

Karoo Primary School

Karoo Primary School focusses on establishing outstanding educational outcomes and highlighting the strengths and talents of all students. The school promotes 'personal best' in all curriculum areas by establishing a positive environment that encourages students to strive for individual improvement and excellence. We cater for diverse needs by differentiating the curriculum to provide assistance and extension for our students. Information Technology is used to stimulate learning and promote student engagement. Karoo has interactive whiteboards in all classrooms and networked computers, notebooks and ipads to enhance student learning. There is a strong focus on developing the 'whole child' with excellent Music, Art, Indonesian and Sport and Physical Education programs and an extensive library for research and literacy development.

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 individual student - home-school diaries. In 2012 Karoo celebrated twenty years of operation, and assisting students to reach their potential.

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. 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 over the past two years resulted in students achieving growth in VELs learning outcomes data.</p> <p>Learning intentions and personalised learning were areas for professional development for staff in order to extend student learning and support students to strive for</p>	<p>Student attendance data indicates that absences are similar to other schools when background differences are taken into account. Positive 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 VALUES program is an integral part of the school's success in the area of student well being. The TRIBES program uses multi-age groups to promote strengthening of relationships across the school. It runs in Terms 2 and 3.</p> <p>The General Satisfaction data in the Parent Opinion Survey is positive and showed an increase from the previous year. The data indicates that parents consider their children to be motivated and the</p>	<p>Karoo Primary School has created programs to assist all students with transition both internally and externally.</p> <p>The Prep Transition Program provided a range of activities which commenced in Term 3 with Discovery Learning Sessions and Class orientation in Term 4. Meetings with kindergarten teachers and transition statements were used to inform 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, and there was extensive transfer of information between teachers and parents in readiness for the new school year. This approach assisted students and staff to create a seamless start to the school year.</p> <p>A focus for assisting students to</p>

<p>best performance. Peer Feedback and explicit teaching strategies were further developed to differentiate the curriculum and enhance student learning.</p> <p>2012 was a School Review year whereby staff focussed on data analysis, explicit teaching, learning intentions and students personal goals.</p> <p>In 2013, the school will continue to personalise learning by diagnosing assessment and responding with differentiated teaching. CAFÉ reading and explicit teaching of numeracy will be further developed.</p>	<p>connectedness to school is similar to other schools. Parents indicated an encouraging level of satisfaction with classroom behaviour and parent input.</p> <p>In 2012 parent opinion focus groups were conducted relating to Climate, Student Behaviour and Student Engagement. Parents indicated a strong desire to be involved with the school as part of the learning process.</p> <p>A School Wellbeing Committee will be developed to enhance student and staff well being and parent connectedness..</p>	<p>transit on to Secondary Schools was maintained with an emphasis on relationships with Rowville Secondary College. A Maths teacher from Rowville SC supported an extension mathematics program and used peer tutors to support learning.</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 kinder staff and create stronger professional teaching links with Rowville College.</p>
---	---	---

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

[enter school URL/website here]

or view our 2012 Annual Report online at <http://www.vrqa.vic.gov.au/SReg>

