

2022 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 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 24 March 2023 at 12:55 PM by Scott McCumber (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 25 March 2023 at 06:56 PM 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 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).

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
-

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)

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 neighbouring schools, Ocean Grove Primary School attracts many enquiries regarding enrollments. Many new families moved to the area throughout the year whilst some of our families relocated, resulting in a fluctuating enrollment of 603 students during 2022. The School's Student-Family Occupation Index continues to decrease (0.18) however the number of students identified in the National Consistent Collection of Data (NCCD) indicates we have approx 25% of the student population requiring some form of reasonable adjustment. We also have fewer than 10 students funded through the new Disability and Inclusion framework (formerly known as the Program for Students with Disabilities), with more awaiting Profile meetings for possible future funding. Four education support staff supporting students within classrooms, 3.0 office staff, an Assistant Principal and Principal all forming part of the staffing profile have been complemented with a Mental Health and Wellbeing Leader and a Disability Inclusion Coordinator. In 2022, our school consisted of 25 classrooms with 3-4 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) LOTE (Indonesian) 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 on 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.

Progress towards strategic goals, student outcomes and student engagement

Learning

Ocean Grove Primary School has celebrated various student achievements throughout 2022. Our students are at the centre of our core business and rich teaching and learning opportunities have been provided by a very dedicated and committed staff, that are open to new learning and opportunities. Academic achievement has increased with significant gains in the areas of Year 3 and 5 Reading, Year 5 Writing, Year 5 Grammar and Punctuation and a significant lift in the bottom bands of Year 5 Spelling. Ocean Grove Primary School has often outperformed similar schools and is exceeding network schools. We have also had an increase in academic performances based on Teacher judgements in 2022. This is a direct result of a clear line of focus from the Annual Implementation Plan (AIP) to our Professional Learning plan, meeting schedule and coaching programs.

The role of our well-being leader on has provided guidance, support and further learning to our students, staff and families. The 2022 Well-being Supplementary Report indicates 10 of the 11 categories in the 'excelling' range with the remaining category in the 'embedding' range - Stimulated Learning. Social skills clubs, Social & Emotional Learning (SEL) SSG meetings, SEL education plans and a SEL scope and sequence document are all in line with the school's annual implementation plan. Staff have been trained to use the BETLS tool - a tool for gathering and documenting information in relation to a student's emotions and mental health, from Beyond Blue.

The appointment of an Inclusion teacher has resulted in upskilling of staff and families, accessing supports and applying for funding via the disability inclusion profile system. Staff work with families to create SMART goals to cater for student's specific needs.

A range of programs and opportunities are provided at Ocean Grove Primary School ranging from Transition programs, Puberty Education, Student Leadership Positions, Surfing Program, Graduation events, school camps, Rock (Music) Camp, school disco, movie night, whole school house celebration day, an Art Show, Apple Fair fundraiser, colour run, school concert, parent training sessions, student led special events e.g. OGPS day, buddy program, lunchtime clubs, musical opportunities, spelling bee and maths masters competitions, excursions, and a plethora of sporting opportunities.

Wellbeing

The Wellbeing Program at Ocean Grove Primary School during 2022 has proven to be extremely successful. Our Wellbeing team, consisting of the Mental Health & Wellbeing Leader (MHWL), Chaplain, and Inclusion Teacher, have continued to provide

professional learning, guidance, and support for the whole school community.

Following an engaging and insightful podcast with clinical psychologist Andrew Fuller, we engaged the services of John Hendry OAM to help implement Relationship based Education (RbE), which is endorsed and supported by Parents Victoria. This philosophy of education puts relationships at the centre with focus on Trust, Forgiveness, Integrity, Hope and Compassion. John worked with the staff, students, and carers over the year, and the MHWL and the AIP team created a new whole-school Wellbeing Scope and Sequence with RbE at the centre. Staff have also completed professional learning modules from Be You, which is the national mental health in education initiative delivered by Beyond Blue.

There are many programs and structures in place to support student wellbeing. Peer Connect is a multi-aged program where students regularly visit the same teacher in their groups. This helps students feel connected with different aged peers and have another trusted adult they see throughout their time at school. Our Advocacy Program is where teachers identify a small number of students who may need extra support from an adult staff member. The adult will regularly check-in with their advocate in the school yard and in their class, making casual conversation with them. We have engaged Reach Foundation and Headspace to deliver workshops for our senior students with John Hendry delivering parent sessions around RbE..

The MHWL runs workshops for parents outside of regular school hours. Topics covered have included anxiety and resilience. The wellbeing team will meet with parents as needed to discuss any supports that the school can put in place to help their children. The 2022 Wellbeing Supplementary Report has shown extremely positive results. In ten out of a possible eleven measures, our school results are excelling.

Engagement

Throughout 2022, staff returned to full onsite learning and supported families building their school life stamina. Although Ocean Grove Primary School has many experienced staff (at the CT 2-6 level), staff found it very challenging at times as the social challenges increased for some cohorts of students due to lack of exposure to the rigours of school for nearly two years of school life. It was a period of readjustment for all.

Steep re-learning curves were negotiated well but possibly came at the expense of a genuine focus on student voice and agency to re-establish school norms and behaviours. Reflecting on the 2022 Attitudes to School Survey (AToSS) results, as part of our feedback and use of the High Impact Teaching Strategies (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 was evident that such opportunities were needed to be explicitly articulated to our students.

Attendance: Returning from remote learning was challenging for many. Credit to our families for working as best as they could as our attendance data indicates that all year levels from **P-5 had 90% attendance or better and Year 6 was 89%**. These are fantastic results as the average student at OGPS missed **19.5 days compared to the State average of 23.3 days in 2022**. Similar schools averaged 21.0 days and our 4 Year average was 13.1 days compared to the state average of 17.0. Staff should also be acknowledged for creating a safe and supportive environment that students want to be a part of and learn in. Families have supported the school to maximise learning opportunities.

So many external opportunities for the wider community were provided by the wonderful Parents & Friends Committee in 2022 that continue to reconnect adults. Combine this with camps, excursions, sports days, swimming sports, incursions, guests speakers, assemblies and peer connect activities for the students, they have all contributed to reconnecting and preparing for 2023 and beyond.

Other highlights from the school year

Ocean Grove Primary School has celebrated various student achievements throughout the duration of 2022. Our students are at the centre of our core business and rich teaching and learning opportunities have been provided by a very dedicated and committed staff, that are open to new learning and opportunities.

Academic achievement has increased with significant gains in the areas of Year 3 and 5 Reading, Year 5 Writing, Year 5 Grammar and Punctuation and a significant lift in the bottom bands of Year 5 Spelling. Ocean Grove Primary School has often outperformed similar schools and is exceeding network schools.

The appointment of a well-being leader has provided guidance, support and further learning to our students, staff and families. The 2022 Well-being Supplementary Report indicates 10 of the 11 categories in the 'excelling' range with the remaining category in the 'embedding' range - Stimulated Learning. Social skills clubs, SEL SSG meetings, SEL education plans and a SEL scope and

sequence document are all in line with the school's annual implementation plan. Staff have been trained to use the BETLS tool - a tool for gathering and documenting information in relation to a student's emotions and mental health.

The appointment of an Inclusion teacher has resulted in upskilling staff and families, accessing supports and applying for funding via the disability inclusion profile system. Staff work with families to create SMART goals to cater for student's specific needs.

Transition programs, Puberty Education, Student Leadership Positions, Surfing Program, Graduation events, school camps, school disco, movie night, whole school house celebration day, an Art Show, Apple Fair fundraiser, colour run, school concert, parent training sessions, student led special events e.g. OGPS day, buddy program, lunchtime clubs, musical opportunities, spelling bee and maths masters competitions, excursions, and a plethora of sporting opportunities.

Financial performance

2022 saw the full return of students and families back onsite. Our families supported us with fundraising including our annual Colour Run, Trivia Night, Ladies Luncheon and the Art Show raising over \$45,000. This was expended on supplying classroom libraries and basketball towers and will be used on the kitchen garden redevelopment in 2023. We received a Coastcare Community Grant, which was used for sustainability initiatives, including education and recycling bins around the school. Shade sails needed to be replaced, funded by a grant and also partly funded by us. There were several Department led grounds projects that were either fully funded or we were reimbursed for. We were resourced by the Department for Mental Health and Wellbeing and we continued supporting the Chaplaincy Program, assisted by local donations and a commonwealth government grant. Our staff received professional learning and our leadership team coaching. With the return to school staff absence was high due to sickness including COVID, which came at a significant cost to the school financially.

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 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 603 students were enrolled at this school in 2022, 275 female and 328 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).

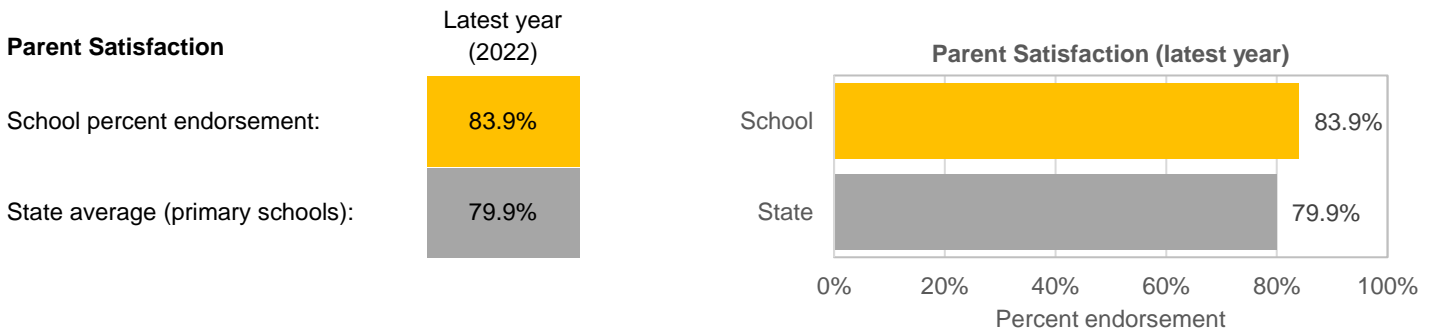
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

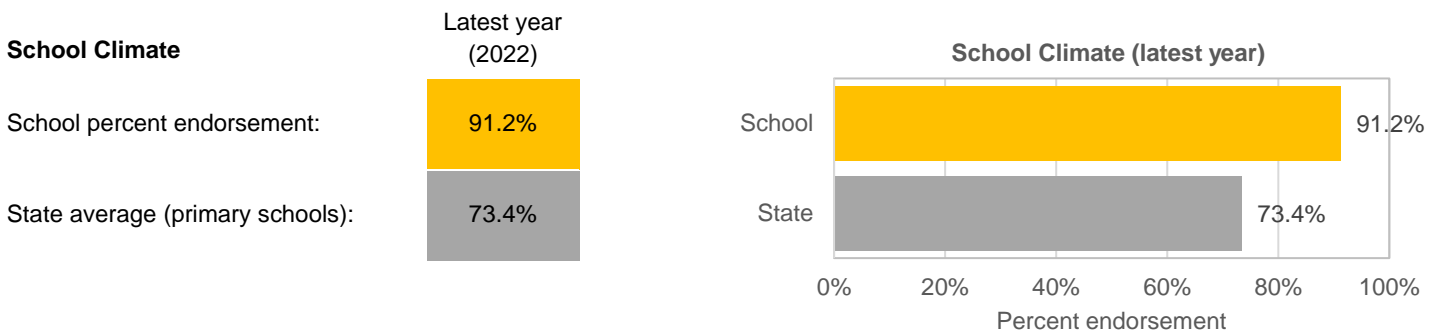


School Staff Survey

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.



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:

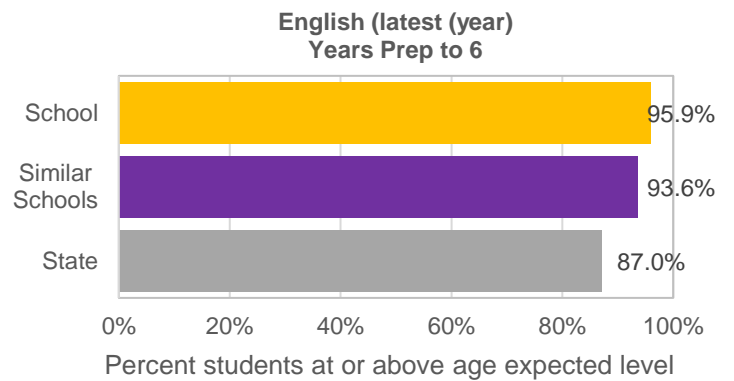
95.9%

Similar Schools average:

93.6%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

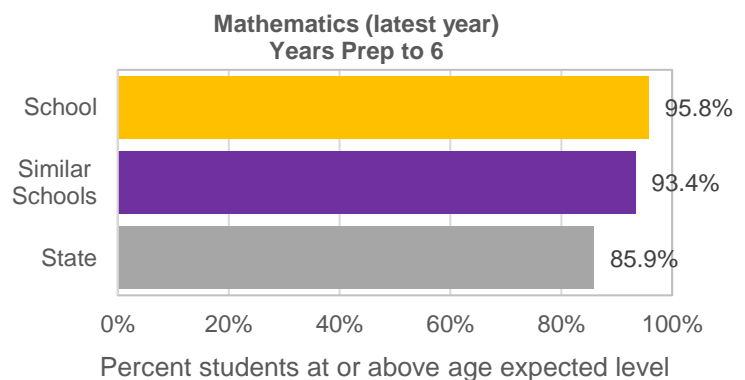
95.8%

Similar Schools average:

93.4%

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.

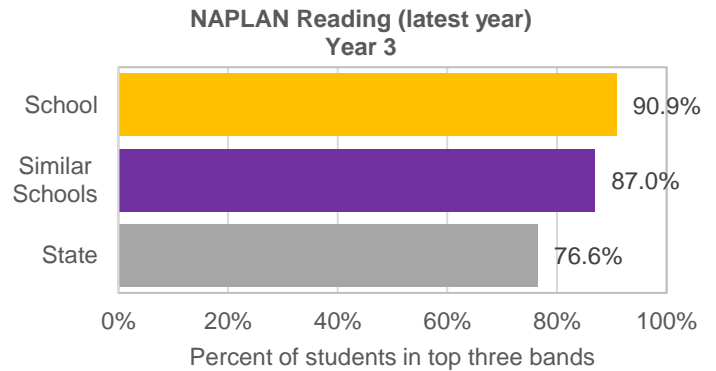
NAPLAN

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.

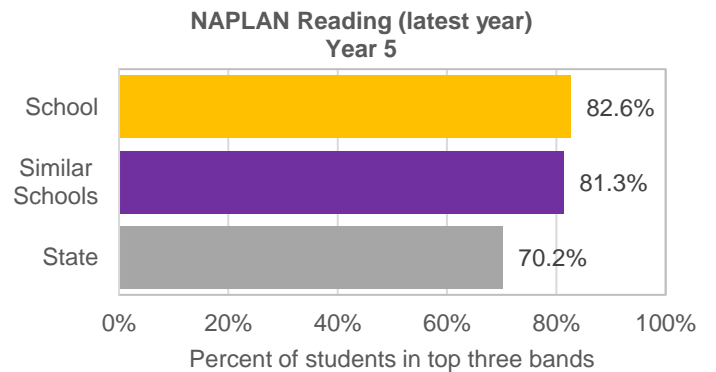
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	90.9%	87.9%
Similar Schools average:	87.0%	87.0%
State average:	76.6%	76.6%



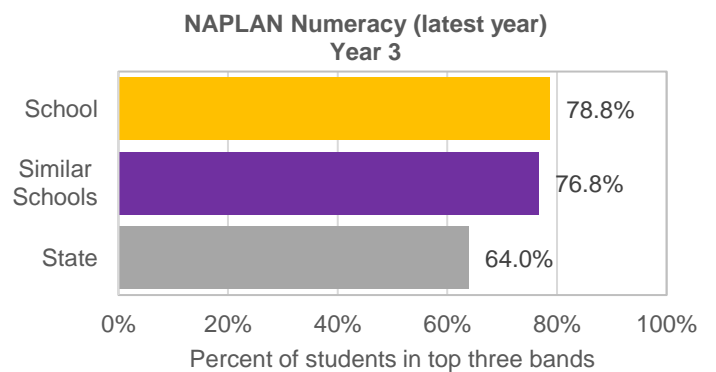
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	82.6%	84.2%
Similar Schools average:	81.3%	80.7%
State average:	70.2%	69.5%



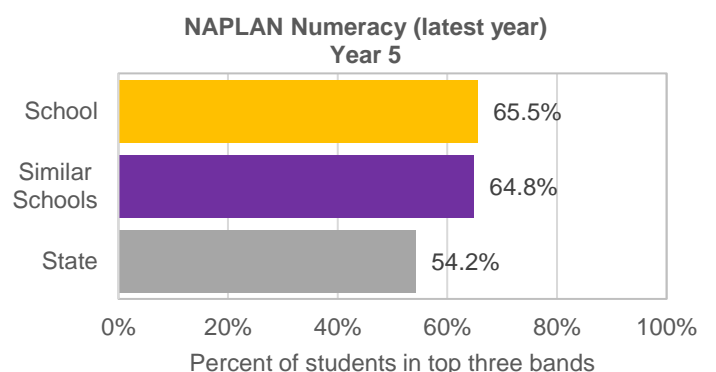
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	78.8%	80.6%
Similar Schools average:	76.8%	78.6%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	65.5%	71.8%
Similar Schools average:	64.8%	69.5%
State average:	54.2%	58.8%



WELLBEING

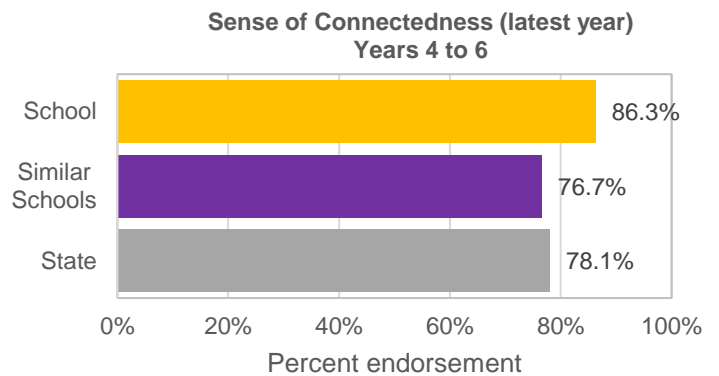
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	86.3%	82.5%
Similar Schools average:	76.7%	79.1%
State average:	78.1%	79.5%

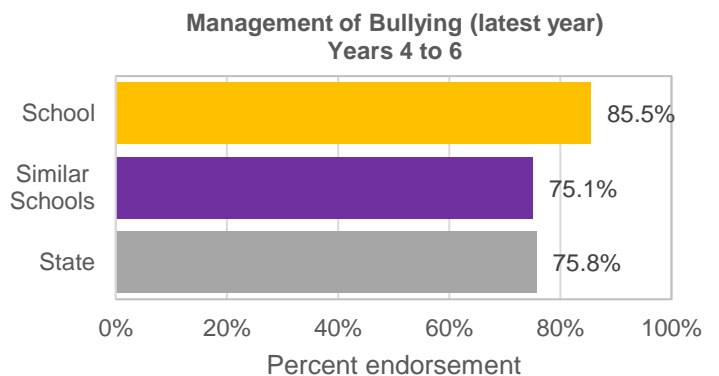


Student Attitudes to School – Management of Bullying

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:	85.5%	83.9%
Similar Schools average:	75.1%	78.3%
State average:	75.8%	78.3%



ENGAGEMENT

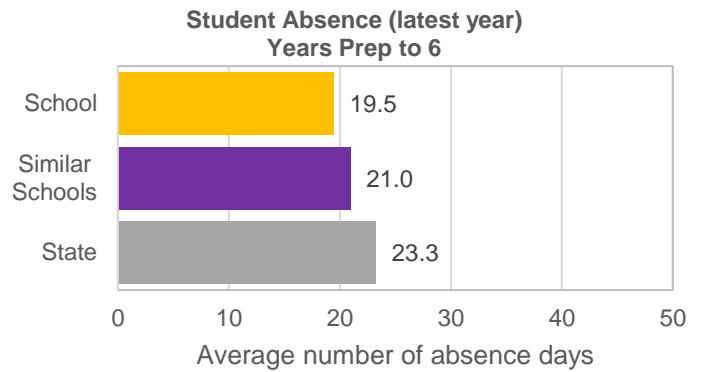
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	19.5	13.1
Similar Schools average:	21.0	14.4
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):	90%	90%	91%	90%	90%	91%	89%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,075,234
Government Provided DET Grants	\$845,550
Government Grants Commonwealth	\$5,300
Government Grants State	(\$1,918)
Revenue Other	\$70,440
Locally Raised Funds	\$384,602
Capital Grants	\$0
Total Operating Revenue	\$6,379,208

Equity ¹	Actual
Equity (Social Disadvantage)	\$30,904
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$30,904

Expenditure	Actual
Student Resource Package ²	\$5,028,293
Adjustments	\$0
Books & Publications	\$14,674
Camps/Excursions/Activities	\$274,017
Communication Costs	\$8,353
Consumables	\$118,228
Miscellaneous Expense ³	\$22,295
Professional Development	\$28,768
Equipment/Maintenance/Hire	\$79,408
Property Services	\$154,335
Salaries & Allowances ⁴	\$348,466
Support Services	\$124,595
Trading & Fundraising	\$31,851
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$39,797
Total Operating Expenditure	\$6,273,078
Net Operating Surplus/-Deficit	\$106,130
Asset Acquisitions	\$136,900

- (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

Funds available	Actual
High Yield Investment Account	\$33,027
Official Account	\$35,366
Other Accounts	\$14,782
Total Funds Available	\$83,175

Financial Commitments	Actual
Operating Reserve	\$83,175
Other Recurrent Expenditure	\$5,793
Provision Accounts	\$0
Funds Received in Advance	\$4,863
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	\$13,808
Maintenance - Buildings/Grounds < 12 months	\$58,710
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$166,349

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.