



Department of Education and
Early Childhood Development

2011 Annual Report to the School Community

Karoo Primary School
School Number: 5295



Karoo Primary School

Karoo Primary School is committed to engaging all students and facilitating the potential of each student. The school promotes 'personal best' in all curriculum areas by establishing a positive environment that encourages students to strive for continuous improvement and excellence. Our school prides itself on catering for individuals through a range of programs, including assistance and extension.

Information Technology is used to enhance learning and teaching and promote student engagement. Karoo has interactive whiteboards in all classrooms and a range of networked computers and notebooks to enhance student learning. The school has a strong focus on developing the 'whole child' and has excellent Music, Art, Indonesian and Sport and Physical Education programs. The library is well resourced and structured with a wide range of books and software.

The school grounds, turf and facilities are in excellent condition providing outstanding learning and play areas. The students demonstrate a strong understanding of the school values: Respect; Responsibility; Excellence; Honesty; Tolerance and Understanding, with student leadership and role-modelling positive behaviours being a focus. Karoo creates active home and school partnerships through regular communication and home-school diaries. In 2012 Karoo will celebrate twenty years of operation, assisting students to reach their potential.

Karoo's workforce (EFT) has 3 Principals, 30.4 Teachers and 10.21 EES.

Student Learning	Student Engagement and Wellbeing	Student Pathways and Transitions
<p>Karoo Primary School focuses on continuous improvement in student learning. Staff plan and work in teams to promote a consistent whole school approach.</p> <p>On all VELs assessment measures, the school performed at a level comparable to the state-benchmark.</p> <p>Year 3 and 5 NAPLAN Reading and Numeracy data was at or above the median for Victorian government schools and comparable to other schools with students of similar background.</p> <p>A strong focus on the teaching of Writing in 2011 resulted in students achieving growth in VELs learning outcomes data.</p> <p>Teaching practices, learning intentions and personalised learning were areas for professional development for staff in order to extend student learning and support students to strive for best performance.</p> <p>Peer Feedback, e5 and explicit teaching strategies were further developed to differentiate the curriculum and enhance student learning.</p> <p>2012 is a School Review year. Following analysis of the data, strategies will be employed to enhance explicit teaching, develop learning intentions and create student goals. The aim is to personalise learning by differentiating the curriculum, enhancing Inquiry Learning and utilising a range of Information Technologies, including iPads.</p>	<p>Student Engagement and Wellbeing is a school priority; and our results show we are performing at a comparable level to other similar primary schools.</p> <p>Student attendance data indicates that absences are similar to other schools when background differences are taken into account. Classroom statements and adherence to Karoo values contribute to student well being, which is a comparable rate to schools with students of a similar background.</p> <p>A Prep and Year 5 Buddy Program, together with the TRIBES program is an integral part of the school's success in the area of student well being. The TRIBES program includes multi-age groups completing organised activities to promote strengthening of relationships. The program ran in Terms 2 and 3 and will continue in 2012.</p> <p>The General Satisfaction data in the Parent Opinion Survey is positive. The data indicates that parents consider their children to be motivated and connected to peers and the school. Parents indicated encouraging level of satisfaction with homework and learning focus.</p> <p>In 2012 parent opinion focus groups will be conducted relating to School Climate, Student Behaviour and Student Engagement, as part of the School Review process. Feedback will assist in the formation of continuous improvement strategies for school wellbeing.</p>	<p>Karoo Primary School provides programs to assist all students with transition both internally and externally.</p> <p>The Prep Transition Program and regular meetings with kindergarten teachers, plus transition statements informed the school of students' strengths and needs. Parent feedback indicates the value of the transition program.</p> <p>New students in Years 1-5 participated in Transition sessions, with extensive transfer of information between teachers and parents in readiness for the new school year. Students had opportunities to meet new class mates and teachers. This approach assisted students and staff to create a seamless start to the school year.</p> <p>Transition to Secondary Schools was a focus with an emphasis on relationships with Rowville Secondary College. Year 5 and 6 students benefit from these experiences to prepare for the next phase of education.</p> <p>Attendance is closely monitored, is comparable to similar schools and monitoring will be maintained.</p> <p>Differentiation of the curriculum and the Top Bananas program offered a variety of extension and enrichment programs. Intervention Programs provided a full range of support for learning.</p> <p>Next steps: Facilitate regular visits for Karoo and kinders; and enhance K- School professional conversations.</p>

For more detailed information regarding our school please visit our website at

[enter school URL/website here]

or view our 2011 Annual Report online at <http://www.vrqa.vic.gov.au/SReg/>

Karoo Primary School

How this school compares to all Victorian government schools

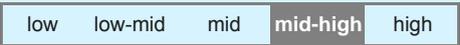
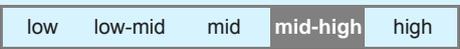
Key:

Range of results for the middle 60% of Victorian government schools: 
 Result for this school:  Median of all Victorian government schools: 

This page provides the overall picture of this school's performance in the past year. The following pages provide more detail on each of these measures.

Overall Measures	Student Outcomes	School Comparison
<p>1. Student Learning</p> <p>Combining teacher assessments from the Victorian Essential Learning Standards (VELS) and the results from the National Assessment Program – Literacy and Numeracy (NAPLAN) tests.</p>	<p>Results achieved by students at this school compared to students at other Victorian government schools.</p> 	<p>Whether this school, taking into account its students, is performing higher than, lower than, or broadly similar to other schools, taking into account their students.</p> <p>Lower  Similar  Higher </p>
<p>2. Student Engagement and Wellbeing</p> <p>Combining student attendance rates and results from the annual student <i>Attitudes to School</i> survey.</p>		<p>Lower  Similar  Higher </p>

School Profile

- Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score. 
- Average level of staff satisfaction with the school, as derived from the annual *Staff Opinion* survey. The score is reported on a scale of 1 to 5, where 5 is the highest possible score. 
- Overall socio-economic profile 
 Based on the school's Student Family Occupation index which takes into account parents' occupations.
- Proportion of students with English as a second language 
- All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- 608 students (287 female, 321 male) were enrolled at this school in 2011.

How this school compares to all Victorian government schools

Key:

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Result for this school:  Median of all Victorian government schools: 

Student Learning

3. Teacher assessments from the Victorian Essential Learning Standards (VELS)

Percentage of students in Years Prep to 6 with a grade of C or above in:

- English and Mathematics
- All other subjects

The grades are the same as those used in your child's end of year report.

A 'C' rating means that a student is at the standard expected at the time of reporting.

Student Outcomes

Results: English and Mathematics 2010



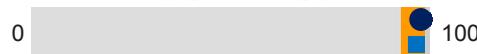
Results: English and Mathematics 2007 - 2010 (4-year average)



Results: All other subjects 2010



Results: All other subjects 2007 - 2010 (4-year average)



School Comparison



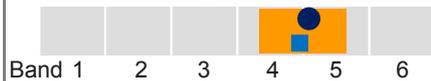
4. NAPLAN Year 3

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

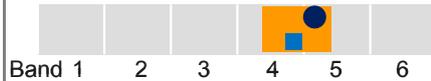
Year 3 assessments are reported on a scale from Bands 1-6.

Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.

Results: Reading 2011



Results: Reading 2008 - 2011 (4-year average)



Results: Numeracy 2011



Results: Numeracy 2008-2011 (4-year average)



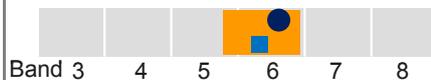
5. NAPLAN Year 5

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

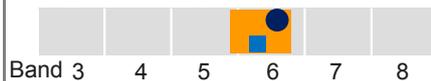
Year 5 assessments are reported on a scale from Bands 3-8.

Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.

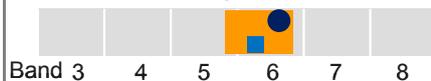
Results: Reading 2011



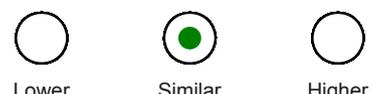
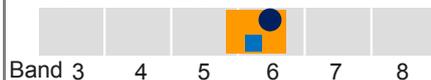
Results: Reading 2008 - 2011 (4-year average)



Results: Numeracy 2011



Results: Numeracy 2008-2011 (4-year average)



How this school compares to all Victorian government schools

Key:

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Result for this school:  Median of all Victorian government schools: 

Student Engagement and Wellbeing

6. Student attendance

Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.

Average 2010 attendance rate by year level:

Student Outcomes

Results: 2010

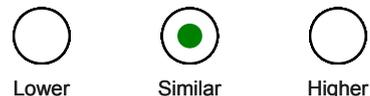
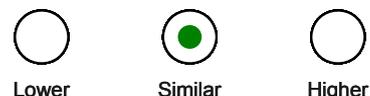


Results: 2007 - 2010 (4-year average)



Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
95%	94%	93%	94%	94%	93%	94%

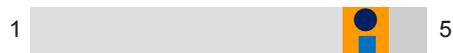
School Comparison



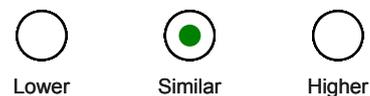
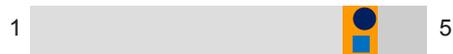
7. Student attitudes to school

Derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.

Results: 2011



Results: 2008 - 2011 (4-year average)



How to read the Government School Performance Summary 2011

The Government School Performance Summary provides an overview of how this school is performing, and how it compares to all other Victorian government schools.

All schools acknowledge the partnership and support of their parents and the community in working together to improve outcomes for children and young people.

By sharing this information with the community, our goal is to identify where we need to improve and to work together to achieve excellence in every school.

The **first page** outlines what your school is doing to improve its results.

The **second page** summarises your school's performance.

The **third and fourth pages** provide a detailed breakdown of each of the result areas.

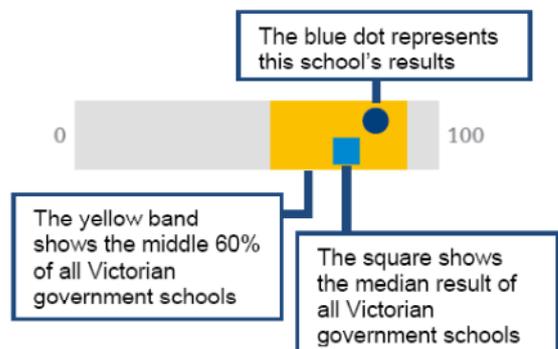
What are student outcomes?

Student outcomes describe the achievements of students in this school in English, Mathematics and other subjects. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Government School Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Government School Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



What is a *School Comparison*?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

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

The *School comparison* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students.

Some schools are doing exceptionally well with the students they have, and have '**higher**' performance.

Some schools have '**lower**' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at: www.education.vic.gov.au/aboutschool/schoolreports

School Comparison



Lower



Similar



Higher

What is the meaning of '*Data not available*'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*What our school is doing*' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Karoo Primary School

Financial Performance – Operating Statement Summary for the year ending 31st December, 2011

Revenue	2011 Actual
Departmental Grants	\$2,846,406
Commonwealth Government Grants	\$52,188
State Government Grants	\$
Other	\$79,571
Locally Raised Funds	\$446,702
Total Operating Revenue	\$3,424,867

Expenditure

Salaries and Allowances	\$262,244
Bank Charges	\$4,056
Consumables	\$74,486
Books and Publications	\$13,655
Communication Costs	\$15,896
Furniture and Equipment	\$100,627
Utilities	\$39,468
Property Services	\$188,672
Travel and Subsistence	\$1,564
Motor Vehicle Expenses	\$
Administration	\$14,102
Health and Personal Development	\$1,699
Professional Development	\$9,216
Trading and Fundraising	\$44,034
Support/Service	\$1,880,837
Miscellaneous	\$163,487
Total Operating Expenditure	\$2,814,043

Net Operating Surplus/-Deficit **\$610,824**

Capital Expenditure **\$22,254**

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package

Financial Position as at 31st December, 2011

Funds Available	2011 Actual
High Yield Investment Account	\$495,758
Official Account	\$11,701
Other Bank Accounts(listed individually)	
VTCU Investment Account	\$437,719
ME Bank Investment Account	\$489,384
(insert)	\$
Total Funds Available	\$1,434,563

Financial Commitments

2011 Actual	
School Operating Reserve	\$443,182
Assets or Equipment Replacement <12 months	\$51,500
Capital – Building/Grounds including SMS < 12 months	\$
Maintenance – Building/Grounds including SMS < 12 months	\$33,000
Beneficiary/Memorial Accounts	\$
Co-operative Bank Account	\$
Revenue Receipted in Advance	\$89,012
School based programs	\$10,000
Region/Network/Cluster Funds	\$758,071
Provision Accounts	\$49,798
Repayable to DEECD	\$
Other Recurrent Expenditure (Accounts Payable)	\$
Assets or Equipment Replacement > 12 months	\$
Capital – Building/Grounds including SMS > 12 months	\$
Maintenance - Building/Grounds including SMS > 12 months	\$
Total Financial Commitments	\$1,434,563

Financial performance and position commentary

Karoo Primary School is in a healthy financial position finishing the 2011 financial year in surplus due to sound financial management. The School Council has set aside specified amounts for the replacement of computers and projectors, a new set of iPads and continual laptop leasing arrangements. We will also instal heating in our gymnasium, and an air conditioner in the gym office. In our maintenance and grounds area we need to refurbish our portable toilet facility, and establish a friendship corner. We are also a Network Administrator School for the Technical Support Specialist Program covering three clusters, and the Rowville District School Sports Association.

School fundraising activities were well supported by the community. Annual events included the Chocolate Drive, Walkathon and Easter & Car Raffles, Trivia Night and Vision Portraits raising funds which will be allocated to provide resources across the school.