

2021 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 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 22 March 2022 at 07:55 AM by Scott McCumber (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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.
- To the extent that the school council is responsible, 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 2022 at 08:47 AM by Simone Shanahan (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

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, Ocean Grove Primary School attracts many enquiries regarding enrolments. Many new families moved to the area throughout the year whilst some of our families relocated, resulting in a fluctuating enrollment of 639 students during 2021. Eleven education support staff supported students within classrooms, 3.0 office staff, an Assistant Principal and Principal all forming part of the staffing profile. In 2021, our school consisted of 28 classrooms with 4 classes in each year level, providing a great mix of experienced and new teachers and some returning from family leave. A strong emphasis on the teaching of Literacy and Numeracy at Ocean Grove Primary School, was complemented with an increased focus on the incorporation of digital technologies into all curriculum areas. These key elements of learning are well supported through a balanced program that includes the Arts (Visual and Performing), Physical Education, STEM (science, technology, engineering and mathematics) and humanities taught by inquiry-based learning. There is continued focus on 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. Our Vision: Together we support each other to be passionate learners, growing to be our best for a positive future in our community is on clear display throughout the buildings and grounds of Ocean Grove Primary School and articulated weekly by the student leaders at school assemblies.

Framework for Improving Student Outcomes (FISO)

GOAL1) To maximize learning growth and achievement for all students - Year 3 NAPLAN data has remained consistent in 2019 and 2021 (no NAPLAN data available in 2020), with an increase in the top 2 bands for writing and grammar and punctuation in 2021. These results were not evident in the Year 5 2021 data as there was a significant decrease from 2019 to 2021 in the top 2 band results in both writing and grammar and punctuation. Ocean Grove Primary School has strategically restructured the school coaching program to ensure that whole school literacy and numeracy processes are aligned to the school workshop models. Coaching sessions are conducted weekly and consist of one on one sessions with the literacy and/or numeracy learning specialists. Staff and coaches interrogate data, pedagogy and individual goals are set with the aim of improving student learning outcomes. Increased tutor time/support has also been targeted to the Year 5 and 6 area of the school which is in alignment with the Key Improvement Strategies.

GOAL 2) To improve the social and emotional well-being of all students - Social and emotional learning and mental health and wellbeing was at the forefront throughout remote and flexible learning. The school chaplain, mental health and well-being coordinator, disability inclusion coordinator, assistant principal, principal, teaching staff and education support staff worked diligently to support both our students and their families throughout the second year of the pandemic. Utilization of 'Be You' resources, Student Support Services, collaboration with external psychologists, individual learning plans with a SEL focus, student support group meetings and thorough documentation recorded onto Sentral created a strong collective efficacy in regards to the welfare and wellbeing of our students and their families. Feedback (online survey) from the school community was collected and this highlighted that the care and effort staff put into the remote learning program was greatly appreciated by the majority of our families.

GOAL 3) To empower students to be more actively engaged in their learning - Seesaw (the remote and flexible learning platform) provided students and their families the opportunity to navigate learning tasks with increased independence. Student learning goals were met with creativity and individuality. Feedback to students (written or via the microphone tool) was swift and students were able to take the next steps of progression within their learning as a result of the feedback. Ocean Grove Primary School attempted to increase our families' knowledge of student voice and agency through regular communication of the school's Social Emotional Learning approach. This enhanced opportunities for authentic partnerships between students, teachers and parents which further developed independent

and self-regulating learners for the majority of our students. As part of our commitment to the High Impact Teaching strategies and our drive to improve the 2021 Attitudes to School Survey results, staff are now explicitly providing feedback to the students in regards to making them more aware of when they are being provided with opportunities to empower and drive their own learning.

Achievement

2021 was yet another challenging year for students, teachers and families with remote learning continually interrupting onsite learning. Staff embraced this opportunity to enhance their use of ICT skills and knowledge and attempted to engage students with many online resources, MS Meetings and feedback on students work via the online platform, Seesaw. A strong emphasis on well being was clearly evident in the latter part of 2021 with our Mental Health and Well Being coordinator, combining with the School Chaplain to support numerous families and behaviours arising upon returning to school. The new Disability and Inclusion coordinator also played a pivotal role in guiding staff through significant professional learning in Individual Education Plans and improved planning documentation in line with the evidence required for potential profiles and funding for students eligible for PSD/DI support. Staff were beginning to implement a consistent approach to SMART spelling in response to previous data and have recognized a renewed approach to Grammar and Punctuation is required. Strong reading growth continued in 2021 and this is well supported by fantastic families who value this aspect of school and reinforce this at home.

Engagement

Ocean Grove Primary School continued the work throughout 2021 that encompasses the Social and Emotional Learning framework developed in 2019.

GOAL - To empower students to be more actively engaged in their learning.

KIS - Connected Schools Priority

KIS - Increase knowledge and involvement with families through regular communication of the school's Social Emotional Learning approach.

TARGETS - Attitude to School Survey: By 2021 increase the percentage of positive endorsement in the Attitude to School Survey:

- Voice and agency from (2019) 84% to 87% (2021). 2021 Result 55%

- Self Regulation and Goal Setting (2019) 91% to 93% (2021). 2021 Result - 77%

Throughout 2021, staff were navigating their way as to how to operate effectively in remote learning periods. Although Ocean Grove Primary School has many experienced staff (at the CT 2-6 level), remote learning was still new to them and some of these staff found it very challenging. It was a period of tremendous change, let alone improvement. Steep learning curves were negotiated well but possibly came at the expense of a genuine focus on student voice and agency. Upon reflection of the 2021 ATSS results, as part of our feedback (HITS) to students, teachers are making our students explicitly aware when opportunities occur throughout the duration of the school day that empower them to take ownership of their learning. Student goal setting, inquiry based learning, exploring the learning continuum and seeking/providing feedback are all examples of students empowering their own learning. When engaging in such activities, it is evident that such opportunities may need to be explicitly articulated to our students.

Absenteeism

TARGET - By the end of 2021 decrease the percentage of students with 20 or more days absence from (2018) 18% to 15% (2021). 2021 Result - 11%

Regular publications regarding 'every day counts' in the school newsletter, ongoing data analysis and follow up communication with families of students with frequent absenteeism and the development of formal DET attendance plans (in consultation with KESO support staff, engagement and well being officers and the mental health and well being coordinator) have contributed to the decrease in student absenteeism.

Wellbeing

Mental Health and Wellbeing continue to be a focus and have been over the past year. Ocean Grove PS has built a strong team with our Chaplain, Inclusion Teacher and Mental Health and Wellbeing Coordinator (MHaWC). Although they all work collaboratively working with both students and families, each has a focus.

Our Chaplain offers one-on-one pastoral care for students and families. The Chaplain guides them in dealing with issues such as emotional regulation and dealing with anxiety often due to the uncertainty of the future. There has been an increase in immaturity and social skills are lacking, so this is another area for the Chaplain to upskill parents and students, particularly focusing on the year four and five cohorts. The Inclusion Teacher's focus is on inclusion, particularly students with a diagnosed disability. This role will help teachers to write IEPs (Individual Education Plans) and run SSGs (Student Support Group) meetings with parents and the teachers. The main role of our Mental Health and Wellbeing Coordinator is to help upskill staff in preventing and identifying mental health concerns, and to help staff better teach social and emotional learning. The MHaWC also models SEL sessions, coaches teachers in preventing and identifying mental health concerns, provides teacher professional learning, and the delivers workshops for parents. These three roles have been crucial as we come out of two years of Covid and lockdowns, bouncing between learning on-site and on-screen.

The future direction of our school in the identification and prevention of mental health concerns and providing inclusion for all has many facets. We are focusing of Relationship based Education (RbE) with John Hendry OAM, undertaking professional learning with Be You, providing student workshops with Project Rokit and Headspace, and using more mindfulness in the classroom through Smiling Mind. Our IEPs are more targeted and student focused. We are also setting up a Wellbeing Room for students who would like extra support. As we continue to open up to the community, there will also be more chances for parental education through workshops and community events.

At a school level, we have increased the use of SENTRAL to record various incidents and can track 'hot spots' in the playground and also specific students. This will continue during 2022 with further analysis and then preventative measures to be put in place. The development of an inclusive playground (due mid 2022) and a remediated playground with new grassed areas will also provide over 2500m² of new areas for students to engage in.

Finance performance and position

During 2021 we were so fortunate to have a community that supported the school financially. When we were able to run fundraisers, the community supported the school exceptionally well with success in the Colour Run and an online raffle conducted to add a new piece of play equipment in 2022. We also have families who value school camps and make significant contributions when they are on offer. The school was also awarded a \$200,000.00 Inclusive Schools Grant and committed a further \$20,000.00 to add value to the project which will be delivered in 2022. We engaged with some local organisations to hire some of the facilities (OSH, FSA, instrumental music) which supports some extra revenue for the school. The school also overspent in the Tutor Learning Initiative to support students in smaller groups, over \$230,000 was spent on Property Services and nearly \$50,000 in Utilities. The DEWLP funded grant for more solar panels, combined with the Greener Government Schools Solar panel initiative has placed approx 75kW of solar panels on the roof which will be a significant cost saver (and sustainable action) as we progress and we are committed to improving sustainability actions across the school.

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 638 students were enrolled at this school in 2021, 311 female and 327 male.

1 percent of students had English as an additional language and 1 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).

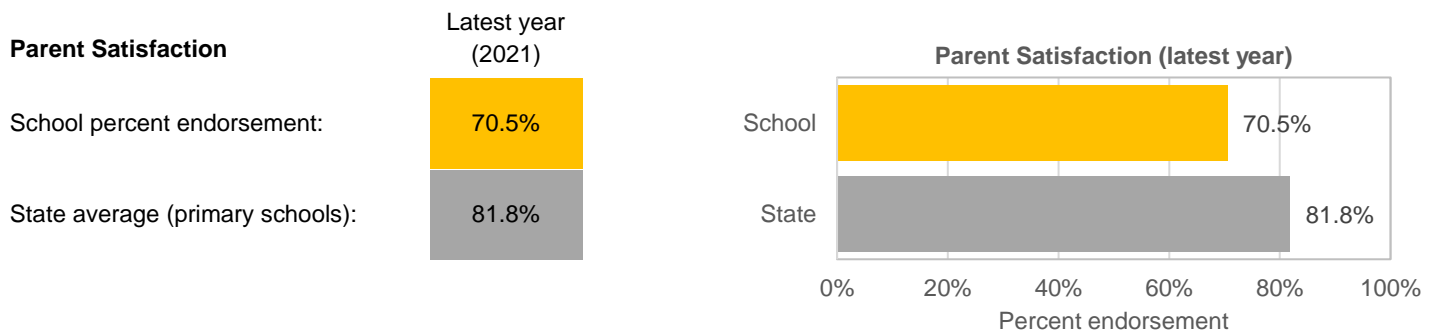
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

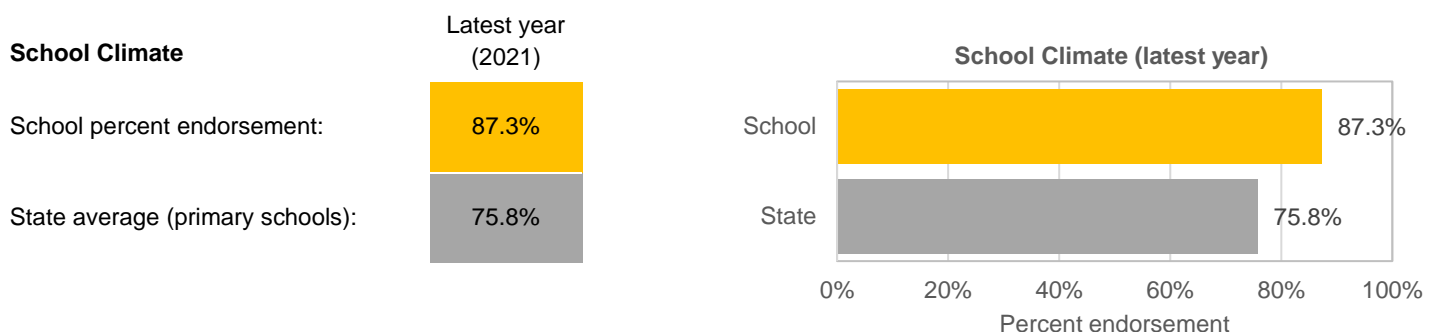


School Staff Survey

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
(2021)

School percent of students at or above age expected standards:

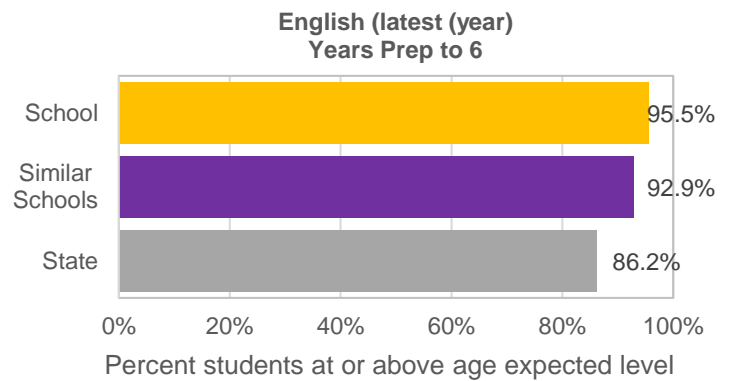
95.5%

Similar Schools average:

92.9%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

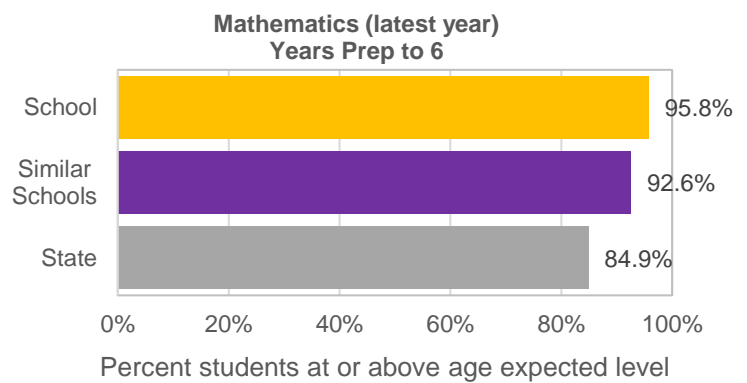
95.8%

Similar Schools average:

92.6%

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.

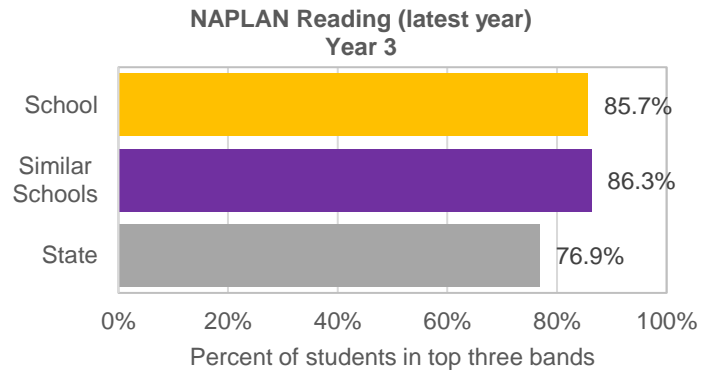
NAPLAN

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.

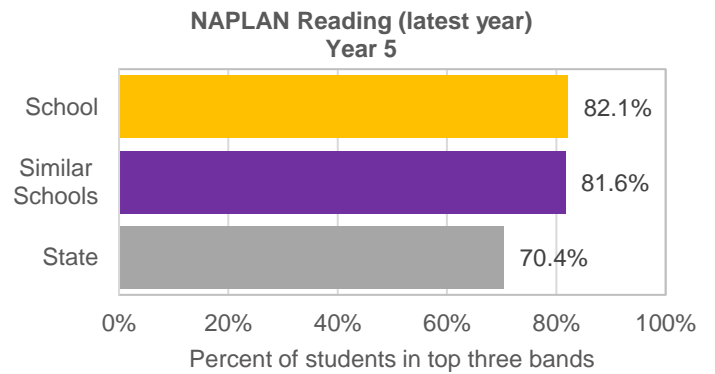
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	85.7%	87.4%
Similar Schools average:	86.3%	85.7%
State average:	76.9%	76.5%



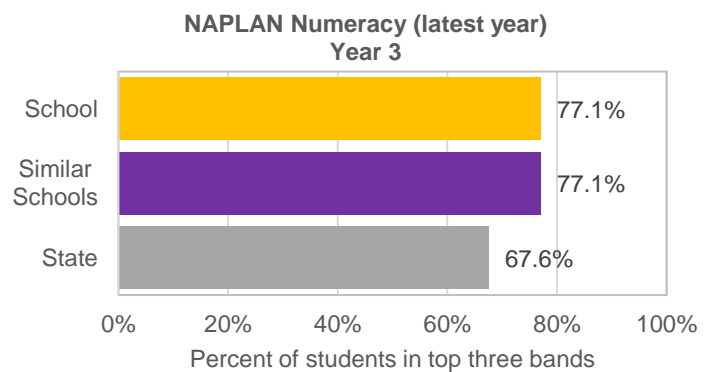
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	82.1%	83.6%
Similar Schools average:	81.6%	78.5%
State average:	70.4%	67.7%



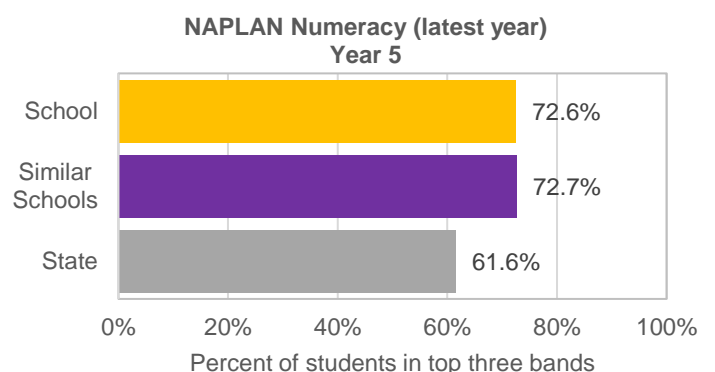
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	77.1%	83.3%
Similar Schools average:	77.1%	79.9%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	72.6%	72.8%
Similar Schools average:	72.7%	70.5%
State average:	61.6%	60.0%



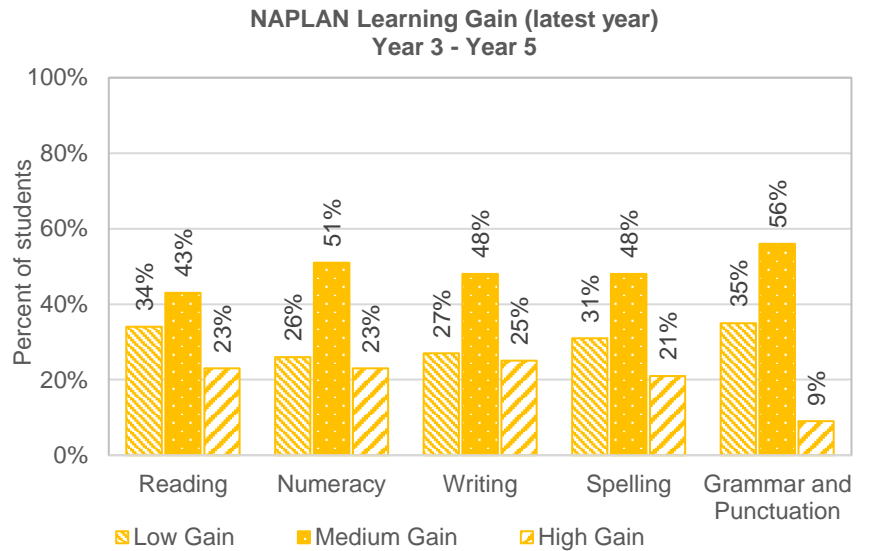
ACHIEVEMENT (continued)

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:	34%	43%	23%	27%
Numeracy:	26%	51%	23%	24%
Writing:	27%	48%	25%	26%
Spelling:	31%	48%	21%	21%
Grammar and Punctuation:	35%	56%	9%	23%



ENGAGEMENT

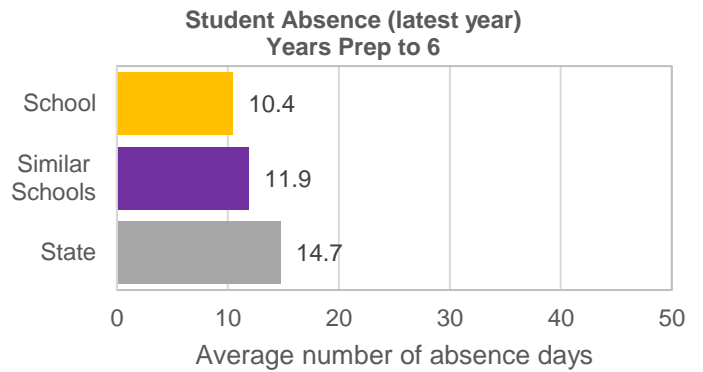
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	10.4	12.0
Similar Schools average:	11.9	12.7
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):	96%	96%	95%	95%	95%	95%	92%

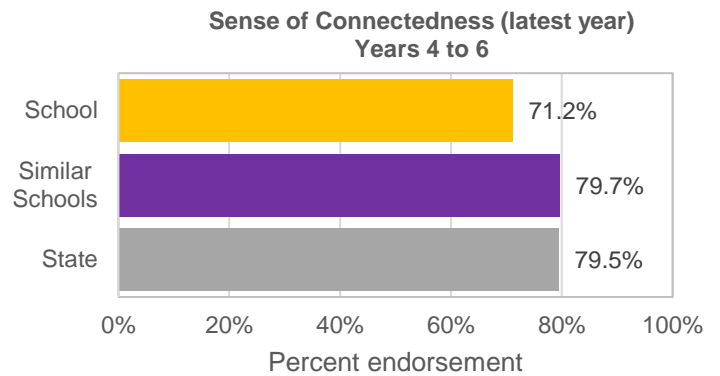
WELLBEING

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:	71.2%	78.9%
Similar Schools average:	79.7%	80.8%
State average:	79.5%	80.4%

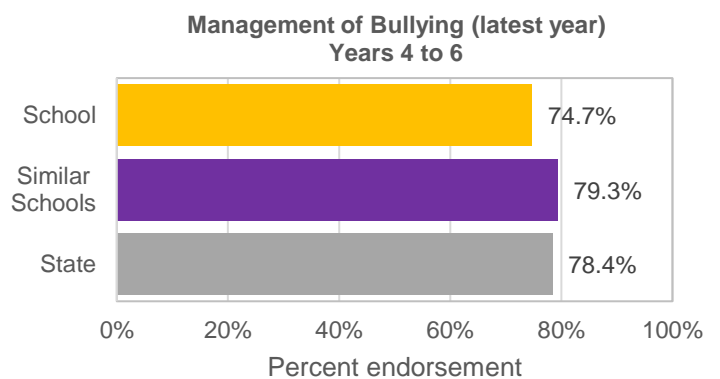


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	74.7%	81.6%
Similar Schools average:	79.3%	81.0%
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	\$4,988,540
Government Provided DET Grants	\$892,095
Government Grants Commonwealth	\$16,300
Government Grants State	\$34,618
Revenue Other	\$19,040
Locally Raised Funds	\$304,691
Capital Grants	\$0
Total Operating Revenue	\$6,255,283

Equity ¹	Actual
Equity (Social Disadvantage)	\$35,332
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$35,332

Expenditure	Actual
Student Resource Package ²	\$4,970,496
Adjustments	\$0
Books & Publications	\$13,257
Camps/Excursions/Activities	\$169,248
Communication Costs	\$12,269
Consumables	\$118,619
Miscellaneous Expense ³	\$45,075
Professional Development	\$36,398
Equipment/Maintenance/Hire	\$95,904
Property Services	\$230,998
Salaries & Allowances ⁴	\$272,555
Support Services	\$80,746
Trading & Fundraising	\$17,841
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$47,989
Total Operating Expenditure	\$6,111,395
Net Operating Surplus/-Deficit	\$143,888
Asset Acquisitions	\$6,401

- (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	\$138,956
Official Account	\$43,861
Other Accounts	\$18,708
Total Funds Available	\$201,524

Financial Commitments	Actual
Operating Reserve	\$176,598
Other Recurrent Expenditure	\$2,872
Provision Accounts	\$0
Funds Received in Advance	\$76,068
School Based Programs	\$14,606
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$49,960
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$8,481
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$24,611
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$353,196

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.