

2023 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 21 March 2024 at 01:45 PM by Anne-Maree Grozdanoski (Principal)

- This 2023 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 25 March 2024 at 04:24 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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

Coolaroo South Primary School and Kindergarten, located in Melbourne's North West, comprises a diverse student body of 272 students from Foundation to Year Six. This includes 62% of students with English as an Additional Language and 8% identifying as Aboriginal or Torres Strait Islanders. The school's overall socio-economic status is high, with a majority of students coming from non-English speaking backgrounds, primarily Arabic, Assyrian, Turkish, and Urdu. Parent satisfaction, reflected in the annual Parent Opinion Survey, stands at 82.4%. The school places significant emphasis on its English as an Additional Language (EAL) Curriculum, supported by Multicultural Educational Aides and a Community Hub Coordinator. Together, they enhance student support, strengthen home-school partnerships, and cultivate a welcoming environment where families feel valued and supported. Coolaroo South Primary School's vision of a connected community, learning with purpose, is realised through collaborative efforts with all stakeholders. The core values of Learning, Safety, and Respect underpin the school's ethos. Committed to child safety and fostering high expectations, the school encourages students to have an active voice in their learning journey. With a teaching staff of 20, including 2 Principal Class, 1 Leading Teachers, and 1 Learning Specialist, supported by 13 Education Support Staff, Coolaroo South Primary School offers a robust educational environment. Specialist Programs such as Science, Technology, Engineering, Art, and Mathematics (STEAM), Visual Arts, Language (Spanish and Arabic), and Health and Physical Education enrich the curriculum. The school's 13 classes are structured to cater to the diverse needs of its students. In addition to academic excellence, the school prioritizes student wellbeing. A dedicated Wellbeing Team, including a Speech Pathologist, Student Counsellor, Therapeutic Play Therapist, Primary Welfare Officer, Mental Health and Wellbeing Leader, Engagement Officer (ATSI students) and a Therapy Dog, provides holistic support. This team plays a crucial role in enhancing engagement and wellbeing by supporting teachers with ongoing professional development. Coolaroo South Primary School values its parents as partners in education and actively engages the community through various formal and informal events. The Community Hub plays a pivotal role in this engagement, offering programs such as Playgroup, English, and Citizenship Courses to support families. Celebrating and embracing cultural diversity, Coolaroo South Primary School has successfully utilised equity funding to target key elements of the FISO 2.0 model, aiming to maximize student achievement and learning growth in literacy, numeracy and wellbeing. Through a focus on consistent planning, instructional models, and differentiated learning tasks, the school strives to meet the needs of all learners. Additionally, the school aims to improve student engagement and responsibility for learning, build teacher capacity, and create a learning climate that promotes engagement, self-awareness, and high expectations for all students. Finally, the school endeavours to enhance the resilience and social and emotional wellbeing of every student.

Progress towards strategic goals, student outcomes and student engagement

Learning

Coolaroo South Primary School is dedicated to delivering high-quality teaching and learning programs, maintaining high expectations for all students to achieve their maximum learning potential. In 2023, Teacher Judgements indicated that 75.4% of students were achieving at or above the expected level in English, exceeding the average of 75.3% for similar schools. Similarly, in Mathematics, 69.8% of students were achieving at or above the expected level, surpassing the average of 69.7% for similar schools. However, 2023 NAPLAN results revealed that the percentage of students performing in the top three bands for Reading and Numeracy at years 3 and 5 was below the State median. Throughout the year, targeted professional learning initiatives ensured that staff built their capacity in areas aligned with the school's improvement agenda. All teaching teams implemented inquiries in Mathematics teaching, enhancing engagement through collaborative planning and the development of rich, authentic learning tasks. Staff actively encouraged students to develop learning resilience and risk-taking in their approach to learning. A thorough analysis of data, including moderation and the use of work samples, enabled staff to set meaningful learning goals based on students' needs. Teachers planned differentiated learning tasks to meet these needs, with regular feedback collected through the PIVOT Teaching and Learning survey. This feedback informed individual staff of modifications and considerations for their practice, highlighting positive aspects as well. Students supported through the Program for Students with a Disability showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans (IEPs) and regular Support Staff Group (SSG) meetings.

Wellbeing

In 2023, Coolaroo South Primary School has continued to integrate our Social and Emotional Learning (SEL) program, supported by the Resilience, Rights, and Respectful Relationships Curriculum, alongside the Berry Street Education Model and the High Impact Wellbeing Strategies. This program is a cornerstone of our school's ethos and has been implemented across all levels. Targeted lessons enable students to reflect on their own well-being and develop strategies for support when needed. The school places a high value on student wellbeing and connectedness, investing resources in implementing a whole-school approach to behaviour management. This approach is supported by a dedicated team including a Primary Wellbeing Officer, School Counsellor, Play Therapist, Engagement Officer (ATSI students), School Therapy Dog, and Speech Pathologists. Additionally, Student Support Service Officers are accessed when necessary to provide additional support for individual students and their families. Coolaroo South Primary School has made significant progress in student wellbeing, as evidenced by ongoing improvements in the Student Attitudes to School (AToSS) survey results. In 2023, all areas of AToSS showed improvement, with a 89.8% positive endorsement in Sense of Connectedness, well above the state average of 77% and similar schools at 78.9%. The endorsement for Management of bullying was 91.1%, also exceeding the state average of 75.1% and similar schools at 76%. The school has implemented strategic programs to reinforce our core values. The Whole School Transition Program supports student wellbeing, with all students participating in multiple transition sessions, including kindergarten students. A 'Rhythm Building' program at the beginning of the year ensures a positive start for students, with staff consistently referring to this throughout the year. The school maintains a whole-school approach to behaviour management and the ongoing reinforcement of school values, ensuring a consistent message across the school community. Comprehensive and confidential wellbeing documentation is maintained, and students are referred to appropriate support services coordinated by the school's Student Wellbeing Coordinator. Students also participate in the PIVOT check-in survey each week, allowing staff to measure, track, and support students in their wellbeing.

Engagement

Engagement has been a central focus at Coolaroo South Primary School, with a range of practices aimed at ensuring high levels of student engagement across all levels. In 2023, we continued to offer a variety of school experiences and extracurricular activities to support the best learning and wellbeing outcomes for every student, every day. Partnerships played a significant role in our engagement initiatives. Our partnerships with Cricket Australia and Aus Kick enabled weekly lessons for all students. Our attendance rates in 2023 were below the state median and comparable schools, with each year level averaging between 84% and 88% attendance. However, our year one and six cohort had the lowest average attendance rate at 84%. We closely monitored non-attendance and provided support structures to encourage regular attendance and held regular attendance meetings with parents and carers. The Primary Welfare Officer tracked and monitored student attendance data and made contact with families daily. Initiatives like the Attendance Trophy, Pancake Breakfasts and regular acknowledgment of positive attendance reinforced the importance of attending school daily. Our Staged Response for Attendance helped engage with the school community effectively to promote regular attendance. Improving student and parent engagement levels was a key focus in 2023. Our efforts were reflected in the School Performance Summary data, with a high parent endorsement of 82.4%.

Other highlights from the school year

Coolaroo South Primary School had a successful 2023, marked by several significant highlights that brought our school community together and celebrated diversity, culture, and togetherness. Harmony Day was a standout event that commenced with a traditional Welcome to Country and Smoking Ceremony from an Elder. We were honoured to host special guests, including the Mayor from Hume and other councillors, who joined us in celebrating our multicultural community and the importance of inclusivity and respect for all. Our Whole School Expo, themed "Voices of the Land," showcased Indigenous storytelling, art, and oral traditions. This event highlighted the richness of Indigenous culture and provided a platform for our students to learn, appreciate, and celebrate the history and stories of Australia's First Nations people. One of the most exciting events of the year was our fundraising Colour Run. This event brought students, teachers, and families together to raise funds to support our school initiatives and programs. These events not only brought joy and excitement to our school community but also reinforced our values of inclusivity, cultural diversity, and community engagement. They were shining examples of the spirit and enthusiasm that define Coolaroo South Primary School. Throughout 2023, Coolaroo South Primary School fostered strong partnerships with local agencies through informative parent sessions. These sessions, delivered in collaboration with outside agencies, provided valuable information and resources to parents, strengthening their support for their children's education and wellbeing. One such partnership involved sessions with a local health organization, focused on wellbeing. These sessions equipped parents with strategies to support their children's personal growth and resilience, fostering a positive home environment that promotes self-esteem and confidence. Furthermore, our collaboration with local organisations provided parents with information on community resources and support services available to them. Overall, these partnerships have been instrumental in building a stronger school community and enhancing parent engagement.

Coolaroo South Primary School was thrilled to receive a \$25,000 grant from the Federal Government to upgrade the front of the school, creating a 'yarning' space. This exciting project aims to provide a welcoming and culturally inclusive area for students, staff, and the broader community to gather and engage in meaningful conversations. The 'yarning' space will be designed to reflect Indigenous cultural values, fostering a sense of belonging and connection to the land.

Financial performance

In 2023, Coolaroo School's SRP operated in a \$110,425 deficit that has steadily decreased due to increased enrolment numbers. Workforce shortages and the ongoing impact of Covid illness experienced by staff caused additional expenditure in the replacement costs of staff. The school utilised its Equity funding, to employ additional staff members to support the diverse learning and wellbeing needs of our students. A cash grants delivered through the Federal Government enabled the school to upgrade a section of the yard at the front of the school. We continued to be supported by our school community with less than 50% of families making voluntary contributions to the school.

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 2.0 (FISO 2.0).

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 272 students were enrolled at this school in 2023, 122 female and 150 male.

62 percent of students had English as an additional language and 8 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).

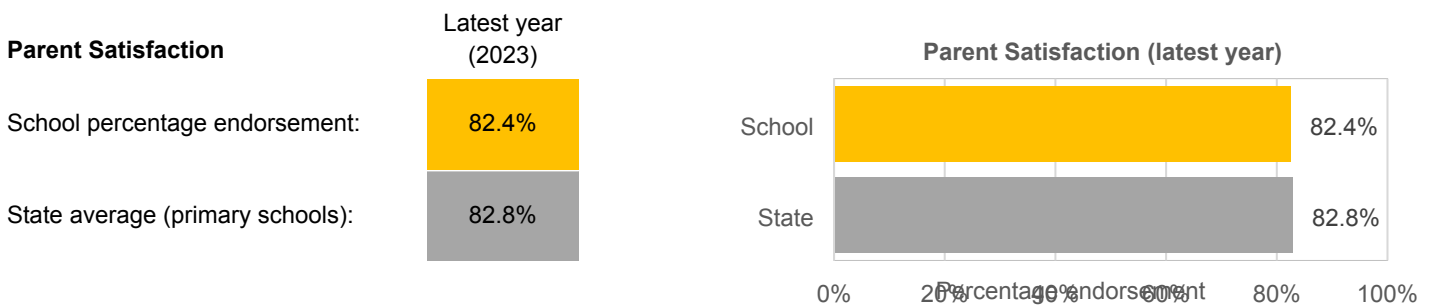
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

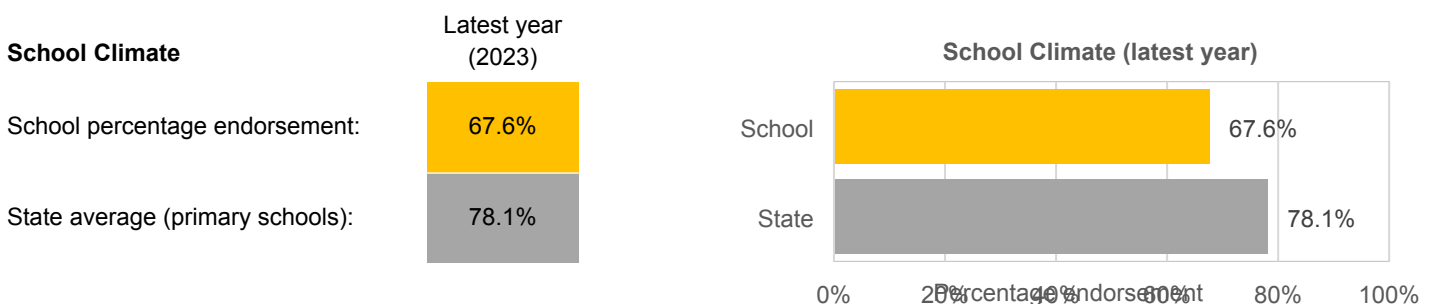


School Staff Survey

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.



LEARNING

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 against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

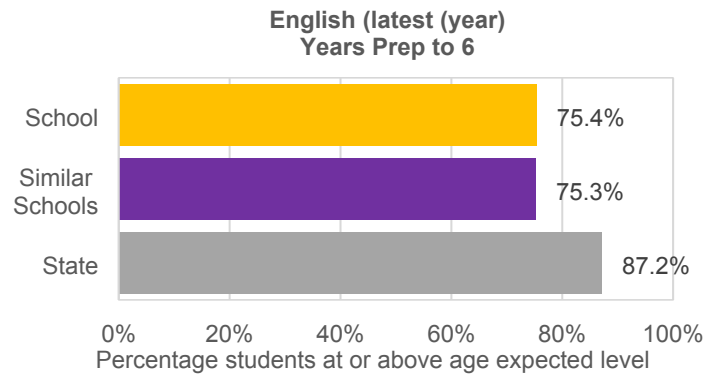
75.4%

Similar Schools average:

75.3%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

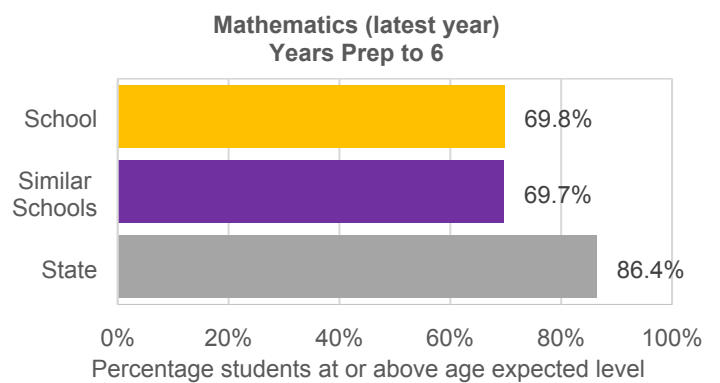
69.8%

Similar Schools average:

69.7%

State average:

86.4%



LEARNING (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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

29.8%

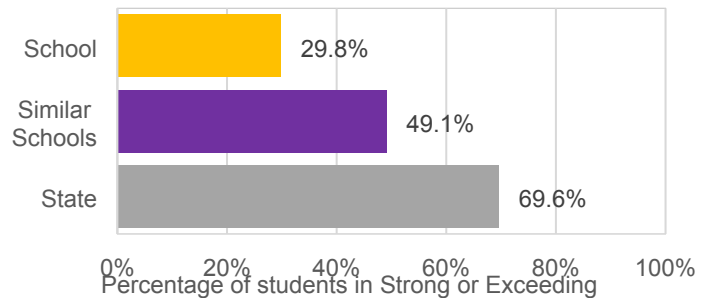
Similar Schools average:

49.1%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

44.1%

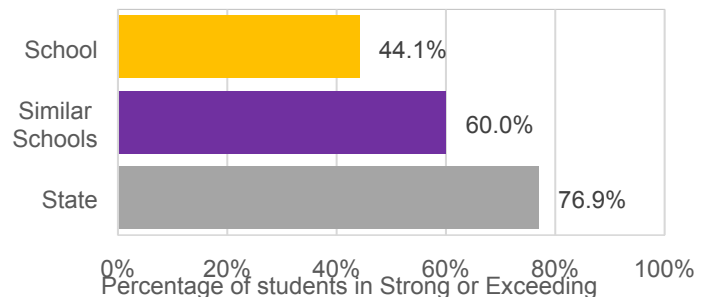
Similar Schools average:

60.0%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

30.4%

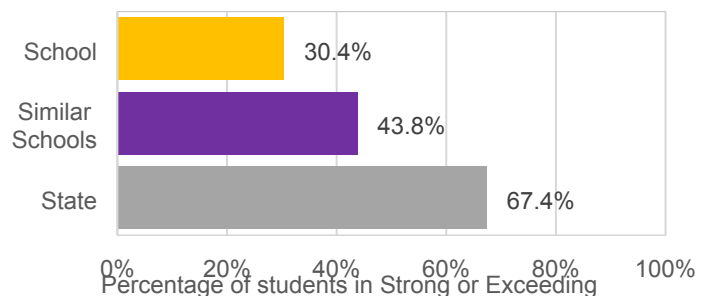
Similar Schools average:

43.8%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

33.3%

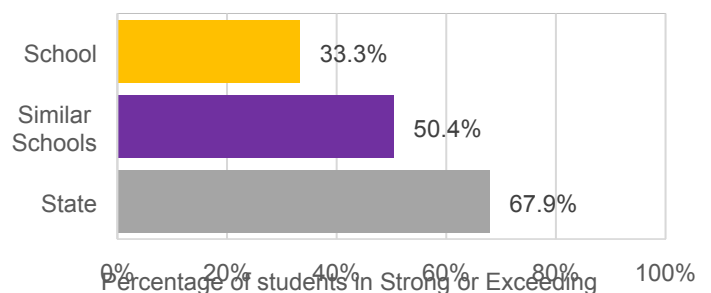
Similar Schools average:

50.4%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



LEARNING (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 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

47.8%

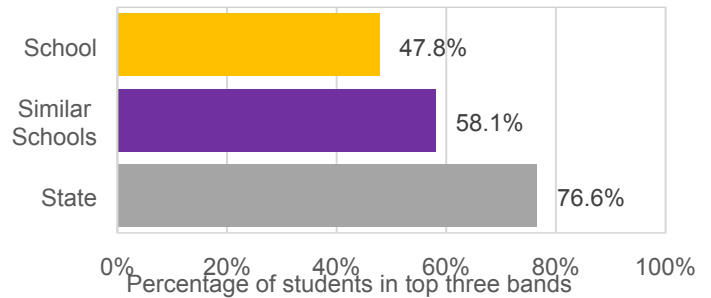
Similar Schools average:

58.1%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

34.6%

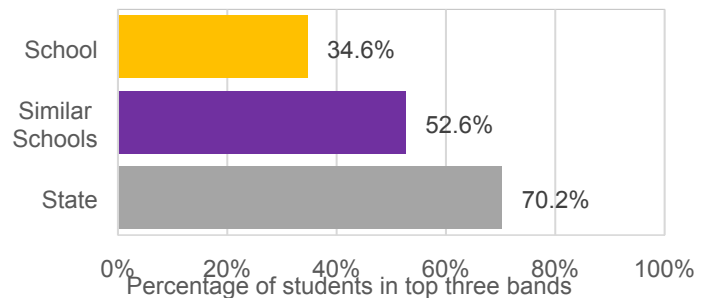
Similar Schools average:

52.6%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

21.7%

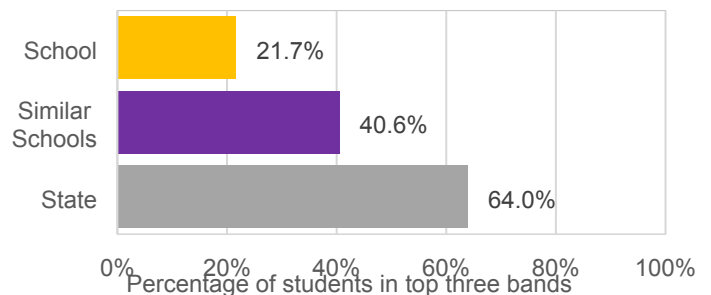
Similar Schools average:

40.6%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

23.1%

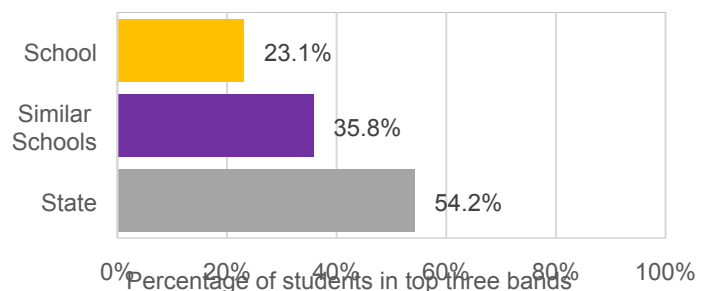
Similar Schools average:

35.8%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

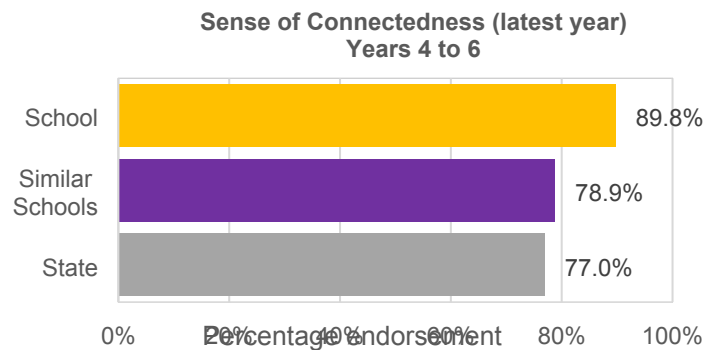
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percentage 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 (2023)	4-year average
School percentage endorsement:	89.8%	89.8%
Similar Schools average:	78.9%	80.4%
State average:	77.0%	78.5%

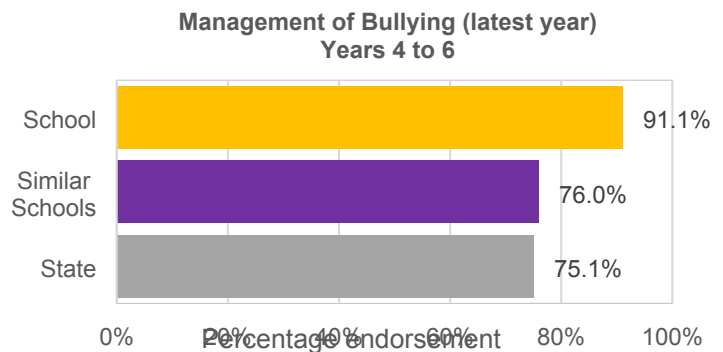


Student Attitudes to School – Management of Bullying

The percentage 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 (2023)	4-year average
School percentage endorsement:	91.1%	88.2%
Similar Schools average:	76.0%	77.8%
State average:	75.1%	76.9%



ENGAGEMENT

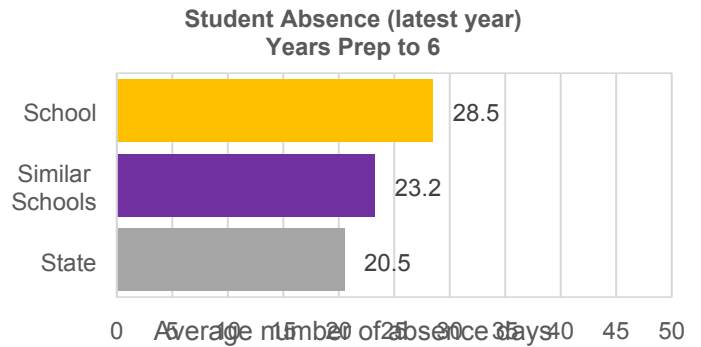
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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.

Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	28.5	29.5
Similar Schools average:	23.2	22.4
State average:	20.5	18.1



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	86%	84%	85%	88%	85%	86%	84%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$3,805,229
Government Provided DET Grants	\$839,256
Government Grants Commonwealth	\$2,500
Government Grants State	\$5,000
Revenue Other	\$65,546
Locally Raised Funds	\$94,559
Capital Grants	\$0
Total Operating Revenue	\$4,812,091

Equity ¹	Actual
Equity (Social Disadvantage)	\$675,966
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$675,966

Expenditure	Actual
Student Resource Package ²	\$4,060,873
Adjustments	\$4,350
Books & Publications	\$7,599
Camps/Excursions/Activities	\$27,144
Communication Costs	\$3,750
Consumables	\$90,210
Miscellaneous Expense ³	\$166,022
Professional Development	\$20,798
Equipment/Maintenance/Hire	\$47,822
Property Services	\$128,169
Salaries & Allowances ⁴	\$231,224
Support Services	\$57,661
Trading & Fundraising	\$36,193
Motor Vehicle Expenses	\$12,158
Travel & Subsistence	(\$431)
Utilities	\$28,973
Total Operating Expenditure	\$4,922,515
Net Operating Surplus/-Deficit	(\$110,425)
Asset Acquisitions	\$5,040

- (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 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$357,115
Official Account	\$48,326
Other Accounts	\$0
Total Funds Available	\$405,441

Financial Commitments	Actual
Operating Reserve	\$127,228
Other Recurrent Expenditure	\$3,025
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	\$130,253

All funds received from the Department of Education, 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.