

2021 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 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 22 April 2022 at 05:34 PM by Danielle Heatley (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 29 April 2022 at 01:28 PM by Janna Wright (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, 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.

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.

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)

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

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. Our school provides a welcoming, friendly and caring learning environment where individuals are encouraged and supported to live by the Karoo Values. 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 provide opportunities to engage in decisions in their learning to enhance their agency.

Karoo Primary School was established in 1992 and is located in a residential estate in Rowville, 35 kilometers east of Melbourne. The school is part of the Knox Network of Schools in the North Eastern Victoria Region. The school's Student Family Occupation and Education (SFOE) is currently 0.2118. The student population in 2021 was 496.6 students, Our community comprises of culturally diverse family backgrounds with approximately 12% of our student population having a language background other than English. In 2021, Karoo Primary School had 38.3 members of staff, comprising of 2 Principal class, 2 learning specialists, 23.2 FTE teaching staff (classroom and specialists) and 11.1 support staff, including administration and classroom support. The Two Learning Specialists (one dedicated to English and one to Mathematics) were released from their classroom teaching duties one day a week. During this time they worked closely with teaching staff and had opportunities to receive support from DSSI (Differentiated School Support Initiative). During Remote Learning the Learning Specialists provided Professional Learning via Webex and also supported staff and teams as required.

The school undertook a successful external whole school review in Term 1. This was delayed from 2020 due to Covid. A new four year strategic plan was created and then the Annual Implementation Plan was written from that. The review affirmed our need to revisit our vision and values that underpin our school drivers. Karoo Primary School was highlighted as having a number of evidence based, high quality teaching and learning practices in place. It was noted that leadership are committed to the continual improvement of student outcomes. All policy documentation and processes were upheld as exemplary practice.

The teaching and learning programs developed during Remote Learning were built on from the first year of remote and we were highly regarded and supported by our school community. Teaching staff prepared a weekly timetable which included whole Class Meets, small group focused teaching and the availability for individual support as required. Education Support staff contacted PSD (Program for Students with Disabilities) regularly as well as other students identified as requiring additional support. Onsite learning was available during Remote Learning, Casual Relief staff were employed, this ensured our teaching staff were available on a daily basis for their class or curriculum area. Communication with the school community was a feature of our school's commitment to supporting students to learn at home.

On return to onsite learning the students participated in Physical Education (and additional Sport for Years 3-6). Visual and Performing Arts and Science for students in Years 3- 6 students.

Our Support staff 11.1 included Administrative staff (including managing First Aid) and Education Support Staff who primarily assisted 10 PSD students. The SFOE (School Family Occupation and Education) was 0.2118, placing the school in the low level. 12% of our students had English as an additional language (EAL) with students mainly from China, India and Vietnam. 0 % Aboriginal and Torres Strait Islander (ATSI) background and 0.60% living in Out of Home Care. The number of Equity Funded students has been reducing over recent years and is now represented by 32% of our students.

Framework for Improving Student Outcomes (FISO)

2021 System Wide Priorities FISO elements: Building Practice Excellence, Positive Climate for Learning & Community Engagement in Learning

Learning Catch Up & Extension Priority - Build teacher capability to deliver targeted student support in literacy and numeracy.

Our strong focus around the Tutor Learning Initiative in Semester 1 meant that many outcomes and milestones were achieved. This included the efficient use of student learning data to identify students requiring support and to target teaching accordingly to their point of need. Using our PLC approach, it was identified that targeted, explicit teaching practice positively impacted on student outcomes. These evidence based processes will again be utilised in 2022.

Happy, Active and Healthy Kids Priority - Establish a whole school approach to social emotional learning and engagement through the Respectful Relationships initiative and increased Student Voice and Agency. This will enhance student engagement and enrich their participation in classroom, school and community.

Connected Schools Priority -Strengthen and embed the school-wide approach to communication and engagement with parents, incorporating the new ways in which the school connected during remote and flexible learning. of our traditional whole school events that unite us a community were unable to take place due to the continued lockdowns. We endeavored to maintain and where possible build community connections.

FISO element: Building Practice Excellence Key Improvement Strategy: Staff engaged in onsite curriculum team meetings, learning walks and talks and professional learning regarding our instructional model across all curriculum areas.

Achievement

The Karoo school community works collaboratively to acknowledge, discuss and celebrate student achievements. We have high expectations of all learners. The establishment of Professional Learning Communities Inquiry cycles, has enabled consistent practices to be established. Data is evaluated, discussed and used during Collaborative planning sessions to inform teaching and learning. Staff were able to use the data to cater for online learning, parents/carers delivering the curriculum and differentiation of learning tasks. A agreed practice document that was created in 2020 was build upon, to ensure consistencies within teaching teams and across the school. This continued to be monitored and evaluated during Remote Learning. Principal Class worked with leaders to develop a consistent and collaborative meeting schedule with allocated time for Collaborative planning opportunities for all teams. This contributed to consistency of planning and delivery of the curriculum and assessment, all necessary and relevant to improving student learning.

Throughout the year, both onsite and during Remote Learning we continued to develop consist practices for teaching, documentation and delivery of the curriculum.

Teachers used a range of formative assessments to plan, differentiate and deliver the curriculum remotely in Term 3. Students who were identified as requiring additional support were catered for through Individual Education Plans (IEP's), differentiated learning tasks, online small groups and in school focused teaching groups. Upon returning to onsite learning, the areas of English and Mathematics were our key areas of focus for the TLI program. Students had enhanced learning opportunities to develop their Reading skills. This work provided us with the preparation opportunities for the Tutor Learning Initiative to be implemented in 2022.

To further develop Data Literacy, three staff in Foundation to Year 2 participated in the Literacy Data and Assessment (LDAP) program where the Reading and Writing Assessment Schedules were evaluated and modified. Their focus was to evaluate the Karoo Assessment Schedule (which a focus on F-2) and build teacher data literacy, which will impact on differentiation and improve student learning.

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. The student absence data in 2021, highlighted a decrease in the absence days from 2020 to an 'average

number of absences at 11 days' in 2021.

In 2021, 61% of students were absent for 0.5-9.5 days year and 6% for more than 30 days. Through close monitoring, use of Compass and parent self generated text alerts, all student absences are regularly reviewed to establish trends or patterns. Staff continued to contact parents in response to consistent absences, as well as absences of 3 consecutive days. These were closely monitored by teachers and leadership with additional support provided where necessary.

During Remote Learning, daily check in Google Meets and forms were used to track attendance and student wellbeing. All students were contacted by their class teacher and/or a specialist or educational support staff whilst learning at home, to maintain connections and monitor wellbeing. 'Wellbeing Wednesday' was implemented after consultation with staff, parents and students which enabled students time to engage with the specialist program, complete Karoo challenges and send time with their peers. Despite the challenges of the year Karoo continued to develop students who were self- motivated and confident learners.

Wellbeing

A Whole School commitment to Student Wellbeing continues to be a strong focus for our students and staff. Staff develop agreed meeting norms and expectations to ensure protocols and procedures during meetings are adhered to. This fosters an environment of trust, respect and collaboration. During Remote learning, meetings were more frequent due to staff requiring time to collaborate. A meeting schedule was devised that balanced daily online teaching, planning and preparation. With Wednesdays being set aside for Professional Learning and Collaborative planning, staff had the opportunity to work together which supported their wellbeing.

We support and encourage our students to take responsibility for their wellbeing. At recess and lunch breaks students are encouraged to seek support from school leadership (Principal Class) if they have a concern in the yard. By providing opportunities to raise concerns at the point of need we able to manage situations in a timely manner. Importantly we record student behavioural, social and emotional concerns on COMPASS. We actively follow whole school procedures and importantly ensure parents are contacted promptly when required. Consistent documentation of events, incidents and reports allows us to track student behaviour and then determine the necessary and relevant steps to take to support the child. Students are given time to discuss concerns with peers using the Restorative process and steps are taken for a resolution.

Staff regularly share student updates in email and on Compass so that all members of staff are aware and work towards a whole school responsibility for our students.

The school employs a Wellbeing Officer, funded one day a week through the Chaplaincy Program and the second day through School Council funding. The program works on a needs basis, successful activities include Friendship clubs and student accessibility to the Officer at recess and lunchtimes. Kids Hope Program at Karoo supports approximately 6 students are supported through this program on a weekly basis, the school-based mentoring program for children experiencing vulnerability supported students in Term 4.

Finance performance and position

In 2021 Karoo Primary School continued to operate effectively within the Student Resource Package provided by DET, unfortunately in 2021 we were unable to supplement our budgets with locally raised funds to the extent we had planned. The Finance subcommittee through online meetings ensured that financial governance required by School Council and DET are in place and that sound financial practices are in place. The Fundraising subcommittee gained school community support in Term 4 and a successful raffle raised funds and importantly provided a great opportunity for community involvement.

School Council employees during the year were limited, we had minimal staff employed for our Out of Hours School Care, only urgent building works and maintenance were completed as required. Improvements to the school grounds will be used in 2022, we are fortunate to have a strong and supportive school community who are keen to improve school gardens and grounds at working bees in 2022.

For more detailed information regarding our school please visit our website at
<https://karoops.vic.edu.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 498 students were enrolled at this school in 2021, 248 female and 250 male.

11 percent of students had English as an additional language and 0 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).

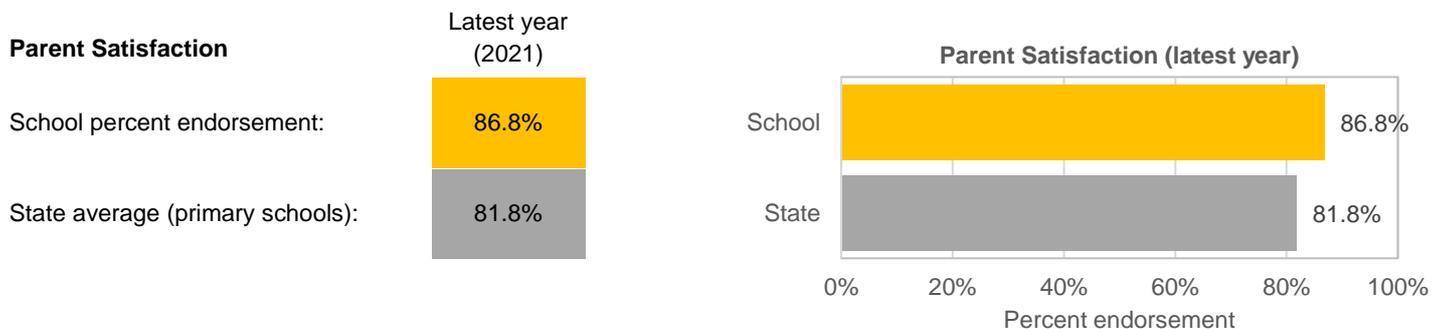
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

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.

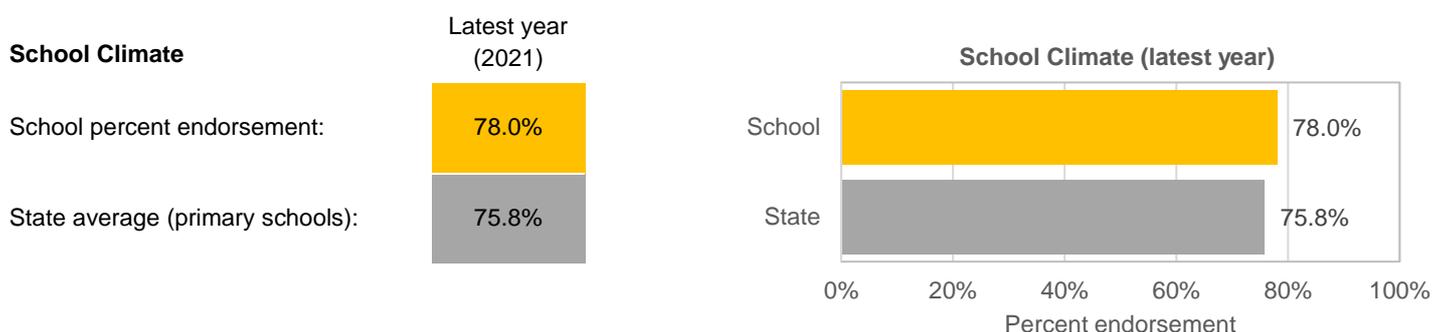


School Staff Survey

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:

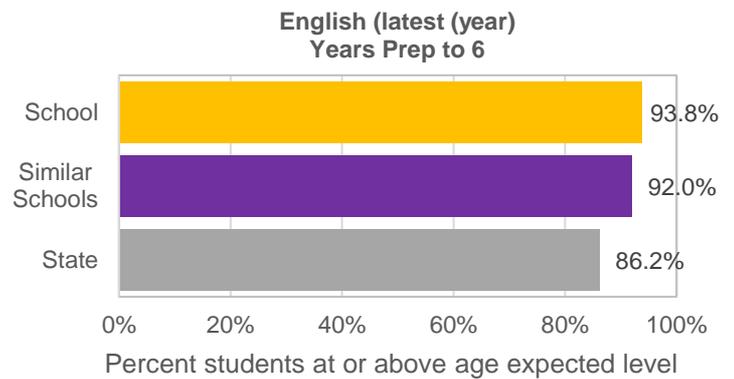
93.8%

Similar Schools average:

92.0%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

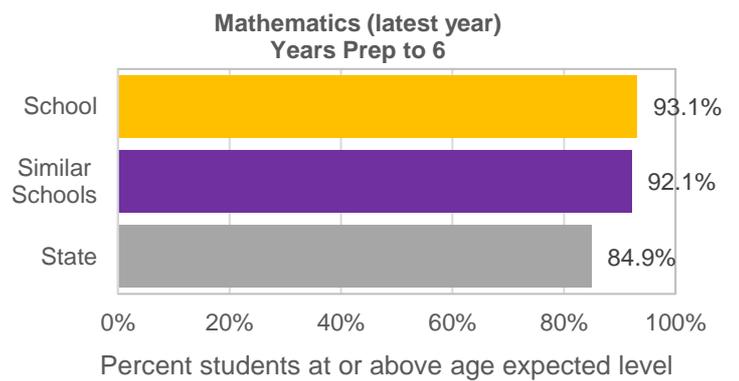
93.1%

Similar Schools average:

92.1%

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.

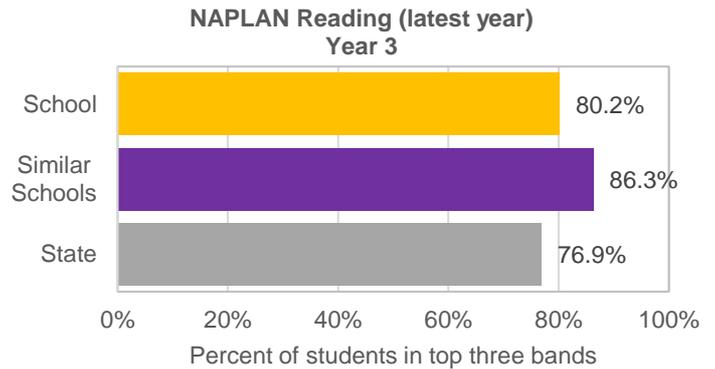
NAPLAN

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.

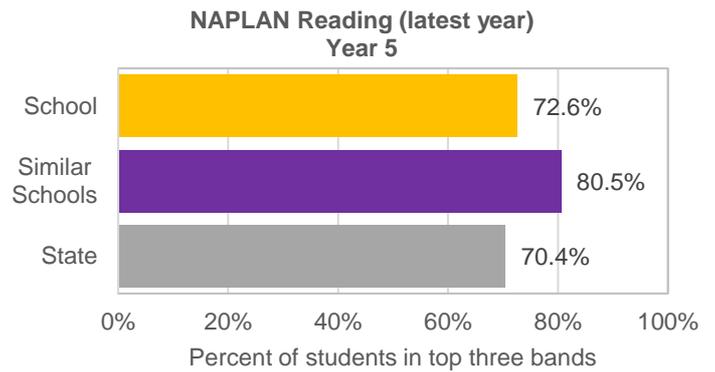
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	80.2%	83.3%
Similar Schools average:	86.3%	85.4%
State average:	76.9%	76.5%



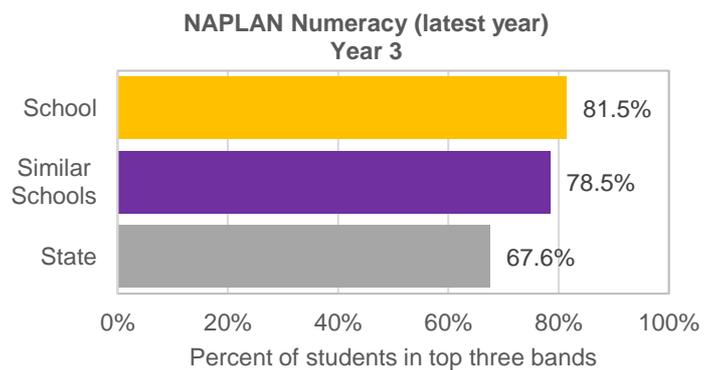
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	72.6%	75.5%
Similar Schools average:	80.5%	77.9%
State average:	70.4%	67.7%



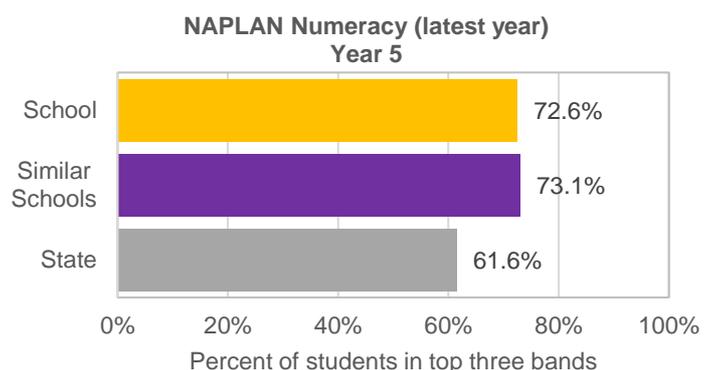
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	81.5%	81.3%
Similar Schools average:	78.5%	80.1%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	72.6%	72.0%
Similar Schools average:	73.1%	70.9%
State average:	61.6%	60.0%



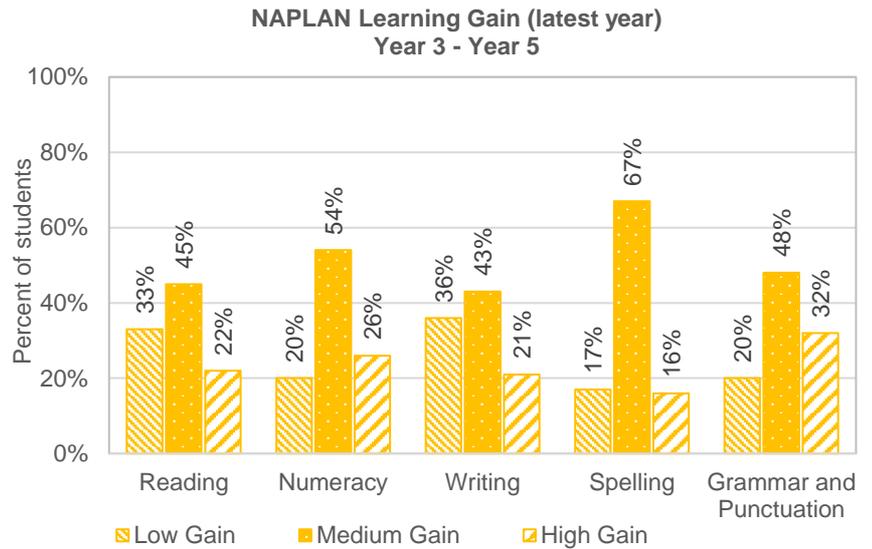
ACHIEVEMENT (continued)

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:	33%	45%	22%	27%
Numeracy:	20%	54%	26%	26%
Writing:	36%	43%	21%	26%
Spelling:	17%	67%	16%	21%
Grammar and Punctuation:	20%	48%	32%	26%



ENGAGEMENT

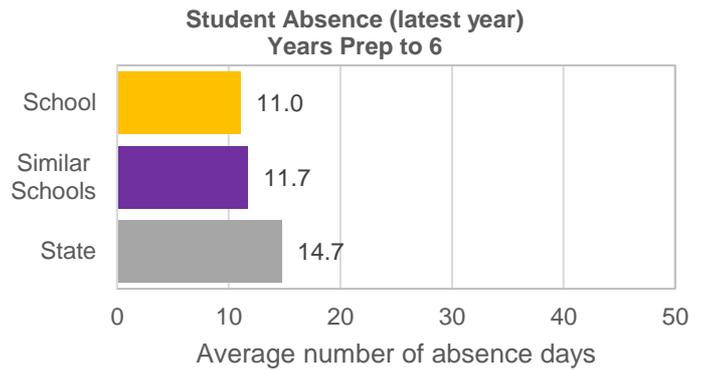
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	11.0	12.5
Similar Schools average:	11.7	12.6
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):	95%	96%	93%	95%	96%	95%	92%

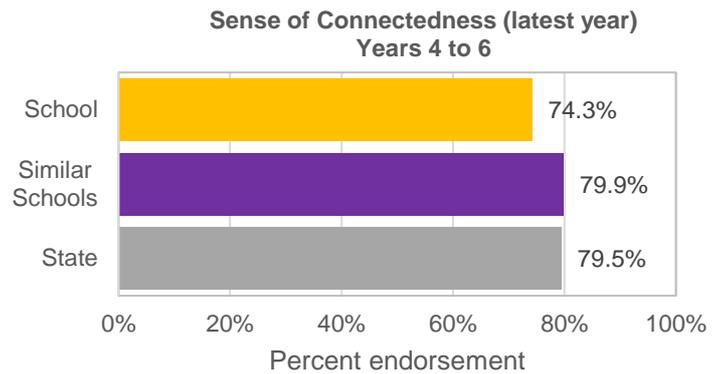
WELLBEING

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%	77.6%
Similar Schools average:	79.9%	81.1%
State average:	79.5%	80.4%

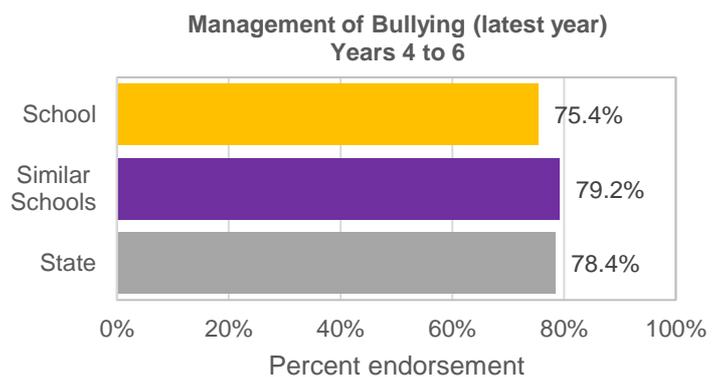


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	75.4%	78.3%
Similar Schools average:	79.2%	80.4%
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	\$4,039,883
Government Provided DET Grants	\$242,917
Government Grants Commonwealth	\$138,922
Government Grants State	\$0
Revenue Other	\$24,827
Locally Raised Funds	\$549,102
Capital Grants	\$0
Total Operating Revenue	\$4,995,652

Equity ¹	Actual
Equity (Social Disadvantage)	\$31,799
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$31,799

Expenditure	Actual
Student Resource Package ²	\$4,260,317
Adjustments	\$0
Books & Publications	\$15,823
Camps/Excursions/Activities	\$99,135
Communication Costs	\$9,121
Consumables	\$83,843
Miscellaneous Expense ³	\$162,895
Professional Development	\$13,762
Equipment/Maintenance/Hire	\$116,208
Property Services	\$88,475
Salaries & Allowances ⁴	\$150,395
Support Services	\$93,142
Trading & Fundraising	\$33,045
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$34,612
Total Operating Expenditure	\$5,160,772
Net Operating Surplus/-Deficit	(\$165,120)
Asset Acquisitions	\$19,379

- (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

Funds available	Actual
High Yield Investment Account	\$1,292,926
Official Account	\$47,118
Other Accounts	\$0
Total Funds Available	\$1,340,043

Financial Commitments	Actual
Operating Reserve	\$137,510
Other Recurrent Expenditure	\$0
Provision Accounts	\$45,048
Funds Received in Advance	\$176,293
School Based Programs	\$281,594
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$403,246
Asset/Equipment Replacement < 12 months	\$61,350
Capital - Buildings/Grounds < 12 months	\$115,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$70,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$50,000
Total Financial Commitments	\$1,340,041

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.