2022 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 of the previous calendar year 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 15 May 2023 at 05:40 AM by John Wilson (Principal)

- This 2022 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

To be attested by 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 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-time 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

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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

Korumburra Secondary College prides itself on developing respectful and resilient students who strive for excellence and who are productive members of their community and beyond. Our aim is to become the best school we can for the members of our community. 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. We see improving the literacy of our students as paramount to their success in senior pathways. Student voice and agency is also a key component to engaging our students in the school, their career pathway, and for their development as respectful, resilient, and productive members of their community. The Instructional Model (IM) and the High Impact Teaching Strategies (including peer observation) are key strategies that we utilise to develop the literacy teaching of all teachers in all curriculum areas. Korumburra Secondary College is a 7-12 co-educational government school, situated about 140km to the South East of Melbourne. The school's student catchment stretches from Koo Wee Rup, Nyora, Loch, Kongwak, through to the Korumburra township. The College currently has an enrolment of approximately 408 students, 32.4 (EFT) teaching staff and 17 support staff, and a leadership team of 8, including a Principal, 2 Assistant Principals, 2 Learning Specialists, and 2 Leading Teachers. The College is located in a beautiful rural setting with large grounds and is surrounded by agricultural industry in a rapidly developing district. Adjacent to the school, two significant subdivisions are planned which will cater for up to approximately 400 families. Korumburra Secondary College has a long partnership with Burra Foods, a significant employer in the town who manufactures milk products for the local and overseas market. In 2018 the College opened its new STEAM building, creating state of the art facilities in Science, Art, Foods, and Design and Technology. In early 2023 the College opened two new buildings - the Middle School Learning Hub containing a library and several new classrooms, as well as our Bunji Building containing a new gym, Performing Arts space and additional classrooms.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022 we have implemented a strategic and focused effort to develop the documentation of the school's teaching and learning program. Our 'Whole School' curriculum planning processes ensure that students have well-considered time allocations for each subject based on the Victorian Curriculum for Years 7 - 10. A timetable review ensured appropriate time allocations provided to all domain areas. The introduction of documentation on the cloud has enabled accessible curriculum resources. Our 'Curriculum Area' planning processes ensure that each domain has a 'backward mapped' scope and sequence resulting in students being systematically and cohesively taught the skills and knowledge necessary for senior years. Unit planning processes ensure that students are taught all key skills, knowledge, and vocabulary across a unit. Common Assessment Tasks assessing all key skills accurately is an integral part of this planning and help to ensure that students experience the same curriculum in all classes of the same subject. 'Year Level' planning processes support a cohesive learning sequence across a semester for each cohort of students. Teacher collaboration has vastly improved through the introduction of PLCs and the use of the Inquiry cycle. Staff understanding of data has improved and we formed a Data Executive to support whole school approaches to strengthen teaching practice through explicit instruction and feedback, resulting in literacy and numeracy programs that were better structured, more engaging, consistent, and differentiated to a greater extent.

Wellbeing

In 2022 the focus of our Wellbeing strategy was to improve our ability to provide differentiated work within our classes. We made some progress with this, but ongoing staff absences due to COVID and isolation requirements provided some challenges. We also had our whole School Review in Term 3 which took most of our time and resources. Our Wellbeing Team supported 248 students across Terms 1-3, two thirds of our cohort. The Wellbeing Referral Model has worked well, and has been recognised at the regional level as being best practice. Staff now refer to the pinned chronicle recommendations and have confidence in implementing strategies and adjustments is growing. We have systematic approach to assessing and supporting students with additional needs. Staff culture and engagement in this area is high. The Wellbeing Referral Model will be reviewed in 2023 as we have had changes in the referral capacity of differing agencies.

Engagement

In our first full year of on-site learning since 2019, it was important that students were provided with appropriate support to re-engage with regular face-to-face routines. To help achieve this, our school continued to invest significant time in the Mentor Program to ensure sufficient time for mentors to meet and work with their students. Across the school mentors met with their students at the start of Terms 1, 2 and 3 for our Student 360s as an opportunity for student voice and agency, setting goals for the upcoming term, and providing any additional support necessary. The school continued to use STYMIE, a resource where students could anonymously report issues of harm or concern. For the first two terms the school employed a Mental Health Care Practitioner and continued to collaborate well with external agencies throughout the year. Through the Middle Years Literacy and Numeracy Program (MYLNS) and the Tutor Learning Initiative (TLI) students were able to be heavily supported in their English and Mathematics classes. This individualised support was well received by students and families.

Financial performance

The school ended the year with the required advance funds to be able to pay a term's worth of accounts despite the financial challenges that COVID created. Above average staff absences meant that extra funds were required to employ CRTs to cover classes. In 2022 the school continued to subsidise our canteen to ensure that we were able to continue to offer this service to our community. Equity funding was again in 2022 targeted towards the Like Ability English and Mathematics program, designed to created smaller classes especially for those most in need of additional support. The MYLNs and TLI initiative continued to run as mentioned above.

For more detailed information regarding our school please visit our website at http://www.korumburrasc.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 2.0 (FISO 2.0).

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 371 students were enrolled at this school in 2022, 160 female and 211 male.

NDP percent of students had English as an additional language and 5 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).
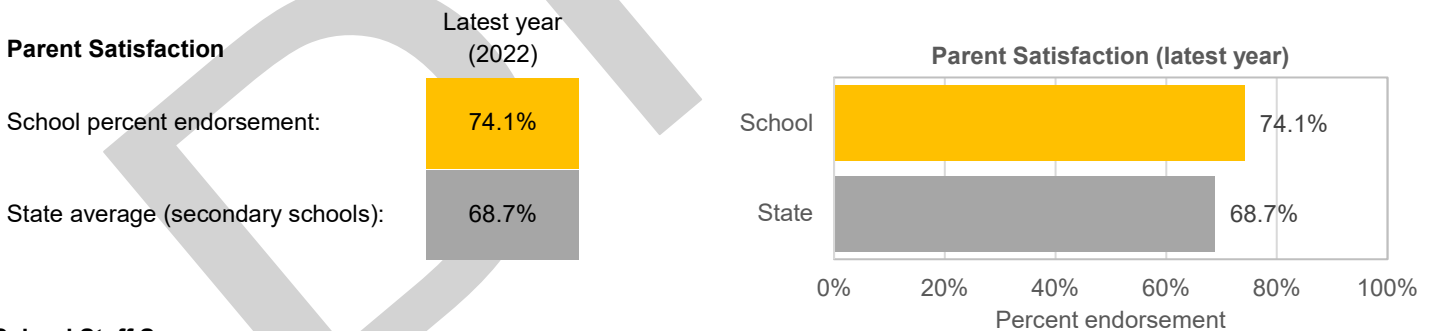
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, 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.
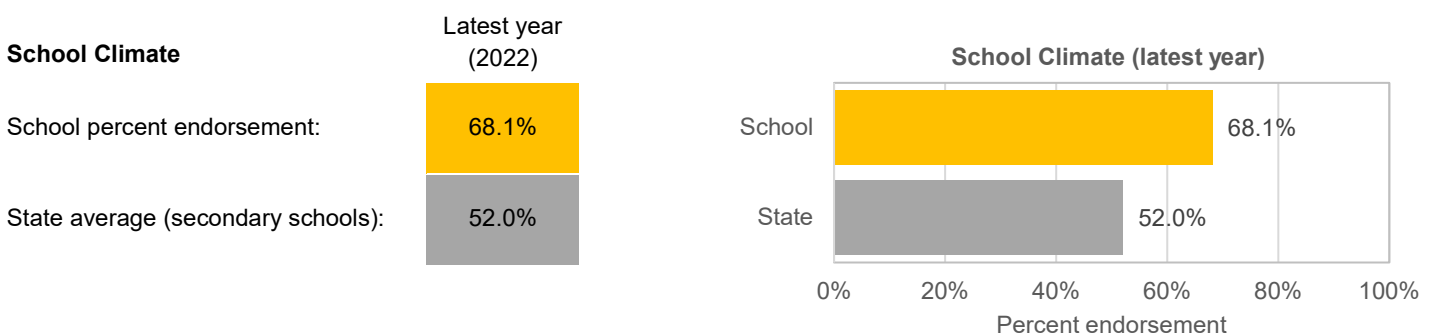
Parent Satisfaction	Latest year (2022)
School percent endorsement:	74.1%
State average (secondary schools):	68.7%

Parent Satisfaction (latest year)

	Percent endorsement
School	74.1%
State	68.7%

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.

School Climate	Latest year (2022)
School percent endorsement:	68.1%
State average (secondary schools):	52.0%

School Climate (latest year)

	Percent endorsement
School	68.1%
State	52.0%

LEARNING

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

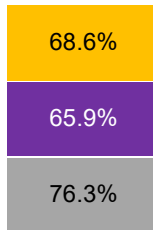Percentage of students working at or above age expected standards in English and Mathematics.

English
Years 7 to 10

Latest year (2022)

School percent of students at or above age expected standards:	68.6%
Similar Schools average:	65.9%
State average:	76.3%

English (latest year)
Years 7 to 10

School	68.6%
Similar Schools	65.9%
State	76.3%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
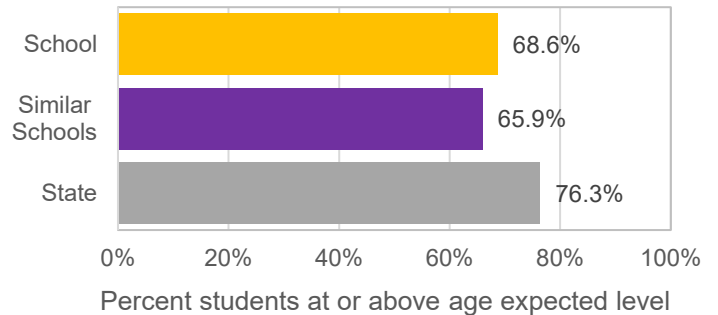
Mathematics
Years 7 to 10

Latest year (2022)

School percent of students at or above age expected standards:	70.4%
Similar Schools average:	55.7%
State average:	67.4%
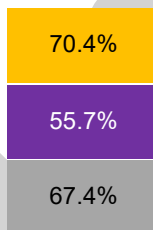
Mathematics (latest year)
Years 7 to 10
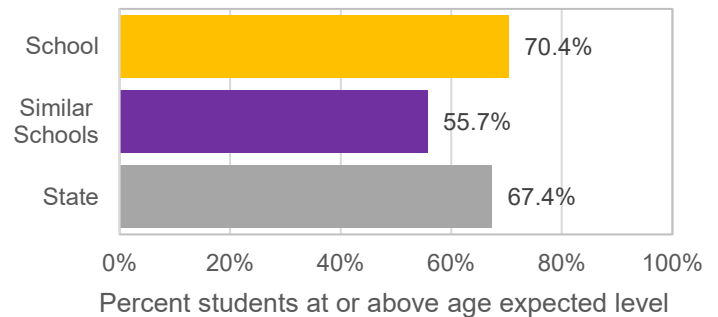
School	70.4%
Similar Schools	55.7%
State	67.4%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level

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 2019, 2021 and 2022 data.
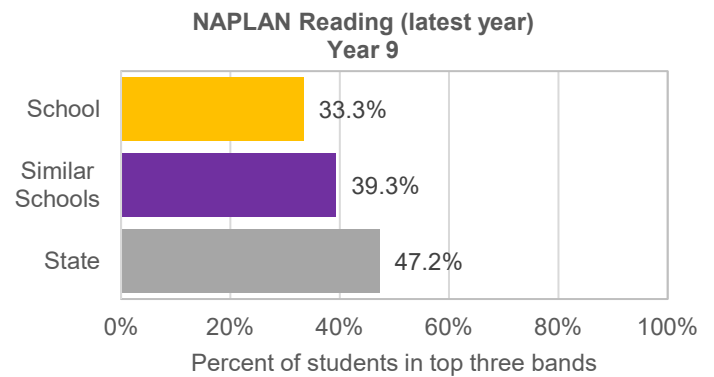
Reading Year 7	Latest year (2022)	4-year average
School percent of students in top three bands:	47.8%	46.5%
Similar Schools average:	44.5%	45.9%
State average:	54.6%	55.3%

NAPLAN Reading (latest year) Year 7

School — 47.8%
Similar Schools — 44.5%
State — 54.6%

Percent of students in top three bands
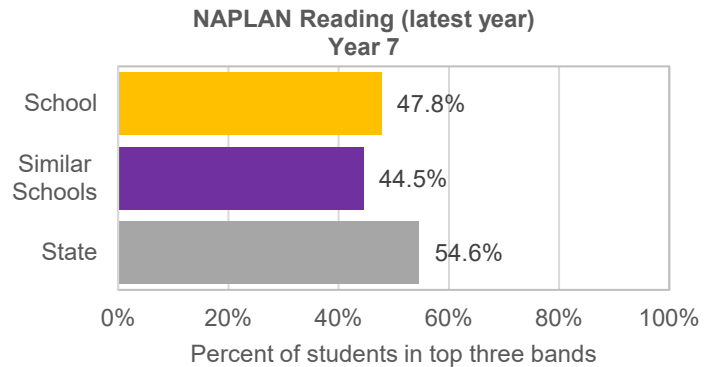
Reading Year 9	Latest year (2022)	4-year average
School percent of students in top three bands:	33.3%	33.5%
Similar Schools average:	39.3%	36.8%
State average:	47.2%	46.0%

NAPLAN Reading (latest year) Year 9

School — 33.3%
Similar Schools — 39.3%
State — 47.2%

Percent of students in top three bands

Numeracy Year 7	Latest year (2022)	4-year average
School percent of students in top three bands:	57.6%	53.2%
Similar Schools average:	40.0%	43.9%
State average:	52.5%	54.8%

NAPLAN Numeracy (latest year) Year 7

School — 57.6%
Similar Schools — 40.0%
State — 52.5%

Percent of students in top three bands
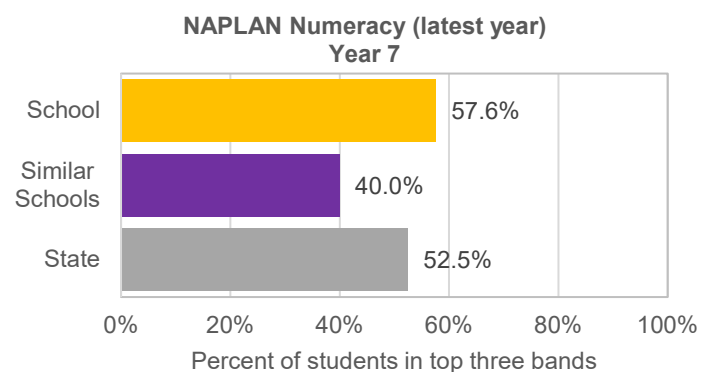
Numeracy Year 9	Latest year (2022)	4-year average
School percent of students in top three bands:	33.3%	35.1%
Similar Schools average:	35.9%	34.8%
State average:	44.7%	45.6%
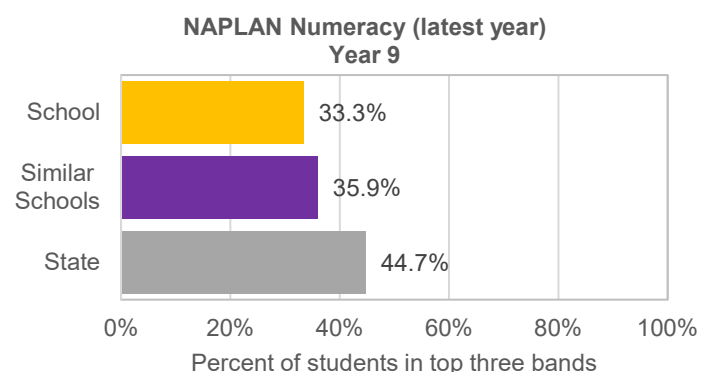
NAPLAN Numeracy (latest year) Year 9

School — 33.3%
Similar Schools — 35.9%
State — 44.7%

Percent of students in top three bands

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.*

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 (2022)	4-year average
School mean study score	25.8	27.5
Similar Schools average:	26.3	26.6
State average:	28.9	28.9

Victorian Certificate of Education (latest year)

	Mean Study Score
School	25.8
Similar Schools	26.3
State	28.9

Students in 2022 who satisfactorily completed their VCE:	100%
Year 12 students in 2022 undertaking at least one Vocational Education and Training (VET) unit of competence:	19%
VET units of competence satisfactorily completed in 2022:	93%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2022:	98%

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.
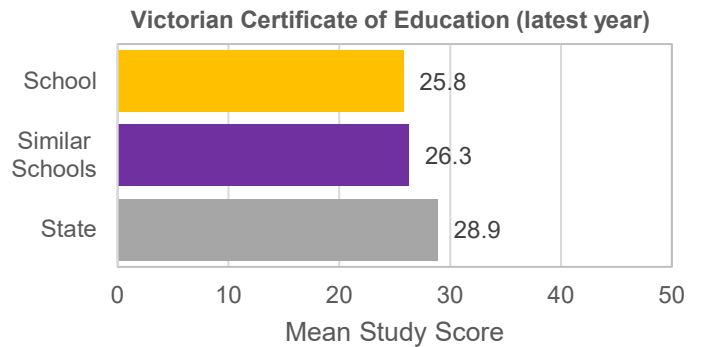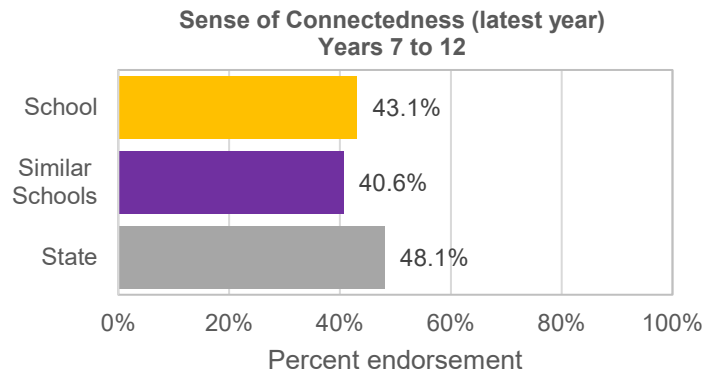
Student Attitudes to School – Sense of Connectedness

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 (2022)	4-year average
School percent endorsement:	43.1%	45.6%
Similar Schools average:	40.6%	46.1%
State average:	48.1%	52.5%

Sense of Connectedness (latest year) Years 7 to 12

|	Percent endorsement
School	43.1%
Similar Schools	40.6%
State	48.1%

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 (2022)	4-year average
School percent endorsement:	47.2%	53.7%
Similar Schools average:	43.1%	48.7%
State average:	48.6%	54.0%

Management of Bullying (latest year) Years 7 to 12

|	Percent endorsement
School	47.2%
Similar Schools	43.1%
State	48.6%
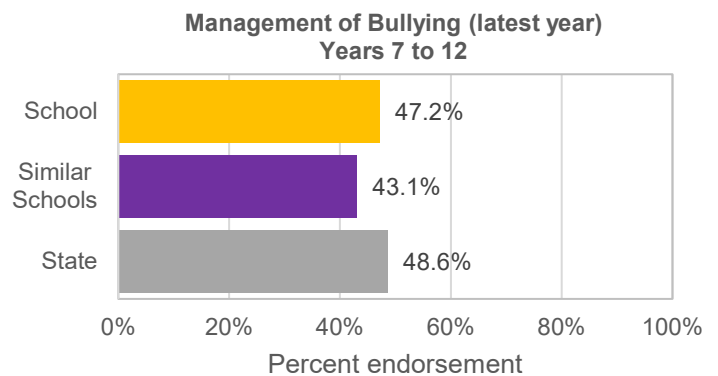
ENGAGEMENT

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.

Student Absence Years 7 to 12	Latest year (2022)	4-year average
School average number of absence days:	38.2	30.7
Similar Schools average:	34.9	28.3
State average:	27.7	21.8

Student Absence (latest year)
Years 7 to 12

	Average number of absence days
School	38.2
Similar Schools	34.9
State	27.7
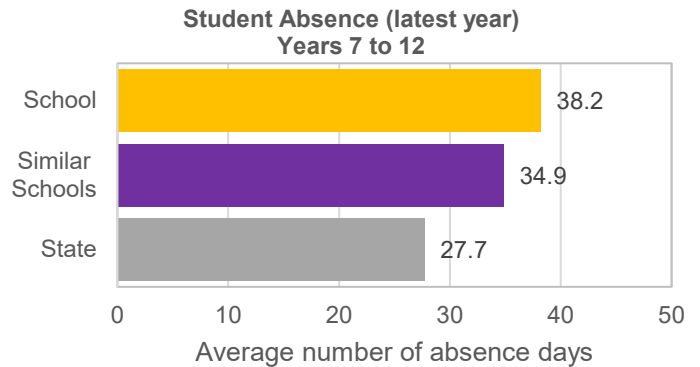
Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	82%	77%	81%	79%	82%	87%

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 (2022)	4-year average
School percent of students retained:	74.6%	72.4%
Similar Schools average:	76.5%	76.7%
State average:	73.1%	73.0%

Student Retention (latest year)
Year 7 to Year 10

	Percent of students retained
School	74.6%
Similar Schools	76.5%
State	73.1%
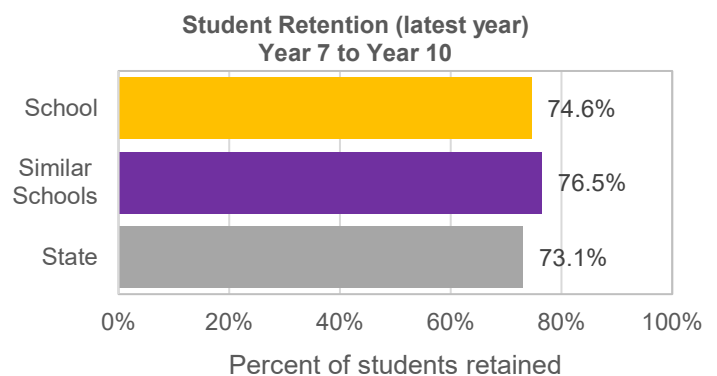
ENGAGEMENT (continued)

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.*
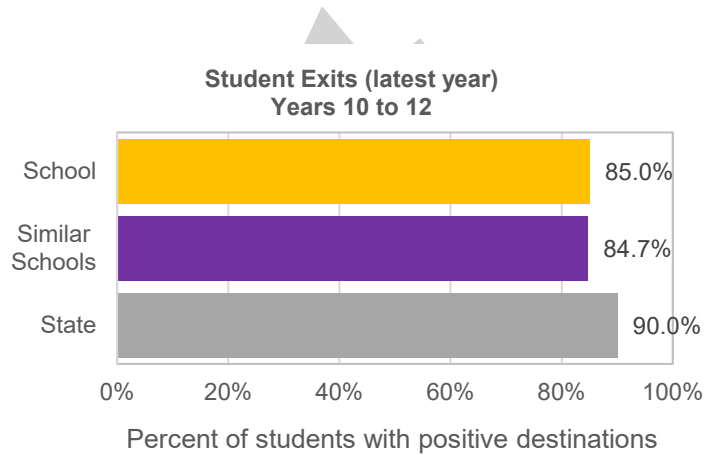
Students exiting to further studies or full-time employment

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 (2021)	4-year average
School percent of students to further studies or full-time employment:	85.0%	87.5%
Similar Schools average:	84.7%	83.4%
State average:	90.0%	89.3%

Student Exits (latest year) Years 10 to 12

	Percent
School	85.0%
Similar Schools	84.7%
State	90.0%

Percent of students with positive destinations

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	$5,438,967
Government Provided DET Grants	$688,453
Government Grants Commonwealth	$3,602
Government Grants State	$422,945
Revenue Other	$108,223
Locally Raised Funds	$268,006
Capital Grants	$50,000
Total Operating Revenue	**$6,980,197**

Equity [1]	Actual
Equity (Social Disadvantage)	$205,906
Equity (Catch Up)	$24,149
Transition Funding	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$230,055**

Expenditure	Actual
Student Resource Package [2]	$5,373,940
Adjustments	$0
Books & Publications	$1,378
Camps/Excursions/Activities	$95,360
Communication Costs	$8,482
Consumables	$139,315
Miscellaneous Expense [3]	$25,387
Professional Development	$38,486
Equipment/Maintenance/Hire	$92,376
Property Services	$180,579
Salaries & Allowances [4]	$235,209
Support Services	$96,848
Trading & Fundraising	$90,089
Motor Vehicle Expenses	$0
Travel & Subsistence	$0
Utilities	$44,799
Total Operating Expenditure	**$6,422,247**
Net Operating Surplus/-Deficit	**$507,950**
Asset Acquisitions	**$267,457**

(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 24 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	$545,245
Official Account	$97,259
Other Accounts	$9,890
Total Funds Available	**$652,393**

Financial Commitments	Actual
Operating Reserve	$162,552
Other Recurrent Expenditure	$0
Provision Accounts	$0
Funds Received in Advance	$0
School Based Programs	$86,219
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$8,139
Funds for Committees/Shared Arrangements	$34,239
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$0
Capital - Buildings/Grounds < 12 months	$0
Maintenance - Buildings/Grounds < 12 months	$155,374
Asset/Equipment Replacement > 12 months	$123,022
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$569,545**

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.