

2018 Annual Report to The School Community



School Name: Karoo Primary School (5295)



- 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 2018 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 23 April 2019 at 10:40 AM by Leanne Vines
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 01 May 2019 at 05:09 PM by Andrea Haley (School
Council President)

About Our School

School context

Karoo Primary School continues to be committed to providing a safe, supportive and inclusive learning environment for our students. We ensure all students are supported and challenged to do their best, to strive to improve and to be proud of their achievements. Successes, improvements and personal bests are acknowledged and celebrated. To support the development of the 'whole child' the school is working with our students to assist them to gain a greater understanding of empowerment- that is to learn and achieve through high quality teaching practice. We are working towards developing a greater understanding of Student Voice and Agency it is not just listening to students, we take them seriously and provide them with opportunities to participate in some school based decisions to assist their learning. Student Council is being developed and enhanced, we are making use of Department of Education resources (Amplify) and school programs (Circle Time, Clock Buddies, Buddy Program) as well as designated classroom time for Student Wellbeing activities. These are included in weekly teaching and learning programs.

Karoo maintains a strong link with schools in the Rowville Cluster, we communicate regularly through a range of Network Meetings, Professional Learning opportunities and Kinder/School Transition meetings.

We support and encourage our students by empowering them to be active learners and responsible citizens of the local and global community, their emotional and social development is paramount to their academic achievements. Our school values represent our core beliefs and are featured in all learning spaces and school foyer.

In 2018 our school enrolment was 554.2, with 30.3 FTE teaching staff and two Principal Class members in an acting capacity. Staffing included 6 part time staff who provided Specialist classes (Indonesian and Science). Two classes had two teachers, sharing the class on a permanent basis, this worked exceptionally well for both students and staff. Our students participated in Physical Education (and additional Sport for Years 3-6). Visual and Performing Arts and LOTE for students in Years Prep to Year 3. Year 4- Year 6 students participated in Science classes on a weekly basis with a specialist teacher.

Support staff (11.7) included Administrative staff (including managing First Aid) and Education Support Staff who primarily assisted PSD students. Our PSD funded students increased from 4 to 7, and in Term 4 we enrolled another funded student. Two Education Support staff members were employed to provide Literacy and Numeracy Intervention Programs. The SFOE (School Family Occupation and Education) was 0.2862, the socio economic band value is high. 7% of our students had English as an additional language (EAL), 2 % Aboriginal and Torres Strait Islander (ATSI) background and 0.36 % living in Out of Home Care.

Framework for Improving Student Outcomes (FISO)

In 2018, Karoo's FISO initiatives were focused on Excellence in Teaching and Learning and Positive Climate for Learning

Excellence in Teaching and Learning- Building Practice Excellence

Staff commitment and the appointment of two Acting Learning Specialists in Term 2 2018 provided support to staff, importantly trust between colleagues was gained. The availability of two Learning Specialists timetabled on a fortnightly basis ensured all staff had access to expert advice, they had the opportunity to observe good practice and to receive constructive feedback about their practice. Progress has been made, we have continued to maintain consistency by implementing the Karoo Reading Model. A feature of improved practice has been evident in student engagement during Reading sessions. Students are empowered to be responsible learners, they are developing skills to set their own Reading goals. They are working towards achieving their goals by working with the teacher on a regular basis during a Reading Conference. Student feedback indicates they value this time to discuss their reading progress with the teacher. Individual Reading Logs and Journals are a valuable and highly regarded component of the student's daily work during Reading sessions.

Whole school Professional Learning has provided opportunities for staff to further investigate their knowledge of and implementation of the HITS in their daily teaching, with a particular focus on Reading. Professional Learning and team meetings have identified the need to develop a consistent approach to Curriculum Planning. This will be a focus of our next Strategic Plan, to develop collaborative and consistent Curriculum documents, including

Whole school Units of work, Scope and Sequence and also Term and weekly planners.

Positive Climate for Learning- Empowering students and building school pride

Develop and implement a strength based approach to students' Social and Emotional Learning to develop student wellbeing

Positive progress has been made, staff are encouraging and assisting students to contribute to their own learning, evidence of growth is seen in student motivation, wellbeing and achievement. The development and implementation of the Karoo Start Up Program provided a strength based approach to establishing school and classroom norms and expectations. This program has been improved and reviewed to reflect student needs and to ensure it is aligned to establishing school pride and connectedness. The implementation of this program in the first three weeks of the school year ensured students had a range of opportunities and activities they could contribute to, taking on responsibility by establishing and agreeing to classroom rules and behaviours, This ownership ensured they had the optimal experiences to learn in a safe, supportive and inclusive learning environment.

Achievement

The Karoo school community works collaboratively to acknowledge, discuss and celebrate student achievements. We have high expectations of all learners. The establishment of consistent and collaborative planning time for year level teams and allocated meetings with year level leaders. Fortnightly 'catch ups' with Principal Class have contributed to consistency of planning and delivery of curriculum and assessment, all necessary and relevant to improving student learning. Through these approaches and allocated weekly time to Literacy and Numeracy our results show students are achieving above the state average. The commitment to improving student learning and achievement has been enhanced by our recognition of the need to provide greater support and strengthen our Literacy Program for Prep students. Early identification of student's ability to acquire individual speech sounds in words (Phonemic Awareness) has been addressed by employing a Speech Pathologist to administer Phonological screening, identifying students requiring support as well as working with Prep teachers to implement a Phonics based approach to Literacy.

Teacher judgements (Victorian Curriculum) have been a focus of our Professional Learning, including whole school discussions and opportunities to gain greater knowledge of the Vic Curriculum including achievement standards. A consistent and regular approach includes meetings to discuss student work, moderation and assessment these all contributed to improved outcomes for students. Our results indicate that students in all year levels achieved 'at level' or 'above the expected level' in Literacy and Numeracy. These results are above state average and compare positively with similar schools. Our Year 3 and Year 5 NAPLAN results indicate achievements are well above the state in both Literacy and Numeracy.

Students who are not achieving at the expected level are supported through Individual Learning Plans (ILPs), these plans are essential to ensure the home school relationship and communication with parents is maintained to support student learning. Students identified through assessments and screening had enhanced learning opportunities to develop their Reading skills and Numeracy skills. We have two successful programs at Karoo that run daily to provide ongoing support to students. The Reading Program Toe by Toe is supervised by an Education Support staff member who trains volunteers to ensure the program is available to many students. Quick Smart Numeracy is also implemented by trained Education Support staff who have established a vibrant and engaging learning environment where the students feel supported and encouraged to achieve their best. The appointment of two Acting Learning Specialists enabled the school to focus on developing teacher capacity, to align our teaching practices, to further develop our knowledge of the Victorian Curriculum and to focus on FISO and HITS.

Engagement

Karoo continued to maintain student engagement to a high level, this is due to the strong commitment of teaching staff who are dedicated to ensuring students are supported in all areas including wellbeing, emotional, social and academic learning. Student attendances were high with the lowest percentage across year levels being 93%. Through close monitoring we identified students who had frequent absences. Student Support meetings were established and action plans developed, outside support agencies were also used to ensure ongoing support was in place. Regular school attendance is maintained by consistent monitoring of student absences, the use of COMPASS has provided the school community with a consistent and manageable approach to recording student absences. Late arrivals are recorded in COMPASS, class teachers and Principal Class staff regularly provide relevant information to the school community about the impact of late arrival on student learning. Attitudes to School Survey results show 85% of students have a positive attitude to school attendance. It is our intent to improve this percentage through regular meetings with parents, class and individual discussions with students. The use of the Respectful Relationships Program will provide a whole school approach, the opportunity to evaluate and monitor our performance and achievement and to develop an action plan will provide effective and measureable strategies to assist student engagement.

Transition to school from Pre-school and Childcare centres commenced in Term 3, a variety of experiences supported pre-school students and their families. Welcoming parents to the school community was enhanced by our Parent Association who provided a range of opportunities for the new parents to meet including afternoon tea. We introduced a new activity Splash into Colour, a late afternoon experience for students and their families. This session was well attended by new families and greatly supported by Karoo staff from across all levels of the school. Whole school transition for students in Years Prep to Year 5 was well received by students, they commented favourably about meeting their new teacher, becoming familiar with a new learning environment and knowing classmates for the new year. The Transition program is formally structured, timetabled and activities are based on student needs. The sense of community at Karoo continues to be a strength of our school.

Wellbeing

A highlight and ongoing focus for our students at Karoo is the collective responsibility demonstrated by all staff; students are encouraged and empowered to connect with a range of teachers. Relationship building between students and staff (including Education Support Staff) is strengthened by regular updates at meetings in relation to student wellbeing. All staff are encouraged to share information relevant to student needs and wellbeing. Whole school and Year Level assemblies and Buddy activities also provide opportunities for students to connect with teaching staff. Our school's approach to wellbeing and student safety is regularly addressed in a variety of forums to enable optimal connection for students both with their peers and staff. Students have access to Principal Class staff during recess and lunchtime, this opportunity works to develop a sense of responsibility, taking action for one's behaviour and learning to regulate when concerns arise. This approach has assisted the school to maintain high results in relation to a sense of belonging and inclusion. The Student Wellbeing team considered a range of programs, their investigations and recommendations have assisted the school to participate in the Respectful Relationships Program. The school employs a Wellbeing Officer, the program works on a needs basis, successful activities include Friendship clubs and student accessibility to the Officer at recess and lunchtimes. Kids Hope and a psychologist employed by Onpsych continue to offer student and family support to our school community.

Financial performance and position

Karoo continues to work diligently and responsibly to ensure we maintain a positive financial status. Sound financial management is upheld through the work of the Business Manager, effective Finance sub-committee, recommendations from our Senior Improvement Leader and DET financial advisor. School Council has continued to evaluate school needs in relation to facilities and resources to provide optimal learning experiences for all students. Our recent efforts have been directed towards replacing skylights and air conditioners throughout the school; student and staff wellbeing and safety are paramount. We continue to lease Digital Technology resources (Smartboards, student laptops and photocopiers), specified amounts are included in our budget to ensure they are readily available for staff and student use. We successfully received funding for a Gymnastics

Program from Sporting Schools Australia, these funds enhanced our Physical Education Program. Our students had access to skilled coaches in soccer, tennis and rugby. The school chaplain (known as Student Wellbeing Officer) is partially funded by a grant through the National Chaplaincy Program (NSCP), this has allowed us to have the services two days a week. Our active Fundraising Committee, together with support from the Parents Association have greatly contributed to raising funds for the school. A feature of their efforts have been community based events and activities. Student participation in fundraising events creates a sense of community and inclusion, two successful events were the Karoo Coin Challenge and Run for Fun. Other activities that receive ongoing support are Easter and Christmas raffles and a Chocolate Drive.

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.

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

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

Enrolment Profile

A total of 554 students were enrolled at this school in 2018, 269 female and 285 male.

7 percent of students had English as an additional language and np 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) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: High

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.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	83.4	85.1	78.3	91.6

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.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	72.9	77.7	66.6	86.7

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	95.3	90.1	82.6	95.3	Similar
Mathematics	95.0	91.1	84.0	96.4	Similar

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	86.0	76.5	62.0	89.2	Similar
Year 3	Numeracy (latest year)	84.9	72.5	53.6	87.5	Similar
Year 5	Reading (latest year)	72.0	64.9	48.8	80.0	Similar
Year 5	Numeracy (latest year)	67.1	55.6	37.0	75.0	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	84.6	71.4	57.6	83.6	Similar
Year 3	Numeracy (4 year average)	82.7	65.7	51.2	80.0	Similar
Year 5	Reading (4 year average)	72.7	61.2	47.0	75.5	Similar
Year 5	Numeracy (4 year average)	71.8	54.8	39.2	71.4	Similar

NAPLAN Learning Gain

Learning gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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 student's gain is in the top 25 percent of

their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Growth	Medium Growth	High Growth
Domain	Percent	Percent	Percent
Reading	25.0	57.5	17.5
Numeracy	19.0	60.8	20.3
Writing	30.0	55.0	15.0
Spelling	31.3	52.5	16.3
Grammar and Punctuation	30.0	58.8	11.3

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. A school comparison rating of 'Higher' indicates this school records less absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records more absences than expected.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	13.6	15.1	12.9	18.1	Similar
Average number of absence days (4 year average)	12.8	15.2	13.2	17.8	Similar

Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent						
Attendance Rate (latest year)	93	94	94	93	93	93	93

WELLBEING

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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	77.1	81.1	72.6	89.0	Similar
Percent endorsement (2 year average)	77.8	81.7	73.8	88.7	Similar

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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	78.8	81.2	72.2	90.3	Similar
Percent endorsement (2 year average)	79.3	81.8	73.7	89.7	Similar

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$4,002,630
Government Provided DET Grants	\$272,005
Government Grants Commonwealth	\$166,548
Government Grants State	\$0
Revenue Other	\$59,209
Locally Raised Funds	\$578,737
Total Operating Revenue	\$5,079,128

Equity ¹	Actual
Equity (Social Disadvantage)	\$21,608
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$21,608

Expenditure	Actual
Student Resource Package ²	\$3,968,275
Adjustments	\$0
Books & Publications	\$10,950
Communication Costs	\$9,600
Consumables	\$105,823
Miscellaneous Expense ³	\$218,499
Professional Development	\$16,432
Property and Equipment Services	\$320,486
Salaries & Allowances ⁴	\$286,116
Trading & Fundraising	\$33,941
Travel & Subsistence	\$1,085
Utilities	\$54,191
Total Operating Expenditure	\$5,025,399
Net Operating Surplus/-Deficit	\$53,730
Asset Acquisitions	\$27,677

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$16,283
Official Account	\$57,020
Other Accounts	\$737,662
Total Funds Available	\$810,965

Financial Commitments	Actual
Operating Reserve	\$162,952
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$141,757
School Based Programs	\$152,908
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$113,941
Asset/Equipment Replacement < 12 months	\$98,591
Capital - Buildings/Grounds < 12 months	\$18,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$55,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$45,000
Total Financial Commitments	\$788,149

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 04 Mar 2019 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, including:
 - 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) factors:
 - Sense of Connectedness
 - Management of Bullying

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

WHAT DOES SCHOOL COMPARISON REFER TO?

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

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

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

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' 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 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 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').