%



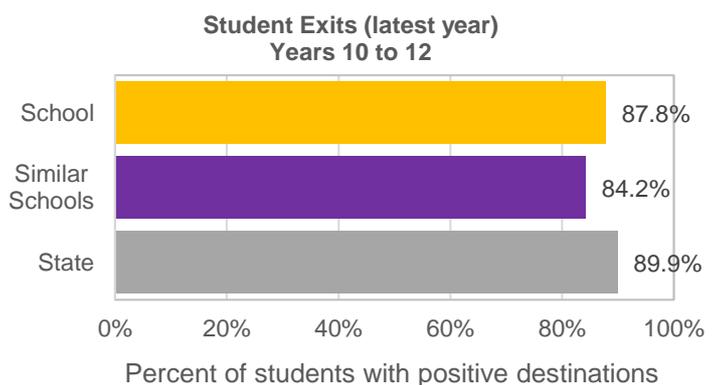
Students exiting to further studies or full-time employment

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:	87.8%	86.2%
Similar Schools average:	84.2%	83.8%
State average:	89.9%	89.2%



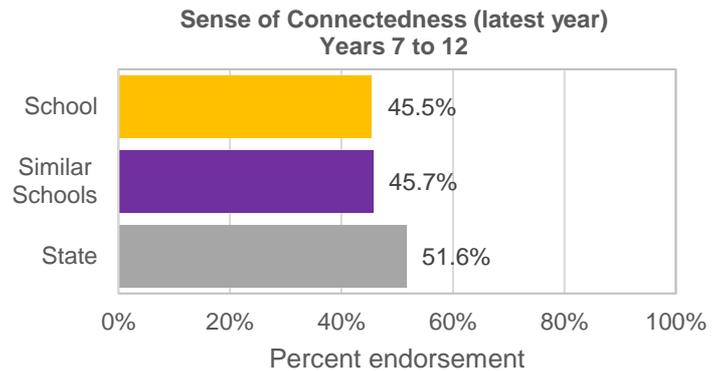
WELLBEING

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.

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).

Sense of Connectedness Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	45.5%	44.1%
Similar Schools average:	45.7%	48.5%
State average:	51.6%	54.5%

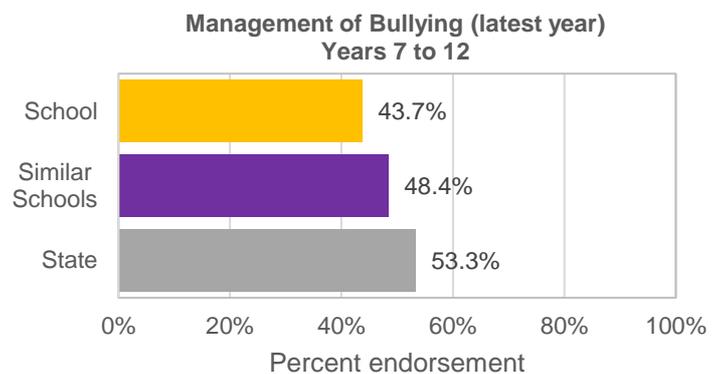


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying 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).

Management of Bullying Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	43.7%	43.3%
Similar Schools average:	48.4%	51.7%
State average:	53.3%	56.8%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$6,065,780
Government Provided DET Grants	\$1,057,015
Government Grants Commonwealth	\$0
Government Grants State	\$9,013
Revenue Other	\$69,552
Locally Raised Funds	\$246,378
Capital Grants	\$130,146
Total Operating Revenue	\$7,577,884

Equity ¹	Actual
Equity (Social Disadvantage)	\$212,088
Equity (Catch Up)	\$33,849
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$245,938

Expenditure	Actual
Student Resource Package ²	\$6,357,560
Adjustments	\$0
Books & Publications	\$5,119
Camps/Excursions/Activities	\$119,466
Communication Costs	\$25,493
Consumables	\$169,552
Miscellaneous Expense ³	\$12,785
Professional Development	\$10,464
Equipment/Maintenance/Hire	\$103,237
Property Services	\$234,951
Salaries & Allowances ⁴	\$230,233
Support Services	\$176,071
Trading & Fundraising	\$56,079
Motor Vehicle Expenses	\$121
Travel & Subsistence	\$0
Utilities	\$91,919
Total Operating Expenditure	\$7,593,049
Net Operating Surplus/-Deficit	(\$145,311)
Asset Acquisitions	\$0

(1) The equity funding reported above is a subset of the overall revenue reported by the school.

(2) Student Resource Package Expenditure figures are as of 10 Mar 2022 and are subject to change during the reconciliation process.

(3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2021

Funds available	Actual
High Yield Investment Account	\$991,331
Official Account	\$29,205
Other Accounts	\$16,456
Total Funds Available	\$1,036,992

Financial Commitments	Actual
Operating Reserve	\$194,084
Other Recurrent Expenditure	\$1,405
Provision Accounts	\$2,780
Funds Received in Advance	\$0
School Based Programs	\$120,445
Beneficiary/Memorial Accounts	\$3,348
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$130,146
Maintenance - Buildings/Grounds < 12 months	\$325,976
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$778,184

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.