

2022 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 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 21 April 2023 at 01:34 PM by Danielle Heatley (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 24 April 2023 at 08:23 PM by Tony Khouri (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

Karoo Primary School was established in 1992 and is located in a residential estate in Rowville, 35 kilometres east of Melbourne. The school is part of the Knox Network of Schools in the North Eastern Victoria Region. The student population in 2022 was 478 students (238 female and 240 male).

Our community comprises of some culturally diverse family backgrounds with 13% of students had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander. In 2022, a new Principal was appointed and then subsequently a new Assistant Principal. Overall Karoo Primary School had 38.3 members of staff, comprising of 2 new 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 to work alongside teachers to enhance learning and teaching.

KPS is community minded school with strong home-school partnerships, a committed staff team, a devoted School Council, a highly active Parents and Friends Committee (KPS) and a dedicated Student Leadership Team. Our Vision is to empower students to be active learners, we provide educational excellence through quality teaching and learning programs. This is embedded in our statement 'Always learning; together we can make a difference'. Supporting this vision are three core school values that were defined in 2022 through community consultation:

- Kindness – with courage and connection we belong
- Personal Excellence – with confidence we grow to be our best
- Tenacity – with grit we have strength and purpose

Karoo's socio-economic profile, based on families occupations and education, is considered in the low band which represents high parent education level and high socio-economic advantage.

Our curriculum at Karoo PS reflects the Victorian Curriculum framework, with specialist programs in visual arts, performing arts, physical education, science, and language other than English program (Mandarin).

Progress towards strategic goals, student outcomes and student engagement

Learning

During 2022 Karoo Primary School has implemented a range of teaching and learning initiatives that have significantly improved student outcomes. These initiatives have been designed to ensure that every student receives a high-quality education that enables them to reach their full potential.

2022 saw the embedding of Professional learning communities (PLCs) where teams came together regularly to review student data, reflect on teaching practices, discuss student learning outcomes, and share best practices. Karoo PS believe that PLCs are a powerful tool for improving student outcomes as they provide teachers with opportunities to engage in ongoing professional development, collaborate with colleagues, and identify areas for improvement in their teaching practices.

One of the key components of our successful PLCs is that they use data to inform teaching and learning. By using data to identify students point of need, teachers can make informed decisions about instructional strategies, interventions, and resources. The PLC's also used a variety of other data sources to inform their planning. These included formative and summative assessments, student work samples, and other classroom data. This has led to more effective teaching practices and improved student outcomes in teacher judgments and NAPLAN data.

Another successful initiative has been the implementation of the Science of Reading research in the early years of schooling and the continuation of LLLL across Foundation to Year 2. This has provided students with a strong foundation in reading and writing skills and has resulted in significant improvements in school based data. The LLLL program has been supported by a range of resources, including teacher training and professional development, and regular assessments to monitor progress.

Another important initiative has been the continuation of a targeted support program (LEAP) and the Tutor Learning Initiative (TLI) for students who require additional assistance in oral language, phonemic awareness and reading comprehension. These programs involve small group instruction and one-on-one support, and has been highly effective in improving student outcomes. Teachers have been trained in Science of Reading evidence-based strategies and are able to identify and address individual student needs.

To further support student learning, we have continued with utilising a range of digital technologies, including online learning platforms and interactive whiteboards. These technologies have been used to enhance student engagement and to provide opportunities for personalized learning. They have also enabled teachers to provide timely feedback to students and to track progress.

Overall, these initiatives have had a significant impact on student outcomes, demonstrated through higher than state and similar schools percentage of students above average in teacher judgements. We will continue to review and refine our teaching and learning programs to ensure that we are providing the best possible education at point of need for all of our students.

Wellbeing

The well-being of students is a critical component of their academic success, and as such, we have invested in initiatives that promote positive mental health and emotional wellness. In 2022 we appointed a Leading Teacher with no classroom responsibilities to lead the Wellbeing and Inclusion across the whole school.

We recognise the importance of fostering positive relationships and a sense of belonging among our students, as these factors are critical to their overall development. As such, we continued to prioritise the development of strong relationships between students, their peers and their teachers. As our school's data showing slightly below state level with students identifying a sense of connectedness, we then we partnered with REAL SCHOOLS midway through 2022. This was to support the embedding Restorative Practices across the school to enhancing the culture and promote a sense of connectedness. We held a pupil free day in Term 3 where all staff received training in Restorative Practices, which have helped them to foster a safe, supportive, and inclusive learning environment. This was followed up with a parent session to communicate the initiative and our approach to enhancing the culture. This has had a positive impact on students' mental health, as they feel valued, respected, and listened to. Over the next few years, the initiative will support students understanding of bullying to address and reduce the number of students identifying the management of bullying in the Attitude to School Survey.

Another key initiative we implemented were Wellbeing Intervention Groups as part of the supports for Tier 2 students. This involved key ES staff being trained be a counsellor and during 2022 we rolled out 2 of the modules (Anxiety and Worry & Social Skills). Our school counsellor was also available to students who needed additional support, and we provided parents with resources and information on how to support their children's mental health at home.

Finally, we introduced a regular Circle Time sessions that build emotional vocabulary and social and emotional learning (SEL). This has been particularly beneficial for students who struggle with anxiety and stress, as it has helped them to develop strategies that they can use both in and out of the classroom.

We will continue to prioritize well-being in the coming year, with a focus on building resilience and promoting positive mental health for all of our students.

Engagement

During 2022 we have also focused on providing opportunities for our students to develop their student agency which research supports will enhance engagement. By prioritising and fostering positive relationships to build a sense of belonging among our students, engagement as

We have also worked closely with parents and the wider community to build partnerships to support our students'. We have engaged parents through regular communication, parent-teacher conferences, and workshops that provide insights into our teaching approaches and strategies. Late in 2022 we began to collaborate with local organizations to provide engagement opportunities for our students and meet their needs.

We remain committed to providing a high-quality education that prepares our students for success. We will continue to work closely with students, parents, the wider community, and our staff to identify areas for improvement and implement strategies that enhance engagement and support our students' growth and development.

Due to government requirements for isolation during illness, we have seen higher than average absences. The student absence data in 2022, highlighted an increase in the absence days from 2021 to an 'average number of absences at 21 days' in 2022. We will continue to focus on supporting the wellbeing of students and proactive attendance strategies in the years ahead.

Other highlights from the school year

During 2022 Karoo celebrated many highlights such as the return of the Year 3 and 4 concert and camps for Year 3 to 6. We enjoyed whole school sporting days and fundraising community events such as the colour run.

The absolute highlight was the celebration of 30 Years of Education at Karoo. This saw a collaboration of parents, teachers and all students coming together to hold a carnival for the whole community. Every class ran stalls and coordinated a variety of events. The stage showcased the State School Spectacular dances, the concert items, student voice lunch time dance and drama programs. The principals from the last 30 years were celebrated and shared their own memories and highlights. Our new Values were unveiled, and the feel was positive and really highlighted our wonderful school.

Financial performance

In 2022 Karoo Primary School continued to operate effectively within the Student Resource Package provided by DET. The Finance subcommittee 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 through a number of fundraising events over the year and a hugely successful carnival raised funds and importantly provided a great opportunity for community involvement.

In Nov 2022, School Council agreed to using saved funds that have been saved for a number of years to upgrade the much-needed turf which hope to begin in 2023. Improvements to the school grounds will continue in 2023 based on the five year maintenance plan.

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 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 478 students were enrolled at this school in 2022, 238 female and 240 male.

13 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).

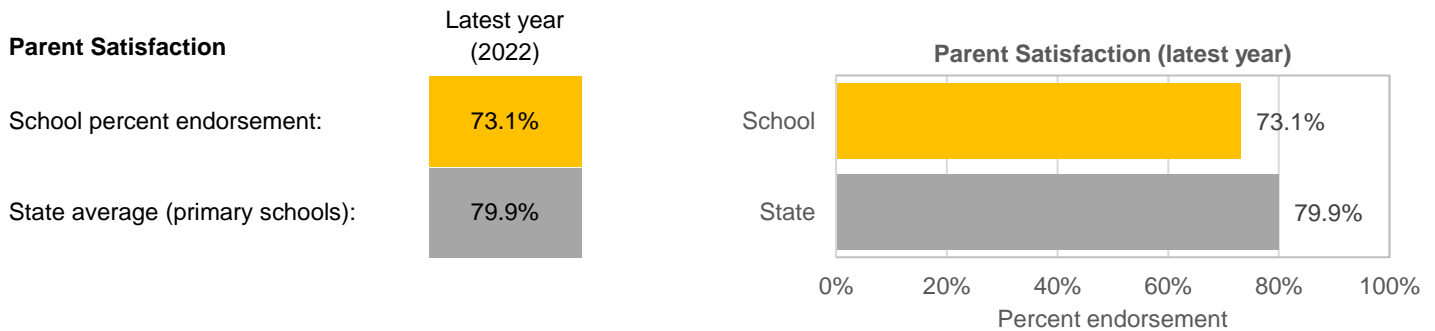
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

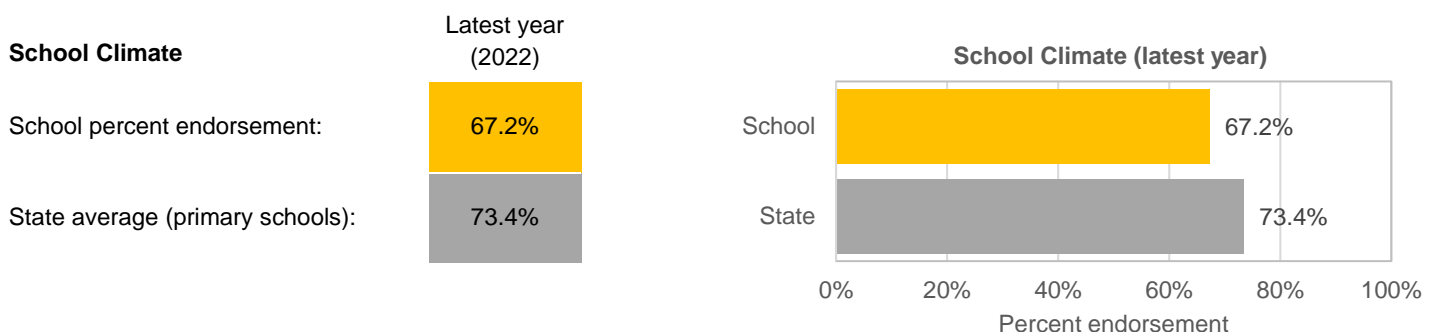


School Staff Survey

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.



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:

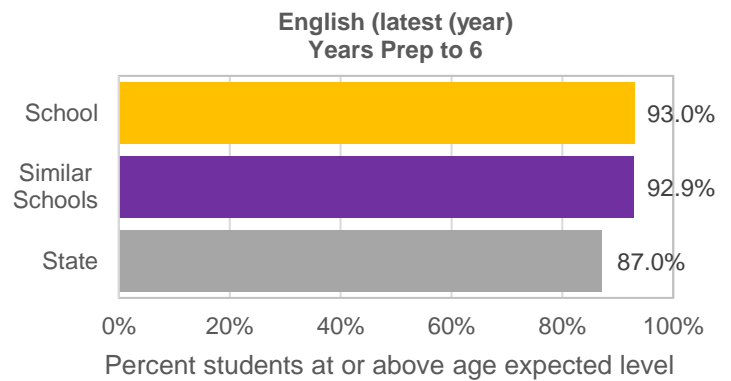
93.0%

Similar Schools average:

92.9%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

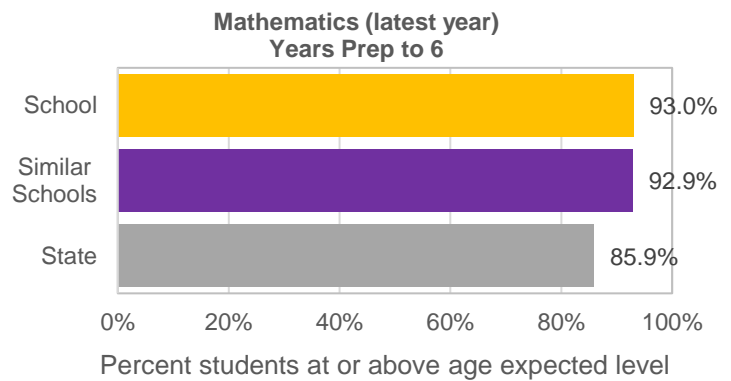
93.0%

Similar Schools average:

92.9%

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.

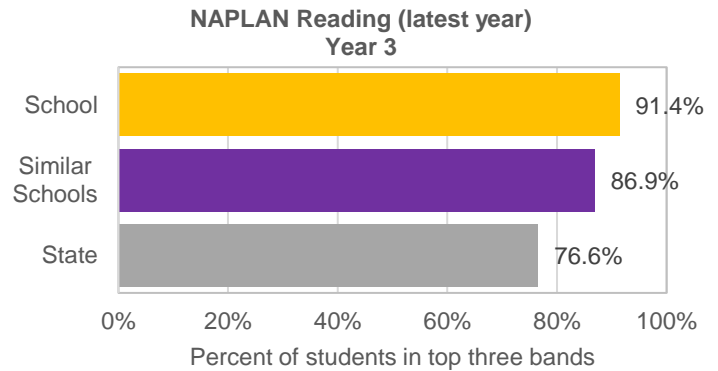
NAPLAN

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.

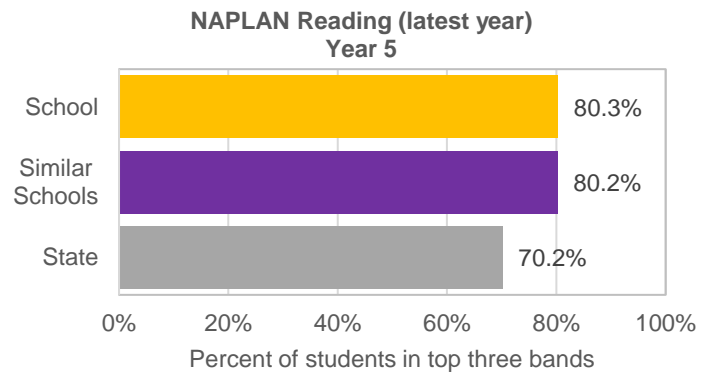
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	91.4%	84.4%
Similar Schools average:	86.9%	86.8%
State average:	76.6%	76.6%



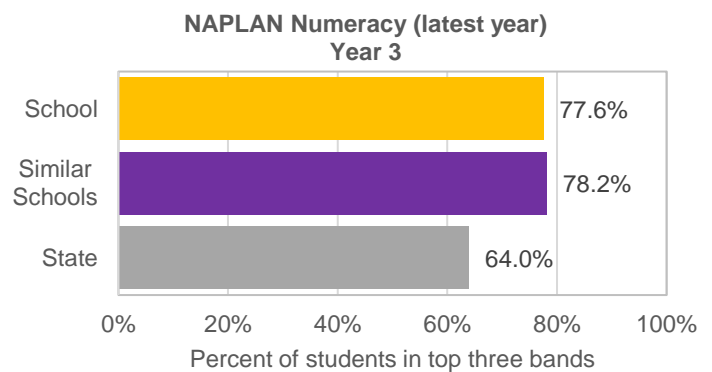
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	80.3%	78.3%
Similar Schools average:	80.2%	80.1%
State average:	70.2%	69.5%



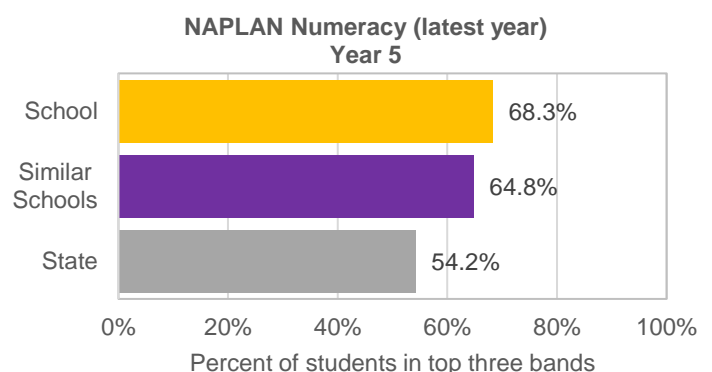
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	77.6%	78.8%
Similar Schools average:	78.2%	78.7%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	68.3%	72.8%
Similar Schools average:	64.8%	70.2%
State average:	54.2%	58.8%



WELLBEING

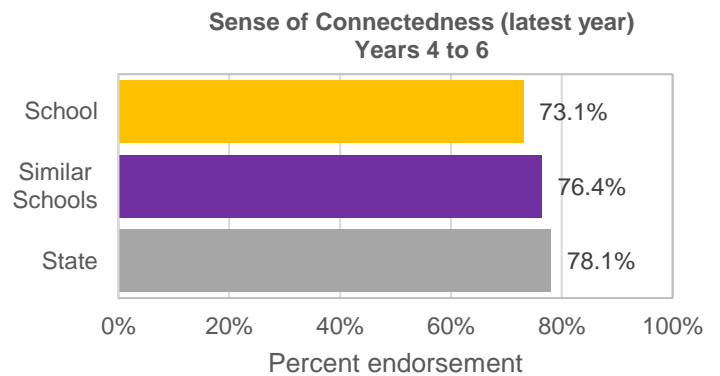
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	73.1%	76.3%
Similar Schools average:	76.4%	78.9%
State average:	78.1%	79.5%

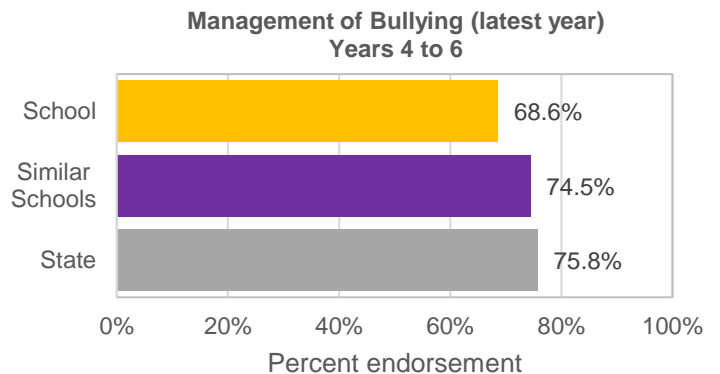


Student Attitudes to School – Management of Bullying

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:	68.6%	75.0%
Similar Schools average:	74.5%	77.9%
State average:	75.8%	78.3%



ENGAGEMENT

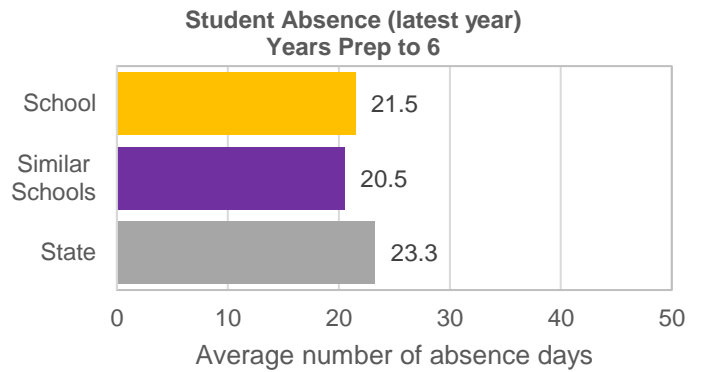
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	21.5	14.3
Similar Schools average:	20.5	14.2
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):	91%	89%	90%	88%	89%	89%	88%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,248,371
Government Provided DET Grants	\$274,198
Government Grants Commonwealth	\$172,176
Government Grants State	\$0
Revenue Other	\$32,492
Locally Raised Funds	\$591,826
Capital Grants	\$0
Total Operating Revenue	\$5,319,062

Equity ¹	Actual
Equity (Social Disadvantage)	\$28,245
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$28,245

Expenditure	Actual
Student Resource Package ²	\$4,416,806
Adjustments	\$0
Books & Publications	\$6,782
Camps/Excursions/Activities	\$182,711
Communication Costs	\$6,790
Consumables	\$88,509
Miscellaneous Expense ³	\$25,756
Professional Development	\$14,586
Equipment/Maintenance/Hire	\$100,130
Property Services	\$92,637
Salaries & Allowances ⁴	\$238,897
Support Services	\$152,914
Trading & Fundraising	\$38,043
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$48,857
Total Operating Expenditure	\$5,413,417
Net Operating Surplus/-Deficit	(\$94,355)
Asset Acquisitions	\$32,980

- (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	\$1,297,217
Official Account	\$66,212
Other Accounts	\$0
Total Funds Available	\$1,363,429

Financial Commitments	Actual
Operating Reserve	\$154,555
Other Recurrent Expenditure	\$0
Provision Accounts	\$47,358
Funds Received in Advance	\$157,382
School Based Programs	\$368,461
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$3,787
Repayable to the Department	\$181,248
Asset/Equipment Replacement < 12 months	\$80,000
Capital - Buildings/Grounds < 12 months	\$300,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$40,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$30,000
Total Financial Commitments	\$1,362,791

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.