

2024 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 2025 at 06:46 PM by Courtney Hoffmann (Principal)

- As executive officer of the school council, I attest that this 2024 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 2025 at 09:21 PM by Courtney Hoffmann (Principal)

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).

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').

Updates to the 'Performance Summary' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 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 NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note 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, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

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. 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.

- 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 2024 was **430** 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. Karoo Primary School had **38.3** members of staff, comprising of 3 Principal class, 1 Acting Assistant Principal (substantive LT), 3 Learning Specialists, **24.8** teaching staff (classroom and specialists) and **16.2** support staff, including administration, classroom support and OSHC. The three Learning Specialists (one dedicated to English, one to Mathematics and one to Wellbeing) 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 supportive 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, language other than English program (Mandarin) and Media and Technologies.

Progress towards strategic goals, student outcomes and student engagement

Learning

The Karoo Primary School motto of 'Always learning; together we make a difference' underpinned our key actions in 2024. Throughout the year, our school implemented a range of educational initiatives that resulted in improving the learning environment for all students and positively impacting student outcomes. Our Professional Learning Communities (PLCs), consisting of the teaching staff from each year level, convened regularly to analyse student data, identify student need and utilise curriculum scope & sequences to plan purposeful learning experiences for

students. With a rigorous focus on improving student outcomes, PLCs reviewed whole cohort data and set student outcome targets, which they worked toward meeting over the course of an inquiry cycle. Teachers utilised ranges of data sources, such as formative and summative assessments, students work samples and classroom data to inform their planning. Karoo PS firmly believes in PLCs to enhance student outcomes, as they support ongoing professional development, foster collaboration with colleagues and provide opportunities for building instructional capacity of teachers to improve student outcomes.

A structured literacy approach was embedded from Foundation to Year 2, underpinned by Little Learners Love Literacy (LLLL) and based on Science of Reading research and current best practice. This has ensured that students are explicitly taught reading and writing fundamentals, which result in improved student outcomes. Our English Leaders supported staff through strategic professional learning experiences, observing to learn opportunities and data analysis to monitor student progress.

Targeted support programs like LEAP (Language Enhancement Activity Program) and the Tutor Learning Initiative (TLI) were embedded to support and cater to students requiring additional assistance in oral language, phonological awareness, and reading comprehension. These programs, comprising of small group instruction and one-on-one support, have proven highly effective in enhancing student outcomes. A range of extension opportunities were provided in 2024, such as the Victorian High Abilities Program (VHAP), Maths Talent Quest, Bioeyes and ThinkScience, to empower our students to engage in learning to extend their understandings. To further enrich student learning experiences, we continued leveraging digital technologies, including online learning platforms and interactive whiteboards. These tools were instrumental in enhancing student engagement and facilitating personalised learning. Moreover, they empowered teachers to deliver timely feedback and track student progress. Overall, these initiatives have had a positive impact on student outcomes, evident in the higher-than-state percentage of students At or Above in teacher judgement and Strong or Exceeding in NAPLAN in all areas for year 3 and year 5.

Wellbeing

Student wellbeing is the foundation for effective learning and engagement. At Karoo Primary School we recognise that when students feel safe, supported, and connected, they are better able to focus on their learning and achieve their full potential. In 2024, we appointed an Assistant Principal to lead Wellbeing and Inclusion across the whole school, and a Wellbeing Learning Specialist, demonstrating our strong commitment to student wellbeing. The year commenced with students settling into their learning spaces with excitement and engagement, highlighting the positive impact of our transition processes from 2023 to 2024. Multiple avenues for transition support were refined and implemented to ensure that students and teachers built strong, positive relationships which supported the development of a sense of belonging in students, resulting in an increase in students endorsement of 'School Connectedness' in the Attitudes to School Survey.

Our school continued our partnership with REAL SCHOOLS ensuring a rigorous focus on restorative practices and in Term 3, we prioritised staff professional learning on a Pupil Free Day to further embed whole school approach to supporting student wellbeing through student behaviour and whole class management strategies. In response to the students Attitudes to School Survey data 'Managing Bullying' results, we commenced our implementation of School Wide Positive Behaviour Supports (SWPBS) in 2024. Our Wellbeing Learning Specialist and Wellbeing Professional Learning Team led whole school professional learning to establish a KPS

Expected Behaviour Matrix, which was reviewed by student Wellbeing leaders and staff and implemented across the school.

Another pivotal initiative entailed the further embedding of Wellbeing Intervention Groups to support Tier 2 students. Key Educational Support staff continued to receive training to assume wellbeing group facilitator roles. Additionally, the appointment of a school Wellbeing Liaison ensured that support was 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 and utilised the Zones of Regulation aimed at enriching emotional vocabulary and promoting social and emotional learning (SEL). We will continue to persist in prioritising inclusive practices across the school to support wellbeing, concentrating on emotional awareness and regulation and consistent practice to support the improvement of student outcomes.

Engagement

In 2024, in addition to our key focus on teaching and learning and wellbeing, we commenced our Intergenerational Program. This program fostered engagement and further connections to be made with our wider school community. Our year 3, 4 and 5 students took part in excursions to visit our local retirement village and kindergartens to learn together and share their talents and interests. The residents of the retirement village and kindergarten students all shared their joy and excitement from the support they received during the visits and our Karoo students reflected on the connection and leadership skills that they developed during their involvement.

Our key attendance initiatives were refined further in 2024, addressing student absences by engaging in proactive collaborative efforts across the school and with the school community to improve attendance. Through the utilisation of mottos and consistent follow-up with staff, we continuously 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 every day. Engaging parents through regular communication, parent-teacher conferences, and workshops offered valuable insights into our teaching methodologies and strategies. Student voice and agency was highlighted through the introduction of 'Student Led Conferences' at the end of Semester 1 and our school continued to refine its utilisation of See-saw as a portfolio platform to support parents to be a part of the learning in the classroom.

As we undertake our School Review in 2025, we look forward to continuing to collaborate 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.

Other highlights from the school year

Throughout 2024, Karoo Primary School experienced a year of outstanding achievements, underpinned by the continued stability exhibited within our staff and leadership team. Our school continued to be recognised for its exemplary practices in disability inclusion, attendance,

respectful relationships and leadership practices, positioning KPS as a lead school, with high quality teaching and learning practices.

2024 also heralded a year of outstanding sporting achievements at KPS, with the school having representation across all sporting areas at district and division levels. Our Year 3 and 4 students were able to shine and share their performance abilities at the 3/4 concert, which was a highlight event and our year 3, 4, 5, and 6 students enjoyed the learning experiences offered during their camp experiences.

Our Parent Education Partnership Series (PEPS) continued to provide our school community with access to relevant and purposeful learning. In Term 1, we focused on providing learning sessions on 'Reading in the Classroom' and sharing key strategies with our families. In Term 2, the focus was on 'Building a Resilient Child' facilitated by our REAL SCHOOLS consultant. Parents had the opportunity to learn further about brain and the social and emotional development of their children. In Term 3 and 4, we provided PEPs sessions on 'Cybersafety,' presented by Inform and Empower and 'Mathematics in the classroom,' presented by our KPS Mathematics Learning Specialist. All PEPS are designed to share key school teaching and learning initiatives with our parent community and foster a collaborative learning environment with our school community. Overall, the many activities and events over the year highlighted the community spirit and teaching and learning excellence that define Karoo Primary School.

Financial performance

Throughout 2024, Karoo Primary School operated within the parameters outlined in the Student Resource Package furnished by the Department of Education and Training (DET). Through the direction of the Finance subcommittee, focused attention was aimed at ensuring compliance with the financial governance requirements outlined by both the School Council and DET. The Fundraising subcommittee lead a series of events which resulted in a highly successful year, not only raising key funds but also serving as an avenue for extensive community involvement and engagement.

In February 2024, the School Council's decision towards completing the long-overdue upgrade of the school's turf, occurred, along with the completion of a soccer pitch (Futsal Court). Furthermore, the school received a grant from 'Castle and Cubby' for the creation of an outdoor learning space and kitchen garden which was implemented, along with a 'Gaga Pit' which was funded through a SRC initiative. These initiatives demonstrated the school's commitment to enhancing its facilities and creating an optimal learning environment for all students. Further 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 431 students were enrolled at this school in 2024, 209 female and 222 male.

16 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).

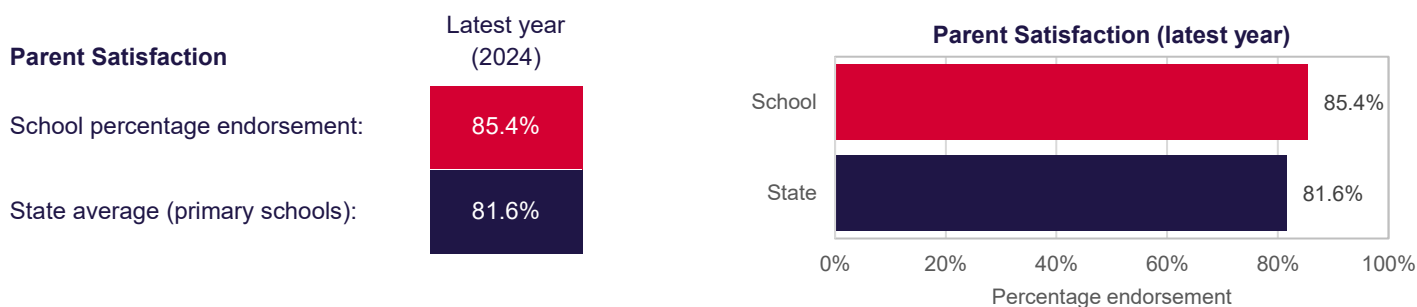
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

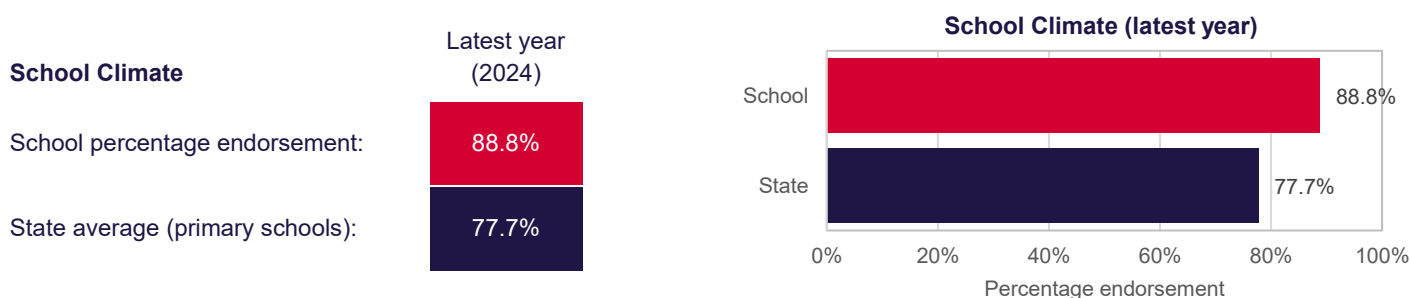


School Staff Survey

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
(2024)

School percentage of students at or above age expected standards:

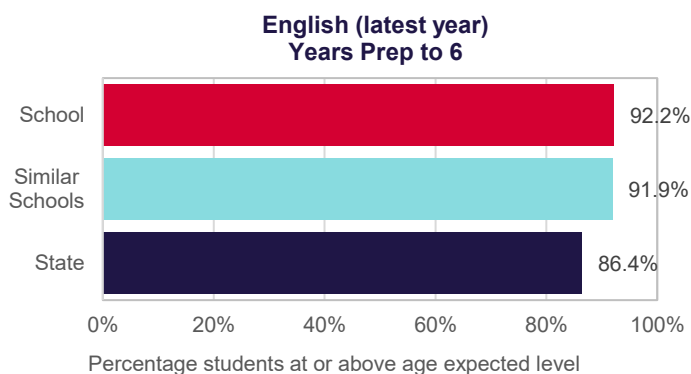
92.2%

Similar Schools average:

91.9%

State average:

86.4%



Mathematics Years Prep to 6

Latest year
(2024)

School percentage of students at or above age expected standards:

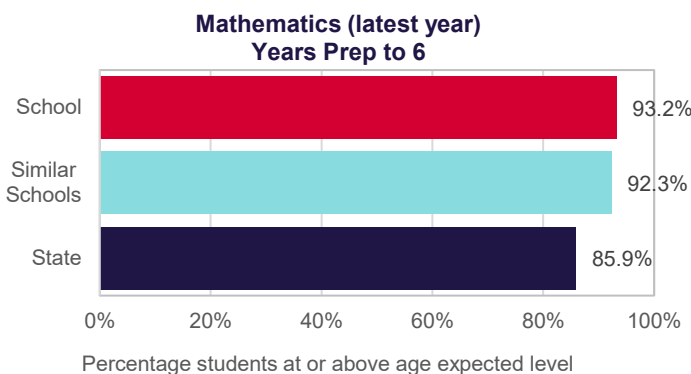
93.2%

Similar Schools average:

92.3%

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.

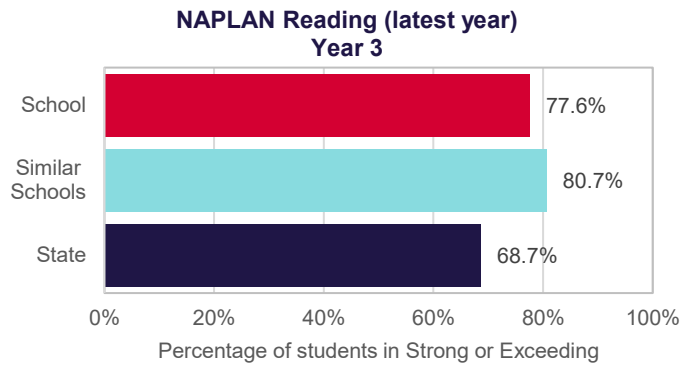
NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

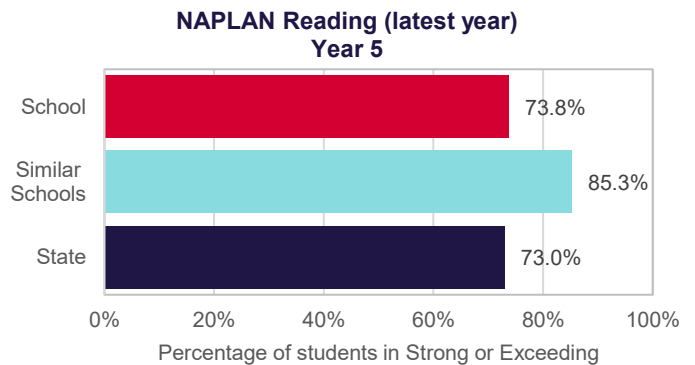
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	77.6%	78.6%
Similar Schools average:	80.7%	80.6%
State average:	68.7%	69.2%



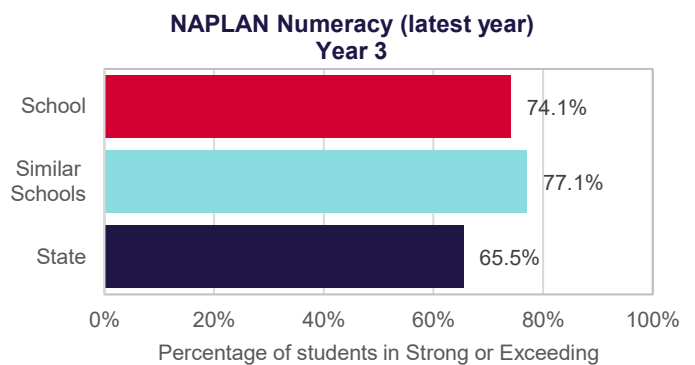
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	73.8%	78.7%
Similar Schools average:	85.3%	87.1%
State average:	73.0%	75.0%



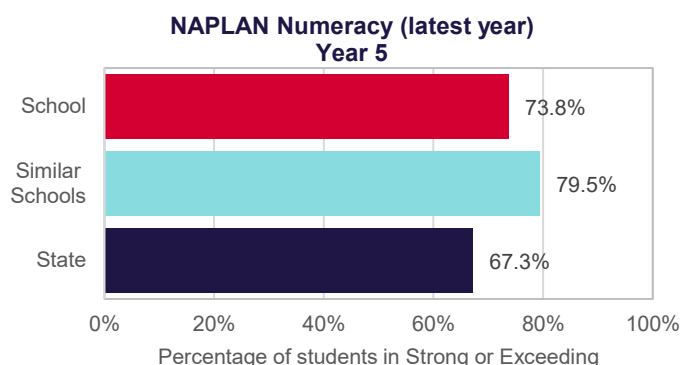
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	74.1%	78.6%
Similar Schools average:	77.1%	77.8%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	73.8%	75.9%
Similar Schools average:	79.5%	80.4%
State average:	67.3%	67.6%



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.

Reading Year 3

(2022)

School percentage of students in the top three bands:

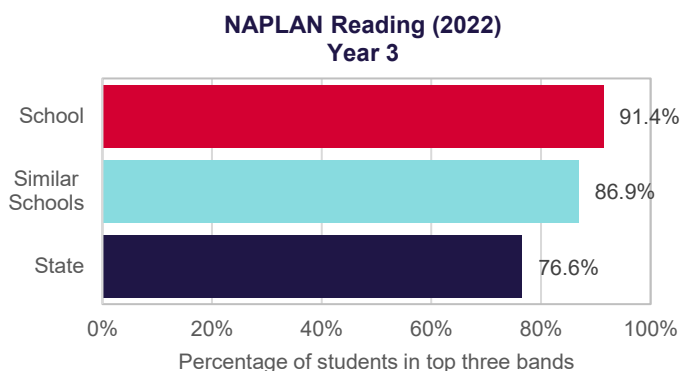
91.4%

Similar Schools average:

86.9%

State average:

76.6%



Reading Year 5

(2022)

School percentage of students in the top three bands:

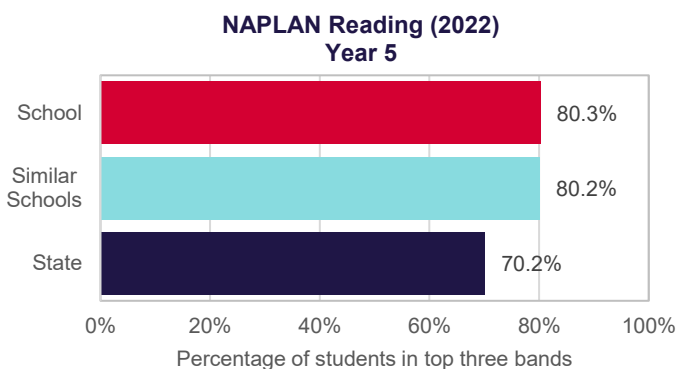
80.3%

Similar Schools average:

80.2%

State average:

70.2%



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

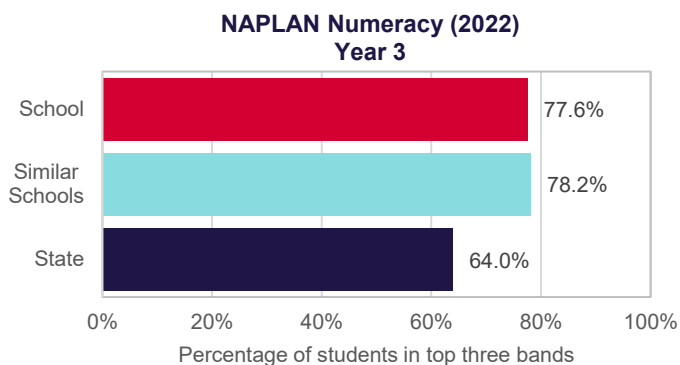
77.6%

Similar Schools average:

78.2%

State average:

64.0%



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

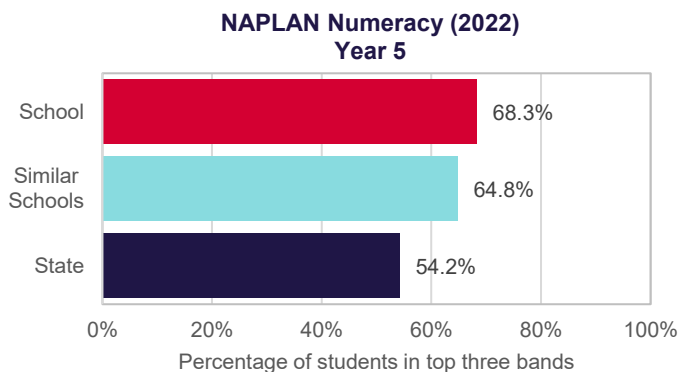
68.3%

Similar Schools average:

64.8%

State average:

54.2%



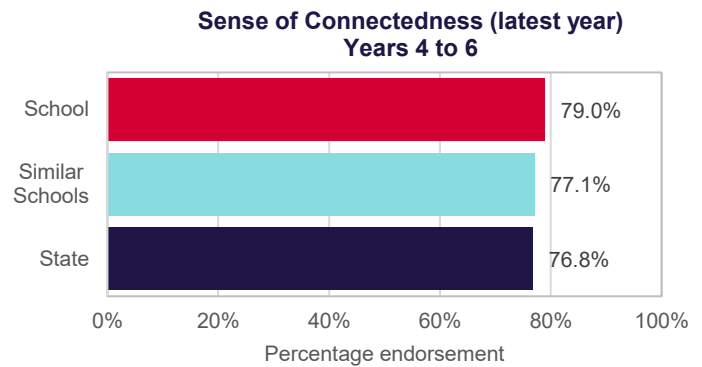
WELLBEING

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).

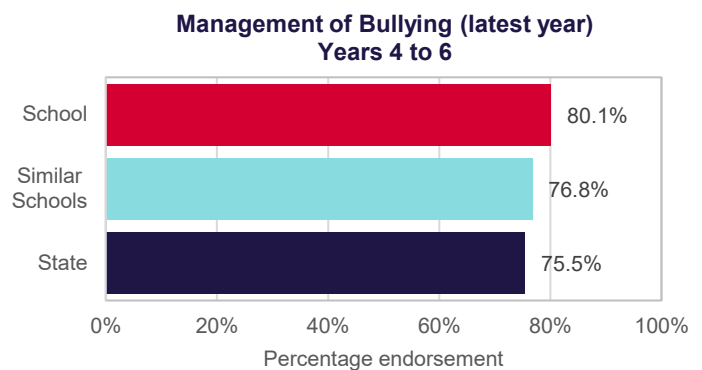
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	79.0%	74.6%
Similar Schools average:	77.1%	78.3%
State average:	76.8%	77.9%



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 (2024)	4-year average
School percentage endorsement:	80.1%	74.3%
Similar Schools average:	76.8%	76.7%
State average:	75.5%	76.3%



ENGAGEMENT

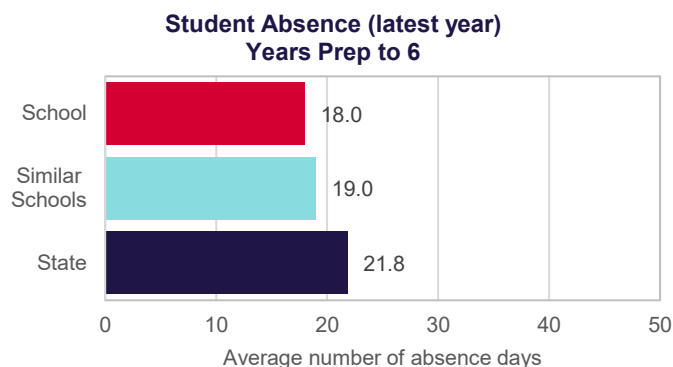
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2024)	4-year average
School average number of absence days:	18.0	16.6
Similar Schools average:	19.0	17.3
State average:	21.8	20.1



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 (2024):	91%	91%	92%	90%	92%	90%	91%



Financial Performance and Position

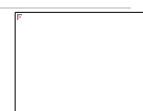
FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$4,991,648
Government Provided DET Grants	\$242,901
Government Grants Commonwealth	\$257,702
Government Grants State	\$0
Revenue Other	\$92,226
Locally Raised Funds	\$586,969
Capital Grants	\$0
Total Operating Revenue	\$6,171,446

Equity ¹	Actual
Equity (Social Disadvantage)	\$29,125
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$29,125

Expenditure	Actual
Student Resource Package ²	\$5,037,301
Adjustments	\$0
Books & Publications	\$11,368
Camps/Excursions/Activities	\$180,956
Communication Costs	\$6,763
Consumables	\$115,425
Miscellaneous Expense ³	\$159,648
Professional Development	\$16,848
Equipment/Maintenance/Hire	\$132,851
Property Services	\$135,514
Salaries & Allowances ⁴	\$327,467
Support Services	\$183,106
Trading & Fundraising	\$21,842
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$43,105
Total Operating Expenditure	\$6,372,194
Net Operating Surplus/-Deficit	(\$200,748)
Asset Acquisitions	\$311,520

- (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 2025 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 2024

Funds available	Actual
High Yield Investment Account	\$1,203,995
Official Account	\$28,947
Other Accounts	\$0
Total Funds Available	\$1,232,942

Financial Commitments	Actual
Operating Reserve	\$223,696
Other Recurrent Expenditure	\$0
Provision Accounts	\$57,579
Funds Received in Advance	\$327,233
School Based Programs	\$283,260
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$1,000
Repayable to the Department	\$178,596
Asset/Equipment Replacement < 12 months	\$50,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$75,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$25,000
Total Financial Commitments	\$1,221,363

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.

