

# 2021 Annual Report to The School Community



**School Name: Korumburra Primary School (3077)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 27 April 2022 at 01:12 PM by Nathan Pirouet (Principal)

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

Attested on 27 April 2022 at 10:18 PM by Kim Fowles (School Council President)

# How to read the Annual Report

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## What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school, an outline of the school's performance over the year and future directions.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them through the implementation of their School Strategic Plan and Annual Implementation Plan.

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## 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 Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

### Engagement

Student attendance at school

### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

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## Considering COVID-19 when interpreting the Performance Summary

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

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

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

## How to read the Annual Report (continued)

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### 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.

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### 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.

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### 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

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### School context

Korumburra Primary School has proudly served the local community for over 130 years. Part of the SEVR Region, the school is located 110 kilometers south east of Melbourne within the township of Korumburra. The school is an integral part of the local community with strong ties to local service clubs, early and secondary education providers and the wider South Gippsland Schools Network. Our student population in 2021 reached 310 students, including 11 Aboriginal and Torres Straight Islanders.

Our dedicated staff includes the Principal, Assistant Principal, 13 Classroom Teachers, 2 Learning Specialist, 3 Specialist Teachers (Physical Education, Art and Performing Arts), a Welfare Coordinator, a school counsellor, an Intervention Specialist, a School Chaplain, three ES Office staff and 6 Education Support staff.

Our school purpose is to empower each individual to reach their full potential and become a lifelong learner. Our school values are: Aim High, Be respectful, Be Resilient and Be Respectful. These 4 values are regularly taught and celebrated in class, at our school assemblies and on Facebook.

Our school staff and the broader school community are particularly proud of the way it handled the very difficult challenges of remote learning, combined with an onsite program for essential workers children. Our parent community were overwhelmingly supportive of how well we managed the challenges of 2020 & 2021. Our strong school culture and sense of community in 2021 undoubtedly helped all of us through this difficult year.

Korumburra Primary School and the Karmai Community Children's Centre (KCCC) partner to provide four year old kinder on the site of Korumburra Primary School. Our school provides access to a before and after school care program run by KCCC and hosted at a neighbouring Catholic Primary School.

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### Framework for Improving Student Outcomes (FISO)

2021 was a review year for KPS. A summary of findings:

FISO dimension: Building practice excellence

The Review Panel agreed that the school had invested in enhancing teaching and learning during the 2018-21 School Strategic Plan (SSP) period.

The Panel found the following were evident to support this highlight:

- The school further implemented the schools Professional Learning Communities (PLCs) supported by dedicated time, professional learning and the support of a coach
- Targeted professional learning and curriculum planning through cycles of inquiry had enhanced staff collaboration and collegiality
- A range of internal and external professional learning opportunities were evident throughout the SSP period
- The introduction of a school wide digital service enhanced shared curriculum planning, ease of accessibility to shared resources and documents, collaboration and shared ownership of planning and assessment documents.

FISO dimension: Setting expectations and promoting inclusion

The Review Panel validated the school further enabled a positive school culture during the SSP period. The Panel considered feedback from students, staff and parents via focus groups, classroom observations and opinion survey results.

The Panel found the following were evident in support of this highlight:

- A positive staff culture was supported by collaboration and consultation, which was enabled through an annual review and refinement of staff agreed behaviours and a staff mantra
- A strong school culture supported staff to remain physically and mentally healthy in challenging times. This was evident during 2020-21 as the school navigated lockdown and remote and flexible learning required by the COVID 19 worldwide pandemic

- All staff, students and families who participated in the fieldwork activities displayed pride in their school and valued the positive relationships fostered throughout the school community.

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## Achievement

Korumburra Primary School set a goal to maximise the achievement and learning growth of student outcomes in English and Mathematics, with a particular focus on Foundation to Year 3. The Review Panel found the goal was partially met with two targets achieved and two targets partially achieved.

The school set a target to increase the percentage of Year 3 students measured in the top two bands in the National Assessment Program – Literacy and Numeracy (NAPLAN) for Reading to be 55 per cent, Writing to be 53 per cent and Numeracy to be 40 per cent. The Panel agreed the target was partially achieved as Reading and Numeracy in 2021 achieved the target as did Writing in 2018 and 2019. Writing was not maintained in 2021 with less students achieving at the top 2 bands.

The Review Panel agreed that the school had focused its efforts on enhancing teacher collaboration and consistency of teaching approaches throughout the 2018-21 School Strategic Plan (SSP).

Proposed future directions and strategies.

The Review Panel agreed a focus to establishing and embedding agreed instructional practices that scaffolds and differentiates learning for each child were to the focus of the 2022 – 2025 School Strategic Plan. This will include further developing whole school approaches to Literacy and Numeracy and further enabling a culture of data triangulation, analysis and evaluation of student learning growth over time. A continued focus on consistency of curriculum planning and delivery centred on student needs and an enhanced targeted approach to student goals setting were also highlighted as future foci. These are to be enabled by role clarity through shared instructional leadership and an embedded improvement cycle. Findings were supported by staff, student, and parent feedback during the fieldwork activities of the review.

The School School Improvement Team (SIT) consisting of the principal, assistant principal, professional learning community (PLC) coordinator, numeracy learning specialist, literacy learning specialist and assessment coordinator will be responsible for driving, supporting and overseeing this important work the school.

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## Engagement

School review panel findings:

FISO dimension: Health and wellbeing

The school had further enhanced engagement and wellbeing throughout the SSP period. The Panel considered feedback from students, staff, parents and carers via focus groups, classroom observations and opinion survey results. The Panel found the following were evident in support of this highlight:

- A wellbeing team consisted of a Counsellor, Wellbeing Coordinator and Chaplain, all who worked alongside the community
- A school program had integrated the School Wide Positive Behaviour Support (SWPBS) initiative and Resilience, Rights and Respectful Relationships (4r's) program. This was supported by the introduction of a school mascot, the kookaburra Bluey, and a school wide positive behaviour positive rewards system of Bluey tokens
- Student led lunchtime clubs, a Prep Buddy Program and Well Done Awards all contributed to setting a positive climate for learning
- The school successfully implemented a whole school approach to student management supported by a Behaviour Matrix and flowchart..

Our School Counsellor has worked particularly well this year, offering short-term counselling support to students, whilst supporting their families in sourcing external supports if required. Our school counsellor has also worked as part of the Family Links Program in 2021, helping re-engage low attending students in their education, ultimately improving their attendance over time. Our classroom teachers consistently make contact with parents if their child is absent from school. Our wellbeing coordinator also offers support to the teacher and the families where necessary.

The Review Panel agreed that Korumburra Primary School displayed a positive and connected school community at the time of the Review. Through focus groups with staff, students and families displayed pride in their school. The Panel agreed the school had enhanced its positive climate for learning and maintain the community feel of school during staffing transitions and the remote and flexible learning period due to COVID-19 lockdowns.

Proposed future directions and strategies:

A focus on improving student outcomes through the activation of student agency and a tiered approach to wellbeing to further of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life. A focus to enhancing strong relationships and active partnerships between schools and families to strengthen student engagement in school was also identified as a future focus for the school.

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## Wellbeing

Here at Korumburra Primary School, wellbeing has been a priority focus for us over the last 4 years. During that time, we've managed to resource and maintain a School Counsellor (0.2), Wellbeing Coordinator (0.4) and a School Chaplain (0.3). We've also introduced a number of systems and processes over the years to help ensure the wellbeing of our students, staff and families is well managed, sustainable and part of our school culture.

Our Wellbeing Coordinator has helped orchestrate and oversee a number of initiatives across our school. They've worked closely with DET's SWPBS Coordinator Also with DET's Resilience Rights and Respectful Relationships (4R's) Coordinator. Some of the work included the introduction of our school mascot (Bluey), linking to our school wide positive rewards systems (Bluey tokens), individual classroom positive rewards systems (teacher driven), dedicated time to teach the 4R's Program, encouraging circle time, lunchtime clubs running across the school (led and run by students), Prep Buddy Program, Well Done Awards and more. Our Wellbeing Coordinator has also worked closely with the School Improvement Team (SIT) to refine our school wide Behaviour Matrix, and is developing a behaviour focussed data wall for PLC teams to access and link to Compass PULSE through Chronicle entries.

Proposed future directions and strategies:

1. Strengthen student capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life through an agreed whole school approach to wellbeing.
2. Further develop and embed the whole school approach to parents as partners.

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## Finance performance and position

In 2021 our school registered a staffing deficit of \$48,788. These funds were required to provide additional tutoring and wellbeing support as a response to the impacts of COVID-19. Our school continues to prioritise learning catchup for students through the resourcing of experienced teaching staff.

Our school was successful in receiving a two DET funded school grants. We received a \$90,000 grant to replace our school fence and a Shade Sail Grant of \$25000 which has been used to provide an outside learning spaces. other capital works funded through the school budget included the installation of reverse cycle air conditioners and security cameras.

Our school continues to be in a strong financial position with \$325,000 in the bank.

**For more detailed information regarding our school please visit our website at**  
**<https://www.korumburraps.vic.gov.au>**

# Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

A total of 310 students were enrolled at this school in 2021, 146 female and 164 male.

NDP 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).

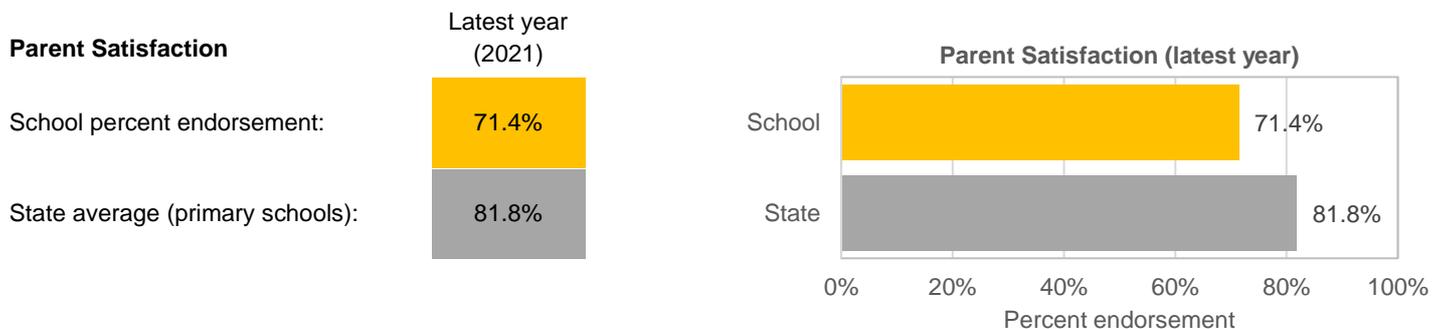
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

### Parent Satisfaction Summary

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

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

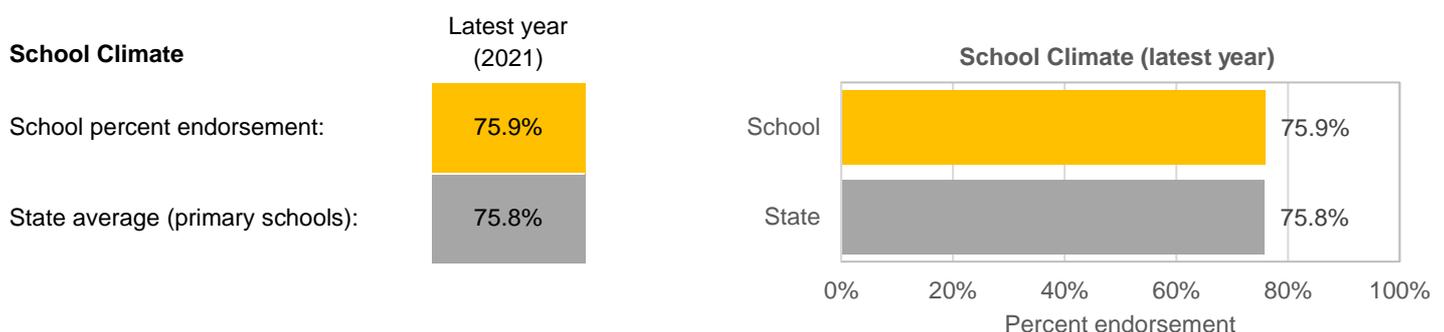


### School Staff Survey

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

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

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



## ACHIEVEMENT

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

### Teacher Judgement of student achievement

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

#### English Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

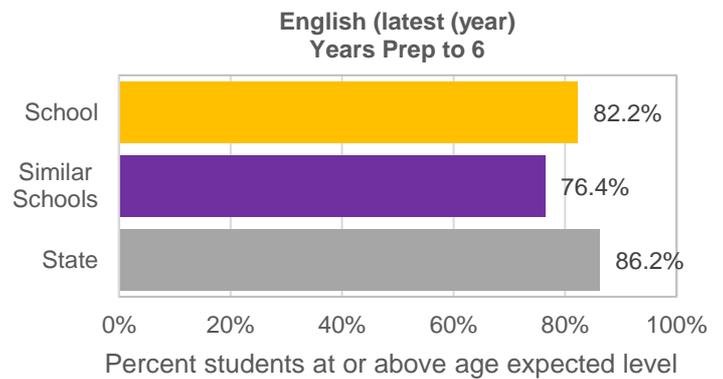
82.2%

Similar Schools average:

76.4%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

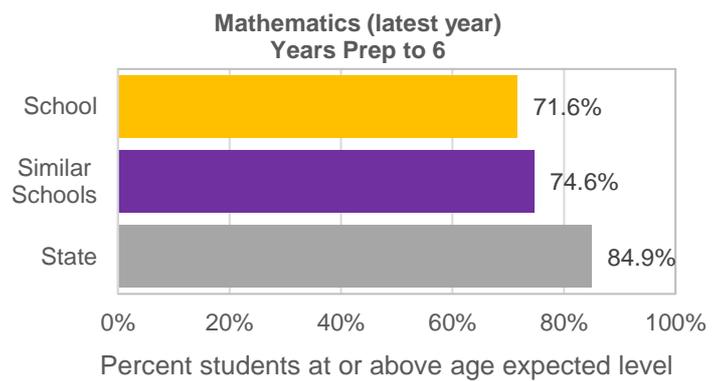
71.6%

Similar Schools average:

74.6%

State average:

84.9%



**ACHIEVEMENT (continued)**

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

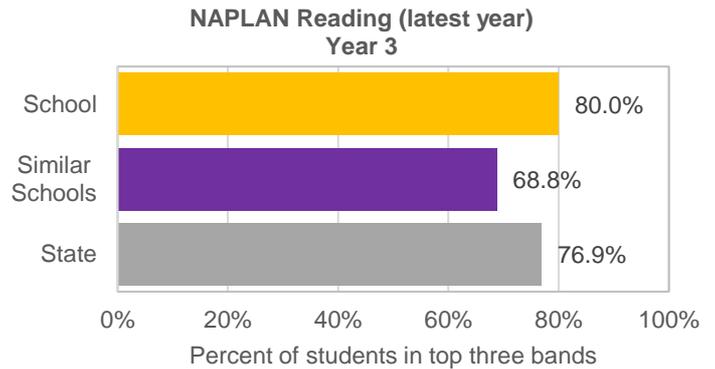
**NAPLAN**

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

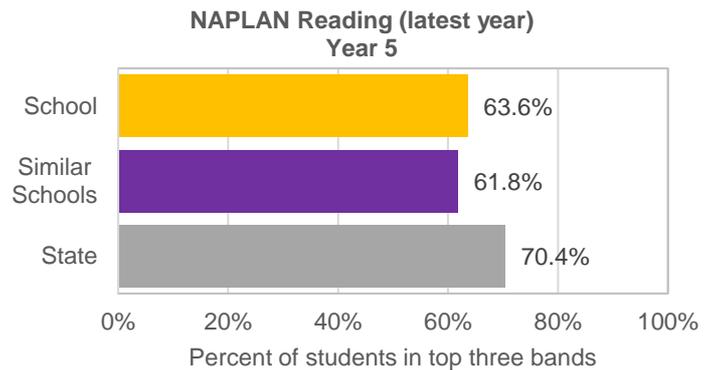
**Reading Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	80.0%	75.4%
Similar Schools average:	68.8%	68.5%
State average:	76.9%	76.5%



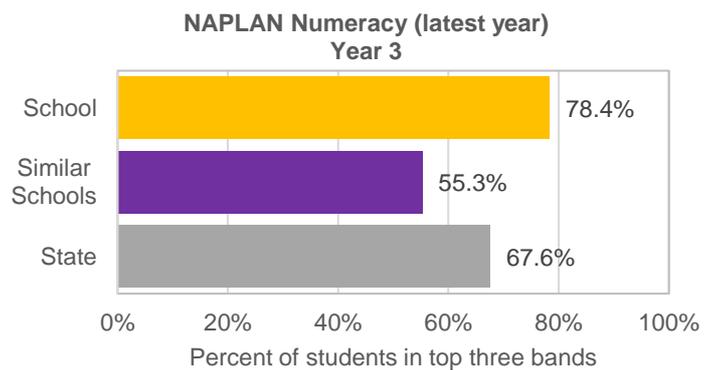
**Reading Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	63.6%	56.2%
Similar Schools average:	61.8%	57.9%
State average:	70.4%	67.7%



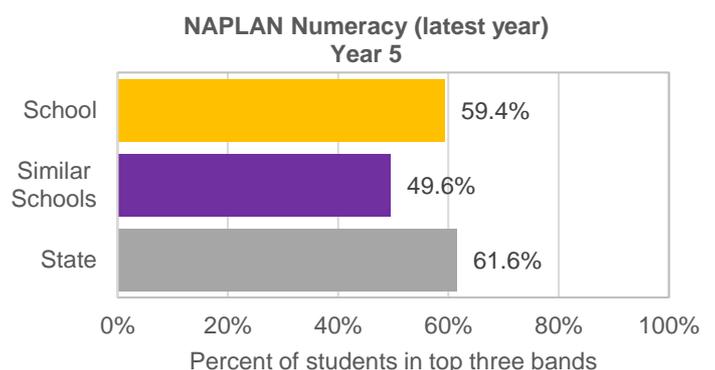
**Numeracy Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	78.4%	73.2%
Similar Schools average:	55.3%	59.2%
State average:	67.6%	69.1%



**Numeracy Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	59.4%	48.9%
Similar Schools average:	49.6%	46.7%
State average:	61.6%	60.0%



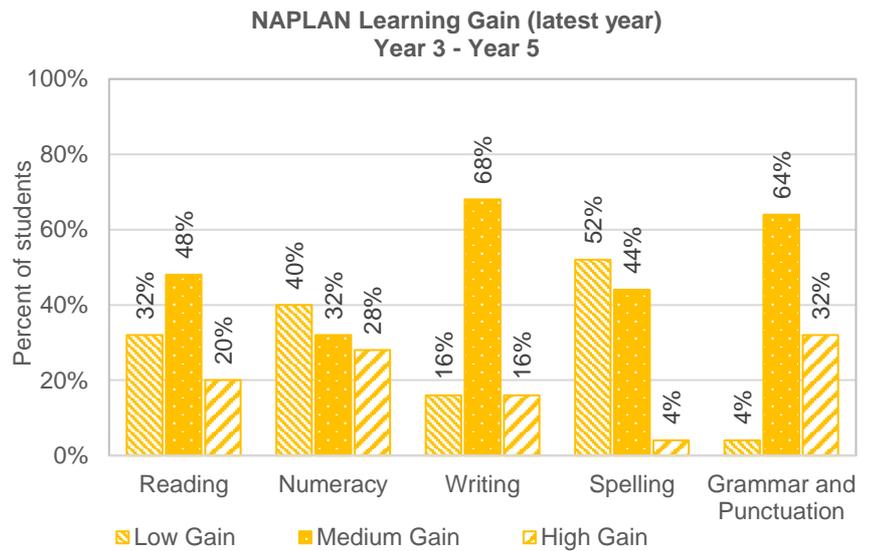
## ACHIEVEMENT (continued)

### NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

#### Learning Gain Year 3 (2019) to Year 5 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	32%	48%	20%	20%
Numeracy:	40%	32%	28%	18%
Writing:	16%	68%	16%	17%
Spelling:	52%	44%	4%	17%
Grammar and Punctuation:	4%	64%	32%	19%



## ENGAGEMENT

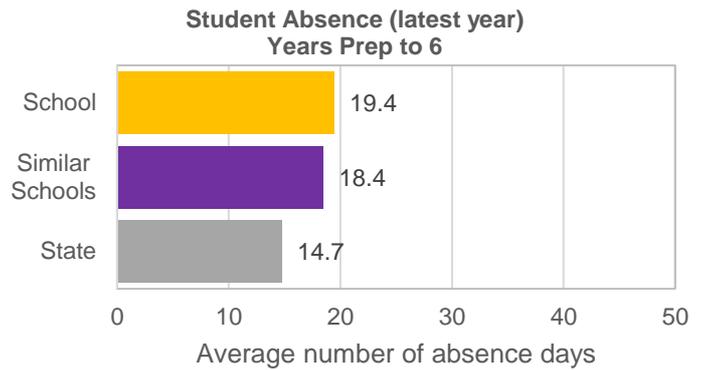
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

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

#### Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	19.4	19.1
Similar Schools average:	18.4	17.3
State average:	14.7	15.0



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	93%	91%	93%	88%	89%	89%	89%

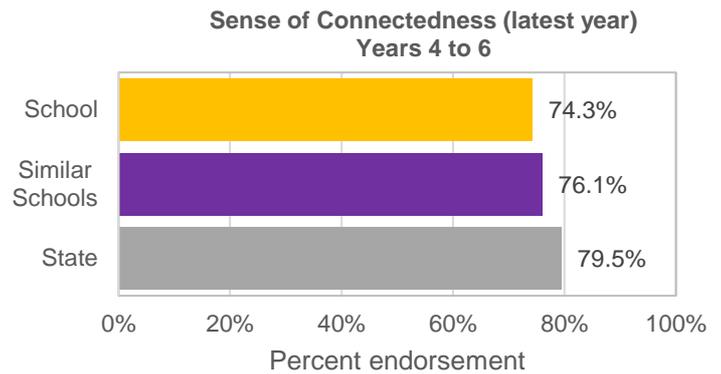
## WELLBEING

**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 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	74.3%	78.5%
Similar Schools average:	76.1%	77.8%
State average:	79.5%	80.4%

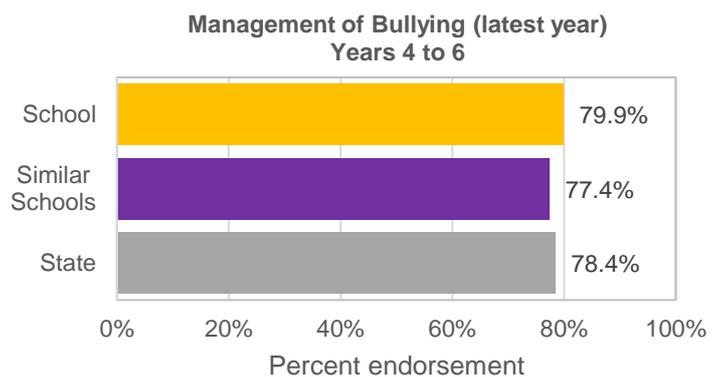


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	79.9%	79.9%
Similar Schools average:	77.4%	78.9%
State average:	78.4%	79.7%



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

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,787,697
Government Provided DET Grants	\$510,072
Government Grants Commonwealth	\$0
Government Grants State	\$153,065
Revenue Other	\$17,686
Locally Raised Funds	\$146,171
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$3,614,691</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$234,998
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$234,998</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,836,496
Adjustments	\$0
Books & Publications	\$572
Camps/Excursions/Activities	\$42,488
Communication Costs	\$6,392
Consumables	\$58,043
Miscellaneous Expense <sup>3</sup>	\$251,003
Professional Development	\$11,320
Equipment/Maintenance/Hire	\$93,596
Property Services	\$146,773
Salaries & Allowances <sup>4</sup>	\$176,414
Support Services	\$17,281
Trading & Fundraising	\$33,653
Motor Vehicle Expenses	\$61
Travel & Subsistence	\$0
Utilities	\$44,808
<b>Total Operating Expenditure</b>	<b>\$3,718,901</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$104,211)</b>
<b>Asset Acquisitions</b>	<b>\$117,246</b>

- (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 2022 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2021

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$222,499
Official Account	\$103,134
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$325,633</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$136,053
Other Recurrent Expenditure	\$1,224
Provision Accounts	\$0
Funds Received in Advance	\$40,887
School Based Programs	\$41,800
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$48,799
Asset/Equipment Replacement < 12 months	\$17,602
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$39,268
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$325,633</b>

*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.*