

2021 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).
- 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 2021 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 11 May 2022 at 12:45 PM by Anne-Maree Grozdanoski (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 11 May 2022 at 12:47 PM by Farha Naaz (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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).

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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

How to read the Annual Report (continued)

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.

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.

'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.

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 disabilities 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 caters for a diverse community with educational, social and emotional goals in an environment, that utilises all available community resources and innovation to prepare students for a rewarding future. 2021 was a challenging year for everyone, everywhere, due to COVID-19. As a school community we rose to the challenge of remote and flexible learning, prioritising connectedness, routines, wellbeing and teaching and learning to ensure that we continued to improve and make a difference to the students at our school.

Our strong sense of connectedness is developed through threads of inclusion, joint high expectations between staff, students and parents based on our guiding values of respect, learning and safety. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked. Our Social and Emotional Learning Program is underpinned by Respectful Relationships and delivered in dedicated sessions each week to students. We believe that our student outcomes are directly linked to their wellbeing and therefore all staff use The Berry Street Education Model (BSEM) approaches in their teaching and learning. This model enables teachers to increase engagement with students with complex, unmet learning needs and successfully improve all students' self-regulation, growth and academic achievement. The pedagogical strategies incorporate evidence-based trauma-aware teaching, positive education, and wellbeing practices.

Coolaroo South Primary School is a culturally rich school community in a low socio economic area in the northern suburbs of Melbourne. The school community represents a diverse range of socio-economic, cultural, religious and language backgrounds. The majority of students come from backgrounds other than English, the largest community being Arabic, Assyrian, Turkish and Urdu speaking. The school SFOE in 2021 was 0.6710. In 2021 the school finished with an enrolment of 210 primary school students with an additional 44 children enrolled in preschool programs. There were 112 students assessed on the English as an Additional Language Continuum and there was a total of 9 Aboriginal and Torres Strait Islander students.

Our workforce comprised: two principal class members, 3 Leading teachers (Numeracy, Literacy and Early Years) , 3 Learning Specialists (Literacy, Numeracy, and Wellbeing) , 12 classroom teachers, 13 Education Support Staff and 7 Integration Aides and 2 Multicultural Aides to support the students and community. Two part time tutors were employed to support students who had fallen behind or needed to be extended due to remote learning. There were specialist teachers in the areas of Physical Education, Visual Arts, Languages (Spanish and Arabic) and Science. In addition, the school employs a full time Speech Pathologist, Counsellor, Play Specialist and a Therapy Dog who each play a significant role in supporting teachers to improve engagement and wellbeing by providing ongoing professional development in Restorative Practice.

The school partnered with various organisations, agencies and corporate entities utilising their capacity to support student learning and growth and receive mutual benefits. The school actively partnered with The Smith Family who provided sponsorship for many students to ensure they can succeed at school. Due to the COVID restrictions our Community Hub continued to support families and provide services remotely linking mothers, their children and extended family, to the wider community and the network of services and programs available to support families in the City of Hume.

Framework for Improving Student Outcomes (FISO)

The FISO dimensions that were our focus were;

- Curriculum planning and assessment - Learning, catch-up and extension priority
- Health and wellbeing - Happy, active and healthy kids priority
- Building communities- Connected schools priority

Goal One (2021 Priorities) was mandated by the Department of Education and the following targets were set:

- Reading: Using Running Records data, increase the reading level of each child in the tutoring program by a minimum of five levels.
- Mathematics: Using Numeracy Online data, increase the mathematics level of each child in the tutoring program by a minimum of one point of growth.
- Connected Community: Increase the number of parents participating in the Parent Opinion Survey from 10% to 75%
- Parent Satisfaction: Using Parent Opinion Survey data, parent satisfaction with the school will increase from 81.6% to 85%
- Student Sense of Connectedness: Using the Student Opinion Survey Data increase the sense of connectedness from 84.3% to 86%
- Student Attendance: Reduce the average number of absences from 26.5 to 24
- School Climate: Using the Staff Opinion Survey data increase the response to School Climate from 71% to 75%.

Goal Two from our School Strategic Plan was, To improve the learning growth of all students with a particular focus on the EAL cohort and the following targets were set:

- Using teacher judgement data in Reading and Viewing, increase the percentage of students with at or above expected level from 85% to 88%
- Using teacher judgement data in Number and Algebra, increase the percentage of students with at or above expected level from 74% to 77%
- Using teacher judgement data in Writing, increase the percentage of students with at or above expected level from 80% to 83%

During remote and flexible learning, teachers planned, implemented and assessed the learning programs in teams, ensuring that there was consistency for families who had children in multiple year levels. We continued to work towards our AIP goals through professional learning, however many of the actions and activities we had planned to implement in order to achieve our goals were significantly impacted by remote learning. We continued to implement our professional learning program during remote learning with the leadership team successfully completing the Professional Learning Communities training. Literacy and Numeracy Learning Walks were not regularly conducted given the circumstances. A draft Scope and Sequence for Inquiry Learning linking Mathematics and Inquiry into the units of work was developed. We learned new platforms together and trialed different ways to engage students in their learning. The confidence of staff in using digital devices and software to maximise learning opportunities for students has increased and we aim to continue this trajectory into 2022 and beyond.

Achievement

Learning catch up and extension in 2021 was our highest priority. The Tutor Learning Initiative funded 2 part time tutors who supported students in mathematics, reading and writing. Our strong academic focus on literacy and numeracy skills is based on the Victorian Curriculum where teams plan collaboratively ensuring data informs the teaching. A personalised curriculum is delivered with a developmental approach, ensuring the learning is at 'point of need' for each student, to support academic success and to develop social competencies, dispositions and skills. Our rigorous and inclusive learning culture is supported by differentiated learning, as well as literacy and numeracy intervention and extension programs.

During periods of remote and flexible learning, we focused on providing a curriculum and experience that could be tailored to the needs of each student and our families. This supported the wellbeing of both the students, and the family as a whole. Students who were well below or well above were catered for with a more individualised learning program. Students on the Program for Students with Disability, as well as other students considered at risk or vulnerable, were provided with on-site supervision if required. Education Support staff also regularly contacted families and provided timetabled support via phone and WebEx for families where significant additional academic support was necessary.

77% of students were at or above the expected level in reading which was significantly higher compared to similar schools who were at 70%

69% of students were at or above the expected level in writing which was significantly higher compared to similar schools who were at 63%.

66% of students were at or above the expected level in Number and Algebra which was slightly higher compared to similar schools who were at 65%. These results will inform the targets set in 2022 ensuring Numeracy is a key priority.

Engagement

The school successfully transitioned in and out of remote and flexible learning, refining our approach in response to feedback. We provided a consistent platform, with differentiation in difficulty of tasks and clarity for families on minimum expectations. We provided significant technical support for families who found the use of the equipment and platforms too challenging. Each learning team planned collaboratively, ensuring that engagement was a high priority, creating instructional reference videos to support students to undertake learning tasks. Teachers regularly called families to offer support. Education Support staff regularly called students on the PSD program, and students with high needs, to offer support and assistance. Teachers and ES staff conducted WebEx meetings with students to support learning and engagement. During periods of remote and flexible learning the school provided on-site supervision for up to 20 students per day to support students at risk of non-attendance, students with high needs, and families of essential workers. To support student engagement in the return to on-site learning we provided a transition period where we revised our classroom agreements, and expectations for learning with the students. This included a change to the timetable ensuring that there was a class morning and afternoon circle each day. Staff greeted students at the gates each morning and lunch time clubs were offered each day to ensure students were engaged in purposeful play and remaining active in the yard.

Student attendance data was difficult to analyse in 2021 with the extended periods of remote learning impacting on the students' 'full' attendance online. The data informs us that the average number of days absent per student was 27 days higher than similar schools. Some students and families did experience difficulty connecting to the internet through either a lack of knowledge or unaware of the data provided on the dongles. However, these difficulties were overcome through the extensive assistance of translators, phone calls to homes, adding more data for device connections or bringing students on-site. Until these issues were resolved some students were unable to fully attend classes and could only undertake learning through paper packs and text book tasks with phone instructions from teachers or Education Support Staff. So, while children were attending, some were engaged more fully than others and persisting with tasks for longer periods of time. To assist in maintaining motivation and interest in learning remotely the school ran a series of whole school weekly topics.

Motivation to encourage students to learn was measured at 90% positive by parents, indicating the effort put in to ensure students were positively engaged. Students responded with 78% agreeing that the learning was stimulating. Maintaining some students' engagement and attendance became a challenge for parents also, particularly when they had more than one child to supervise or encourage. Parents rated strong communication between home and school throughout remote learning with 100% of parents responding positively. Returning to school was extremely positive for students as they re-engaged with peers, teachers and their learning.

Wellbeing

In 2021 the school focused heavily on the wellbeing of our students and families. Given the extraordinary circumstances, we were very conscious that many of our students and their families would be under significant pressure. We implemented a number of health and wellbeing supports in 2021, including Wellbeing days to reduce the online fatigue that many of our students were experiencing. The Wellbeing Team worked closely with students, and families, to provide advice, support and referrals to appropriate services where needed. The Community Hub continued to host online sessions with families and supported families with food hampers donated through various agencies. We were extremely conscious of the isolation families could be feeling and ensured that we were able to make contact regularly. We differentiated our support for families based on their expressed needs. Education Support Staff were timetabled to support students at risk, and also to phone these families and reduce the sense of isolation. 87% of students (years 4-6) who undertook the Student Attitudes to School Survey felt connected to school. This was 7% above the state wide average for 2021.

Finance performance and position

All funds received from the Department, or raised by the school, have been expended 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. The 2019-2023 School Strategic Plan, along with the 2021 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities. Coolaroo South Primary School finished the year operating in a deficit. This was due to a decline in enrolments and the staffing profile. The school received a sufficient amount of Equity Funding, which contributed towards the employment of a full time Speech Therapist and additional Education Support Staff.

For more detailed information regarding our school please visit our website at
<http://www.coolaroosouthps.vic.edu.au>

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 222 students were enrolled at this school in 2021, 107 female and 115 male.

64 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).

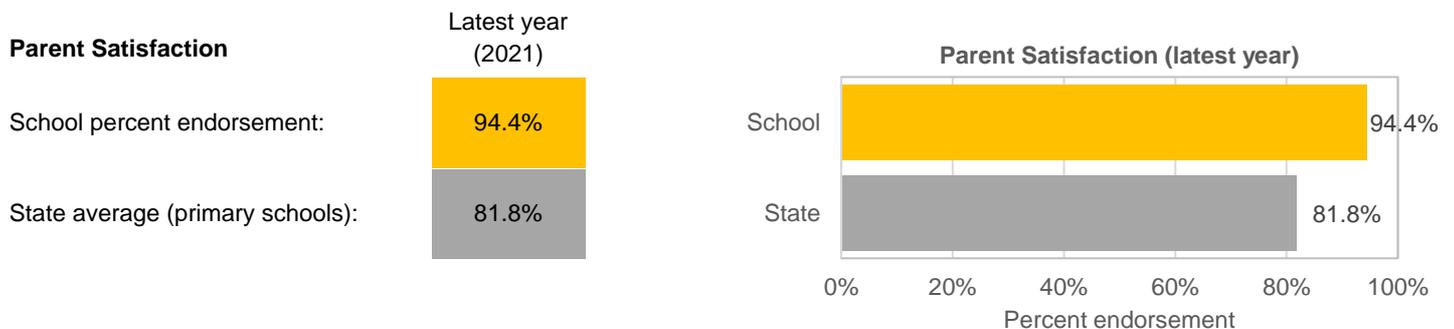
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE 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.

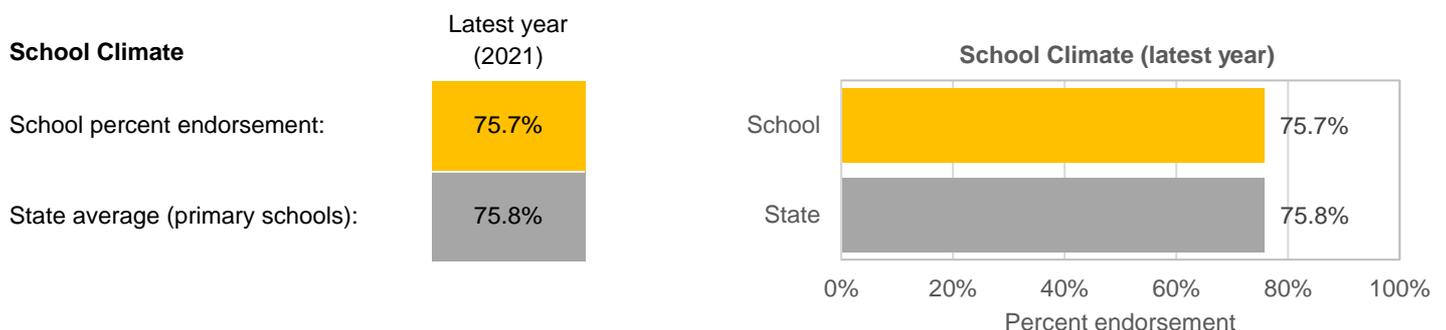


School Staff Survey

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
(2021)

School percent of students at or above age expected standards:

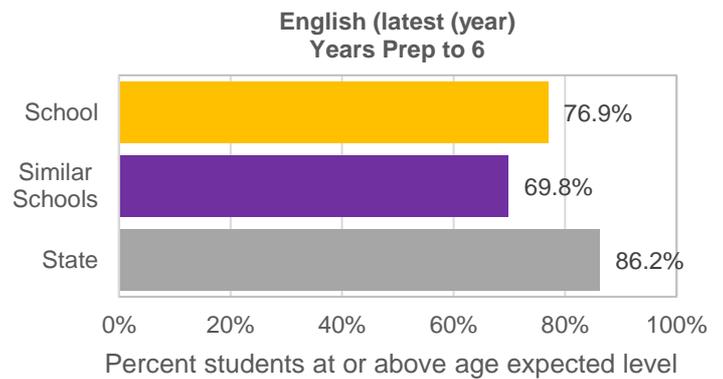
76.9%

Similar Schools average:

69.8%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

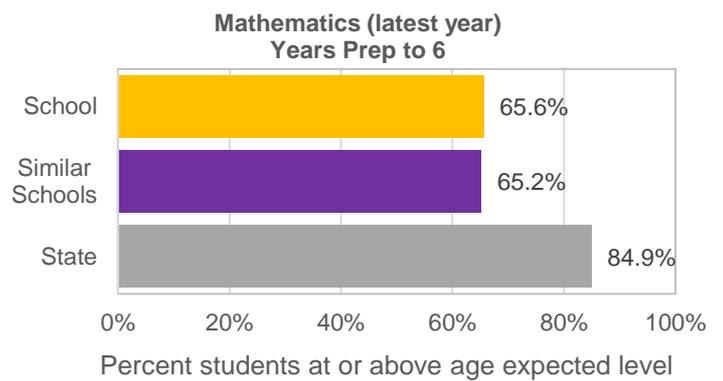
65.6%

Similar Schools average:

65.2%

State average:

84.9%



ACHIEVEMENT (continued)

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.

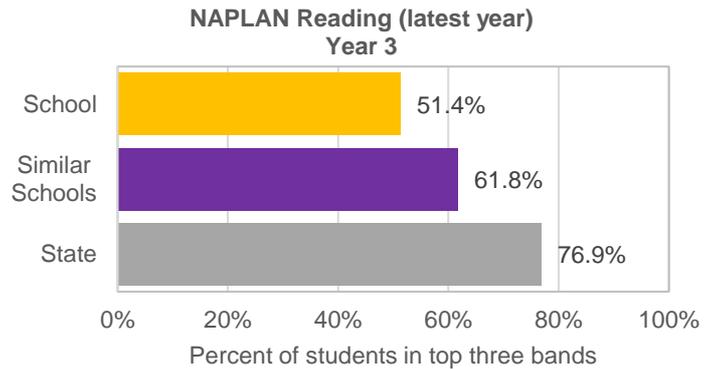
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

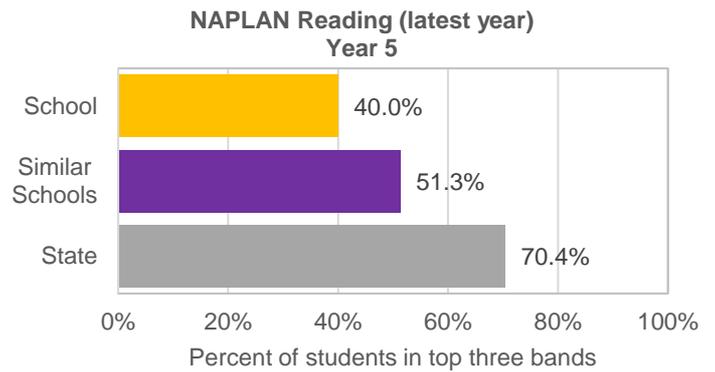
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	51.4%	53.2%
Similar Schools average:	61.8%	60.3%
State average:	76.9%	76.5%



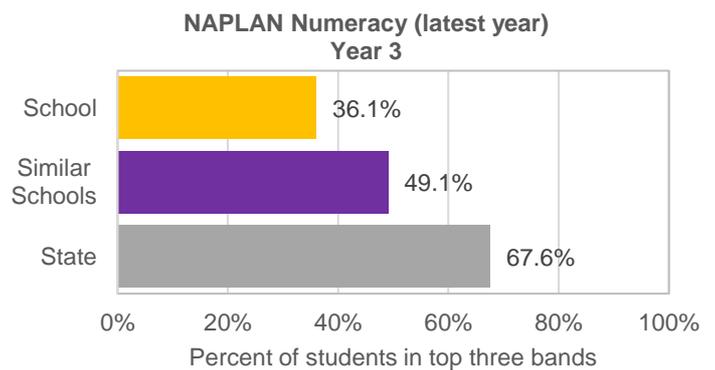
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	40.0%	42.7%
Similar Schools average:	51.3%	47.7%
State average:	70.4%	67.7%



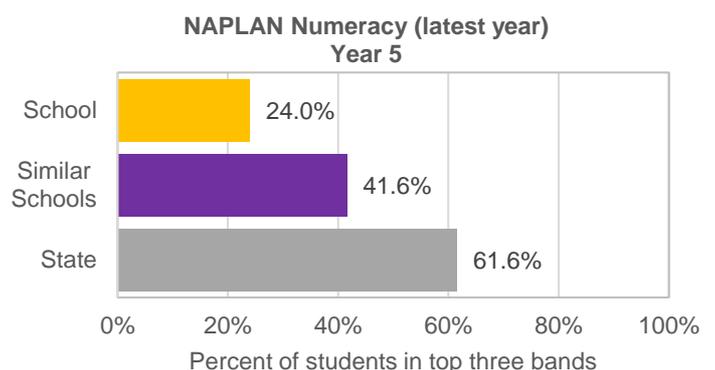
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	36.1%	38.5%
Similar Schools average:	49.1%	48.5%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	24.0%	36.8%
Similar Schools average:	41.6%	39.2%
State average:	61.6%	60.0%



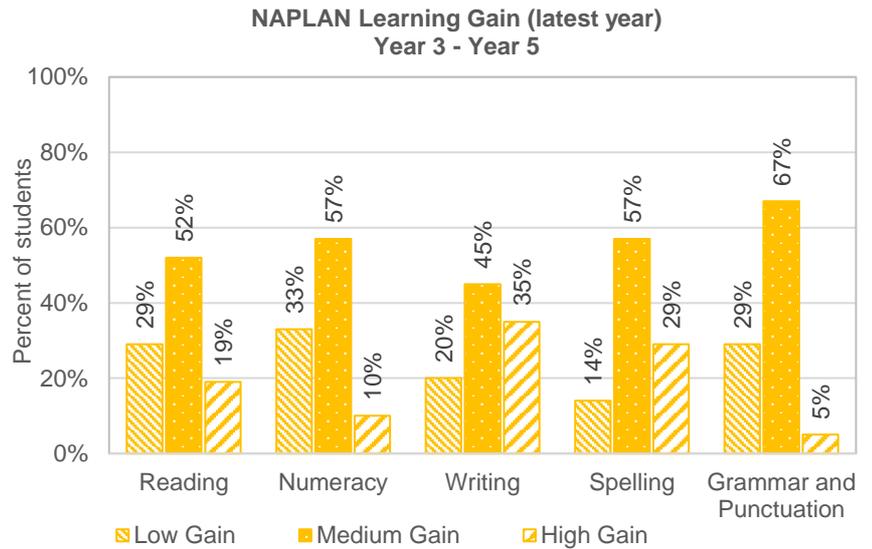
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

Learning Gain Year 3 (2019) to Year 5 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	29%	52%	19%	18%
Numeracy:	33%	57%	10%	21%
Writing:	20%	45%	35%	23%
Spelling:	14%	57%	29%	29%
Grammar and Punctuation:	29%	67%	5%	22%



ENGAGEMENT

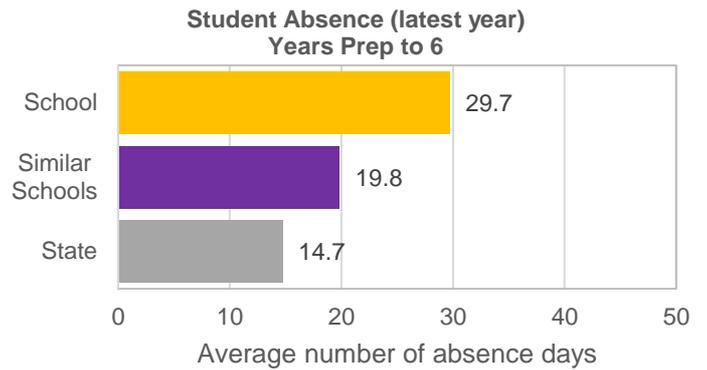
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	29.7	26.3
Similar Schools average:	19.8	19.5
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	91%	81%	88%	85%	88%	86%	76%

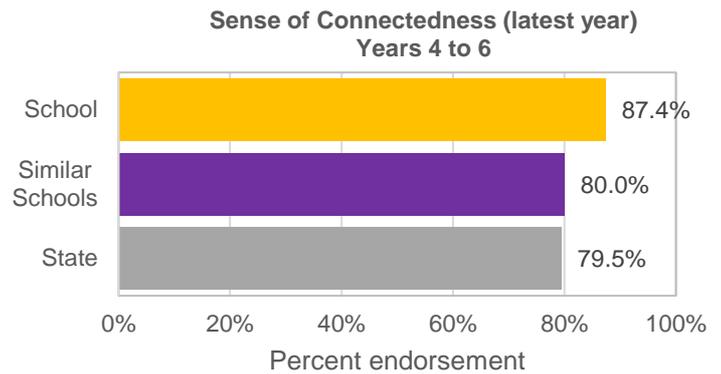
WELLBEING

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).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	87.4%	84.3%
Similar Schools average:	80.0%	81.9%
State average:	79.5%	80.4%

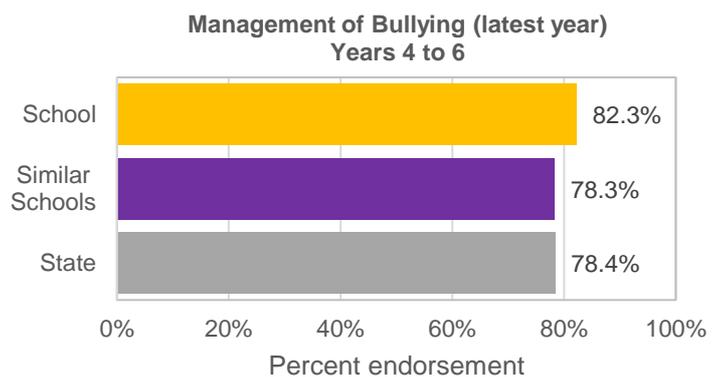


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	82.3%	80.7%
Similar Schools average:	78.3%	79.7%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$3,090,229
Government Provided DET Grants	\$848,224
Government Grants Commonwealth	\$5,700
Government Grants State	\$25,000
Revenue Other	\$47,969
Locally Raised Funds	\$91,280
Capital Grants	\$0
Total Operating Revenue	\$4,108,401

Equity ¹	Actual
Equity (Social Disadvantage)	\$774,436
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$774,436

Expenditure	Actual
Student Resource Package ²	\$3,741,674
Adjustments	\$0
Books & Publications	\$914
Camps/Excursions/Activities	\$21,287
Communication Costs	\$5,311
Consumables	\$73,802
Miscellaneous Expense ³	\$505,642
Professional Development	\$25,028
Equipment/Maintenance/Hire	\$80,006
Property Services	\$76,734
Salaries & Allowances ⁴	\$420,552
Support Services	\$106,861
Trading & Fundraising	\$33,793
Motor Vehicle Expenses	\$19,185
Travel & Subsistence	\$624
Utilities	\$20,855
Total Operating Expenditure	\$5,132,269
Net Operating Surplus/-Deficit	(\$1,023,867)
Asset Acquisitions	\$180,870

- (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 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$496,063
Official Account	\$15,784
Other Accounts	\$0
Total Funds Available	\$511,846

Financial Commitments	Actual
Operating Reserve	\$222,381
Other Recurrent Expenditure	\$31,918
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$254,299

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.