

2020 Annual Report to The School Community



School Name: Korumburra Secondary College (7960)



- 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 2020 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 27 April 2021 at 11:44 AM by Vaya Dauphin (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

To be attested by School Council President

How to read the Annual Report

What's changed in 2020?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

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

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data 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. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

The About Our School section 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.

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).
Note: NAPLAN tests were not conducted in 2020
- 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).

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' 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. 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

Korumburra Secondary College is a 7-12 co-educational government school which has served the Community since 1954, situated about 120km to the South East of Melbourne, it is a school with a proud history and a very exciting future. The school's student catchment stretches from Koo Wee Rup, Nyora, Loch, Kongwak, through to the Korumburra Township. The 2020 enrolments were approximately 350 students, 30 teaching staff and 15 support staff, and a leadership team of 8, including a Principal, Assistant Principal, two Learning Specialists, and 4 Leading Teachers. The College is also supported by a very strong and active School Council and a Community Engagement Group who work to support participation and achievement for young people through positive engagement with families and the broader Community.

In 2018 the College proudly opened its new STEAM building, creating state of the art facilities in Science, Art, Foods, and Design and Technology. The 5.5 million dollar project which combines the best of flexible and open learning spaces for our students and teachers. In 2020, it was announced that the College would receive another \$12.5 million to upgrade its facilities.

The College is located in a beautiful rural setting with picturesque spacious grounds and is surrounded by agricultural industry in a rapidly developing region offering an abundance of opportunities for our students. Adjacent to the school, two significant subdivisions are planned which will cater for up to approximately 400 families. Students at Korumburra Secondary College are a part of a large family and have significant access to additional learning opportunities through community partnerships with local businesses.

The school prides itself on developing resilient students who are lifelong learners. Our purpose is to provide a supportive learning environment where young people are inspired and empowered to achieve their personal best and develop into young leaders who are engaged, responsible and creative members of our community. The Secondary College is focused on individual learners and has a wide range of learning opportunities from our Like Minds program and Likeability classes, as well as offering comprehensive VCE and VCAL studies. Students graduating from Korumburra Secondary College will be well prepared for adult life and their chosen career pathways, whatever that may look like, whether it be University, Trades, or long term employment. Our aim is to become the best school we can for the members of our community. We see our role in the community as one where we are very much in service to Korumburra and its surrounds. We maintain a strong focus on building outstanding literacy and numeracy skills in our students. Teachers at the school work in teams to facilitate a guaranteed curriculum and assessment program. Teaching and Learning at the College is guided by our Instructional Model.

Framework for Improving Student Outcomes (FISO)

In 2020, Korumburra Secondary College continued to work on the FISO initiatives of "Building Practice Excellence", "Curriculum Planning and Assessment" and "Building Leadership Teams". Classroom observations at the start of 2020 showed that teachers had embedded practice around most components of the inner circle of the Instructional Model, and early evidence that teachers were utilising the High Impact Teaching Strategies (HITs). To further build on staff capacity in these areas of FISO, the College continued to use the Harvard Data Wise Improvement Process, and this is also showing evidence of building the capacity of teachers to use data to improve their practice. In Term 2, 2020, the College moved to Remote and Flexible Learning, this saw much more explicit use of the school's Instructional Model with all lessons being available in advance on Compass for students. The use of ICT increased considerably for both students and staff.

Achievement

Despite the challenges of COVID, students in VCE did well with a mean VCE study score of 28.20. The percentage of the school's study scores over 40 was 5.2%, only slightly down from 5.3% the year before. In 2020, students did not complete any other National testing. Students' growth in Mathematics continues to improve within the Like Ability groupings. Parent and Staff Satisfaction with the school continues to be above that of similar schools.

The College undertook the optional Attitudes to School Survey which showed a slight decrease in satisfaction from 2019, this was to be expected given that students overall stated that they preferred onsite learning to Remote and

Flexible Learning.

In 2020, the College committed significant resources towards excellence in Remote and Flexible Learning. This saw attendance increase in the online space and overall students take a much more active role in their learning, such as accessing lesson plans. This pattern has continued into 2021.

Our Program for Students with Disabilities continues to grow, supported by increasing staff experience in differentiation, a strong support network via the Wellbeing Services and networks in the community, our like ability groupings, and extensive pathway options. Students in this program are thriving with much needed additional resourcing.

Engagement

In 2020, the College undertook the optional Student Attitudes to School Survey. Having an 'Advocate at School', and 'Not Experiencing Bullying' continued to be the strongest most positive results. Most other categories showed a decrease in satisfaction and given that students overall preference was for face-to-face schooling, this seemed consistent with what we might have expected.

In the Remote Learning Survey, 90% of students said that they committed to and attended online lessons, whereas only 44% of students said that they liked learning at home. 82% of students said that they were looking forward to seeing their friends again on return to school. Whilst in remote learning, all students with additional needs were contacted by a teacher or integration aide on a regular basis. During RFL 1.0 all classes were run live on Microsoft Teams, giving teachers the opportunity to connect with students daily, during RFL 2.0, the school initiated 'Win Time' based on feedback from students and parents - time whereby students could complete learning but not be online. This seemed to be an excellent balance.

The ACE program at KSC continues to build students' metacognition and engagement in their learning. In 2020, the average Grade Point Average (GPA) across the school was 3.0, slightly down on the previous year which could be attributed to the impact of Remote and Flexible Learning. Students valued online Mentor Interviews and the feedback was that this was preferred in comparison to face-to-face interviews. Mentor interviews build students' capacity to think metacognitively about their learning. Student agency remains a focus of the ACE program. Consequently, Term 2 Mentor 360s will be run online this year.

Wellbeing

The College boasts a comprehensive suite of Wellbeing services for our Community, including a School Nurse, a Mental Health Counsellor, a Psychologist, a Doctor and a Nurse, and a Wellbeing Coordinator. In 2020, Headspace regularly began running a service for students at KSC. Every student at the school also has a Mentor who meets regularly with the student and the family.

The College believes that it is critical that students have positive relationships with teachers, and in particular, with at least one teacher. (In the Student Attitudes to School Survey, Teacher Concern, i.e. "My teacher shows concern toward me." improved from 42.5-70.5 in 2019). In 2020, the College elected to complete the Attitudes to School Survey which was optional for this year. 72% of students believed that there was a teacher or another adult at school who believed that they could be successful. Strong relationships are the first cornerstone of Wellbeing. Hand in hand with this is our belief that every child wants to be successful and can be successful. To be successful in the second instance, students must have strong literacy and numeracy skills. The Like Ability groupings are a major strategy in ensuring that all students grow in their learning. At the start of 2021, the College employed a psychologist under the Mental Health Care Practitioners initiative.

Financial performance and position

2020 was challenging financially for the school due to impact of COVID. Of note was the increased cost of CRTs. Contract replacement staff who were employed for significant periods of time in 2019 were required to be employed for up to 80% of that time in 2020. In 2019, there had been a large amount of CRT coverage due to illness and unexpected leave. Furthermore, parent payments decreased in 2020, again largely due to COVID - financial stress of families and the lack of attendance on site of their children. The Tutoring initiative required the school to contribute 30%

of its allocation, this money had been ear marked to support the deficit moving into 2021 on the expectation that a number of staff on leave were returning. Other costs include reduced income from the canteen but still having to pay wages for the canteen manager. On a positive note, schools received money for VCE lectures, and enhanced cleaning. The support this money provided was greatly valued by staff, students, and the community.

For more detailed information regarding our school please visit our website at
<http://www.korumburrasc.vic.edu.au/wordpress/>

Draft

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 343 students were enrolled at this school in 2020, 169 female and 174 male.

0 percent of students had English as an additional language and 3 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) which takes into account parents' occupations and education.

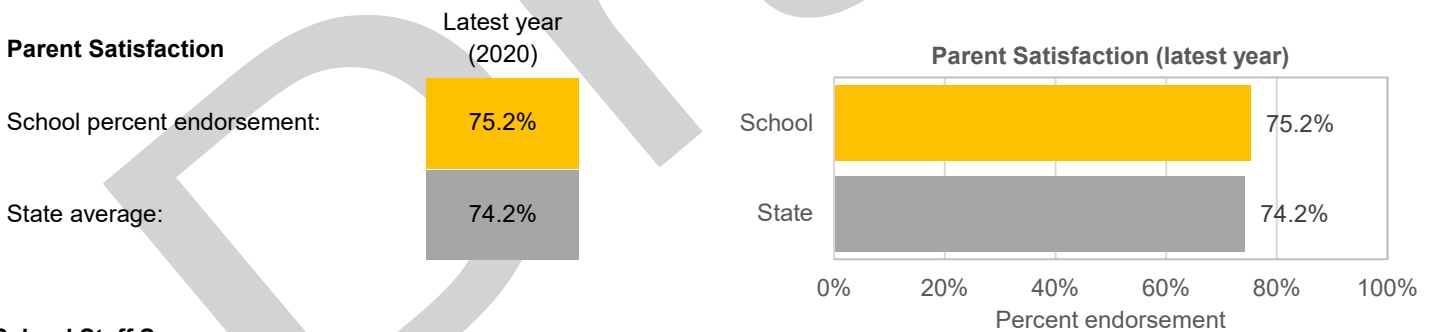
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic 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.

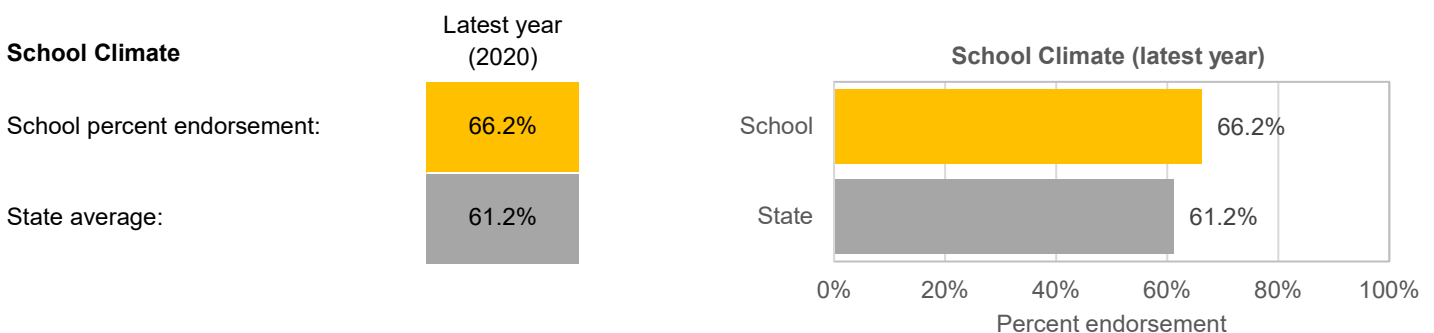


School Staff Survey

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

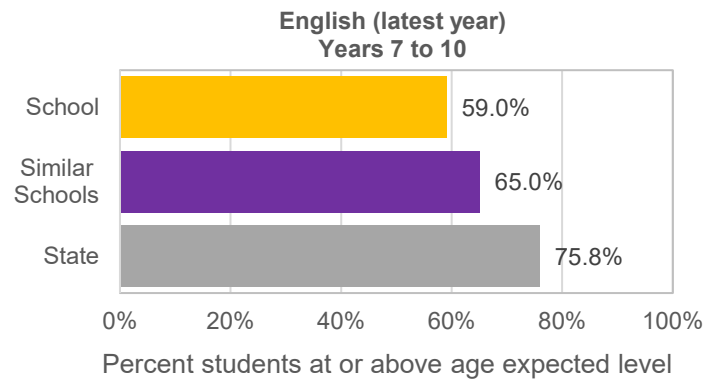
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

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

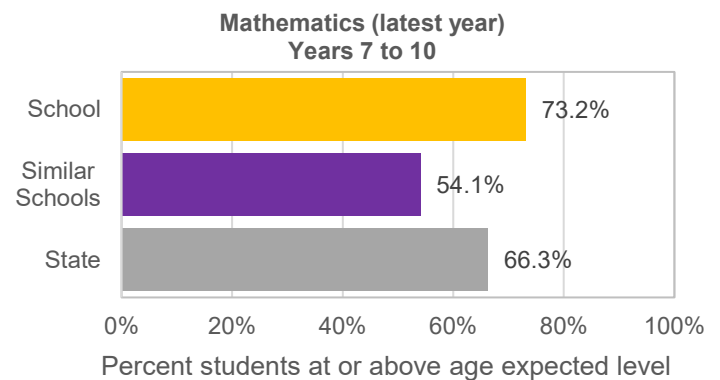
English Years 7 to 10

	Latest year (2020)
School percent of students at or above age expected standards:	59.0%
Similar Schools average:	65.0%
State average:	75.8%



Mathematics Years 7 to 10

	Latest year (2020)
School percent of students at or above age expected standards:	73.2%
Similar Schools average:	54.1%
State average:	66.3%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ACHIEVEMENT (continued)

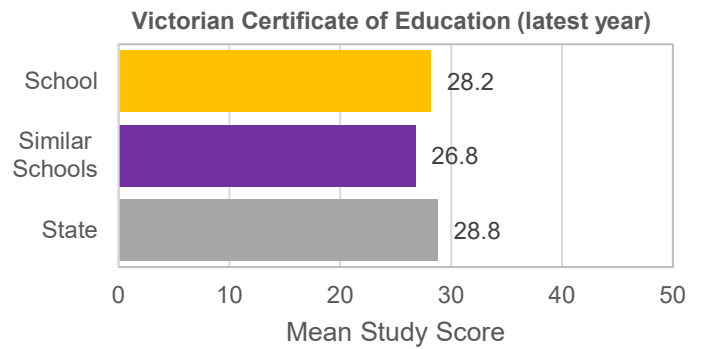
Victorian Certificate of Education (VCE)

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	28.2	26.8
Similar Schools average:	26.8	26.6
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

100%

Year 12 students in 2020 undertaking at least one Vocational Education and Training (VET) unit of competence:

23%

VET units of competence satisfactorily completed in 2020:

82%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2020:

66%

ENGAGEMENT

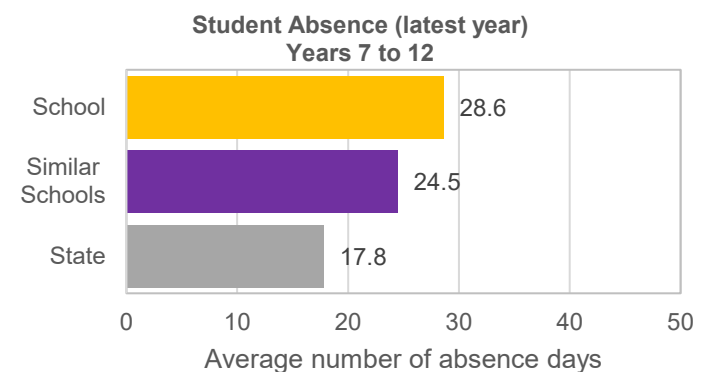
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years 7 to 12

	Latest year (2020)	4-year average
School average number of absence days:	28.6	25.7
Similar Schools average:	24.5	24.1
State average:	17.8	19.2



ENGAGEMENT (continued)

Attendance Rate (latest year)

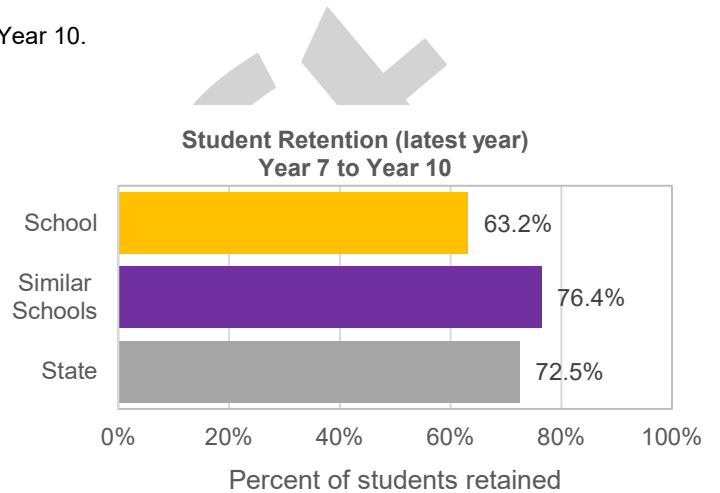
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	87%	85%	81%	83%	86%	94%

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 (2020)	4-year average
School percent of students retained:	63.2%	71.2%
Similar Schools average:	76.4%	76.5%
State average:	72.5%	72.9%



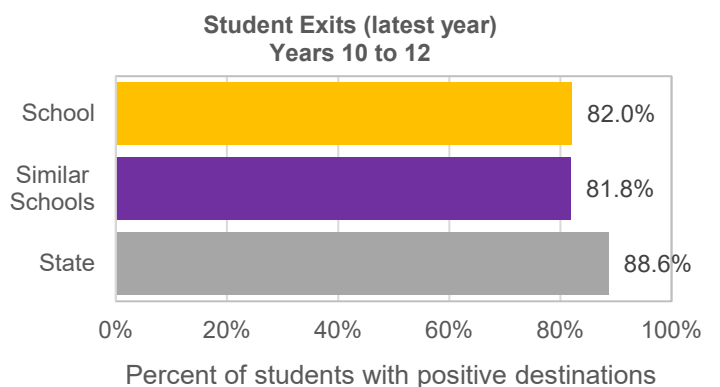
Students exiting to further studies or full-time employment

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 previous calendar year. Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2019)	4-year average
School percent of students to further studies or full-time employment:	82.0%	87.5%
Similar Schools average:	81.8%	83.7%
State average:	88.6%	89.1%



WELLBEING

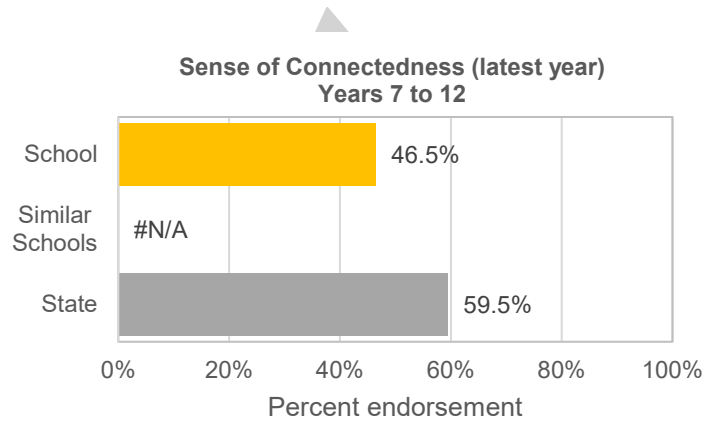
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

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:	46.5%	40.4%
Similar Schools average:	NDP	49.2%
State average:	59.5%	55.3%



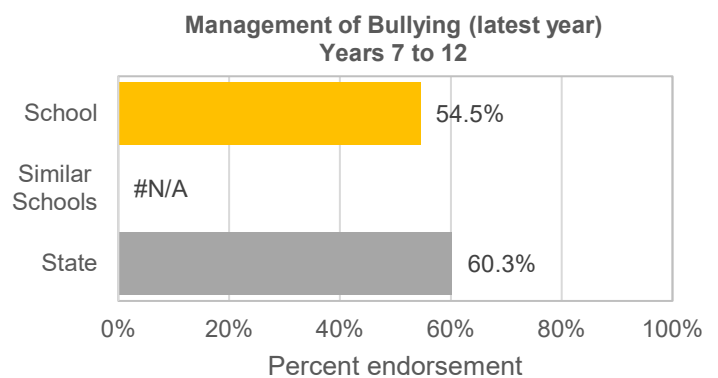
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

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

Management of Bullying Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	54.5%	50.5%
Similar Schools average:	NDP	52.5%
State average:	60.3%	57.9%



Due to lower participation rates and differences in collection methodology in 2020, 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, 2020

Revenue	Actual
Student Resource Package	\$4,481,893
Government Provided DET Grants	\$886,589
Government Grants Commonwealth	\$8,286
Government Grants State	\$25,132
Revenue Other	\$43,299
Locally Raised Funds	\$223,430
Capital Grants	NDA
Total Operating Revenue	\$5,668,629

Equity ¹	Actual
Equity (Social Disadvantage)	\$187,574
Equity (Catch Up)	\$39,356
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$226,930

Expenditure	Actual
Student Resource Package ²	\$4,394,917
Adjustments	NDA
Books & Publications	\$860
Camps/Excursions/Activities	\$49,787
Communication Costs	\$8,420
Consumables	\$96,203
Miscellaneous Expense ³	\$27,615
Professional Development	\$20,230
Equipment/Maintenance/Hire	\$110,556
Property Services	\$218,660
Salaries & Allowances ⁴	\$208,136
Support Services	\$132,302
Trading & Fundraising	\$50,538
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$37,718
Total Operating Expenditure	\$5,355,942
Net Operating Surplus/-Deficit	\$312,688
Asset Acquisitions	NDA

- (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 02 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$257,518
Official Account	\$61,245
Other Accounts	\$9,890
Total Funds Available	\$328,652

Financial Commitments	Actual
Operating Reserve	\$146,439
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	\$94,488
Beneficiary/Memorial Accounts	\$9,889
Cooperative Bank Account	\$1,961
Funds for Committees/Shared Arrangements	\$20,239
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$55,636
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$328,652

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.