

2022 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).
- 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 26 April 2023 at 04:10 PM by Nathan Pirouet (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

Attested on 27 April 2023 at 09:05 AM by Kim Fowles (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 Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- 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
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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 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 2022 reached 306 students, including 13 Aboriginal and Torres Straight Islanders. Our dedicated staff includes the Principal, Assistant Principal, thirteen Classroom Teachers, two Learning Specialist, four Specialist Teachers (Italian, Physical Education, Art and Performing Arts), a Welfare Coordinator, a School Counsellor, an Intervention Specialist, three ES Office staff and six Education Support staff. Our school's purpose is to empower each individual to reach their full potential and become a lifelong learner.

Our school values are: Aim High, Be Responsible, Be Resilient and Be Respectful. These four 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 positive climate for learning that is omnipresent as you walk into and around our classrooms and play spaces. Our caring and inclusive school culture and sense of community is something we regularly celebrate. Our parent satisfaction endorsement continues to be above the state average.

In 2022 Korumburra Primary School and the Karmai Community Children's Centre (KCCC) again partnered 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 neighboring Catholic Primary School. In 2023 before and after school care will return to Korumburra Primary School.

Progress towards strategic goals, student outcomes and student engagement

Learning

Establishing and embedding agreed instructional practices that scaffold and differentiate learning for each child is the key focus of the 2022 – 2025 School Strategic Plan. This includes 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 goal 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 our school review. The School Improvement Team (SIT) consisting of the Principal, Assistant Principal, Professional Learning Community (PLC) Coordinator, two Instructional Leaders and a Curriculum and Assessment Coordinator are responsible for driving, supporting and overseeing this important work in the school. In 2022 through collaboration with the school teachers, SIT began to build teachers knowledge and skills to teach using the school's gradual release instructional model. This will continue to be the work in 2023. SIT and our teachers continue to work hard towards best instructional practice in the classroom, striving to enhance the outcomes of every child in the school.

Teacher judgement of student learning from P-6 in English have indicated that 80% of our kids are at or above expected level and 76% of students in P-6 have been judged at or above the expected level in Numeracy.

NAPLAN: In grade three, our 4 - year average is above the state in Reading (77.7% of kids in top 3 bands) and in Numeracy the grade three 4-year average was 2% below the state in Numeracy (64% of kids in the top 3 bands).

In grade five our 4-year average is below the state in both Reading and Numeracy. We are above similar schools in Reading and slightly below similar schools in Numeracy.

Wellbeing

Wellbeing continues to be a priority focus in our school. We've introduced a number of systems and processes to ensure the wellbeing of our students, staff and families is well managed, sustainable and part of our school culture. Our Wellbeing Coordinator and the School Wellbeing Team has orchestrated and overseen a number of initiatives across our school. They've worked closely

with DET's SWPBS Coordinator to ensure we are contemporary in our practice. Similarly, with DET's Resilience Rights and Respectful Relationships (RRRR's) Coordinator.

Some of the work has included the introduction of our school mascot (Bluey), linking to our school wide positive rewards systems (supported by our Bluey tokens), individual classroom positive rewards systems (teacher driven), dedicated time to teach the RRRR'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 focused data wall for PLC teams to access and link to Compass PULSE through Chronicle entries.

We have worked towards further developing and embedding our whole school approach to parents as partners. In 2022 our specialist team surveyed a cohort of parents (new families to the school) exploring how welcomed and supported they felt when arriving at KPS as new families. We were very pleased to hear that our new families did feel very welcomed and overwhelmingly fed back how helpful and informative our transition program and school readiness information sessions were in 2022. This was particularly pleasing.

Engagement

Challenging and engaging lessons throughout the school combined with our School Wide Positive Behaviour Support (SWPBS) initiative and Resilience, Rights and Respectful Relationships (RRRR's) programs continue to be the levers for success for our school, particularly in the area of student engagement.

SWPBS was supported by the introduction of a school mascot, Bluey the kookaburra and a school wide positive behaviour 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. Our school Facebook page has also been a great way to celebrate our students success at school as well as drive community based events, such as the Colour Run, Italian Festival, Meet and Greets, Cross Country, Athletics, Swimming and more. The KPS Collective team (consisting of our Specialist teachers and parent volunteers) have also helped contribute towards creating strong community links and engagement within our community.

The school reviewed, revised and successfully implemented a whole school approach to student management supported by a behaviour matrix and flowchart. Our classroom teachers consistently make contact with parents if their child is absent from school. Our wellbeing coordinator also offers support to our teacher staff and the families where necessary. A focus around enhancing strong relationships and active partnerships between school and families to strengthen student engagement in the school was also identified as a future foci.

Financial performance

In 2022 our school registered a staffing deficit of \$18,460. These funds were required to provide additional staffing as a response to the impact of staffing shortages mostly due to the pandemic. Our school continues to prioritise learning catch-up opportunities for students through the resourcing of experienced teaching staff. At the end of 2022 we spent a significant amount of money upgrading four classrooms including new carpets and painting in the middle building. We are pleased how these once dreary and tired classrooms have been transformed into bright and open classrooms. Other capital works funded through the school budget included the installation of reverse cycle air conditioners in the junior rooms including the kindergarten spaces. Substantial landscaping was also completed around the school. Our school continues to be in a strong financial position with \$302,000 in the bank.

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 306 students were enrolled at this school in 2022, 158 female and 148 male.

1 percent of students had English as an additional language and 4 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).

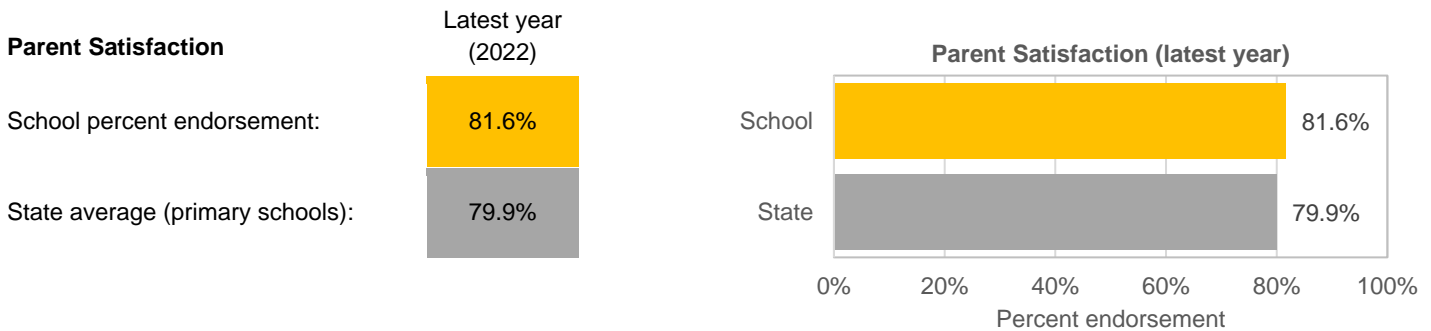
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

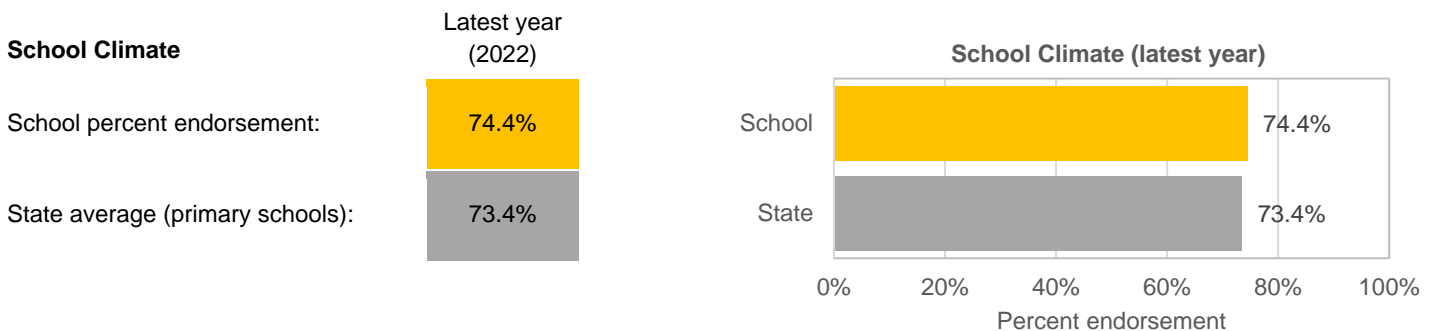


School Staff Survey

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.



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 Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

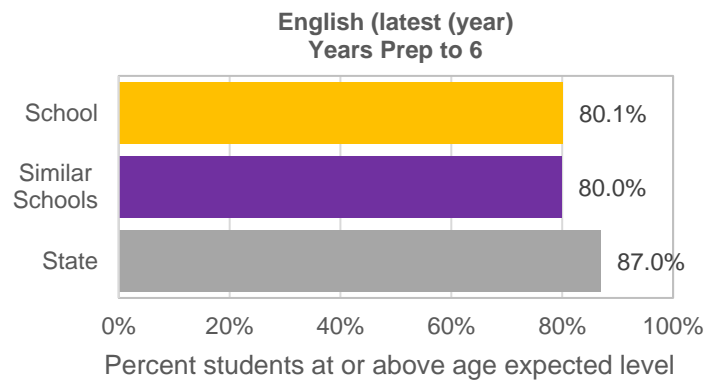
80.1%

Similar Schools average:

80.0%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

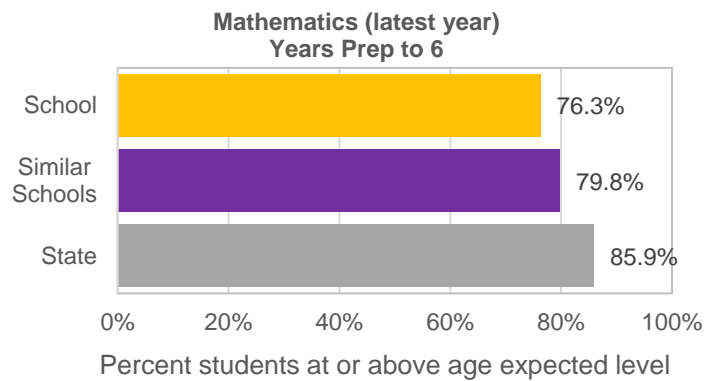
76.3%

Similar Schools average:

79.8%

State average:

85.9%



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.

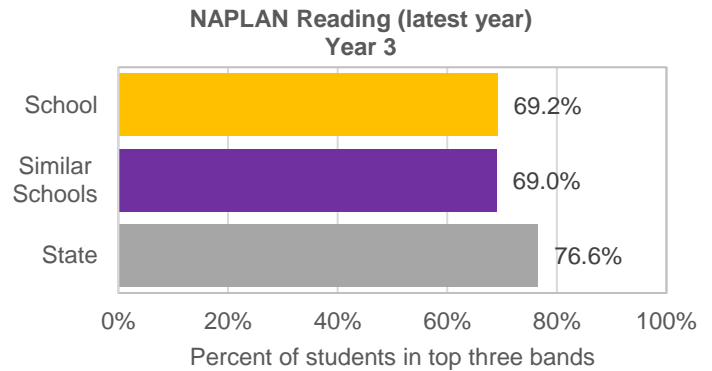
NAPLAN

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.

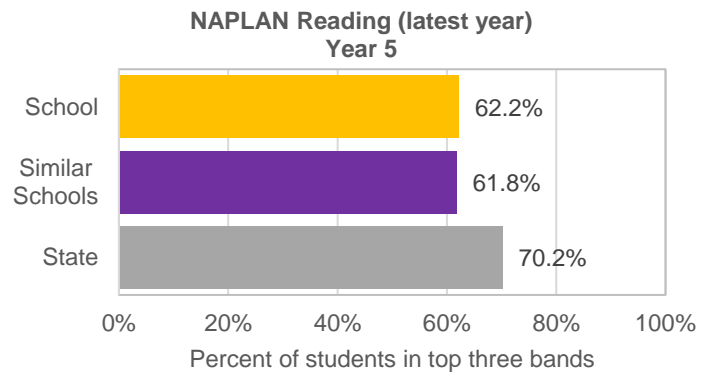
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	69.2%	77.7%
Similar Schools average:	69.0%	69.6%
State average:	76.6%	76.6%



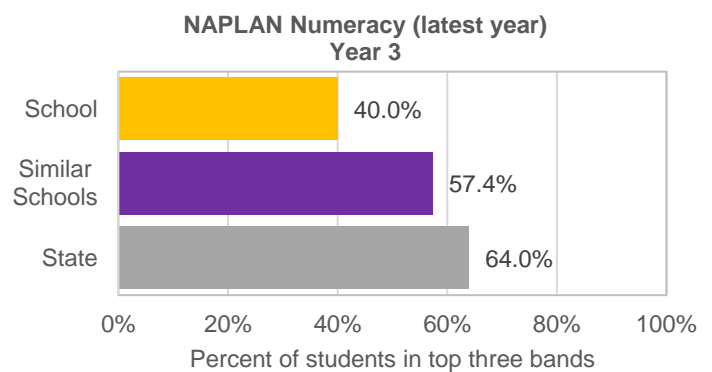
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	62.2%	62.2%
Similar Schools average:	61.8%	61.9%
State average:	70.2%	69.5%



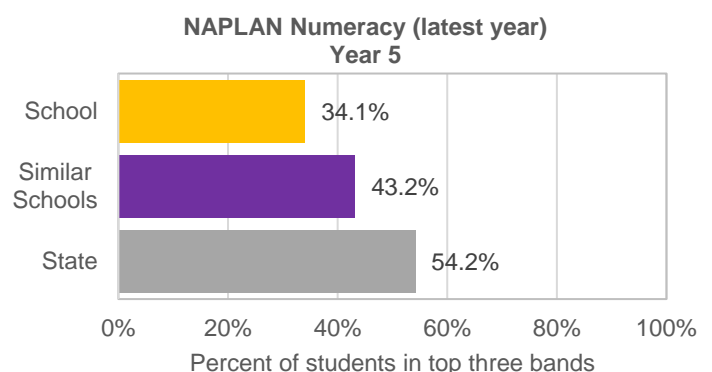
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	40.0%	64.4%
Similar Schools average:	57.4%	58.6%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	34.1%	47.4%
Similar Schools average:	43.2%	48.4%
State average:	54.2%	58.8%



WELLBEING

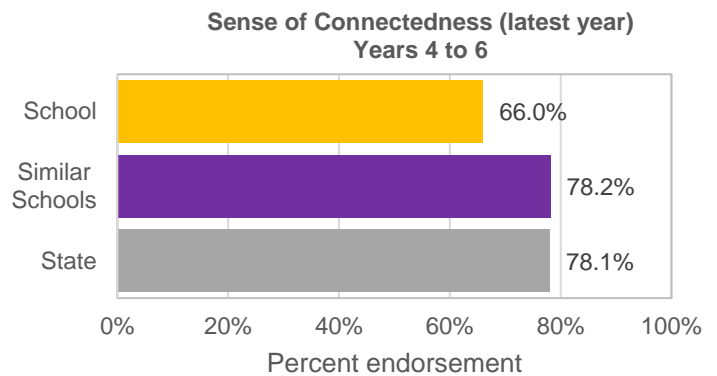
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 (2022)	4-year average
School percent endorsement:	66.0%	75.9%
Similar Schools average:	78.2%	77.8%
State average:	78.1%	79.5%

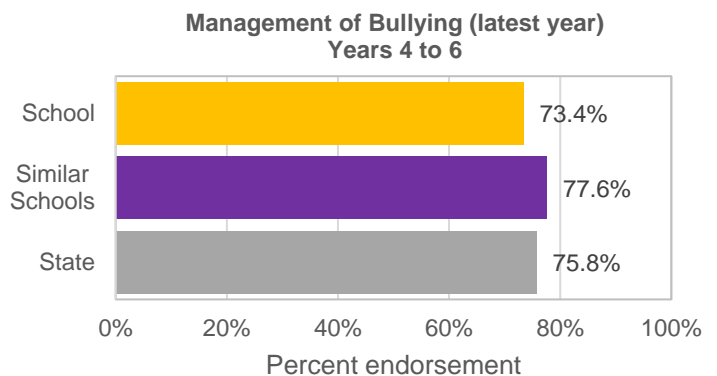


Student Attitudes to School – Management of Bullying

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 (2022)	4-year average
School percent endorsement:	73.4%	78.5%
Similar Schools average:	77.6%	78.3%
State average:	75.8%	78.3%



ENGAGEMENT

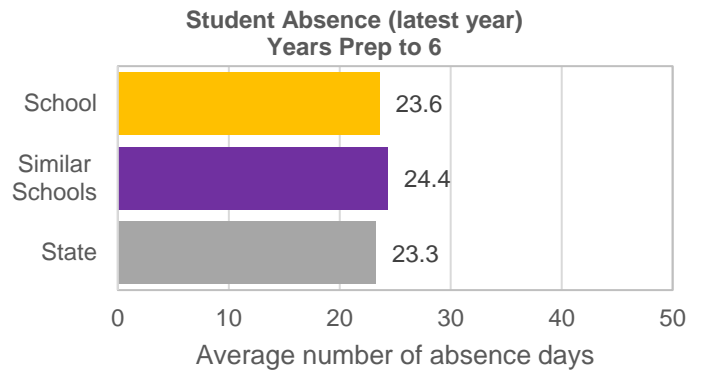
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	23.6	20.5
Similar Schools average:	24.4	18.7
State average:	23.3	17.0



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	88%	88%	90%	90%	89%	85%	87%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$2,858,182
Government Provided DET Grants	\$513,928
Government Grants Commonwealth	\$18,742
Government Grants State	\$5,900
Revenue Other	\$29,644
Locally Raised Funds	\$192,890
Capital Grants	\$0
Total Operating Revenue	\$3,619,286

Equity ¹	Actual
Equity (Social Disadvantage)	\$191,545
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$191,545

Expenditure	Actual
Student Resource Package ²	\$2,869,224
Adjustments	\$0
Books & Publications	\$710
Camps/Excursions/Activities	\$63,747
Communication Costs	\$5,978
Consumables	\$60,510
Miscellaneous Expense ³	\$21,620
Professional Development	\$12,099
Equipment/Maintenance/Hire	\$54,898
Property Services	\$198,081
Salaries & Allowances ⁴	\$244,065
Support Services	\$38,988
Trading & Fundraising	\$18,568
Motor Vehicle Expenses	\$197
Travel & Subsistence	\$0
Utilities	\$49,063
Total Operating Expenditure	\$3,637,746
Net Operating Surplus/-Deficit	(\$18,460)
Asset Acquisitions	\$16,118

- (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 25 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	\$251,663
Official Account	\$50,648
Other Accounts	\$0
Total Funds Available	\$302,311

Financial Commitments	Actual
Operating Reserve	\$109,371
Other Recurrent Expenditure	\$10,933
Provision Accounts	\$0
Funds Received in Advance	\$26,494
School Based Programs	\$20,266
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$537
Repayable to the Department	\$11,042
Asset/Equipment Replacement < 12 months	\$17,607
Capital - Buildings/Grounds < 12 months	\$7,177
Maintenance - Buildings/Grounds < 12 months	\$98,883
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$302,311

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.