2025 Annual Report to the School Community

School Name: Ocean Grove Primary School (3100)

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- 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 09 February 2026 at 01:02 PM by Scott McCumber (Principal)

- As executive officer of the school council, I attest that this 2025 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 18 March 2026 at 10:20 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
  - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
  - school staff responses to the School Climate area of the School Staff Survey
- Learning
  - English and Mathematics for Teacher Judgements against the curriculum
  - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
  - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
  - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
  - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
  - average absence days per student
  - student attendance rate

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.

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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 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

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About Our School

School context

Ocean Grove Primary School is located in the heart of old Ocean Grove on the Bellarine Peninsula, approximately 23km from Geelong. The school was founded in 1890 and moved to the present site in Draper Street in 1892. The school grounds include the main building that accommodates the reception, administration area and teaching spaces. The 'Building Education Revolution' (BER), teaching spaces, the central open-spaced learning space and several small office spaces. There are several classroom blocks that accommodate both general classrooms and specialist teaching spaces. The grounds include a range of active and passive areas as well as hard courts and an oval. The 2025 enrolment was 619 students. The staffing profile at Ocean Grove Primary School includes a principal and assistant principal, three learning specialists, 33.6 full time equivalent teachers (FTE) and 6.7 full time equivalent Education Support (ES) staff. The school's F-10 curriculum framework incorporated the eight learning areas of English, mathematics, sciences, humanities and social sciences, the arts, languages, health and physical education, information and communication technology, and design and technology, aligned with the Victorian Curriculum. Ocean Grove Primary School provides an accredited Out of School Hours Care Program. The specialist programs include STEM, Art, Physical Education, Indonesian and Music. The school is part of the Victorian Professional Learning Communities (PLC) initiative. Ocean Grove Primary School is committed to excellence, and developing students who are confident, resilient, respectful and voracious learners. We continue to develop a strong learning culture that encourages and celebrates student success in many ways such as academic results, choirs, sports teams, chess tournaments, and the Arts. There is a strong emphasis on the teaching of English and mathematics, underpinned with Digital Technologies and a culture of Social and Emotional Learning to develop the whole child. These key elements of learning are well supported through a balanced program that includes the Arts, physical education and humanities taught through inquiry-based learning. Our teachers are dedicated, energetic, skilled and caring and they support every child to achieve their best. They continually seek to improve their own practice by planning in teams, reflecting, coaching and seeking professional development opportunities. Increasing student achievement, and supporting students to succeed in their learning, is at the heart of all decisions made at our school. Our community is very supportive of its children, and are involved in various ways on a daily basis, to support the school.

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Progress towards strategic goals, student outcomes and student engagement

Learning

Ocean Grove Primary School has celebrated various student achievements throughout 2025. 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 (86% strong or exceeding) and Year 5 (92% strong or exceeding)** which are both well over State average. Year 3 Numeracy **(90% strong or exceeding)** and Year 5 **(80% 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 significantly. 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 **75%** 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, 70% of OGPS students had an attendance rate of 90% or above which is 3% better than similar schools, 4% better than network schools, and 3% better than 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 has had a significant focus on High Ability students, implementing an 'elevate' level of planning, aiming to target those students 18 months ahead of their peers or expected level.

The school is categorised as **HIGH** in the Learning Performance group within the 2025 School Performance Report.

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Wellbeing

The Wellbeing Program at Ocean Grove Primary School for 2025 has once again demonstrated significant success. Our Wellbeing team, comprising the Mental Health & Wellbeing Leader (MHWL), Chaplain, and Inclusive Practice Leader, has continued to deliver professional development, guidance, and support to the entire school community.

We have maintained our focus on all aspects of the ‘Wellbeing Wheel’ and emphasised our core school values of ‘Kindness’ and ‘Trust’. Numerous programs and structures are in place to promote student wellbeing. Peer Connect is a multi-age program where students regularly meet with the same teacher within their groups. This initiative fosters connections among students of different ages and provides them with a trusted adult they can approach throughout their time at

school. Our Advocacy Program involves teachers identifying students who may benefit from additional support from an adult staff member. Advocates check in with their assigned students regularly, engaging in casual conversations both in the classroom and in the playground.

Additionally, we have partnered with Reach to deliver workshops for our senior students. The MHWL conducts parent workshops outside of regular school hours on topics such as anxiety, resilience, and independence. Our Chaplain also runs student workshops throughout the year. The Wellbeing Team continues to meet regularly to address wellbeing concerns within our school community and collaborates with parents as needed to identify appropriate supports for individual students, while also connecting families to relevant external resources and organisations. The MHWL provides individual, solution-focused coaching sessions for staff members. Every two weeks, the school designates a wellbeing focus, ensuring consistency in wellbeing lessons and student recognition initiatives. Overall, our wellbeing program has been highly effective this year.

The school is classified as MEDIUM in the Wellbeing Performance category within the 2025 School Performance Report.

Engagement

Ocean Grove Primary School continues to benefit from a highly experienced teaching workforce, particularly across the CT 2–6 levels. Despite this depth of expertise, staff have at times found the behavioural needs of some student cohorts increasingly challenging. The school has continued to support staff through these complexities, recognising the significant professional demands involved.

During 2025, a growing number of students presented with a range of diagnosed needs. Current tracking indicates that approximately three out of five students in each class require some form of adjustment, as identified through the annual Nationally Consistent Collection of Data (NCCD) process. This has resulted in a substantial increase in workload for teachers and education support staff, stretching the capacity of even the most experienced educators. This trend is further reflected for an increase in the number of funded students within the Disability Inclusion framework. Despite these pressures, staff have remained committed to maintaining high expectations for student engagement and learning.

Student attendance has remained a key focus, with the school continuing to work closely with families to promote regular attendance and engagement. Strong partnerships with families have supported students to attend school consistently and participate fully in learning and extracurricular opportunities. Where attendance concerns have arisen, targeted supports and communication strategies have been implemented to re-engage students and families.

Family engagement has been a notable strength of the school community. Families have actively supported the school to maximise learning opportunities for students, and the Parents & Friends Committee has played a significant role in fostering connections across the wider community. Throughout 2025, a wide range of initiatives were offered, including camps, excursions, sports days, swimming sports, incursions, guest speakers, assemblies, peer connect activities, and the establishment of the Student Voice Committee. These opportunities have enhanced student voice, wellbeing, and engagement, contributing to a positive, inclusive, and productive learning environment.

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Other highlights from the school year

Ocean Grove Primary School has celebrated various student achievements throughout the duration of 2025. 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 Reading and Year 5 Writing with a significant decrease in the strong band, resulting in a 21% increase in the exceeding band. Ocean Grove Primary School has consistently 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. Our amazing Parents & Friends Association have been instrumental in planning, organising and delivering an extremely successful Apple Fair - our major fundraiser, which was the most successful fair in the schools long history.

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 enhance the School Garden project, an outdoor Library area, update the STEM outdoor area and install an AV system for the gym. We finalised 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 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. 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. We have engaged a new OSH provider and a new cleaning company, resulting is financial savings and enabling the school to maintain 27 classrooms, with small numbers of students in 2026. This will be require reviewing for the following year.

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For more detailed information regarding our school please visit our website at http://www.ogps.vic.edu.au

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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 618 students were enrolled at this school in 2025, 293 female and 325 male. 1% had English as an additional language and 1% 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.

		2025
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	**School**	**82.4%**
	State	82.0%

School Staff Survey

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025
% positive endorsement School Climate (School Staff Survey)	**School**	**84.5%**
	Similar schools	78.6%
	State	77.4%

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LEARNING

Teacher Judgement of student achievement against the Victorian Curriculum

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

		2025
English Prep - 6 % of students at or above age expected standards	**School**	**97.1%**
Mathematics Prep - 6 % of students at or above age expected standards	**School**	**96.7%**

NAPLAN

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

		2025
Reading Year 3 % of students Strong or Exceeding proficiency levels	**School**	**86.3%**
	Similar schools	82.5%
	State	69.5%
Reading Year 5 % of students Strong or Exceeding proficiency levels	**School**	**91.6%**
	Similar schools	87.1%
	State	73.9%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	**School**	**90.4%**
	Similar schools	81.5%
	State	66.2%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	**School**	**80.2%**
	Similar schools	82.2%
	State	69.1%

NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth 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'.

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
Reading Year 3 to 5 % of students High or Medium relative growth	**School**	**79.5%**	
	Similar schools	76.4%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	**School**	**75.3%**	
	Similar schools	72.5%	
	State	74.0%	

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WELLBEING

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).

		2025
Years 4 to 6 % positive endorsement	**School**	**75.2%**
	Similar schools	74.0%
	State	77.1%

Student Attitudes to School – Managing 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).

		2025
Years 4 to 6 % positive endorsement	**School**	**78.1%**
	Similar schools	73.1%
	State	76.4%

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ENGAGEMENT

Average absence days per student

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

		2025
Prep - 6	**School**	**18.1**
	Similar schools	18.6
	State	21.5

Attendance rate

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

		2025
Prep	**School**	**91.0%**
Year 1	**School**	**92.5%**
Year 2	**School**	**89.7%**
Year 3	**School**	**90.9%**
Year 4	**School**	**91.2%**
Year 5	**School**	**90.1%**
Year 6	**School**	**90.6%**

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FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 12 March 2026.

Revenue	Actual
Student Resource Package	$5,861,888
Government Provided DET Grants	$1,051,199
Government Grants Commonwealth	$3,000
Government Grants State	$75,000
Revenue Other	$37,352
Locally Raised Funds	$556,481
Capital Grants	$0
Total Operating Revenue	**$7,584,920**

Equity	Actual
Equity (Social Disadvantage)	$16,094
Equity (Catch Up)	$0
Equity (Social Disadvantage - Extraordinary Growth)	$0
Equity Total	**$16,094**

The equity funding reported above is a subset of the overall revenue reported by the school.

Expenditure	Actual
Student Resource Package[1]	$5,750,641
Adjustments	$0
Books & Publications	$20,366
Camps/Excursions/Activities	$286,446
Communication Costs	$7,113
Consumables	$175,258
Miscellaneous Expenses[2]	$27,369
Agency Staff	$21,290
Professional Development	$26,521
Equipment/Maintenance/Hire	$79,508
Property Services	$294,751
Salaries & Allowances[3]	$376,225
Support Services	$43,108

Expenditure	Actual
Trading & Fundraising	$68,685
Motor Vehicle Expenses	$0
Travel & Subsistence	$0
Utilities	$46,836
Total Operating Expenditure	**$7,224,119**
Net Operating Surplus/-Deficit	**$360,802**
Asset Acquisitions	**$200,044**

[1] Student Resource Package Expenditure figures are subject to change during the reconciliation process.

[2] Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

[3] Salaries and Allowances refers to school-level payroll.

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FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	$149,430
Official Account	$74,414
Other Accounts	$11,459
Total Funds Available	**$235,303**

Financial Commitments	Actual
Operating Reserve	$245,580
Other Recurrent Expenditure	$8,125
Provision Accounts	$0
Funds Received in Advance	$69,085
School Based Programs	$88,266
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	$1,410
Maintenance - Buildings/Grounds < 12 months	$47,739
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$460,204**

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.