

2024 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 28 February 2025 at 09:59 AM by Scott McCumber (Principal)

- As executive officer of the school council, I attest that this 2024 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 28 February 2025 at 10:00 AM by Scott McCumber (Principal)

HOW TO READ THE ANNUAL REPORT

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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

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

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

The Performance Summary includes the following:

School Profile

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

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

Key terms used in the Performance Summary are defined below:

Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

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

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

The Victorian Curriculum

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

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

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

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

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

Updates to the 'Performance Summary' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

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

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

About Our School

School context

Ocean Grove Primary School is located approximately 600m from the stunning 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 from outside our designated enrolment area. Many new families move to the area throughout the year whilst some of our families relocated, resulting in a fluctuating enrolment of just over 600 students during 2024. An increasing number of education support staff (Learning Mentors) supported 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 an Inclusive Practice Leader. In 2024, our school consisted of 26 classrooms with 3-4 classes in each year level, providing a great mix of experienced and new teachers, 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) L.O.T.E. (Indonesian) and humanities taught through inquiry-based learning. There is continued focus on social and emotional learning combined with the 7C's of learning - commitment, critical thinking, curiosity, creativity, compassion, collaboration and confidence combined with a strong emphasis of SEL - Social and Emotional Learning. Our School values are Kindness and Trust, which are used in conversations daily with students.

Progress towards strategic goals, student outcomes and student engagement

Learning

Ocean Grove Primary School has celebrated various student achievements throughout 2024. Our students are at the centre of our core business and rich teaching and learning opportunities have been provided by a dedicated and committed staff, that are open to new learning and opportunities. Academic achievement in NAPLAN was outstanding in the areas of Reading in Year 3 (**84% strong or exceeding**) and Year 5 (**92% strong or exceeding**) which are both well over State average. Year 3 Numeracy (**85% strong or exceeding**) and Year 5 (**82% strong or exceeding**) are also well above state averages. Ocean Grove Primary School continues to outperform or match similar schools and is exceeding network schools. We have had an increase in academic performances based on teacher judgements. This is a direct result of a clear line of focus from the AIP to our Professional Learning plan, meeting schedule, coaching programs and strong congruence in PLC teams.

The role of our Wellbeing Leader, in conjunction with the Inclusive Practice Leader, who also

coordinates the Tutor Learning Program, has provided guidance, support and further learning to our students, staff and families, especially those below expected level or identified as Needing Additional Support (NAS). Our Year 4-6 student survey data indicates that **80%** of students endorse a **sense of connectedness** to the school which again is well above state average and higher than similar schools.

In terms of attendance, **73%** of OGPS students had an attendance rate of **90% or above** which is significantly better than similar schools, network schools, and across the state.

The re-establishment of a garden area where students plant and grow fresh produce, combined with many other factors such as Foundation and Year 6-7 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 are all added experiences to the students at Ocean Grove Primary School.

The school is categorised as **HIGH** in the Learning Performance group within the 2024 School Performance Report.

Wellbeing

The Wellbeing Program at Ocean Grove Primary School during 2024 has once again proven to be extremely successful. Our Wellbeing team, consisting of the Mental Health & Wellbeing Leader (MHWL), Chaplain, and Inclusive Practice Leader, have continued to provide professional learning, guidance, and support for the whole school community.

We have continued to focus on Relationship based Education, which is supported by Parents Victoria. This philosophy of education puts relationships at the centre. Staff have continued online professional learning modules from Be You, 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 has teachers identify a small number of students who may need extra support from an adult staff member. The adult advocate will regularly check-in with their 'student' in the school yard in in their class, making casual conversation with them. We have engaged Reach and Headspace to complete workshops for our senior students. The MHWL runs workshops for parents outside of regular school hours. Topics covered have included anxiety, resilience, and independence. The Wellbeing Team have continued to meet with parents as needed to discuss any supports that the school can put in place to help their children, while also connecting families to various resources and organisations outside of school.

Wellbeing Performance Summary Report has once again shown extremely positive results with Emotional Awareness (**76% endorsement**) and Student Voice and Agency (**70% endorsement**) which are both above similar school data comparisons.

The Wellbeing Team meet regularly to discuss students, parents, and staff wellbeing.

The school is categorised as **MEDIUM** in the Well Being Performance group within the 2024 School Performance Report.

Engagement

Ocean Grove Primary School is extremely proud of its 2024 attendance data. In terms of attendance, **73%** of OGPS students had an attendance rate of **90% or above** which is significantly better than similar schools, network schools, and across the state. This may be attributed to the differentiation and planning our staff do to cater for the individual as "Differentiated Learning Challenge was recorded at **86% endorsement** in 2024, complemented by effective teaching time (**83% endorsement**).

Although Ocean Grove Primary School has many experienced staff (at the CT 2-6 level), staff found it very challenging at times with the behavioural issues increasing within some cohorts of students. This is possibly a carry over from a lack of exposure to the rigors of school for nearly two years within their early primary school years. Steep learning curves were also noted in 2024 as a significant number of students have had various diagnoses and we are tracking towards 3/5 students in each class requiring some form of adjustments according to the National Consistent Collection of Data (NCCD) process undertaken annually. These two areas are significant undertakings of work that have increased teachers workload and stretched the capacity of even the most experienced educators. This is also highlighted in the 125% increase in the number of funded students in the Disability Inclusion sector.

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 2024 that continue to connect adults. Combine this with the establishment of the Student Voice Committee, camps, excursions, sports days, swimming sports, incursions, guest speakers, assemblies and peer connect activities for the students. These initiatives have all contributed to a strong and productive environment.

Other highlights from the school year

Ocean Grove Primary School has celebrated various student achievements throughout the duration of 2024. 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 NAPLAN 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.

Our Wellbeing team has provided guidance, support and further learning to our students, staff and families. 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 from Be You - a tool for gathering and documenting information in relation to a student's emotions and mental health.

The Inclusive Practice Leader has continued to upskill staff and families, accessing supports and applying for funding via the disability inclusion profile system and significant works in the Accessible Buildings Program. 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, 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 all add value to what staff do to provide a well rounded and broad primary school experience.

Financial performance

Our families have continued to support us with fundraising events such as the Art Show, Cinema Night, trivia night and other P&F events. We also received funds through our annual sponsorship package. These funds were used to complete the Kitchen Garden project, an outdoor Library area, updating the STEM outdoor area and AV for the gym. We received a City of Greater Geelong grant which was used to engage BJ O'Toole, a local Indigenous artist, to work with indigenous students here to create various artworks at the front entry to the school and within the playground. Several Department led grounds projects (EMP & ABP) around accessibility and drainage were undertaken and funded by the VSBA. 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. Significant strategies were explored and negotiated via the Consultative Committee about how to manage the Casual Replacement teacher budget and keep the overall School Budget out of deficit. The school applied for Capital Works Funding to replace the 40 year old, rusting playground but was unfortunately, unsuccessful.

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 606 students were enrolled at this school in 2024, 290 female and 316 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).

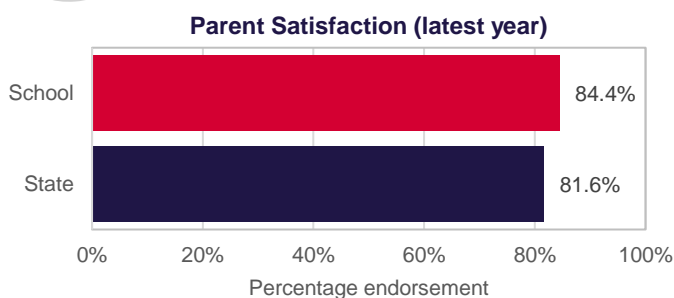
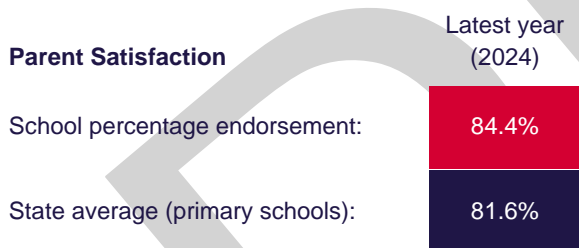
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: **Low**

Parent Satisfaction Summary

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

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

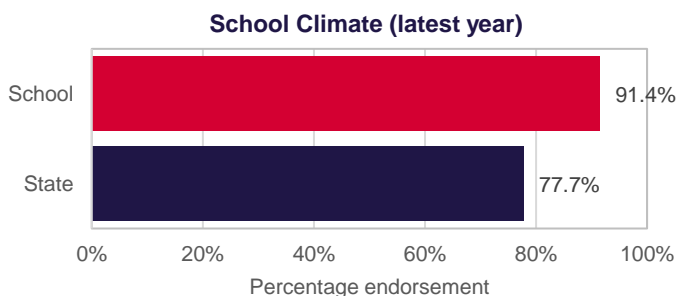
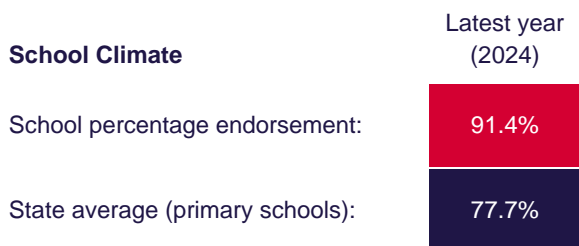


School Staff Survey

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

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

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



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2024)

School percentage of students at or above age expected standards:

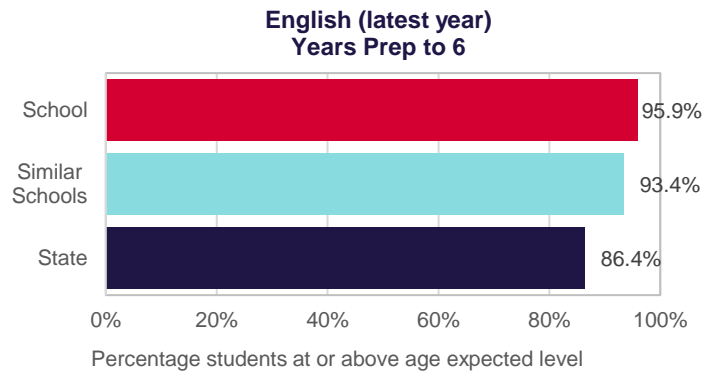
95.9%

Similar Schools average:

93.4%

State average:

86.4%



Mathematics Years Prep to 6

Latest year
(2024)

School percentage of students at or above age expected standards:

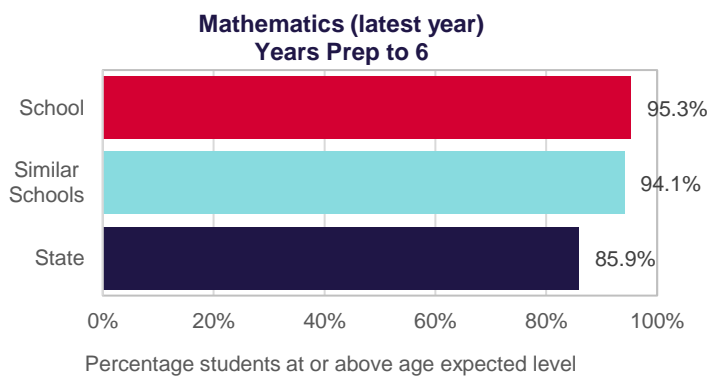
95.3%

Similar Schools average:

94.1%

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.

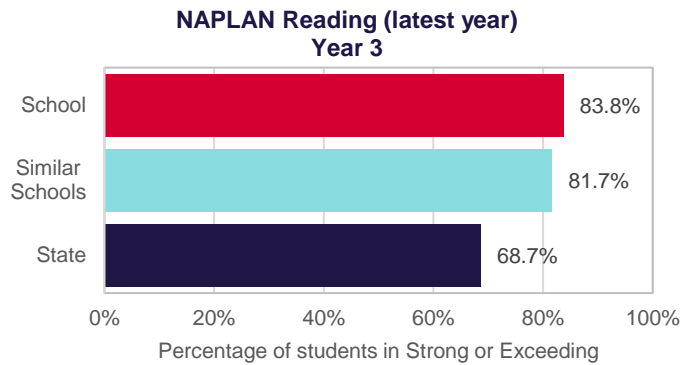
NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

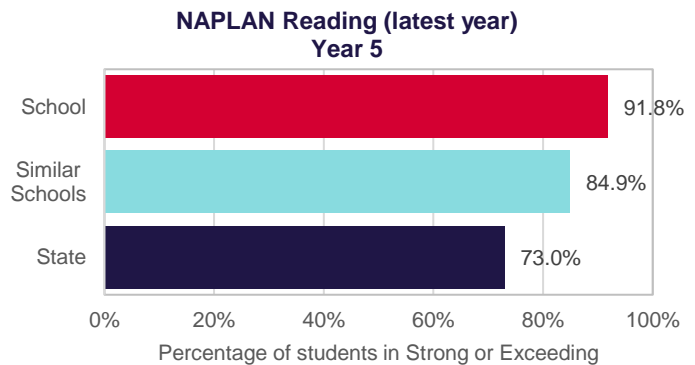
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	83.8%	83.3%
Similar Schools average:	81.7%	82.1%
State average:	68.7%	69.2%



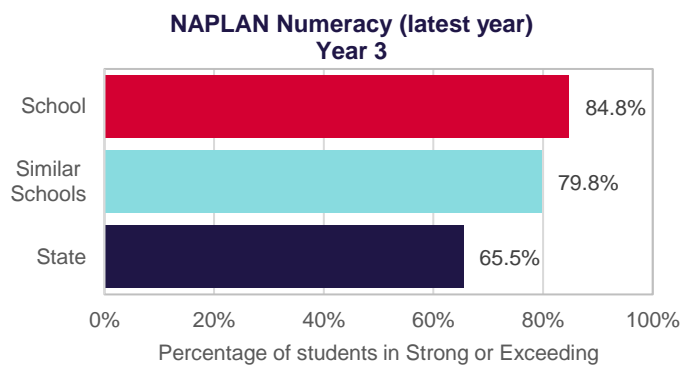
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	91.8%	91.6%
Similar Schools average:	84.9%	86.9%
State average:	73.0%	75.0%



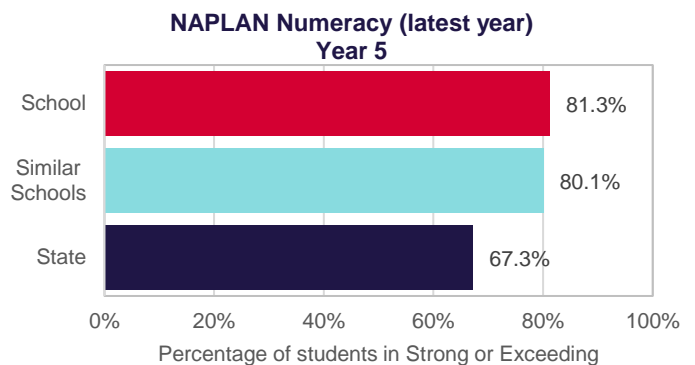
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	84.8%	82.6%
Similar Schools average:	79.8%	80.7%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	81.3%	81.9%
Similar Schools average:	80.1%	80.3%
State average:	67.3%	67.6%



LEARNING (continued)

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

NAPLAN 2022

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

Reading Year 3

(2022)

School percentage of students in the top three bands:

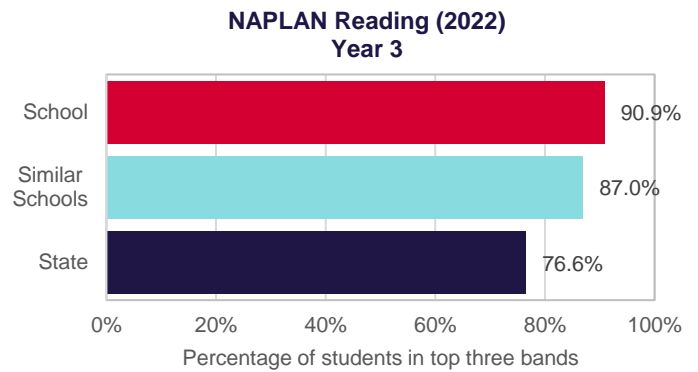
90.9%

Similar Schools average:

87.0%

State average:

76.6%



Reading Year 5

(2022)

School percentage of students in the top three bands:

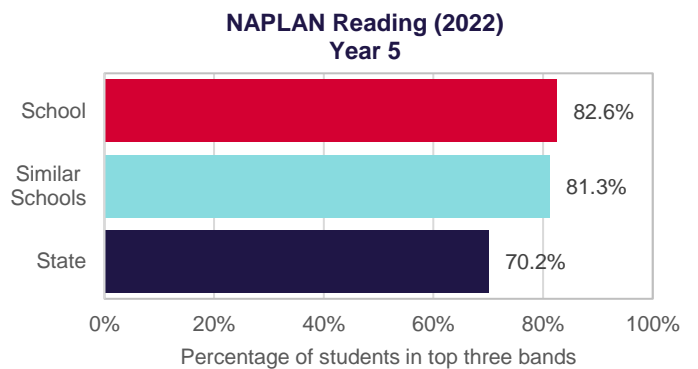
82.6%

Similar Schools average:

81.3%

State average:

70.2%



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

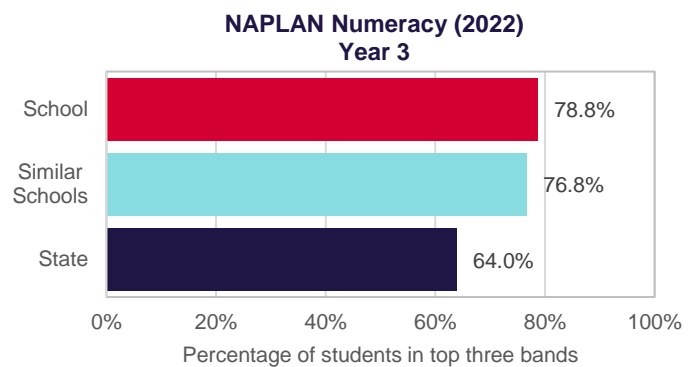
78.8%

Similar Schools average:

76.8%

State average:

64.0%



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

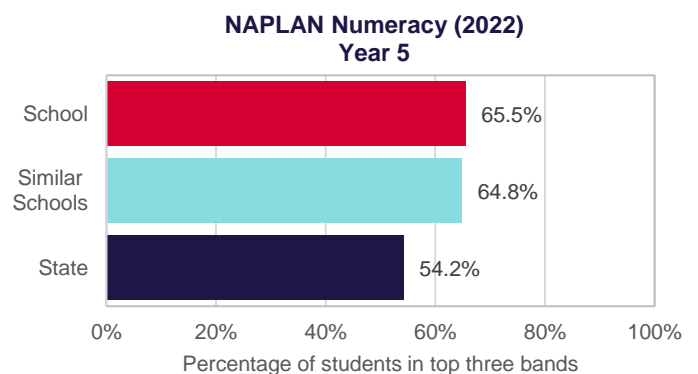
65.5%

Similar Schools average:

64.8%

State average:

54.2%



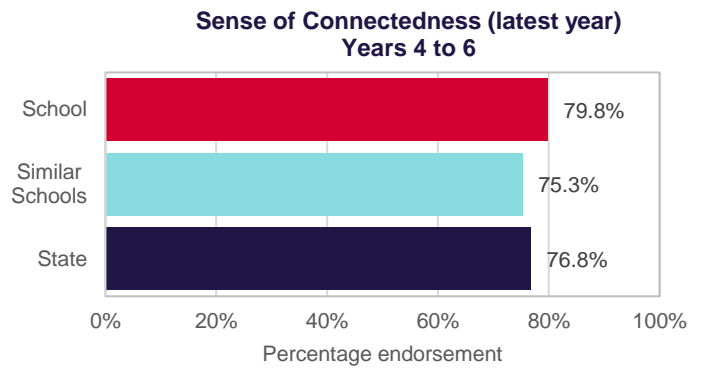
WELLBEING

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

Student Attitudes to School – Sense of Connectedness

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

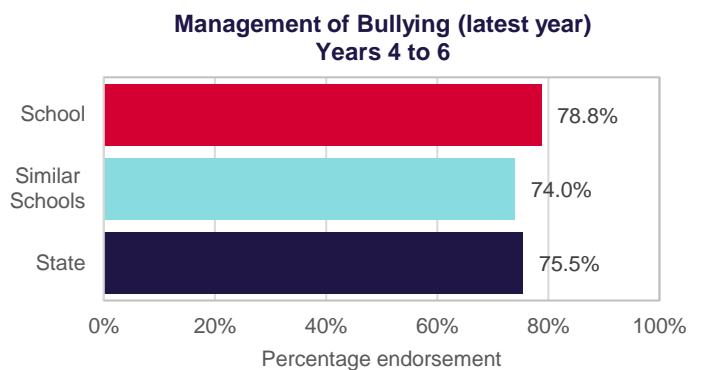
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	79.8%	80.5%
Similar Schools average:	75.3%	76.4%
State average:	76.8%	77.9%



Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	78.8%	79.7%
Similar Schools average:	74.0%	74.7%
State average:	75.5%	76.3%



ENGAGEMENT

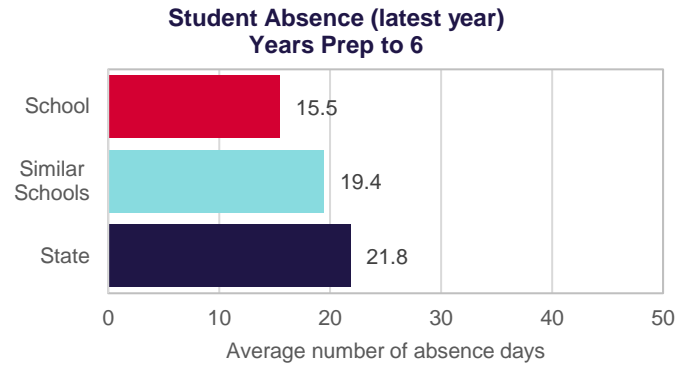
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2024)	4-year average
School average number of absence days:	15.5	15.4
Similar Schools average:	19.4	17.4
State average:	21.8	20.1



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	93%	92%	92%	92%	93%	93%	90%



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$5,780,815
Government Provided DET Grants	\$886,345
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$49,163
Locally Raised Funds	\$543,906
Capital Grants	\$0
Total Operating Revenue	\$7,260,230
Equity ¹	Actual
Equity (Social Disadvantage)	\$19,587
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$19,587
Expenditure	Actual
Student Resource Package ²	\$5,596,852
Adjustments	\$0
Books & Publications	\$6,958
Camps/Excursions/Activities	\$302,354
Communication Costs	\$7,253
Consumables	\$153,570
Miscellaneous Expense ³	\$31,435
Professional Development	\$36,163
Equipment/Maintenance/Hire	\$108,272
Property Services	\$312,177
Salaries & Allowances ⁴	\$340,102
Support Services	\$78,954
Trading & Fundraising	\$38,133
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$43,569
Total Operating Expenditure	\$7,055,793
Net Operating Surplus/-Deficit	\$204,437
Asset Acquisitions	\$41,445

- (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 16 Feb 2025 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 2024

Funds available	Actual
High Yield Investment Account	\$298,245
Official Account	\$57,263
Other Accounts	\$15,217
Total Funds Available	\$370,725

Financial Commitments	Actual
Operating Reserve	\$243,866
Other Recurrent Expenditure	\$10,442
Provision Accounts	\$0
Funds Received in Advance	\$104,004
School Based Programs	\$87,574
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$1,282
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$15,164
Maintenance - Buildings/Grounds < 12 months	\$25,400
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$487,732

All funds received from the Department of Education, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

