

# 2020 Annual Report to The School Community



**School Name: Coolaroo South Primary School (5554)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 23 March 2021 at 01:45 PM by Karen Nicholls (Principal)

- The 2020 Annual Report to the school community;
- has been tabled and endorsed at a meeting of the school council
  - will be publicly shared with the school community.

Attested on 01 April 2021 at 12:11 PM by Farha Naaz (School Council President)

# How to read the Annual Report

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## What has changed for the 2020 Annual Report?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

### School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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## What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

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 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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## 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

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).  
*Note: NAPLAN tests were not conducted in 2020*

### Engagement

Student attendance at school

### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available).

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

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.

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### What does 'NDP' or 'NDA' mean?

'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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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.

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### What is 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 a disability 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').

## About Our School

### School context

Coolaroo South Primary School actively lives by its 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 in the northern suburbs of Melbourne. The 2020 enrolment was 255 Primary School students with 54 four year old children in the kindergarten program. The workforce comprises 22 effective full time teaching staff and 13 effective full time education support staff. The SFO is currently 0.86 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 public housing arrangements.

Coolaroo South Primary School 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)

Coolaroo South Primary School aims to provide learning opportunities for parents and children from preschool to Year 6. 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, Writing and Numeracy, developing consistency of practice throughout the entire school and building leadership teams. The school is aiming to build teacher capacity to utilise a range of assessment strategies to teach to a student's point of learning and to deepen teacher curriculum and assessment knowledge in EAL.

In 2020 the school's main focus was to keep families engaged through the period of remote learning. The school loaned devices to enable continual online learning opportunities while also providing families with hard copy learning packs, stationery and materials so that children could fully engage in their learning at home. The school remained open for many vulnerable children and those of health care workers to provide a seamless program of learning for all children. The return to onsite learning saw a focus for the entire school community on positive mental health, re engagement and providing small group learning catch ups for students to best meet their needs.

Professional learning opportunities for teachers and education support staff were enhanced through various online video conferencing.

The school strived to empower students to be engaged learners and leaders. This occurred through engaging parents in their children's learning, ensuring a positive climate for learning, having 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 throughout 2020. Many students responded well to self directed and project based set tasks and teachers will take their learning from this period into planning in 2021. Teacher judgement data indicating growth in the focus area of Reading across the school continued to be significant. The focus on students above level continued. In Numeracy there has also been growth with students demonstrating continued improvement.

The school's emphasis continues to be on building teacher capacity with a strong focus on whole school professional development in Reading, Writing and Numeracy. 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. Plans were modified due to remote learning with teachers accessing and utilising a range of online resources to deliver the curriculum and plan for differentiating for students.

Student data was reviewed on the return to school to enable planning for improvement and the development of appropriate teaching and learning strategies for every child.

### Engagement

This school holds a firm belief that students are better prepared for learning when they are healthy, safe and happy. Students have been encouraged to invest in their own learning and develop motivation and self regulation. With remote learning in 2020 the children needed to be self motivated and parents were asked to assist in this process. The school engaged parents and carers by asking them to share their home experiences through photos and videos of learning at home. This helped to engage the entire school community, to understand that everyone was in it together and that the school was there to help.

The school's prioritises the need for children to attend school regularly and every teacher takes an active role in ensuring children want to be at school and are engaged in their learning. As a school we also understood the fear that families had in their children attending school during a pandemic and supported them wherever possible with regular phone calls, online meetings and home visits. The school fostered the relationship between home and school to enhance and support the significant role families had in their children's learning.

Teachers were provided with the opportunity to plan and implement rich powerful learning. There is was a focus on developing curiosity and student voice through authentic, differentiated learning tasks and the provision of rich learning tasks and project type work that could be done relatively independently. Students were encouraged to be involved in decision making and to give and receive constructive feedback about their learning through the Google Classroom platform.

The return to onsite learning required significant support for children and teachers as children found the transition quite difficult. Extras assistance was put into classrooms with wellbeing programs and change of timetable structure provided. Extra support went into the school yard where children were finding it most difficult. Professional development in trauma informed practices was provided for staff with additional wellbeing times, fruit breaks, activity times scheduled throughout the day. The school will continue to focus on developing a sense of belonging and connectedness for all students with a significant focus on the mental health and wellbeing of the entire school community.

### Wellbeing

The wellbeing of the Coolaroo South Community 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.

The school's social and emotional learning programs played a significant role in the school attempting to resume a new normal as onsite learning resumed. CThe school continued to build 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. The structure of the school day was altered to allow for the transition back to school and extra time with home group teachers. The school modified the delivery of health and wellbeing supports for students by: all staff meeting and welcoming the children at the front gate gate daily, providing the SEL program at the beginning and end of each school day, walking children to their parents at the end of the day, allowing time for children to talk and share their feelings and experiences and reducing the time spent out of home groups. Time was provided for students to bond with educators and for children deemed 'at risk' to connect to wellbeing specialists. The school continued to work alongside numerous external agencies along with intervention programs to promote pro social behaviour, positive self esteem, social skills, problem solving, resilience building and assertiveness.

Parent sessions continued online to build parent capacity in dealing with issues arising at home.

### **Financial performance and position**

Equity funding is used by the school to enhance programs for students and support teachers. It allows the school to employ support staff and allied health professionals to work alongside teachers and directly with students and parents. The funding ensures students with the highest level of need will be targeted and provided with the resources to support them.

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 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.

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 246 students were enrolled at this school in 2020, 115 female and 131 male.

62 percent of students had English as an additional language and 5 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.

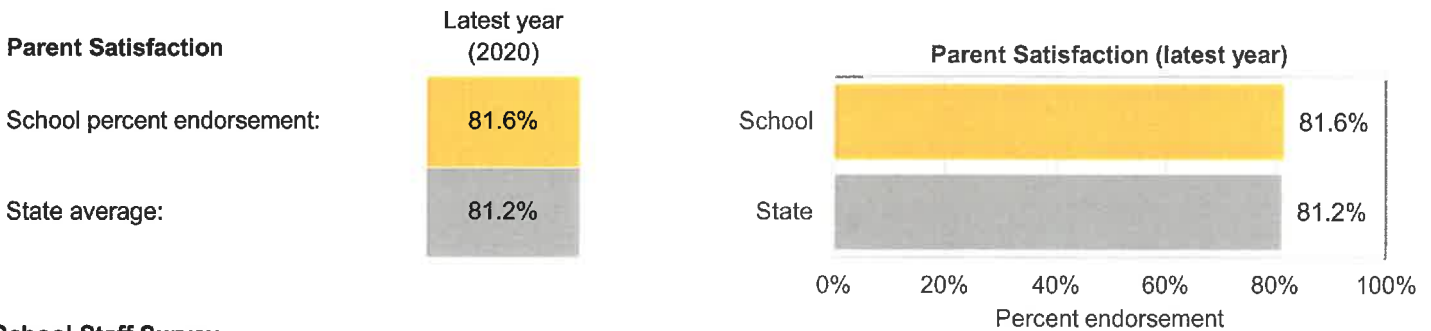
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

### 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.

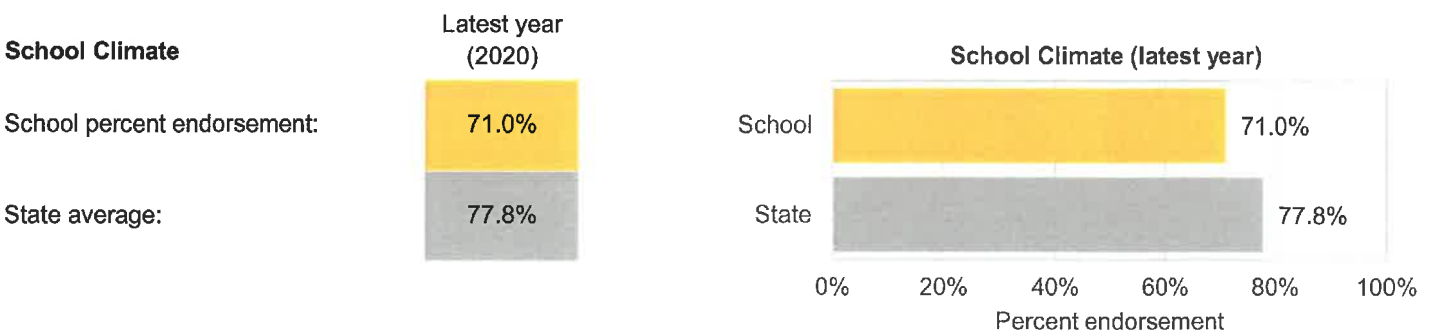


### School Staff Survey

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.



## ACHIEVEMENT

**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

Percentage of students working at or above age expected standards in English and Mathematics.

#### English Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

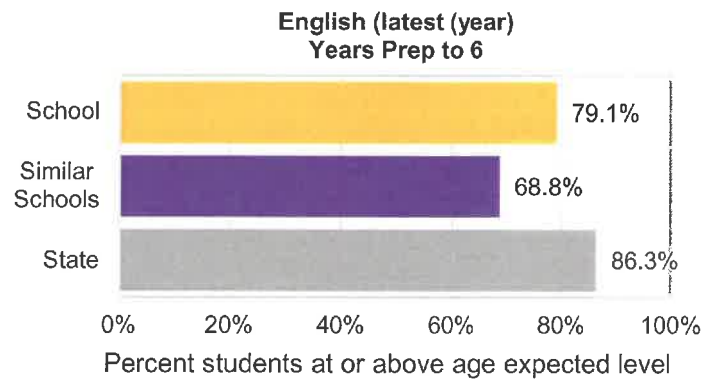
79.1%

Similar Schools average:

68.8%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

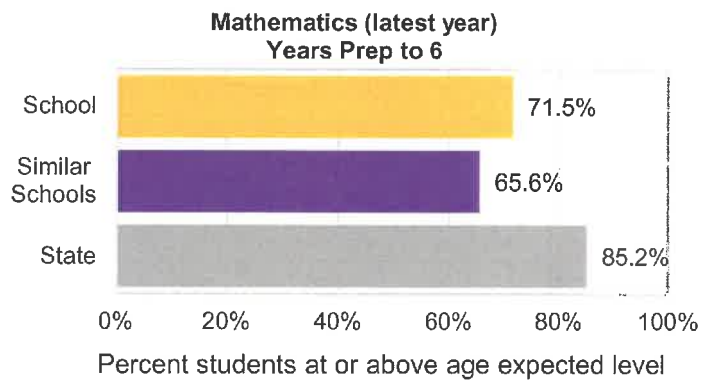
71.5%

Similar Schools average:

65.6%

State average:

85.2%



### NAPLAN

NAPLAN tests were not conducted in 2020.

### NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.



## ENGAGEMENT

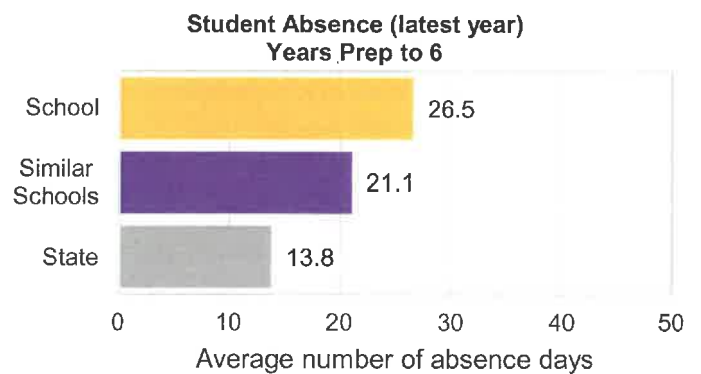
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

#### Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	26.5	25.4
Similar Schools average:	21.1	19.3
State average:	13.8	15.3



#### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	85%	89%	85%	93%	94%	77%	84%

## 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.

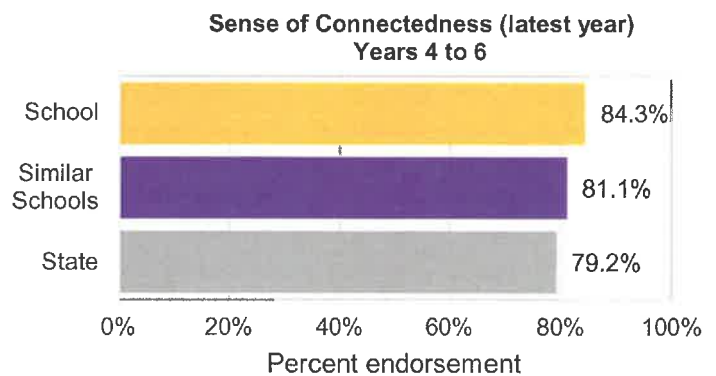
### Student Attitudes to School – Sense of Connectedness

The percent 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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

#### Sense of Connectedness Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	84.3%	85.6%
Similar Schools average:	81.1%	83.0%
State average:	79.2%	81.0%



*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

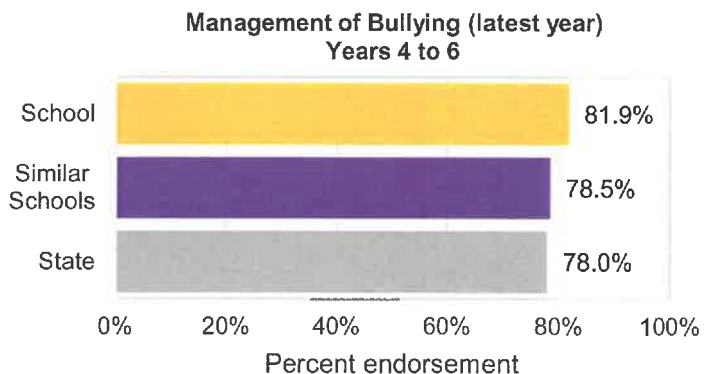
### Student Attitudes to School – Management of Bullying

The percent 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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

#### Management of Bullying Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	81.9%	81.3%
Similar Schools average:	78.5%	80.4%
State average:	78.0%	80.4%



*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$3,021,272
Government Provided DET Grants	\$889,513
Government Grants Commonwealth	\$6,350
Government Grants State	NDA
Revenue Other	\$38,901
Locally Raised Funds	\$94,646
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$4,050,682</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$857,938
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$857,938</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,654,877
Adjustments	NDA
Books & Publications	\$5,483
Camps/Excursions/Activities	\$17,183
Communication Costs	\$7,050
Consumables	\$74,972
Miscellaneous Expense <sup>3</sup>	\$28,350
Professional Development	\$38,250
Equipment/Maintenance/Hire	\$98,683
Property Services	\$274,579
Salaries & Allowances <sup>4</sup>	\$414,902
Support Services	\$76,588
Trading & Fundraising	\$25,693
Motor Vehicle Expenses	\$30,990
Travel & Subsistence	NDA
Utilities	\$30,196
<b>Total Operating Expenditure</b>	<b>\$4,777,797</b>
<b>Net Operating Surplus/-Deficit</b>	<b>NDA</b>
<b>Asset Acquisitions</b>	<b>\$543,709</b>

- (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 02 Mar 2021 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 2020**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$935,865
Official Account	\$116,909
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$1,052,773</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$145,039
Other Recurrent Expenditure	\$11,792
Provision Accounts	NDA
Funds Received in Advance	\$5,000
School Based Programs	\$100,000
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	\$576,000
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	\$100,000
Maintenance - Buildings/Grounds < 12 months	\$140,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	\$110,000
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$1,187,832</b>

*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.*