

2019 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 2019 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 August 2020 at 01:48 PM by Vaya Dauphin (Principal)

The 2019 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.

Attested on 24 November 2020 at 05:32 PM 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, through to the Korumburra township. The College currently has an enrolment of approximately 348 students, 30 teaching staff and 16 support staff, and a leadership team of 7, including a Principal, Assistant Principal, two Learning Specialists, 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. 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.

The school prides itself on developing resilient students who are life long learners. 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.

In 2018 the College opened its new STEAM building, creating state of the art facilities in Science, Art, Foods, and Design and Technology.

Framework for Improving Student Outcomes (FISO)

In 2019, 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 2019 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 began using in 2019, 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.

Achievement

The College had another extremely successful VCE year in 2019, with our mean VCE study score improving by 6.8 points from 2017 making us one of the most improved rural schools in 2019 with a mean study score of 29. We were excited to make the Herald Sun's list of most improved. We also had three students attain ATARs in the mid 90s. In 2019, the College committed significant resources towards improving student Writing. This saw an increase in the number of students making High Growth in Year 9 from 5.5% in 2018 to 15.4% in 2019 and an increase in Reading from 9.4% in 2018 to 17.5% in 2019. Students in Years 7-10 are grouped in Like Ability classes in English and Mathematics to ensure that all students receive teaching targeted at their Zone of Proximal Development. In Maths, the percentage of students making Low Growth in Numeracy decreased from 32.7% in 2018 to 25.6% in 2019 (Year 9). Similarly at Year 7, the percentage of students making Low Growth decreased from in 31% 2018 to 17% 2019. The major focus of the College's Annual Implementation Plan is Writing across all curriculum subjects, beginning with a strong focus on vocabulary development.

Our Program for Students with Disabilities has continued 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 2019, the Student Attitudes to School Survey showed a lift in all areas. There was significant improvement in Teacher Concern (42.5 in 2018 to 70.5 in 2019 - percentile endorsement); High Expectations for Success (13.0 in 2018 to 67.3 in 2019); Advocate at School (5.6 in 2018 to 45.1 in 2019); Not Experiencing Bullying (3.4 in 2018 to 57.8 in 2019); Effort (3.1 in 2018 to 42.2); and Effective Classroom Behaviour (14.3 in 2018 to 55.6 in 2019).

The ACE program at KSC continues to build students' metacognition and engagement in their learning. In 2019, the average Grade Point Average (GPA) across the school was 3.2, 3 points higher than in 2018, and an improvement of 10%. Students engaged in Mentor 360 conversations which developed their capacity to think metacognitively about their learning.

Resources have been directed towards training students to lead student focus groups as a way to develop student voice. Student agency remains a focus of the ACE program.

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. Every student at the school 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). 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.

Financial performance and position

Funds were retained at the end of 2018 to cover the 2019 deficit in the staffing budget and to help support our cash budget. In 2019, our parent contributions improved and were as high as 85% in some areas. This allowed to school to improve classroom resources and thus material options for students. The staffing deficit was the result of the Like Ability grouping structure in English and Mathematics, Years 7-10, as extra classes were created to better cater for students' needs. In 2018, the College also directed significant funds towards the completion of the STEAM building. In 2019, our student numbers began to grow and we ended the 2019 year with 348 students, a significant increase on 2018.

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

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

Enrolment Profile

A total of 318 students were enrolled at this school in 2019, 161 female and 157 male.

ND were EAL (English as an Additional Language) students and 2 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



Performance Summary

Achievement	Student Outcomes	Similar 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>Key: Similar School Comparison</p> <ul style="list-style-type: none"> Above (Teal circle) Similar (Light blue circle) Below (Blue circle) <p>Below (Blue circle)</p> <p>Above (Teal circle)</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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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> 	<p>Below ●</p> <p>Below ●</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: ■
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Achievement	Student Outcomes	Similar 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>	<table border="1"> <caption>NAPLAN Learning Gain Year 5-7</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>23%</td> <td>66%</td> <td>11%</td> </tr> <tr> <td>Numeracy</td> <td>17%</td> <td>62%</td> <td>21%</td> </tr> <tr> <td>Writing</td> <td>44%</td> <td>37%</td> <td>19%</td> </tr> <tr> <td>Spelling</td> <td>31%</td> <td>48%</td> <td>20%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>33%</td> <td>61%</td> <td>6%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	23%	66%	11%	Numeracy	17%	62%	21%	Writing	44%	37%	19%	Spelling	31%	48%	20%	Grammar and Punctuation	33%	61%	6%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</p>
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<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: 2019</p> <p>Results: 2016 - 2019 (4-year average)</p>	<p>Above ●</p>																								

Students in 2019 who satisfactorily completed their VCE: **100%**
 Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: **21%**
 VET units of competence satisfactorily completed in 2019: **94%**
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: **64%**

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: **Key:** Similar School Comparison Above Similar Below

Engagement	Student Outcomes	Similar 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>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Similar </p>												
<p>Average 2019 attendance rate by year level:</p>	<table border="1"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>90 %</td> <td>87 %</td> <td>86 %</td> <td>85 %</td> <td>89 %</td> <td>90 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	90 %	87 %	86 %	85 %	89 %	90 %	<p>Similar school comparison not available</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
90 %	87 %	86 %	85 %	89 %	90 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2019</p> <p>Results: 2016 - 2019 (4-year average)</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: 2019</p> <p>Results: 2016 - 2019 (4-year average)</p>	<p>Above </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: ◆ Key: Similar School Comparison: ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar 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: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Below ●</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: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Above ●</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$4,130,850	High Yield Investment Account	\$104,841
Government Provided DET Grants	\$778,876	Official Account	\$10,121
Government Grants Commonwealth	\$900	Other Accounts	\$9,890
Government Grants State	\$13,500	Total Funds Available	\$124,852
Revenue Other	\$24,457		
Locally Raised Funds	\$356,135		
Total Operating Revenue	\$5,304,718		
Equity¹			
Equity (Social Disadvantage)	\$234,123		
Equity (Catch Up)	\$27,569		
Equity Total	\$261,692		
Expenditure		Financial Commitments	
Student Resource Package ²	\$4,082,679	Operating Reserve	\$124,852
Books & Publications	\$672	Other Recurrent Expenditure	\$3,749
Communication Costs	\$6,930	Funds Received in Advance	\$19,471
Consumables	\$98,313	School Based Programs	\$30,550
Miscellaneous Expense ³	\$340,830	Beneficiary/Memorial Accounts	\$9,889
Professional Development	\$21,679	Cooperative Bank Account	\$1,961
Property and Equipment Services	\$251,930	Funds for Committees/Shared Arrangements	\$18,539
Salaries & Allowances ⁴	\$253,551	Total Financial Commitments	\$209,011
Trading & Fundraising	\$73,157		
Utilities	\$42,846		
Total Operating Expenditure	\$5,172,589		
Net Operating Surplus/-Deficit	\$132,130		
Asset Acquisitions	\$7,500		

(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 26 February 2020 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.

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)

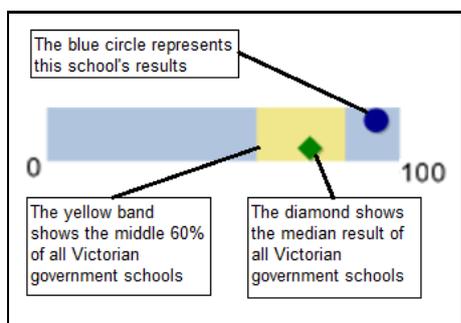
Engagement

- 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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



What does '*Data not available*' or '*ND*' 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').