

# 2022 Annual Report to the School Community

School Name: Koo Wee Rup Primary School (2629)



- 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 of the previous calendar year 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 08 March 2023 at 12:59 PM by Benton Zimmerle (Principal)

- This 2022 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 10 March 2023 at 09:40 AM by Laura Smith (School Council President)

## How to read the Annual Report

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### 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.

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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

#### **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).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
  - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

## 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.

'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 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

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## School context

Koo Wee Rup Primary School is located in the Cardinia Shire, 75km south east of Melbourne. In 2022 our student enrollment at the August Census was 347, a reduction of 12.8 students over the previous 12 months, due to enforced zoning of the school. We experienced a period of transience throughout 2022 with 31 students leaving the school, mostly due to interstate moves and 30 new enrollments of students moving into the local area.

In 2022 our school consisted of 15 classroom teachers, 4 specialist teachers (Physical Education, LOTE - Italian, Digital Technologies and The Arts), a Learning Specialist, a part-time Mathematics Specialist, 1 Principal, 1 Assistant Principal, 3 administration staff including a Business Manager and 11 Education Support Staff undertaking a variety of roles including integration support and individualised programs including Multi-Lit and a school-based language support program. Additionally, the school employed 2 teachers to specifically run our tutoring program as part of the Government's Tutor Learning Initiative. These tutors were supported by 2 of our specialist teachers who took on a tutoring role and increased their time fraction to full-time. Koo Wee Rup Primary School does not currently have any Aboriginal or Torres Strait Islander staff, however we engage closely with our network KESO in order to support our students that identify as ATSI.

At Koo Wee Rup Primary School our vision underpins the way we work in supporting children to become highly capable learners. Our Vision is "We collectively commit to creating an inclusive environment where all students will achieve high levels of learning. We will be relentless in our collaborative efforts to meet all of the needs of our students. We will create a safe, positive and harmonious environment where all students feel connected. Students will understand their learning path and be self-directed and motivated learners. We will promote and instill positive values in our students as they become learners with a growth mindset". This vision is supported by our school values: Learning, Respect, Responsibility, Resilience.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

2022 was year two of our current strategic plan. After a heavily interrupted 2021 in which the school managed to achieve all AIP goals which included the development of a whole school instructional model, 2022 presented as an exciting year at Koo Wee Rup Primary School with a number of key pieces of work becoming the focus for staff. NAPLAN results showed us to be performing admirably in Grade 3, particularly when compared to similar schools in the areas of Reading and Numeracy.

A goal of major focus for our school on our AIP was 'To improve student outcomes in literacy'. Set targets for this goal which the school achieved included the following:

- To decrease low benchmark growth (NAPLAN in Writing from 39% in 2019, 33% in 2021 to 30% in 2022.
- To increase the % of student in the Top 2 Bands from 16% in 2019 (dropped to 10% in 2021) to 20% in 2022.
- To increase the % of students in the Top 2 bands in Writing in Year 5 from 9% in 2019, 4% in 2021 to 12% (6 students) in 2022.
- To decrease the Bottom 2 bands in Writing from 26% in 2019, 21% in 2021 to 18% in 2022.
- To increase the Top 2 bands in Writing in Year 5 from 9% in 2019, 4% in 2021 to 12% (6 students) in 2022.
- To decrease the Bottom 2 bands in Writing from 26% in 2019, 21% in 2021 to 18% in 2022.

As a school, we achieved these by implementing the following key improvement strategies:

- Develop, document, and embed a comprehensive literacy curriculum aligned with the Victorian Curriculum. This involved implementing classroom observation protocols to monitor classroom practice, initially in Reading then also to include Mathematics and Specialist classrooms. The purpose was to identify the level of implementation we had achieved with our e5 instructional model that was developed in 2021. Later in the year, work in related to this Key Improvement Strategy included all classroom teams trialling an approach to the teaching of writing. At the end of 2022 the school identified key aspects from each approach that supported our teaching methodology and pedagogy. These elements were documented by the Learning Specialist in the school document 'A guide to teaching Writing at KWRPS'. The approach to writing will be implemented across all classrooms in 2023 under the guidance and support of our Team Leaders, Learning Specialist and Principal class.

- Audit, refine, document and embed an agreed PLC improvement model. Through 2021, the Koo Wee Rup Primary School worked with educational consultant Simon Breakspear. During this work, school leadership researched the Teaching Sprints approach to teaching practice improvement. Teaching Sprints follows a simple three-step process of planning and researching, implementation of a change in practice followed by a review process to identify the benefits to teaching practice before heading into the next cycle. During the first half of 2022, Team Leaders were supported in gaining a thorough understanding of the Teaching Sprints approach which was then implemented in Term 3 and Term 4, with teams sharing their new learning at a whole staff level. This has now been adopted as our approach to the teacher practice component of PLCs. Additionally, Team Leaders and school leadership participated in Department led PLC training.
- Document and embed agreed pedagogical practices. Documentation for our approaches to the teaching of Reading, Writing and Mathematics were all completed by the end of 2022. Reading is an aspect where there are already high levels of pedagogical consistency across the school. Embedding our approaches to the teaching of Mathematics and Writing are key foci for the 2023 year.
- Develop, document, and embed a whole school instructional model, aligned with HITS. Developed and documented in 2021, 2022 saw the school focus heavily on the implementation of the e5 instructional model in all classrooms and specialist subjects. Leadership led classroom observations were the selected tool of choice for monitoring implementation and providing feedback to teaching staff.
- Audit, refine, document, and embed comprehensive assessment practices. Through the latter portion of the school year, the school updated our school wide assessment tracking tool. Updates included adding the facility for teachers to add their own teacher judgement of student skill attainment in addition to identifying growth points for particular units of work which allows our teachers to compare results in order to identify elements of high quality teaching that can then be replicated across the school.
- Build staff capacity to deliver the agreed curriculum and the whole school instructional model. In order to successfully implement this key improvement strategy, teaching staff undertook significant professional learning throughout the year led by a combination of Department staff, school leadership and external consultants.

As a school we are incredibly proud of the work completed in 2022 in regard to finalising a number of key structures that included implementation of a whole school instructional model, the introduction of classroom observations and the documentation of consistent approaches to the teaching of Reading, Writing and Mathematics.

## Wellbeing

In 2022, Koo Wee Rup Primary School continued to implement The Resilience Project to support the social development and emotional literacy of our students. Noting that returning from Covid-19 periods of school exclusion, many students were exhibiting challenges related to building and maintaining positive relationships, the school undertook further learning to build the toolbox of support for our students. Team Leaders and our Assistant Principal undertook Play is the Way training and a school decision was made to provide this learning to all staff in 2023 and to adopt the approach in 2023. Additionally, Principal class along with two members of the school Wellbeing Team, attended professional learning on the Berry Street Educational Model. This model focuses on the importance of developing positive relationships between staff and students as well as between students. It was decided that the whole staff will undertake training in 2023 and 2024. We will be undertaking this training in partnership with Lang Lang Primary School.

In the classroom, Grade 3 to 6 teachers reflected on Students Attitudes to School survey results and made a number of changes to their teaching approach to provide students opportunities for voice; encouraging students to choose topics to study, ways to present their learning and the manner in which they work which may include group work, individual activities, combined with online tasks where appropriate.

The school reviewed the Behaviour Matrix to make behavioural expectations easier to understand for students, parents and staff. This document has assisted the school in managing incidents of misbehaviour consistently.

The Student Voice group in 2022 introduced 'Student Voice Boxes' in every classroom in an attempt to provide our student population with a voice in the decision making processes in our school. From this group we introduced a reward system for those students that engaged consistently with nightly reading, in addition to running a number of fundraising events including 'Tradie Day' to support the local Mens Shed that does a lot to assist our school.

In the classroom, teachers have begun introducing more opportunities for students to make choices with their learning in addition to introducing student goals in an effort to increase student agency across the school.

## Engagement

Engagement continues to be an ongoing focus for us at Koo Wee Rup Primary School. This begins with making our learning explicitly clear to students through consistent use of Learning Intentions and Success Criteria in every classroom. This provides students with clarity on what and why they are being taught the things they are learning about. We have begun adding student goal setting to increase students' level of agency with their learning. This is a consistent practice in Reading with teachers working towards ensuring this becomes common practice in both Writing and Mathematics in the coming years.

Leadership conducted classroom observations during our morning Reconnection Time period, revealing that this will need to be a future piece of work for us as a school. The research into the Berry Street Educational Model and the Play is the Way methodology shows that both approaches will add strength to this important start of the day routine for us as a school.

Throughout 2022, it was great to once again be able to hold excursions, incursions and camps. These events added to the engagement level of our students as they were able to engage in experiences that deepened or expanded on knowledge taught in classrooms.

In 2022 we began our 1:1 Chromebook computer program with all Grade 1 and Grade 2 students being provided their own device that they will take with them as they transition through the school.

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## Other highlights from the school year

Highlights from 2022 included:

- Our whole school colour run. This was a fantastic whole school event with lots of parent and community volunteers. Funds raised from the event went directly into our Digi-Tech program to purchase a range of robotics for the students to use in class.
- Grade 5/6 students attended Camp Woorabinda.
- All year levels attended external excursions.
- The school was successful in obtaining a Junior Landcare grant to revegetate and rebuild the school Bandicoot Habitat.
- The Koo Wee Rup Mens Shed continued to support our school, running a leadership program for senior students where they collectively work on a school project.
- Our new Grade 1/2 learning space was completed with 4 brand new classrooms.
- Both Mothers' Day and Fathers' Day events were well attended throughout the year.
- The year concluded with a whole school Christmas Carols event that was strongly attended.
- Our Grade 5/6 netball team won the St Margaret's Cup netball tournament in 2022.
- Koo Wee Rup primary School hosted the T20 Blast cricket tournament with our Grade 5/6 team winning overall.
- A number of students represented our school at District, Division, Regional and State level in a range of sports.
- Whole school Harmony Day event
- Cleanup Australia Day where students in the senior year levels collected rubbish from the local park
- Book Week celebrations that included National Simultaneous Storytime, dress up parade and book fair.
- The Fathering Project
- Kids on Track program for Grade 5/6 students
- Koori and cultural leadership days for senior Koori students and school captains
- Whole school Italian Day event to celebrate our LOTE program
- The Australian Mathematics Competition.

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## Financial performance

In 2022 the Koo Wee Rup Primary School budget was managed responsibly to ensure maximum benefit to our student population. Due to maintaining a positive financial balance the school was able to fully expend the staffing budget to minimise class sizes, provide high levels of professional support and guidance with the employment of a Learning Specialist and a Maths Specialist, a high-quality specialist program and a range of intervention supports including tutoring, language support and the MultiLit program. Through 2022, the school invested heavily in the purchase of books to boost class resources for our teachers. This ensures quality literature is available for all reading lessons and to utilise as prompts and guides for applicable aspects of our writing approach. A significant amount of our funds have been set aside to develop a school library. Due to delays with the construction of our Grade 1/2 learning space the library project was delayed until 2023.

The school is committed to providing high quality resources for our students. This included the purchase of all new furniture for our 1/2 learning space that provides flexible seating and working options for our students. Again, focusing on how we can support our students to have greater agency in their own learning. Additionally, the school is committed to providing 1:1 Chromebooks for all students with each student receiving their own device upon commencement of Grade One.

**For more detailed information regarding our school please visit our website at**

**<https://kooweerupps.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 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 347 students were enrolled at this school in 2022, 158 female and 189 male.

2 percent of students had English as an additional language and 2 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.

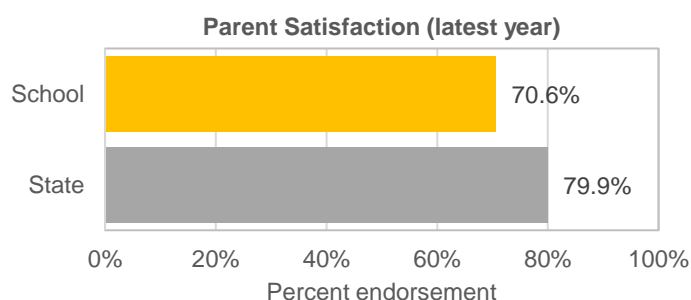
This school's SFOE band value is: Medium

### Parent Satisfaction Summary

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

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

Parent Satisfaction	Latest year (2022)
School percent endorsement:	70.6%
State average (primary schools):	79.9%



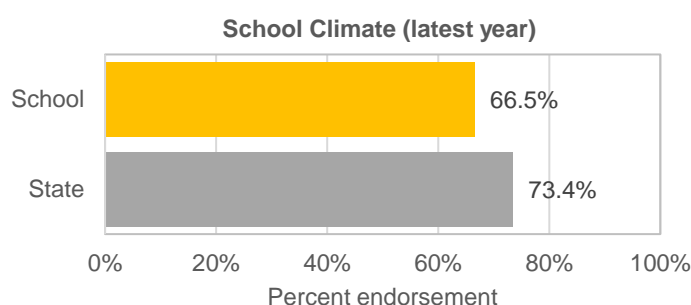
### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

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

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Climate	Latest year (2022)
School percent endorsement:	66.5%
State average (primary schools):	73.4%





## 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

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

#### English Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

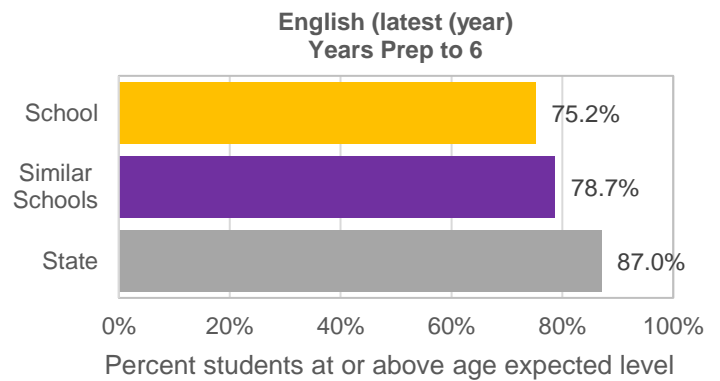
75.2%

Similar Schools average:

78.7%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

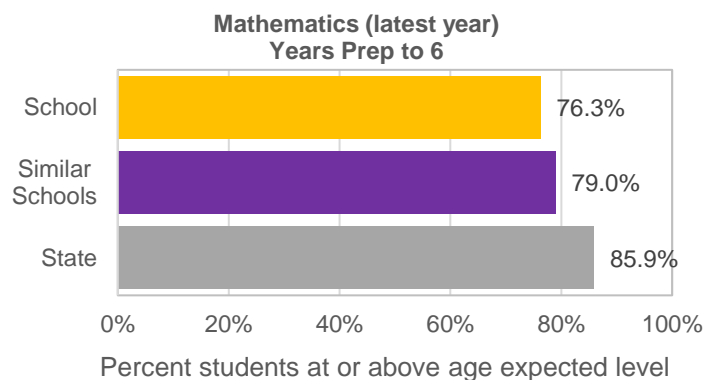
76.3%

Similar Schools average:

79.0%

State average:

85.9%



## 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.

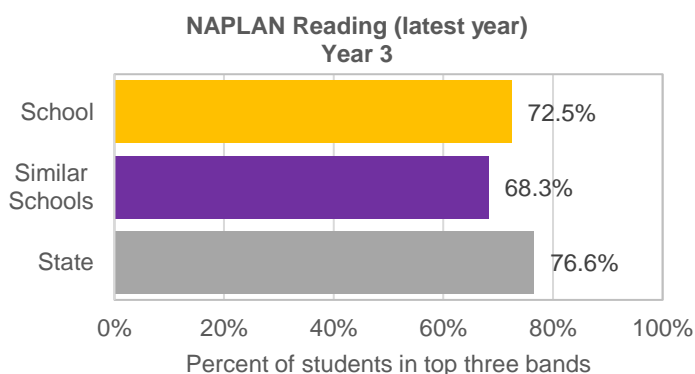
### NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

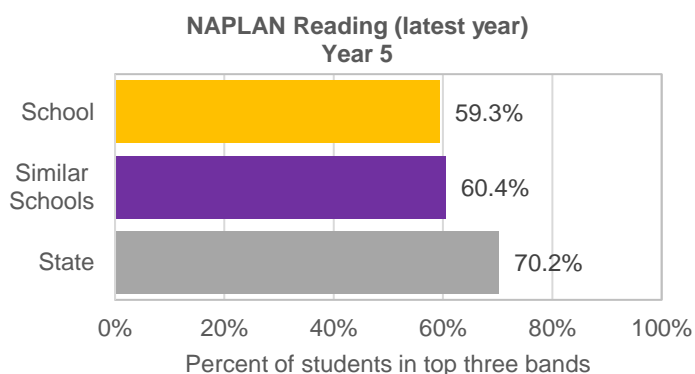
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	72.5%	74.1%
Similar Schools average:	68.3%	67.7%
State average:	76.6%	76.6%



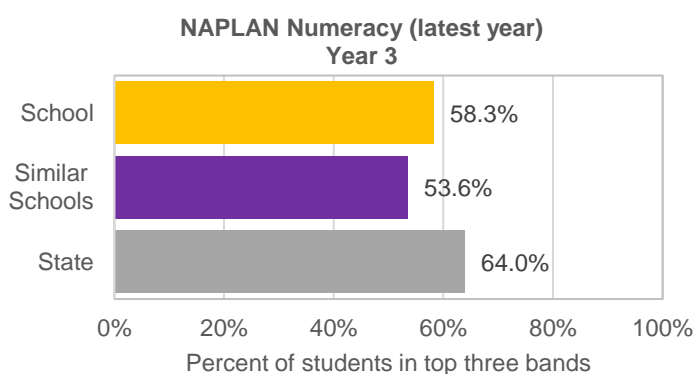
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	59.3%	62.3%
Similar Schools average:	60.4%	60.1%
State average:	70.2%	69.5%



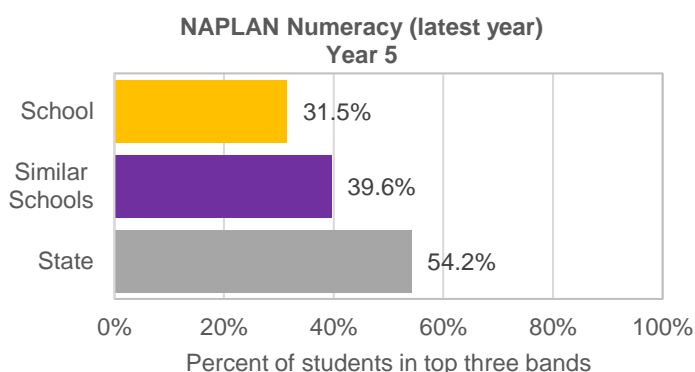
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	58.3%	54.6%
Similar Schools average:	53.6%	55.4%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	31.5%	40.1%
Similar Schools average:	39.6%	45.0%
State average:	54.2%	58.8%



## WELLBEING

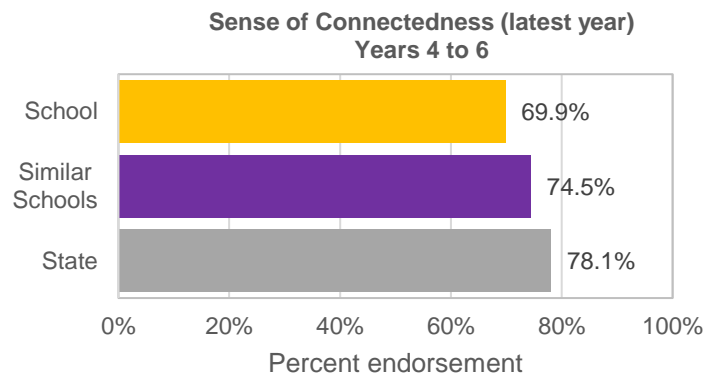
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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 (2022)	4-year average
School percent endorsement:	69.9%	73.5%
Similar Schools average:	74.5%	74.6%
State average:	78.1%	79.5%

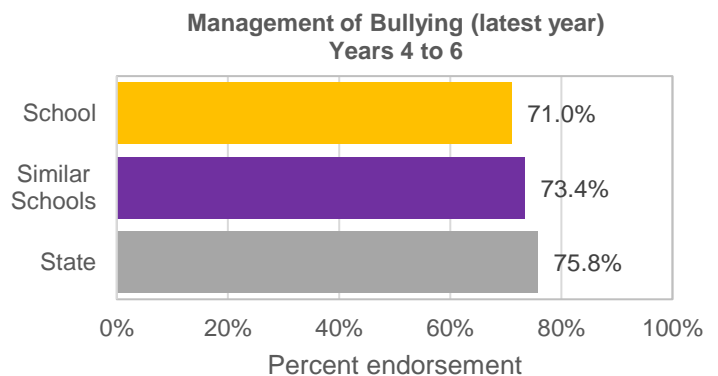


### Student Attitudes to School – Management of Bullying

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 (2022)	4-year average
School percent endorsement:	71.0%	76.5%
Similar Schools average:	73.4%	74.7%
State average:	75.8%	78.3%



## ENGAGEMENT

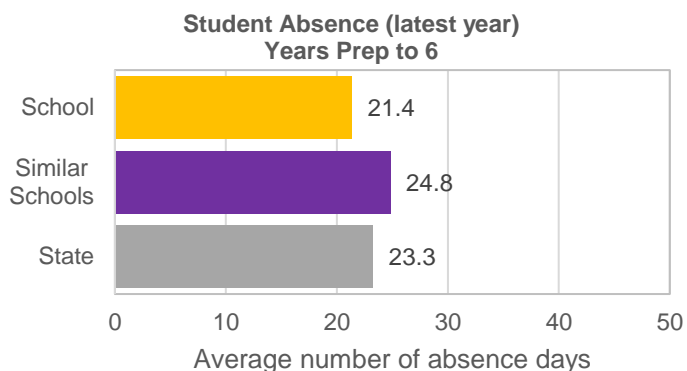
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 (2022)	4-year average
School average number of absence days:	21.4	19.5
Similar Schools average:	24.8	18.8
State average:	23.3	17.0



### 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 (2022):	89%	91%	91%	90%	89%	86%	89%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$3,472,720
Government Provided DET Grants	\$428,382
Government Grants Commonwealth	\$13,600
Government Grants State	\$19,224
Revenue Other	\$16,028
Locally Raised Funds	\$58,856
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$4,008,810</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$240,651
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$240,651</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,411,624
Adjustments	\$5,667
Books & Publications	\$12,862
Camps/Excursions/Activities	\$57,443
Communication Costs	\$5,663
Consumables	\$74,105
Miscellaneous Expense <sup>3</sup>	\$10,065
Professional Development	\$24,645
Equipment/Maintenance/Hire	\$146,817
Property Services	\$67,141
Salaries & Allowances <sup>4</sup>	\$83,980
Support Services	\$25,312
Trading & Fundraising	\$26,196
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$544
Utilities	\$36,829
<b>Total Operating Expenditure</b>	<b>\$3,988,892</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$19,918</b>
<b>Asset Acquisitions</b>	<b>\$0</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 25 Feb 2023 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 2022

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$502,534
Official Account	\$4,223
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$506,757</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$86,198
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$15,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$35,000
Asset/Equipment Replacement < 12 months	\$40,000
Capital - Buildings/Grounds < 12 months	\$40,000
Maintenance - Buildings/Grounds < 12 months	\$50,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$45,000
<b>Total Financial Commitments</b>	<b>\$311,198</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.*