

2013 Annual Report to the School Community

Karoo Primary School

School Number: 5295



National Tree Planting Day

Name of School Principal:
Irene Harding

Name of School Council President:
Joanne Scott

Date of Endorsement: 2014:
30th April, 2014.

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This school meets prescribed minimum standards for registration as set down by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under minimum standard 2.1 'Student enrolment numbers' and/or 3.1 'Curriculum framework – languages program' until 31 December 2013.

About Our School

Karoo Primary School, Rowville continues to strengthen quality teaching practices to ensure all students achieve their 'personal best' with outstanding educational outcomes and the advancement of students' strengths and talents. Staff is very experienced with a principal, two assistant principals, 18.5 Expert Teachers, 10.5 Accomplished/ Graduate Teachers. Outstanding support staff includes a Business Manager and 18 Educational Support staff for administration, first aide, classroom coaching, support and integration. Karoo has established a consistent and coherent curriculum incorporating a clearly delineated assessment schedule with data analysis, cross school moderation and professional dialogue relating to student learning and teaching strategies. Thinking skills are being developed across the curriculum including reading, writing, oral language, integrated learning and mathematics. We cater for diverse needs by differentiating the curriculum to provide assistance and extension for our students. Information Technology stimulates learning and promotes student engagement, via interactive whiteboards in all classrooms, networked computers, pods of notebooks and ipads. There is a strong focus on developing the 'whole child' with quality Music, Art, Indonesian and Sport/ Physical Education programs plus an extensive library for research and literacy development.

Student voice and connection to school is augmented through opportunities for involvement and leadership in Sport, the Environment, Wellbeing, Fund Raising and Junior School Council. Lunch time clubs are held and the school grounds, turf and facilities are in excellent condition providing outstanding learning and play areas. Students demonstrate a strong understanding of the school values: Respect; Responsibility; Excellence; Honesty; Tolerance and Understanding, with values being taught and role-modelling of positive behaviours being affirmed and celebrated. Karoo creates active home and school partnerships through regular communication and individual student - home-school diaries. In 2013 Karoo celebrated twenty-one years of outstanding operation, highlighting the strength and enjoyment of parents, community, students and staff working for the enrichment of Karoo.

Achievement	Engagement	Wellbeing
<p>Consistent and coherent curriculum characterised by CAFÉ Reading, Sound Waves Spelling, Basic Number Facts and Mathematics problem solving have instilled a whole school focus on continuous improvement in student learning. Staff plan and work in teams to promote a consistent approach and Intervention programs –Quick Smart Numeracy, Toe by Toe-Reading, Speech /Phonemic Awareness and Language Development have been monitored to support classroom learning. The Assessment Schedule placed emphasis on on-line testing including PAT and SPA data and monitoring and moderation of 'value-adding' for each student. On AUSVELs data and the Year 5 NAPLAN results the school performed comparable to the state-benchmark. Year 3 NAPLAN Reading was slightly lower than the median for Victorian government schools. Writing results continued to improve as has Grammar and Punctuation which may reflect time spent on conferencing with students. Staff development focus on personalised learning, data analysis, explicit teaching, learning intentions, was conducted by Vic Zbar over the year. In 2014 Differentiated Learning, Thinking Curriculum, 'Peer Feedback' and Oral Language P-6 facilitated by Lyn Watts, will further develop explicit teaching strategies ensuring students reach their potential.</p>	<p>Differentiation of the curriculum and internal extension programs supported gifted education, including a mathematics program conducted by Rowville College staff and peer tutors. Intervention Programs provided a full range of support for learning with the growth affect size rate of 0.758 for QuickSmart Maths and Toe by Toe Reading growth more than one year. Student attendance data:-positive and good Year 6 matched cohort data. Staff contact for non –explained absences or a high rate of absenteeism, has ensured family awareness of their child's percentile absence rate and created school connection. Prep Orientation-Transition Programs were conducted in Terms 3 and 4 with staff use of observation sheets to gain knowledge of students' strengths and areas for development. This was, supported by kindergarten teachers' observations and transition statements. Karoo developed trusting professional relationships with kindergartens, including reciprocal visits. Strong links with parents assisted students' adjustment to a new learning environment and enhanced attendance. Years 1-5 Transition Sessions in Term 4 assisted with the transfer of information between teachers and for liaison with parents. Parent feedback indicated a seamless transition for students in 2014, although there is a 25% new teaching staff. Next steps: Enhanced use of visual literacy, social and academic talk to enhance the thinking curriculum, student engagement and motivation.</p>	<p>The Student Wellbeing Committee reviewed and enhanced school practices ensuring classroom statements and Karoo values contributed to student well being and learning. The Student Attitude to Schools data is comparable to schools with students of a similar background. 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. The General Satisfaction data in the Parent Opinion Survey was similar to previous years. It indicates that parents consider their children to be motivated and connected to the school and showed an encouraging level of satisfaction with classroom behaviour. In order to respond to parents desire to be involved with the school as part of the learning process, a new policy was written and parents responded well to being part of classroom and intervention programs. The School Wellbeing Committee continued to enhance student and staff wellbeing and parent connectedness. They requested a Student Wellbeing Officer for 2014 and this was funded by School Council, for one day per week. In 2014 a focus on: Building a whole school sense of community; Enhancing student voice in Junior School Council; and creating an Expected Behavior Matrix.</p>

Performance Summary

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 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 will foster engagement and collaboration to support further gains and positive learning experiences for all students.

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

School Profile

School Enrolments

A total of 587 students were enrolled at this school in 2013, 283 female and 304 male.

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.



Parent Satisfaction Summary

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.



Please note: The Staff Opinion Survey was not conducted in 2013.

Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 3</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 3 assessments are reported on a scale from Bands 1-6.</p> <p>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Lower</p> <p> Lower</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 5 assessments are reported on a scale from Bands 3-8.</p> <p>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>

Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Relative Growth Year 3 - Year 5</p> <p>Relative gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN relative growth is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Relative Growth Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>34%</td> <td>48%</td> <td>18%</td> </tr> <tr> <td>Numeracy</td> <td>27%</td> <td>55%</td> <td>18%</td> </tr> <tr> <td>Writing</td> <td>21%</td> <td>51%</td> <td>28%</td> </tr> <tr> <td>Spelling</td> <td>30%</td> <td>49%</td> <td>21%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>28%</td> <td>52%</td> <td>20%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	34%	48%	18%	Numeracy	27%	55%	18%	Writing	21%	51%	28%	Spelling	30%	49%	21%	Grammar and Punctuation	28%	52%	20%	<p>NAPLAN Relative Growth does not require a School Comparison.</p>
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Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p>Student Attendance</p> <p>Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Average 2013 attendance rate by year level:</p> <table border="1" data-bbox="563 790 1042 891"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>94 %</td> <td>93 %</td> <td>95 %</td> <td>94 %</td> <td>95 %</td> <td>93 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	93 %	95 %	94 %	95 %	93 %	94 %	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	93 %	95 %	94 %	95 %	93 %	94 %										

Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School</p> <p>Derived from the <i>Attitudes to School</i> 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.</p>	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary 2013

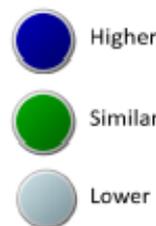
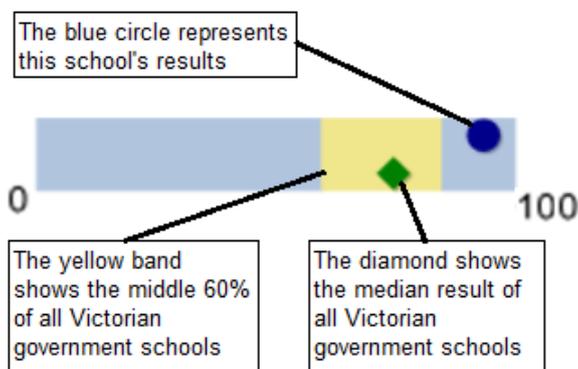
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. 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 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 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.

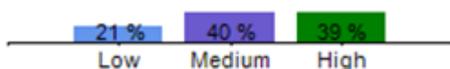
The *School comparison* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance. 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.

Additionally, NAPLAN relative growth charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their growth level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.

Percentage of students from this school in the High, Medium and Low NAPLAN relative growth categories.



More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

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 '*About Our School*' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31st December, 2013

Revenue	Actual
Government Provided DE&T Grants	\$3,477,364
Government Grants Commonwealth	\$73,730
Revenue Other	\$566,224
Locally Raised Funds	\$557,319
Total Operating Revenue	\$4,674,637

Expenditure	
Books & Publications	\$22,790
Communication Costs	\$13,614
Consumables	\$87,092
Miscellaneous Expense	\$3,802,622
Professional Development	\$20,210
Property Maintenance	\$273,085
Salaries & Allowances	\$331,139
Trading & Fundraising	\$62,128
Utilities	\$47,003
Adjustments	(\$8,805)
Total Operating Expenditure	\$4,650,878

Net Operating Surplus/-Deficit **\$23,759**

Asset Acquisitions **\$8,805**

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.

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

For consistency across Financial reporting, the Capital Expenditure label from previous reports now appears as Asset Acquisitions.

Financial performance and position commentary

Karoo Primary School is in a healthy financial position finishing the 2013 financial year in surplus due to sound financial management. School Council has set aside specified amounts for the replacement of computers and projectors, new sets of laptops and iPads, with continual leasing arrangements for ICT equipment and photocopiers. In our maintenance and grounds area we need to replace a vast amount of roof guttering, and continual lighting repairs due to their age. We also spent a considerable amount on repairs to our fire service pipes due to a major blowout underground.

We are also a Network Administrator School for the Technical Support Specialist Program covering two network clusters, and the Rowville District School Sports Association. School fundraising activities were well supported by the community, especially our 21st Birthday Celebration. Annual events included the Chocolate Drive, Walkathon, Nissan Car Raffle and Christmas Raffle raising funds which will be allocated to provide resources across the school.

Financial Position as at 31st December, 2013

Funds Available	Actual
High Yield Investment Account	\$404,646
Official Account	\$37,946
Other Accounts	\$985,982
Total Funds Available	\$1,428,574

Financial Commitments	
Operating Reserve	\$418,123
Maintenance - Buildings/Grounds incl SMS<12 months	\$24,400
Revenue Received in Advance	\$138,828
School Based Programs	\$13,000
Region/Network/Cluster Funds	\$759,824
Provision Accounts	\$74,399
Total Financial Commitments	\$1,428,574

