

2020 Annual Report to The School Community



School Name: Ocean Grove Primary School (3100)



- 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 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 25 March 2021 at 03:36 PM by Scott McCumber (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 30 March 2021 at 12:13 PM by Simone Shanahan (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

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

School performance data

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

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

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

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

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

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

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

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Achievement

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

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

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

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

Ocean Grove Primary School is located approximately 600m from the beautiful Ocean Grove beach, not far from the Barwon Heads river. While our school zone is relatively small in size compared to neighboring schools, we attract many enquiries with enrolments in 2020 reaching 662 students with 25 new students arriving after 28th February. We have 13 Education support staff that work in classrooms with students, 3.0 office staff, an Assistant Principal and Principal. Our school comprises of 28 classroom with 4 classes in each year level with a great mix of experienced and new teachers and some returning from family leave. Our Vision - "Together we support each other to be passionate learners, growing to be our best for a positive future in our community" is articulated weekly at assemblies by the school leaders and all students. There is a strong emphasis on the teaching of Literacy and Numeracy at Ocean Grove Primary School. These key elements of learning are well supported through a balanced program that includes the arts (Visual and Performing), physical education, STEM and humanities taught by inquiry-based learning. We have an enormous focus on the Social and emotional learning combined with the 7 C's of learning - commitment, critical thinking, curiosity, creativity, compassion, collaboration and confidence combined with a strong emphasis of SEL- Social and Emotional Learning.

Framework for Improving Student Outcomes (FISO)

2020 was a challenging year for all schools and educators however our school believes we managed the pandemic in true Ocean Grove spirit. Staff invested time and energy to quickly upskill and learn how to accommodate remote and flexible learning. Digital technologies was to be a smaller focus in 2020 but with the need to access, use and learn remotely, we progressed at an extremely fast rate and achieved much more than we planned. Seesaw became the tool we used to communicate and distribute work and provide feedback. Our major focus from the AIP during 2020 became centered around "improving the social and emotional well-being of all students" given the pandemic. We attempted to "increase knowledge and involvement with families through regular communication of the school's Social Emotional Learning approach" and "enhance opportunities for authentic partnerships between students, teachers and parents which develops independent and self-regulating learners". Remote and flexible learning provided some of these opportunities and we had some families that thrived, some floundered and some flourished. We found it increasingly difficult to match data sets and make an accurate assessment against targets for 2020 and have adjusted accordingly for 2021.

Achievement

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations as as a result, NAPLAN was not conducted. Mid Year data (Teacher judgement) was not collected in 2020 either.

During 2020, we saw 25 new enrolments at OGPS after the 28th Feb Census. Our enrolment reached 662 students but will steadily decline with larger cohorts at the senior end of the school leaving and smaller 'in Zone' enrolment cohorts coming through. As our school continues to evolve, our enrolment totals will become more weighted towards those families who live within the zone. Conversations with neighboring schools continue to develop strong relationships and ensure Ocean Grove as a community has two great State Primary Schools.

Teacher Judgement data:

While our targets were ambitious and with the advent of COVID19 and remote learning periods, we did not quite reach our targets as expected.

Reading: increase the percentage of students across the school (Prep - Year 6) achieving above the "age expected level" in Teacher Judgements from (2019 Sem 1) 56% to 60% (DEC 2020) RESULT: 55.97%

Writing: increase the percentage of students across the school (Prep - Year 6) achieving above the "age expected level" in Teacher Judgements from (2019 Sem 1) 32% to 38% (DEC 2020) RESULT: 28.01%

Numeracy: (Number & Algebra): increase the percentage of students across the school (Prep - Year 6) achieving

above the "age expected level" in Teacher Judgements from (2019 Sem 1) 32% to 37% (DEC 2020) RESULT: 25.52%

Student support group meetings were offered and conducted each term during 2020. Parents/carers felt that their children were supported at school by both their teacher and the ES staff member working with them. Student success was celebrated, targets, strategies and parent support evaluated and new goals developed at each meeting.

Staff work across 4 x AIP teams which break the Strategic Plan down into Literacy, Numeracy, Digital Technologies and Social & Emotional Learning (Well Being). Each team consists of 1 staff member from each Year level so we have representation from all teams and specialist staff. Shared knowledge is distributed back to PLC's at designated meeting times.

Engagement

2020 was a challenging year for all and the collection of accurate data also proved challenging. Targets set for "engagement" were linked to the Students' Attitude to School Survey which was not completed in 2020. To promote engagement during remote learning periods we sent home 164 iPads to various families and had approx. 40 students onsite each day with staff to provide care and administer the remote learning program. For students with low to poor attendance and connection to school, the Leadership team liaised with SSS staff and Regional office for assistance and guidance for those families not attending. A formal DET attendance IEP was in place for two students with 50% success rate. The average student missed 12.58 days of school in 2020 with the Year 5 cohort of 2020 a group to be monitored. Family holidays, Unexplained absences and Medical/Illness dominating the data for reasons of non attendance. Anecdotally, OGPS had high rates of engagement with students and families during the remote learning periods and upon return to onsite learning, students and families re-engaged strongly with teachers and the school. The school set about identifying students who may have had their learning impacted by the disruptions and look forward to supporting them as part of the Tutor Learning Initiative in 2021.

Wellbeing

Health and Wellbeing in 2020 was at the forefront of all staff during 2020 with our Chaplain working tirelessly with families that required support during COVID19. Staff made regular phone calls and were accessible during work hours for families and managed the learning, well being and their own personal situation very well. The implementation of Seesaw assisted in communication strategies between home and school, the use of MS teams helped create a sense of connectedness at times too. Many DET resources and strategies were distributed via the weekly newsletter for families to draw upon and access. Late in the year, OGPS became a pilot school for a Mental Health and Well Being Coordinator role. This position would have been a tremendous asset in 2020 to compliment the Chaplaincy role but will no doubt enhance our work around Social & Emotional learning and Mental health and well being as we progress through 2021.

For staff, the Leadership team frequently consulted with and checked in with all members and negotiated a clear and manageable pathway. Meeting schedules were adjusted, online Professional learning occurred with the focus on remaining social and engaging with peers.

Financial performance and position

The 2020 financial result was in surplus. A commitment of \$35000.00 to complete maintenance works was budgeted for but not completed due to COVID-19 restrictions. Extraordinary revenue or expenditure items included a surplus from a previous upgrade in 2019 held by VSBA and part of fencing grant paid to school in January, 2020 but works completed in 2019. Revenue from parents was reduced due to limited opportunities to request payments due to lock down restrictions and the awareness that parents may be financially compromised during 2020. Expenditure items included an upgrade to school admin area and staffroom and also a make safe area repair in our resource room which was not funded by VSBA.

Sources of funding the school received included equity funding (\$30,000.00) used to finance an Education Support officer in the junior classrooms, \$106,000 for fence constructed in 2019, \$9000 for sensory pod (Chilville), \$27,000 Apple Fair profit. An extension of school cleaning contract to June 30th, 2021 has been instigated and a tender process for cleaning and school photos will be held in 2021. The Tutor Learning Initiative (TLI) program also saw \$35,000.00

recouped by DET to fund the initiative. A Mental Health & Wellbeing Coordinator was appointed and funded at a CT2-4 level by DET. The school will cover the balance of nearly \$12,000. Overall, the school is in a healthy financial position as it spent 97.56% of its budget and should remain in a healthy position with a quality Finance Committee and strong School Council.

For more detailed information regarding our school please visit our website at
<http://www.ogps.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 648 students were enrolled at this school in 2020, 328 female and 320 male.

1 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) which takes into account parents' occupations and education.

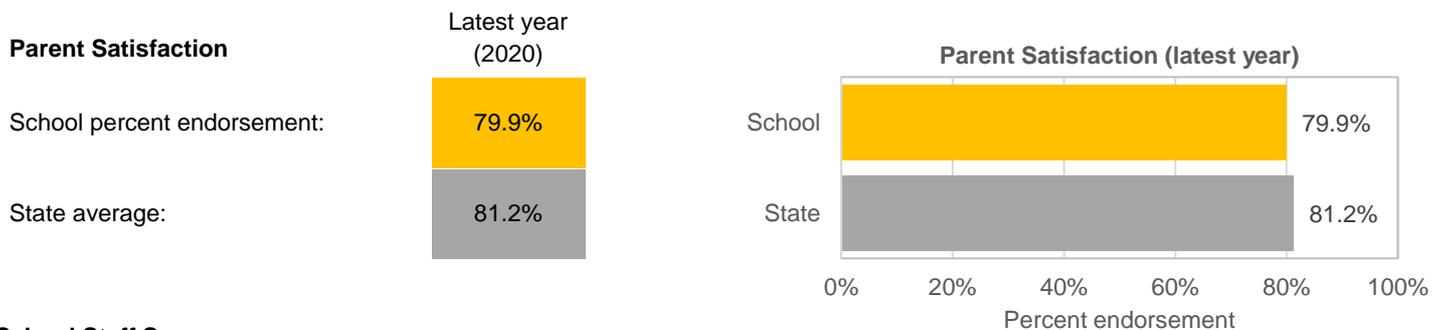
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

Parent Satisfaction Summary

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

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

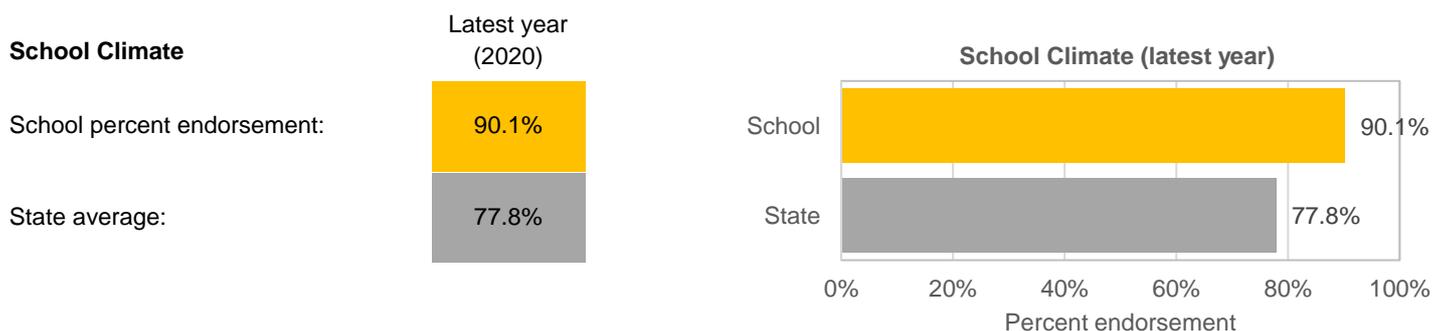


School Staff Survey

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

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

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



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

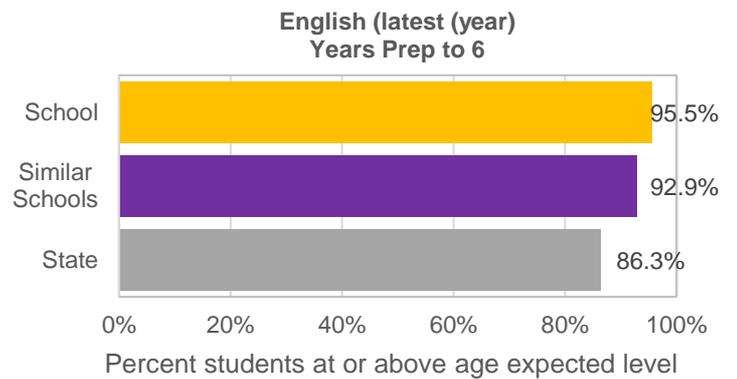
95.5%

Similar Schools average:

92.9%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

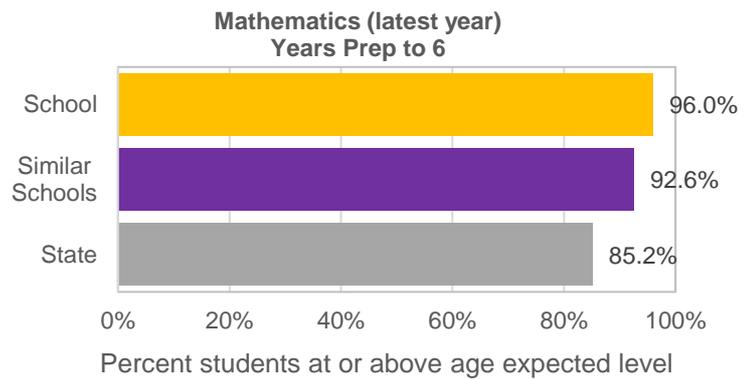
96.0%

Similar Schools average:

92.6%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student’s current year result to the results of all ‘similar’ Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

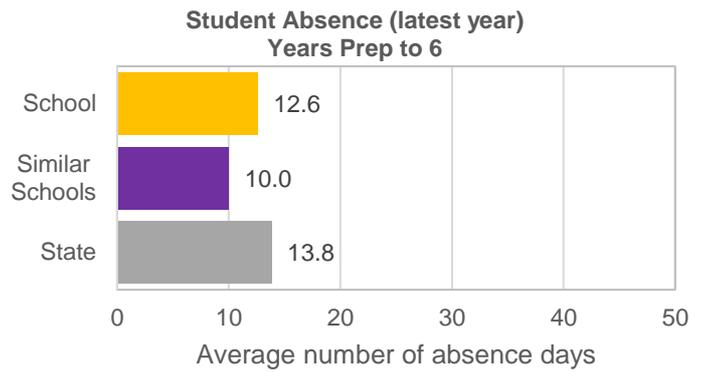
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	12.6	13.7
Similar Schools average:	10.0	13.3
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	94%	95%	93%	94%	94%	91%	94%

WELLBEING

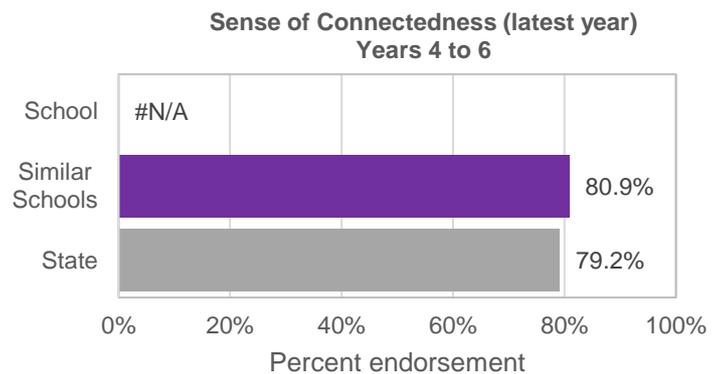
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

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

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	80.7%
Similar Schools average:	80.9%	81.4%
State average:	79.2%	81.0%



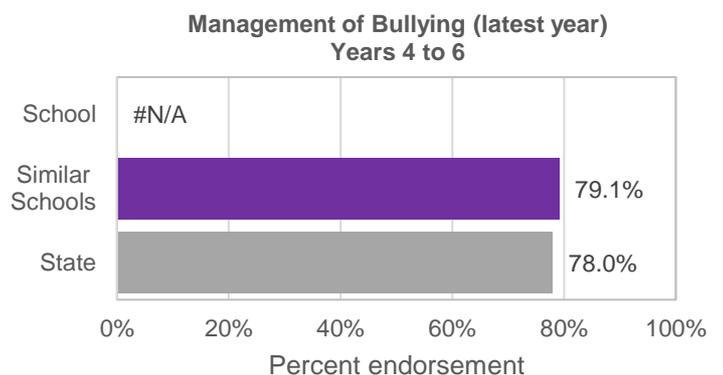
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

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

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	81.7%
Similar Schools average:	79.1%	81.7%
State average:	78.0%	80.4%



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

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,730,020
Government Provided DET Grants	\$1,035,154
Government Grants Commonwealth	\$11,900
Government Grants State	\$650
Revenue Other	\$28,494
Locally Raised Funds	\$378,975
Capital Grants	NDA
Total Operating Revenue	\$6,185,193

Equity ¹	Actual
Equity (Social Disadvantage)	\$37,888
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$37,888

Expenditure	Actual
Student Resource Package ²	\$4,674,881
Adjustments	NDA
Books & Publications	\$5,591
Camps/Excursions/Activities	\$144,419
Communication Costs	\$10,948
Consumables	\$197,025
Miscellaneous Expense ³	\$70,951
Professional Development	\$26,111
Equipment/Maintenance/Hire	\$47,389
Property Services	\$461,739
Salaries & Allowances ⁴	\$237,667
Support Services	\$75,325
Trading & Fundraising	\$39,486
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$43,256
Total Operating Expenditure	\$6,034,789
Net Operating Surplus/-Deficit	\$150,403
Asset Acquisitions	NDA

- (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 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$55,035
Official Account	\$28,901
Other Accounts	\$8,066
Total Funds Available	\$92,001

Financial Commitments	Actual
Operating Reserve	\$92,001
Other Recurrent Expenditure	\$500
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	NDA
Beneficiary/Memorial Accounts	\$35,000
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$127,501

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.