

About Our School

School context

Coolaroo South Primary School Vision: A connected community, learning with purpose. The school's purpose is to provide learning opportunities for parents and children from preschool to Year 6. We do this by promoting a collaborative approach with our community and being curious about better ways for students to achieve. The school's values are Learning, Respect and Safety.

Coolaroo South Primary School is a culturally rich school community in a low socio economic area. The 2018 enrolment was 260 Primary School students with 54 four year old children in the kindergarten program. The workforce comprises 22 effective full time teaching staff and 12 effective full time education support staff. The SFO is currently 0.85 with fluctuating enrolments due to the intake of new arrival and refugee families. The school population is transient with families moving in and out of the area throughout the school year due mainly to temporary housing arrangements.

Coolaroo South Primary School is an accredited KidsMatter school and aims to prepare all students for a future as responsible and resilient community members. The school continues to work as an active member of the Resilience, Rights and Respectful Relationships Precinct model and is a Respectful Relationships partner school. Coolaroo South Primary prides itself on its commitment to improving student achievement by offering all students a challenging academic program devised to meet their individual needs. It places an emphasis on the innovative and meaningful use of technology to enable collaborative and personalised learning.

Framework for Improving Student Outcomes (FISO)

To support the Framework for Improving Student Outcomes (FISO), Coolaroo South Primary School's improvement priorities are:

Building teacher's practice excellence in both Reading and Numeracy, developing consistency of practice throughout the entire school and building leadership teams.

We also strive to empower students and build school pride

Additional priorities include:

Engaging parents in their children's learning and ensuring a positive climate for learning.

Building positive mental health and wellbeing by enhancing the resilience and safety of every member of the school community.

Achievement

Student learning and achievement continue to be of the highest priority. The growth in the focus area of Reading across the school has been significant. The percentage of students in the top two NAPLAN bands is well above the similar schools group and the percentage of students in the bottom two bands has decreased. In Numeracy there has also been growth with students at years 3 and 5 performing at a similar to above level to that of similar schools which demonstrates continued improvement.

The emphasis continues to be on building teacher capacity with a strong focus on whole school professional development in Reading and Writing. Timely interventions continue in both English and Mathematics for all students with the main focus of all classes being on the children in the top levels.

Student data is reviewed regularly to enable planning for improvement and the development of appropriate teaching and learning strategies for every child.

All students have demonstrated progress in achieving their individual learning goals.

Engagement

The school holds a firm belief that students are better prepared for learning when they are healthy, safe and happy. Students are encouraged to invest in their own learning and develop motivation and self regulation.

The school emphasises the need for children to attend school regularly and every teacher takes an active role in ensuring children are engaged in their learning. The school fosters the relationship between home and school to enhance and support the role families play in their children's learning.

Teachers are provided with the opportunity to plan and implement rich powerful learning. There is a focus on developing curiosity and student voice through authentic, differentiated learning tasks and the provision of rich learning tasks. Students are encouraged to be involved in decision making and to give and receive constructive feedback about their learning. The school will continue to focus on developing a sense of belonging and connectedness for all students.

Wellbeing

Student wellbeing is the responsibility of everyone within the school community. Coolaroo South Primary ensures the Child safe standards are adhered to and that there is a consistent approach to establishing a safe and orderly environment with the entire school community involved in the process.

Through social and emotional learning programs, Coolaroo South Primary is building the capacity of teachers and support staff to nurture the wellbeing of students, promote healthy minds and ensure positive mental health. Social and emotional learning is embedded into the school's program giving students opportunities to learn and to practise social skills. Learning environments promote independence and self motivation.

The school works alongside numerous external agencies along with intervention programs to promote pro social behaviour, positive self esteem, social skills, problem solving, resilience building and assertiveness.

Financial performance and position

All funds received from the Department, 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.

Performance Summary

The Government School Performance Summary 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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

Enrolment Profile

A total of 267 students were enrolled at this school in 2018, 120 female and 147 male.

68 percent of students had English as an additional language and 4 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) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level as reported in the annual Parent Opinion Survey.

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

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	95.6	85.1	78.3	91.6

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.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	69.1	77.7	66.6	86.7

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	84.0	90.1	82.6	95.3	Higher
Mathematics	76.9	91.1	84.0	96.4	Higher

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

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

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

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	71.4	76.5	62.0	89.2	Higher
Year 3	Numeracy (latest year)	73.3	72.5	53.6	87.5	Higher
Year 5	Reading (latest year)	39.3	64.9	48.8	80.0	Similar
Year 5	Numeracy (latest year)	25.9	55.6	37.0	75.0	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	30.9	71.4	57.6	83.6	Similar
Year 3	Numeracy (4 year average)	32.2	65.7	51.2	80.0	Similar
Year 5	Reading (4 year average)	29.2	61.2	47.0	75.5	Similar
Year 5	Numeracy (4 year average)	15.5	54.8	39.2	71.4	Similar

NAPLAN Learning Gain

Learning gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

NAPLAN learning gain 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 student's gain is in the top 25 percent of

their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Growth	Medium Growth	High Growth
Domain	Percent	Percent	Percent
Reading	22.7	40.9	36.4
Numeracy	35.0	45.0	20.0
Writing	20.0	60.0	20.0
Spelling	42.1	26.3	31.6
Grammar and Punctuation	21.1	31.6	47.4

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. A school comparison rating of 'Higher' indicates this school records less absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records more absences than expected.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	23.7	15.1	12.9	18.1	Lower
Average number of absence days (4 year average)	23.4	15.2	13.2	17.8	Lower

Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	88	89	89	91	86	85	90

WELLBEING

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	79.8	81.1	72.6	89.0	Similar
Percent endorsement (2 year average)	85.3	81.7	73.8	88.7	Similar