

## 2015 Annual Report to the School Community

Karoo Primary School

School Number: 5295



Name of School Principal:

Irene Harding

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Name of School Council President:

Melanie Hedley

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Date of Endorsement:

21<sup>st</sup> March 2016

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All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.

## About Our School

### School Context

Karoo Primary School, Rowville has been successful in strengthening quality teaching practices ensuring all students achieve their 'personal best' and enhancing student outcomes data. Staff is highly professional with a full time equivalent staff of 38.4 consisting of 2 Principal Class, 28.7 Teachers and 15 (9.7 EFT) Education Support staff for administration, first aide, classroom coaching, support and integration. Karoo has established a consistent and coherent curriculum incorporating a clearly delineated assessment schedule with data analysis, cross school moderation and professional dialogue relating to student learning and teaching strategies. Thinking skills have continued to be developed across the curriculum including reading comprehension, writing, oral language, integrated learning and mathematics. Diverse student needs are catered for by differentiating the curriculum to provide assistance and extension for our students. Information technology was used to stimulate learning and promote student engagement, via interactive whiteboards in all classrooms, networked computers, pods of notebooks and iPads.

A strong focus was on developing the 'whole child' with quality music, art, Indonesian and sport/ physical education programs, plus an extensive library for research and literacy development. Student voice and connection to school is augmented through opportunities for involvement and leadership in sport, the environment, wellbeing, fund raising and Junior School Council. Lunch time clubs are held and the school grounds, turf and facilities are in excellent condition providing outstanding learning and play areas. Students demonstrated a strong understanding of the school values: Respect; Responsibility; Excellence; Honesty; Tolerance and Understanding, with values being taught and role-modelling of positive behaviour being affirmed and celebrated. Karoo creates active home and school partnerships through regular communication and individual student - home-school diaries. In 2015 the Karoo Parents Association further developed a classroom representative program which assisted connection to the school, facilitated communication and provided assistance to the classroom and school programs. A School Council funded 'Greenscape' project was extended to include a fun and fitness track whereby parents and students provided voluntary labour and equipment to commence the first section. The school grounds and buildings are well maintained and the students enjoy the school's beautiful physical environment. Karoo website: <http://www.karoops.vic.edu.au/>.

### Achievement

At Karoo curriculum is characterised by CAFÉ reading, Sound Waves spelling, basic number facts and mathematics problem solving have instilled a whole school focus on continuous improvement in student learning. Staff plan and work in teams to promote the consistent approach and intervention programs - Quick Smart numeracy, Toe by Toe reading, speech /phonemic awareness and language development have been monitored to support classroom learning.

The Assessment Schedule places emphasis on on-line testing including PAT to enhance accuracy of teacher judgment and the use of SPA data for monitoring and moderation of 'value-adding' for each student. AUSVELs data and the Year 3 and 5 NAPLAN results show the school has performed above similar schools and above the state. The VCAA congratulated the school on outstanding data with an increase in the percentage of students achieving above the expected standards of similar schools and the value added data for Year 3 to 5 NAPLAN indicated a high growth rate of between 41% to 66% and a low rate increase of 6% to 16%. The greatest percentage increase was shown to be in numeracy followed by spelling then grammar, reading and writing. The AUSVELs data indicated Prep to Year 6 students achieving above the expected level with an average in 2014 of 40% and in **2015 36.4 % average** in Number, in 2014 average 46% to **2015 average 47.4%** in reading, in 2014 and an in **2015 average of 30%** in writing; plus in **2014 19%** and in **2015 average of 21.7%** in speaking and listening. In 2015 all staff received professional learning conducted by Lyn Watts on Differentiated Learning, 'Student -Teacher Feedback' and a Vertical Leadership Team undertook a Bastow program: High Performing Learning Culture, promoting growth in data analysis to inform teaching.

### Engagement

Student attendance data is positive and comparable to similar schools with P-Yr 6 average of 94 %. The Attitudes to School is similar to the state and teachers undertook circle time with students to gain further information about the attitudes of students. All of the results in comparison to 2014 in student relationships increased by 10 to 25 points; student wellbeing decreased by 5 points; teaching and learning increased in most areas with a significant increase in teacher empathy and a decrease in student motivation. Student voice continues to be an area of focus.

A responsive and adaptive program has been developed for students with English as an Additional Language. The weekly sessions focused on oral language, reading and writing including grammar activities. Assessment checklists in EAL aligned with teacher judgment. Prep Orientation-Transition Programs were held in Terms 3 and 4 for student connection and observation to support transition statements. Karoo developed trusting professional relationships with kindergartens, including reciprocal visits. Strong links with parents assisted students' adjustment to a new learning environment and enhanced attendance. Years 1-5 Transition Sessions in Term 4 assisted the transfer of information between teachers and for liaison with parents.

## Wellbeing

The wellbeing team has continued to enhance the school's wellbeing programs by building a strong school focus on becoming resilient individuals who strive for success. This has been achieved by identifying whole school and individual needs to form an approach to enhance wellbeing. Overall the strength of connectedness towards each other and towards the school as a whole has increased by our programs including: **TRIBES** sessions focused on promoting values through a whole school and cross age group integrated approach; Prep and Year 5 **Buddy Program** and Year 1 and Year 6 **Buddy Program**. A social worker (Kate Wilde) was employed to use an **Action Team Project** for students in Years 3-6 to build resilience and positive social interactions skills. The school applied for and was successful in receiving an **eSmart Anti-Bullying** grant which has enhanced our proactive approach to social acceptance and tolerance. In 2014 and 2015 School Council funded the employment of a **Student Wellbeing Officer** via Access Ministries. The work undertaken by the officer in conjunction with staff appeared to improve playground behavior when comparing the number of student incidents and reports of misbehavior being reduced from 2013 to 2014 to 2015 (275 – 151 - 99). The wellbeing officer ran Friendship Groups, Seasons for Growth, Parent Morning Teas and the World Vision '**Kids Hope**' program used mentors provided from the local church for 6 students. The Parent Opinion Survey indicated parents were satisfied with school reporting and the motivation of their students to learn. In 2015 the school focused on enhancing student voice in Junior School Council; building student leadership profile and enhancing social acceptance.

## Productivity

In 2015 effective use of the school resources were used to meet the learning needs of our students and the school's goals and targets. As indicated in the school data the student learning outcomes continue to improve which is the result of a coherent and consistent approach to teaching and learning. School resources were used to ensure all staff undertook the professional learning on oral language, differentiation and CAFÉ reading. Resources were used to release staff for a whole day per term for level planning and level leaders monitored work programs and class timetables to ensure quality teaching and planning. Guidelines were provided for Individual Learning Plans (ILP) and these were recorded on a central data base and monitored. Staff met with each family of a student with an ILP for support or extension, including students from an Indigenous background and Out of Home Care. The school provided funds to employ staff members to oversee a reading support program 'Toe by Toe', train volunteers and collect data; to undertake the Quick Smart numeracy project; and for literacy support and extension. The foundation unit was allocated a full-time education support person with training in oral language and literacy development to facilitate growth. Funds have been used to support student language and speech development with the employment of two speech pathologists, due to lack of service from the department's pathologist.

For more detailed information regarding our school please visit our website at  
<http://www>

## 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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

### School Profile

#### Enrolment Profile

A total of 548 students were enrolled at this school in 2015, 263 female and 285 male. There were 5% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

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



#### Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



#### School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p><b>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</b></p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Similar</p> <p> Similar</p>
<p><b>Towards Foundation Level AusVELS</b></p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p><b>English</b></p> <p>No Data Available</p> <p><b>Mathematics</b></p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

## Performance Summary

Key: Range of results for the middle 60% of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Higher</p> <p> Similar</p>

## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school:  Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and 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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1" style="margin: auto;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>16%</td> <td>42%</td> <td>42%</td> </tr> <tr> <td>Numeracy</td> <td>6%</td> <td>28%</td> <td>66%</td> </tr> <tr> <td>Writing</td> <td>16%</td> <td>43%</td> <td>41%</td> </tr> <tr> <td>Spelling</td> <td>10%</td> <td>43%</td> <td>47%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>16%</td> <td>35%</td> <td>49%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	16%	42%	42%	Numeracy	6%	28%	66%	Writing	16%	43%	41%	Spelling	10%	43%	47%	Grammar and Punctuation	16%	35%	49%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	16%	42%	42%																							
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## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2015 attendance rate by year level:</p> <table border="1" data-bbox="563 824 1042 920"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>94 %</td> <td>94 %</td> <td>94 %</td> <td>95 %</td> <td>94 %</td> <td>94 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	94 %	94 %	95 %	94 %	94 %	93 %	<p><b>Results: 2015</b></p> <p><b>Results: 2012 - 2015 (4-year average)</b></p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	94 %	94 %	95 %	94 %	94 %	93 %										

## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school:  Median of all Victorian government primary year levels: 

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Connectedness to School</b></p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p><b>Results: 2015</b></p>  <p><b>Results: 2012 - 2015 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p><b>Results: 2015</b></p>  <p><b>Results: 2012 - 2015 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>

# How to read the Performance Summary

## What are student outcomes?

*Student outcomes* show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

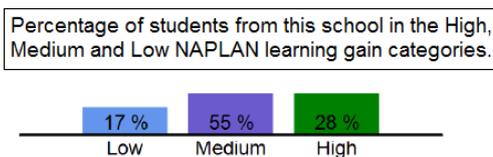
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.

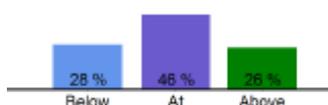


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



## What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* 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* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

## What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

## What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

## Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2015		Financial Position as at 31 December, 2015	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$3,722,498	High Yield Investment Account	\$98,549
Government Provided DE&T Grants	\$2,152,549	Official Account	\$5,630
Government Grants Commonwealth	\$127,870	Other Accounts	\$1,304,068
Revenue Other	\$69,637	<b>Total Funds Available</b>	<b>\$1,408,247</b>
Locally Raised Funds	\$559,464		
<b>Total Operating Revenue</b>	<b>\$6,632,018</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package	\$3,673,980	Operating Reserve	\$340,750
Books & Publications	\$22,192	Revenue Received in Advance	\$142,230
Communication Costs	\$13,212	School Based Programs	\$6,373
Consumables	\$94,585	DET Central Coordination	\$692,269
Miscellaneous Expense	\$2,680,372	Provision Accounts	\$123,338
Professional Development	\$30,380	Repayable to DET	\$103,286
Property and Equipment Services	\$316,103	<b>Total Financial Commitments</b>	<b>\$1,408,247</b>
Salaries & Allowances	\$198,609		
Trading & Fundraising	\$40,203		
Travel & Subsistence	\$7,736		
Utilities	\$49,841		
<b>Total Operating Expenditure</b>	<b>\$7,127,213</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>(\$495,195)</b>		
<b>Asset Acquisitions</b>	<b>\$51,418</b>		

Student Resource Package Expenditure figures are as of 04 March 2016 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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.*

### Financial performance and position commentary

Karoo Primary School is in a healthy financial position finishing the 2015 financial year in surplus due to sound financial management. We are also a Network Administrator School for the Technical Support Specialist Program covering two network clusters, with additional funds received in 2014/2015 for the Department's ICT Planning Project. As all program coordinator schools funds & administration are being withdrawn from schools back into the Department, their expenses for 2015 have outweighed the revenue received due to excess funds held by Karoo. This is evident in the Operating Deficit shown above.

School Council has set aside specified amounts for the replacement of interactive touchscreens & air conditioners as needed, with continual leasing arrangements for ICT equipment and photocopiers. In our maintenance and grounds area we have refurbished a third room adjoining OSHC to facilitate the larger number of children using this service. We also installed synthetic turf adjoining the OSHC rooms enabling another well utilized play area. We have installed a CCTV Surveillance Camera system assisting to keep our facilities safe and hopefully vandalism to a minimum.

School fundraising activities were well supported by the community. Events included the Chocolate Drive, Walkathon, Bogan Bingo, Market Day and Easter/Christmas Raffles raising funds which will be allocated to provide resources across the school.