

2017 Annual Report to the School Community



School Name: Korumburra Secondary College

School Number: 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 Regulation 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 2017 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 17 May 2018 at 08:18 PM by John Wilson (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation 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 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 18 May 2018 at 10:07 AM by Kam Whyte (School Council President)



About Our School

School Context

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 to the Korumburra township. The College currently has an enrolment of approximately 340 students, 35 teaching staff and 10 support staff, a leadership team of 5 including a Principal, Assistant Principal and 3 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. Korumburra is a regional town with a range of services and businesses which support the local area. Korumburra Secondary College has a long partnership with a significant employer in the town that manufactures milk products for the local and overseas market together with strong links to community service organisations.

The school has a strong academic and applied learning program and is building on the strengths of these programs to create a vibrant learning community that develops our students' capabilities to be successful, lifelong learners and active local and global citizens. Teachers at the school work in teams to facilitate a guaranteed curriculum and assessment program together with a college wide instructional model.

In 2017 the College has undergone a significant transformation with a new STEAM building coming into operation during Term 4. The redevelopment of hard court areas associated with this capital works project are currently underway and are due for completion in time for the 2018 new year.

Framework for Improving Student Outcomes (FISO)

In 2017 Korumburra Secondary College has worked towards the FISO initiatives of "Building Practice Excellence", "Curriculum Planning and Assessment" and "Building Leadership Teams". Using the FISO Continua of Improvement, at the end of 2017 our self-evaluation assessed us as generally being "evolving" or "embedding" in each of these areas.

Achievement

In 2017 the College has continued to work towards our student learning goals from the 2015 - 2018 Strategic Plan which focussed on the development of an Instructional Model. Staff have developed a solid understanding of three elements of the instructional model to this stage and various learning, feedback and coaching mechanisms have been implemented and this was reflected in our assessments.

Our staff also continued to work on documenting our curriculum to ensure a guaranteed and viable curriculum which is consistently delivered across all subjects. The introduction of Common Assessment Tasks at all subjects in Years 7 – 10 and professional learning on assessment helped identify the key elements of high quality assessment tasks. Equity funding was used to provide a team of staff with time to complete an inquiry in to effective assessment strategies in the classroom. We also introduced continuous reporting through Compass to provide students and parents with more timely and effective feedback.

During 2017 we saw improvements in our NAPLAN data with many areas now equalling or exceeding the state mean.

In 2018 we will continue a focus on implementing our Instructional Model as well as documentation of the curriculum and embedding of assessment and reporting practices.

Engagement

In 2017 our Student Engagement focus was on the ongoing development of learning environments to cater for the individual learning needs of every student.

Through our focus on our Instructional Model all staff worked on implementing routines in every classroom designed to provide engaging teaching and learning.

Structural changes were made to our LINK (Literacy and Numeracy intervention in Years 8 and 9) class to allow it to more effectively fit in to the overall learning plan for relevant students. We continued to develop our ACE+ class as an opportunity for Year 8 and 9 students to work towards functional literacy and numeracy goals through the development of authentic products in a "hands-on" manner. All students who were involved in these classes demonstrated very positive learning growth. These students



have also demonstrated a more positive approach to their learning across all subject areas and greater confidence when faced with challenges in their learning.

In 2017 we also implemented our ACE+ Independent project allowing some of our more capable Year 9 students to design and complete a project of their choice across the year.

In 2017 we saw increases in a range of data sets including attendance, student retention from Year 7 through to 10 and Student Attitudes to School survey.

Wellbeing

In 2017 Korumburra Secondary College further developed our student mentor program. Structural changes allowed greater contact between students and their mentor during class times, allowing the mentor to monitor the ongoing wellbeing of each student. Our student profiles have provided mentors with a regular update of their students' data and allowed them to ensure interventions are provided where necessary. Our mentors have continued to work effectively in Year Level Teams. Our ACE program has continued to grow to provide all students with an effective Personal and Social learning program.

All staff have also worked to implement effective and consistent behaviour management processes in the classroom. Staff now use a structured approach to positive recognition with students and through Compass to ensure this is provided to parents. Each of our assemblies now include recognising students who have demonstrated our school values in a variety of areas across the school.

In 2017 Korumburra Secondary College developed a partnership with Korumburra Medical Clinic to offer a Youth Access Clinic at our school. Students are now able to book in to see a GP any Tuesday morning. This complements our existing team of Health Professionals including a social worker, school nurse and mental health social worker.

Our Student Attitude to School Survey results for student relationships and student wellbeing have continued to improve.

For more detailed information regarding our school please visit our website at
www.korumburrasc.vic.edu.au



Performance Summary

The Government School Performance Summary 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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 333 students were enrolled at this school in 2017, 167 female and 166 male.</p> <p>< 10 percent were EAL (English as an Additional Language) students and < 10 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p>● Similar</p> <p>● Higher</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 7</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4 - 9.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p>NAPLAN Year 9</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5 - 10.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<ul style="list-style-type: none"> Higher Similar Similar Similar

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>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 year 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'.</p>	<p>Reading Low: 34%, Medium: 47%, High: 19%</p> <p>Numeracy Low: 32%, Medium: 49%, High: 19%</p> <p>Writing Low: 23%, Medium: 58%, High: 19%</p> <p>Spelling Low: 17%, Medium: 49%, High: 34%</p> <p>Grammar and Punctuation Low: 38%, Medium: 45%, High: 17%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>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). 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'.</p>	<p>Reading Low: 22%, Medium: 44%, High: 33%</p> <p>Numeracy Low: 16%, Medium: 68%, High: 16%</p> <p>Writing Low: 24%, Medium: 51%, High: 24%</p> <p>Spelling Low: 32%, Medium: 41%, High: 27%</p> <p>Grammar and Punctuation Low: 36%, Medium: 57%, High: 7%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>Victorian Certificate of Education (VCE)</p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>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.</p>	<p>Results: 2017 0 to 50 scale. School score (blue dot) is approximately 45. State median (green diamond) is 30.</p> <p>Results: 2014 - 2017 (4-year average) 0 to 50 scale. School score (blue dot) is approximately 45. State median (green diamond) is 30.</p>	<p>● Lower</p> <p>● Similar</p>
<p>Students in 2017 who satisfactorily completed their VCE: 88% Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: 20% VET units of competence satisfactorily completed in 2017: 86% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: 72%</p>		



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Engagement	Student Outcomes	School Comparison												
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> <tr> <td>87 %</td> <td>89 %</td> <td>84 %</td> <td>89 %</td> <td>90 %</td> <td>91 %</td> </tr> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	87 %	89 %	84 %	89 %	90 %	91 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>● Similar</p> <p>● Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
87 %	89 %	84 %	89 %	90 %	91 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p>● Similar</p> <p>● Similar</p>												
<p>Exit Destinations</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.</p>	<p>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p>● Similar</p> <p>● Similar</p>												



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
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Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p>○ Lower</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p>○ Lower</p>

How to read the Annual Report

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

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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 reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

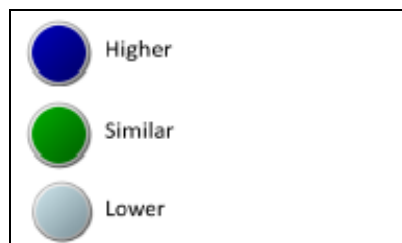


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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.

'Levels A to D' 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').



Financial Performance and Position

Financial performance and position commentary

Korumburra Secondary College completed a major capital works program in 2017 using a \$5.6 million grant from the State Government. Our STEAM building was completed by the end of term 3. An extra \$25000 of unplanned locally raised funds was required to complete the building. Utilities increased by \$10000 to support the new building using extra electricity, water, refuse and garbage. Further capital works funding provided to the school of \$94571 was used for IT, furniture and equipment in the STEAM building.

Other cash injections into the school was the sale of plant and equipment from the demolished buildings. The sale was for \$4000. A white night creative project had \$15000 and the South Gippsland Administrative Network had \$33000 from members into the school.

Net operating surplus is the result of unspent funds for the 2017 year. Budgeted items for the new building were backordered from Italy and other items were brought forward for \$23916.

Equity funds provided to the school were used to implement literacy intervention programs, provide staff with time to complete inquiries in to assessment practices as well as routines associated with a safe and supportive environment, and to provide a student wellbeing officer.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$3,892,591	High Yield Investment Account	\$15,730
Government Provided DET Grants	\$493,957	Official Account	\$134,805
Government Grants Commonwealth	\$0	Other Accounts	\$50,064
Government Grants State	\$23,875	Total Funds Available	\$200,599
Revenue Other	\$30,073		
Locally Raised Funds	\$351,810		
Capital Grants	\$94,571		
Total Operating Revenue	\$4,886,876		
Equity¹			
Equity (Social Disadvantage)	\$207,578		
Equity (Catch Up)	\$36,892		
Equity Total	\$244,471		
Expenditure		Financial Commitments	
Student Resource Package ²	\$3,892,076	Operating Reserve	\$31,393
Books & Publications	\$4,135	Asset/Equipment Replacement < 12 months	\$23,916
Communication Costs	\$9,841	Maintenance - Buildings/Grounds incl SMS<12 months	\$33,321
Consumables	\$83,950	Beneficiary/Memorial Accounts	\$9,890
Miscellaneous Expense ³	\$237,717	Cooperative Bank Account	\$40,175
Professional Development	\$46,386	Revenue Received in Advance	\$26,696
Property and Equipment Services	\$262,166	School/Network/Cluster Coordination	\$3,711
Salaries & Allowances ⁴	\$146,920	Provision Accounts	\$31,498



Trading & Fundraising	\$61,026	Total Financial Commitments	\$200,599
Utilities	\$56,621		
Adjustments	\$4,800		

Total Operating Expenditure	\$4,805,639
Net Operating Surplus/-Deficit	\$81,237
Asset Acquisitions	\$29,154

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

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.

