

# 2023 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 02 April 2024 at 01:42 PM by Danielle Heatley (Principal)

- This 2023 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 26 April 2024 at 03:56 PM by Serryn Bryant (School Council President)

# How to read the Annual Report

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## 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.

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## 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).

Key terms used in the Performance Summary are defined below:

### Similar Schools

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.

### NDP and NDA

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.

## 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').

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## Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

### NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

### Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

# About Our School

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## 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.

Our motto 'Always learning; together we can make a difference' is supported by our vision statement of "At Karoo PS we foster student growth through inclusive learning, community engagement, and collaborative opportunities, employing evidence-based practices tailored and targeted to individual needs." Supporting this vision are three core school values that were defined in the previous year 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

The student population in 2023 was 443 students (216 female and 227 male). Our community comprises of some culturally diverse family backgrounds with 15% of students had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander. Karoo Primary School had 38.3 members of staff, comprising of 2 Principal class, 1 Acting Assistant Principal (substantive LT), 2 Learning Specialists, 24.8 teaching staff (classroom and specialists) and 16.2 support staff, including administration, classroom support and OSHC. The Two Learning Specialists (one dedicated to English and one to Mathematics) were released from their classroom teaching duties up to three days a week to work alongside teachers to enhance learning and teaching.

Karoo PS values community partnerships 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. 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) and the new 2023 specialist program, Media and Technologies.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

Throughout 2023, Karoo Primary School implemented various educational initiatives that markedly enhanced student outcomes. These endeavours were meticulously planned by teachers, with the support of the learning specialists, to ensure each student receives education at point of need. The year witnessed the sustained embedding of Professional Learning Communities (PLCs), where teams convened regularly to analyse student data, evaluate and enhance teaching practice, discuss learning outcomes, and observe best practices. Karoo PS firmly believes in PLCs to enhance student outcomes, as they support staff with their ongoing professional growth opportunities, foster collaboration among colleagues, and pinpoint areas for refining teaching methods.

A cornerstone of our successful PLCs lies in their data-driven approach. By leveraging data to pinpoint students' point of need, teachers can judiciously tailor instructional strategies, interventions, and resources. Additionally, PLCs harnessed various other data sources such as formative and summative assessments, student work samples, and classroom data to inform their planning. Teachers also linked observing to learn to their Inquiry cycles to elevate their own practice.

Another highlight for 2023 was the continued work in the Science of Reading research and the continuation of Little Learners Love Literacy (LLLL) from Foundation to Year 2. This has endowed students with reading and writing fundamentals, manifesting in substantial enhancements in school-based data. The LLLL program received robust support through the identified Literacy Leaders on staff to support teacher training, professional development, and regular assessments to monitor progress.

A pivotal initiative was the sustained implementation of targeted support programs like LEAP and the Tutor Learning Initiative (TLI) catering to students needing additional assistance in oral language, phonemic awareness, and reading comprehension. These programs, comprising small group instruction and one-on-one support, have proven highly effective in enhancing student outcomes. Equipped with evidence-based strategies from the Science of Reading, teachers adeptly identify and address individual student needs. To further enrich student learning experiences, we continued leveraging digital technologies, including online learning platforms and interactive whiteboards. These tools were instrumental in augmenting student engagement and facilitating personalised learning. Moreover, they empowered teachers to furnish timely feedback and track progress. Overall, these initiatives have left a mark on student outcomes, evident in the higher-than-state percentage of students at or above teacher judgement and NAPLAN in Reading

and Numeracy. We remain committed to refining and optimising our teaching and learning programs to cater to the unique needs of all our students.

## Wellbeing

Ensuring students' well-being is a crucial element in fostering their academic achievements, prompting us to invest in initiatives that cultivate positive mental health and emotional wellness. In 2023, we appointed an Acting Assistant Principal to lead Wellbeing and Inclusion across the entire school.

We acknowledge the significance of nurturing positive relationships and a sense of belonging among our students, recognising their pivotal roles in overall development. Hence, we persistently prioritise the cultivation of robust connections among students, peers, and educators. Observing our school's data indicating slightly subpar levels of student connectedness compared to the state average, we continued with our partnership with REAL SCHOOLS through 2023. This collaboration aimed to embed restorative and relational practices throughout the school, enriching our culture and fostering a profound sense of connectedness.

During Term 3, we prioritised a pupil-free day wherein all staff underwent further training in restorative and relational practices, empowering them to foster a secure, supportive, and inclusive learning environment. Subsequently, we conducted a parent session to support the partnership approach to bolstering the school culture. This concerted effort has yielded positive outcomes, nurturing students' mental well-being, as they feel esteemed, respected, and heard. Over the coming years, we will also partner with SWPBS to further support students' comprehension of bullying, endeavouring to curtail instances reported in the Attitude to School Survey.

Another pivotal initiative entailed the embedding of Wellbeing Intervention Groups to support Tier 2 students. Key Educational Support staff continued to receive training to assume wellbeing leader roles, with further modules (Growth Mindset, Grief & Loss) were rolled out during 2023 in addition to our previous groups, Anxiety & Worry and Social Skills. Additionally, our school counsellor remained accessible to students requiring supplementary assistance, while we equipped parents with resources and guidance on fostering their children's mental health at home.

We continued to embed regular Circle Time sessions aimed at enriching emotional vocabulary and promoting social and emotional learning (SEL). Particularly beneficial for students grappling with anxiety and stress, these sessions have equipped them with strategies applicable both inside and outside the classroom.

We will continue to persist in prioritising inclusive practices across the school to support well-being, concentrating on bolstering resilience and fostering positive mental health for all our students.

## Engagement

In 2023, alongside our efforts in wellbeing and teaching and learning, we dedicated significant attention to addressing student absences, engaging in proactive collaborative efforts across the school. Through the formulation of mottos and consistent follow-up with staff, we meticulously examined absence data with staff to identify trends and implement effective strategies. This proactive approach aimed to mitigate absenteeism and ensure students' were at school.

Furthermore, we nurtured building positive relationships and fostering a sense of belonging, we endeavoured to bolster student engagement. Our collaborative endeavours extended to parents and the broader community, as we forged partnerships to bolster student support networks. This brought about the introduction of PEPS (Parent Education Partnership Series) which were conducted each term to support partnering with parents with our educational initiatives.

Engaging parents through regular communication, parent-teacher conferences, and workshops offered valuable insights into our teaching methodologies and strategies. Late in 2023 we introduced See-saw as a portfolio platform to support parents being a part of the learning in the classroom. This will continue to be embedded in 2024.

Remaining steadfast in our commitment to delivering high-quality education, we are dedicated to preparing our students for success. We will continue collaborating closely with students, parents, the broader community, and our staff to pinpoint areas for improvement and implement strategies that foster engagement while supporting students' growth and development.

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## Other highlights from the school year

Throughout 2023, Karoo Primary School experienced a year brimming with notable achievements, underscored by the stability exhibited within our staff and leadership team. Moreover, our school garnered recognition for its exemplary practices in disability inclusion, positioning us with high quality teaching and learning practices.

Among the numerous highlights of the year, Karoo's school community revelled in whole-school sporting days and engaging fundraising events such as the vibrant colour run. The introduction of PEPS (Parent Education Partnership Series) nights each term to connect the community with the educational initiatives at Karoo.

Overall, the many activities over the year highlighted the community spirit and teaching and learning excellence that define Karoo Primary School.

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## Financial performance

Throughout 2023, Karoo Primary School adeptly operated within the parameters outlined in the Student Resource Package furnished by the Department of Education and Training (DET). Under the purview of the Finance subcommittee, meticulous attention was devoted to ensuring compliance with the financial governance requirements stipulated by both the School Council and DET. This included the implementation of robust financial practices aimed at fostering fiscal responsibility and accountability.

Simultaneously, the Fundraising subcommittee orchestrated a series of events throughout the year to garner support from the school community. These endeavors culminated in a highly successful year, not only raising funds but also serving as a platform for extensive community involvement and engagement.

At the end of 2022, the School Council took a significant decision to allocate accumulated savings towards the long-overdue upgrade of the school's turf, a project slated hoping to commence the following year. Tenders were sought and VSBA approval was then conducted in 2023 and the project was booked in to commence in February 2024. These initiatives demonstrate the school's commitment to enhancing its facilities and creating an optimal learning environment for students. Furthermore, improvements to the school grounds will continue in coming years, aligning with the overarching five-year maintenance plan designed to ensure the upkeep and enhancement of the school's infrastructure.

**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 450 students were enrolled at this school in 2023, 220 female and 230 male.

15 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).

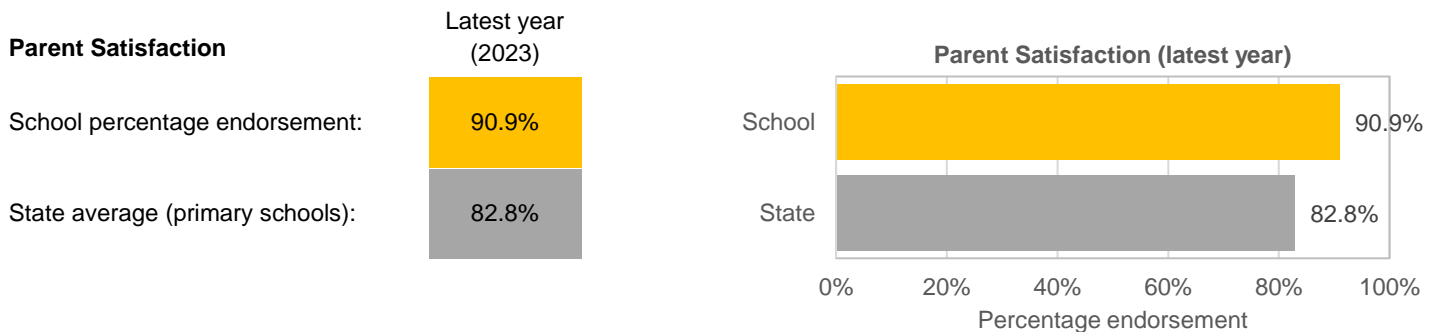
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

### Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

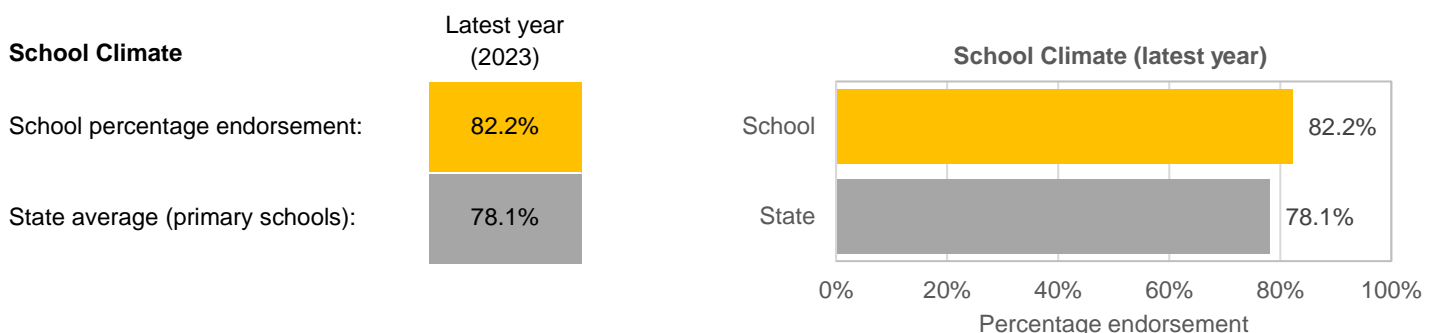


### School Staff Survey

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 against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

#### English Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

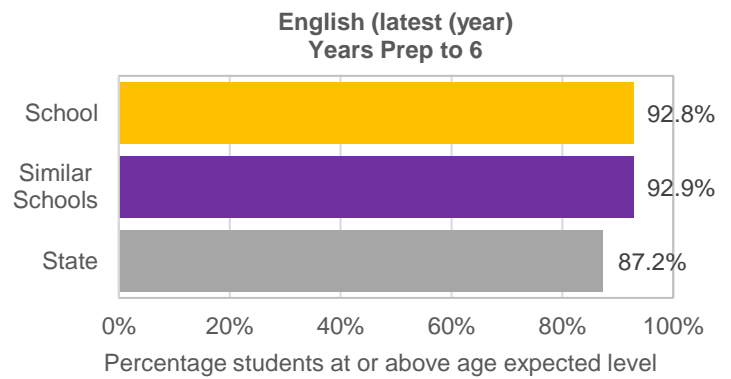
92.8%

Similar Schools average:

92.9%

State average:

87.2%



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

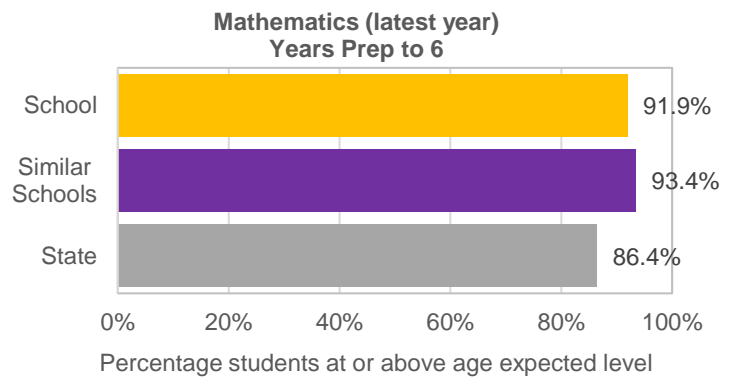
91.9%

Similar Schools average:

93.4%

State average:

86.4%





## 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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

#### Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

79.4%

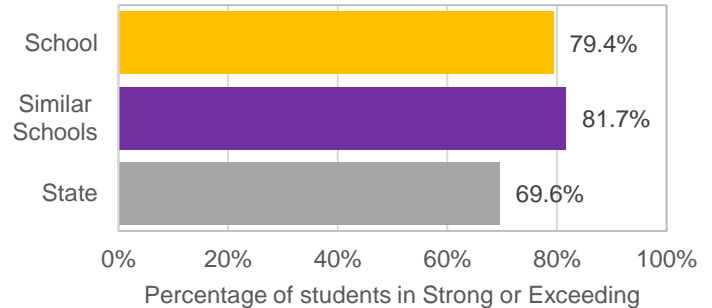
Similar Schools average:

81.7%

State average:

69.6%

#### NAPLAN Reading (latest year) Year 3



#### Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

82.7%

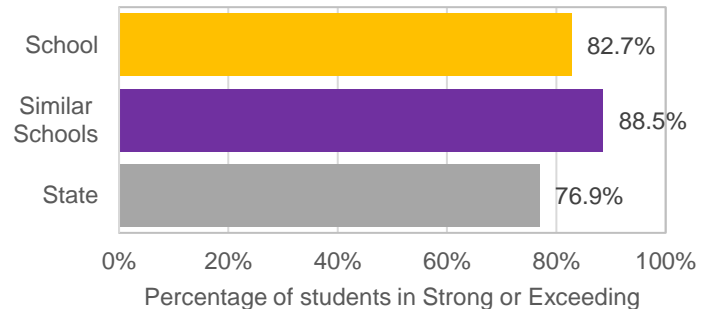
Similar Schools average:

88.5%

State average:

76.9%

#### NAPLAN Reading (latest year) Year 5



#### Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

82.4%

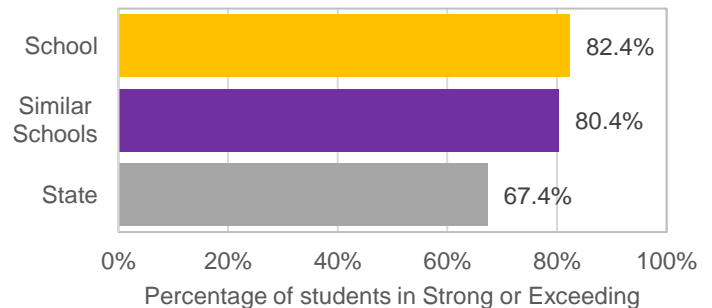
Similar Schools average:

80.4%

State average:

67.4%

#### NAPLAN Numeracy (latest year) Year 3



#### Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

77.6%

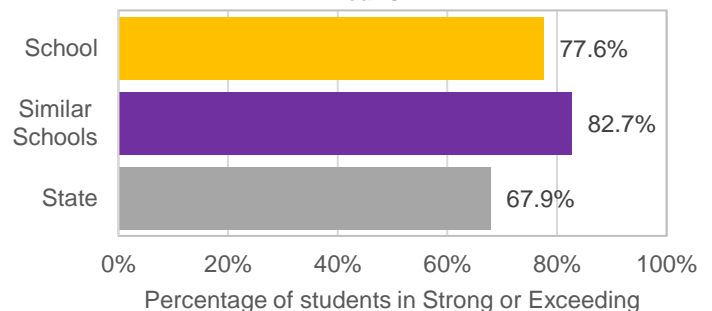
Similar Schools average:

82.7%

State average:

67.9%

#### NAPLAN Numeracy (latest year) Year 5



## 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 2022

Percentage of students in the top three bands of testing in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

#### Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

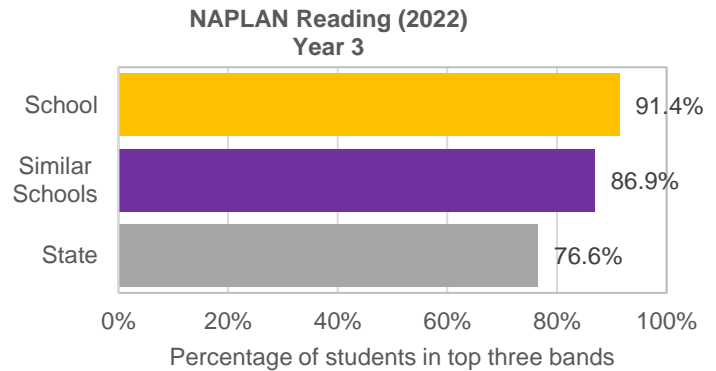
91.4%

Similar Schools average:

86.9%

State average:

76.6%



#### Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

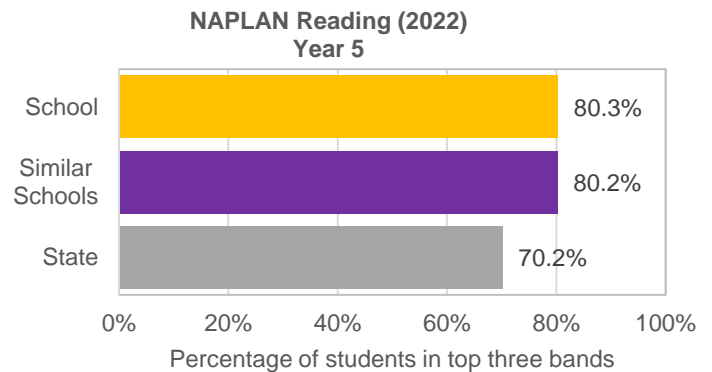
80.3%

Similar Schools average:

80.2%

State average:

70.2%



#### Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

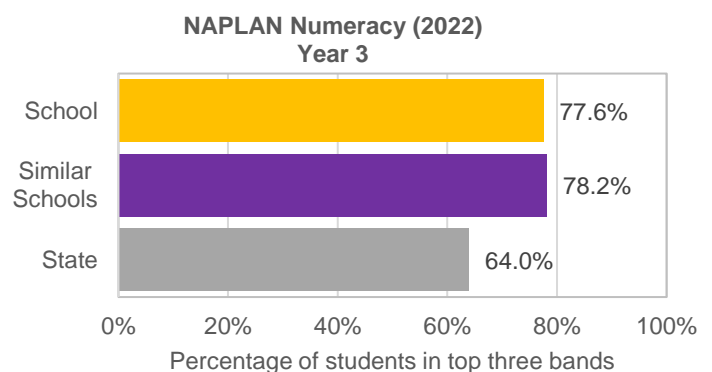
77.6%

Similar Schools average:

78.2%

State average:

64.0%



#### Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

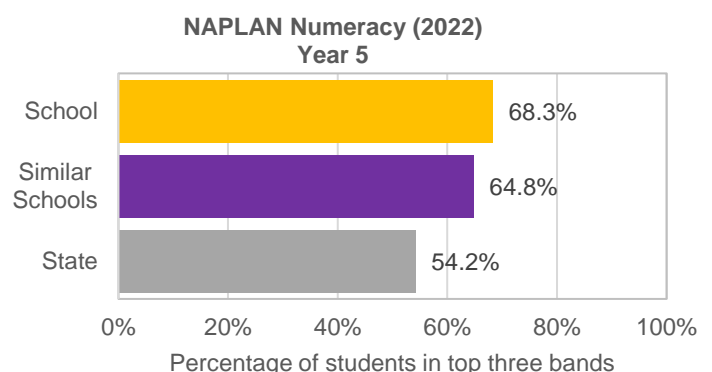
68.3%

Similar Schools average:

64.8%

State average:

54.2%



## WELLBEING

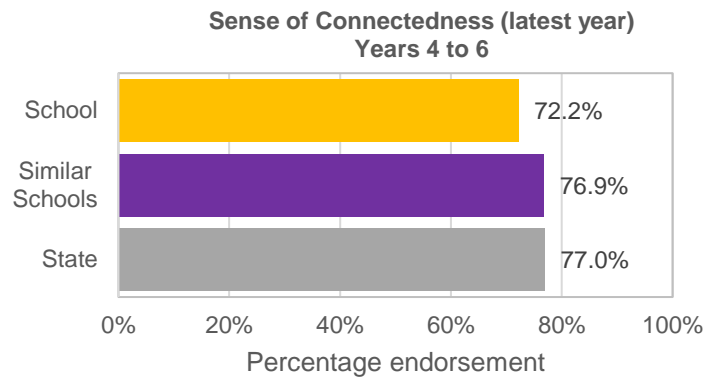
**Key:** *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Student Attitudes to School – Sense of Connectedness

The percentage 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 (2023)	4-year average
School percentage endorsement:	72.2%	73.2%
Similar Schools average:	76.9%	78.1%
State average:	77.0%	78.5%

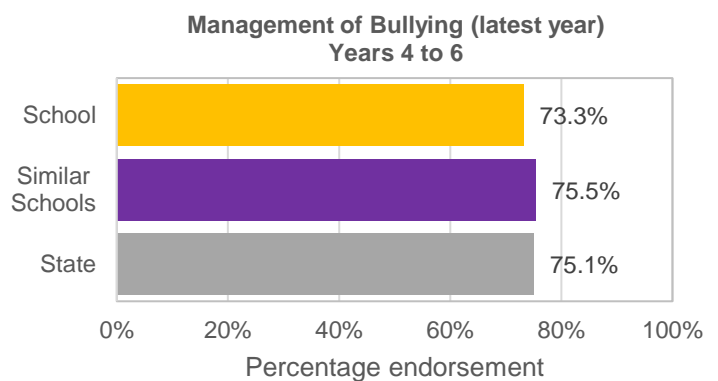


### Student Attitudes to School – Management of Bullying

The percentage 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 (2023)	4-year average
School percentage endorsement:	73.3%	72.5%
Similar Schools average:	75.5%	76.6%
State average:	75.1%	76.9%



## ENGAGEMENT

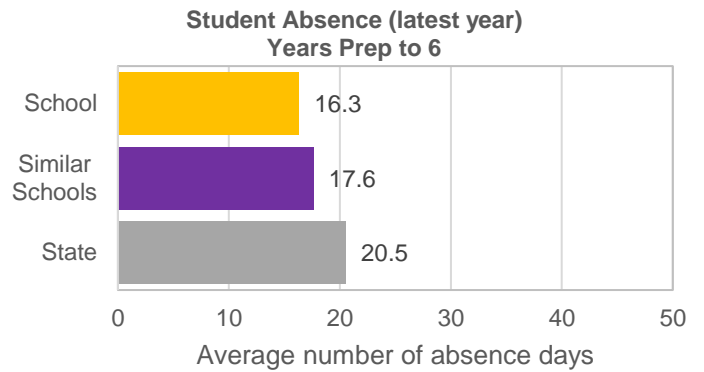
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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 (2023)	4-year average
School average number of absence days:	16.3	14.5
Similar Schools average:	17.6	14.9
State average:	20.5	18.1



### 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 (2023):	92%	92%	92%	92%	91%	92%	91%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$4,435,175
Government Provided DET Grants	\$387,155
Government Grants Commonwealth	\$241,352
Government Grants State	\$0
Revenue Other	\$90,644
Locally Raised Funds	\$653,594
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$5,807,920</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$30,654
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$30,654</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,792,075
Adjustments	\$0
Books & Publications	\$3,809
Camps/Excursions/Activities	\$215,214
Communication Costs	\$6,503
Consumables	\$131,605
Miscellaneous Expense <sup>3</sup>	\$33,194
Professional Development	\$19,989
Equipment/Maintenance/Hire	\$137,472
Property Services	\$129,390
Salaries & Allowances <sup>4</sup>	\$192,119
Support Services	\$242,916
Trading & Fundraising	\$40,450
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$46,227
<b>Total Operating Expenditure</b>	<b>\$5,990,964</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$183,044)</b>
<b>Asset Acquisitions</b>	<b>\$18,818</b>

- (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 17 Feb 2024 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 2023

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,471,458
Official Account	\$71,802
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$1,543,260</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$181,392
Other Recurrent Expenditure	\$0
Provision Accounts	\$55,139
Funds Received in Advance	\$156,914
School Based Programs	\$439,118
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$1,000
Repayable to the Department	\$337,497
Asset/Equipment Replacement < 12 months	\$50,000
Capital - Buildings/Grounds < 12 months	\$300,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$50,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$150,000
<b>Total Financial Commitments</b>	<b>\$1,721,060</b>

*All funds received from the Department of Education, 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.*