**2023 Annual Report to the School Community**

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| * all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching (VIT)](http://www.vit.vic.edu.au/)
* 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)](https://www.legislation.vic.gov.au/in-force/acts/education-and-training-reform-act-2006) (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)](https://www.education.vic.gov.au/Documents/about/programs/health/protect/Ministerial_Order.pdf).
 |
| Attested on 22 April 2024 at 05:33 PM by Cornelia Sheeran (Principal) |

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| * This 2023 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 02 May 2024 at 12:12 PM by Debra Park (School Council President) |

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School Name: Olinda Primary School (3494)

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 2023 Annual Report

Reporting on the following measures has been updated in the 2023 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](https://nap.edu.au/naplan/results-and-reports)’ page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

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, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

**Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey**

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the ‘General School Satisfaction’ factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

**About Our School**

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| **School context** |
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| At Olinda Primary School, we believe that every child has the right to a quality education. Our philosophy is learner centred and encompasses our understanding about how children develop identity, community, well-being, learning and communication.  We believe this takes place in a respectful learning community where children feel safe, supported, included and challenged. We want students to discover, create and learn together. We want them to achieve their personal best and develop independence, thinking skills and a good set of values. Our goal is to provide an inclusive, engaging education for all children.Our beliefs as a school are based on the core values of: Kindness o          Understanding others and their points of viewo          Being friendlyo          Including others by gentle, caring and helpfulo          Being considerate of othersResponsibilityo          Being the master of their own actionso          In charge of their own learningRespect  o          Respect for selfo          Respect for otherso          Respect for environmentTeaching Principal 1.0, 1.4 EFT teaching staff including the tutor program, 2.1 EFT integration staff working with students. 14 Student from Prep to Year 6.   |

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| **Progress towards strategic goals, student outcomes and student engagement** |
| Learning |
| In 2023 we continued to support learning with an increased focus on literacy, numeracy and student well-being.  In literacy and numeracy, we used the tutor money as well as school funds to employ additional staff and maintained and increased hours of other staff that enabled us to teach at the point of need of all students. In Numeracy, we used the additional staff to provide targeted tutoring to improve students fast recall of addition, subtraction, multiplication and division facts. By doing this we noticed two outcomes; one of increased recall of facts while the other was increase of confidence and engagement. Our students were split into two focus groups in reading where we targeted indirect phonics learning and explicit word attack skills. This program saw an improvement both in reading level and comprehension. This also flowed back into the classroom with increase in confidence and willingness to try new things. This is reflected in an increase of students at or above expected standard. During 2023 we were part of the Dandenong Ranges small schools maths COP (community of practice). This work focused on improving the students ability to use problem solving strategies in mathematics.From 2022 to 2023 we saw a 10% increase in student results in Numeracy and an increase of 22% in Literacy.  |
| Wellbeing |
| During 2023 staff attended the first two modules of the Berry Street Education Model (BSEM) training. We began to implement our learnings from these modules including ready to learn scales, welcome circle and brain breaks into our daily program. We have noted a significant increase in our students ability to regulate during transition times across the school day, as well as beginning the day in a calm, orderly and connected way after introduction of a structured welcome circle. We continued our Play is the Way program, and sent new staff members to the training in order to provide continuity across the school. Using existing Play is the Way values and connecting them to our learning in Berry Street has given teachers greater ability to support students and their social and emotional wellbeing.  |
| Engagement |
| In 2023, we increase interest-based learning, treasing our trees, gardening and science learning to increase engagement. The science program encouraged student voice as they were able to design their own experiments. This will be something we will continue during 2024 however with an increased STEM focus and purchasing of lego robots. Music has been beneficial with increased engagement of students during 2023. The school concert was well attended by parents, families and friends of the school. During 2024, we hope to embed a performing arts into our curriculum. Overall the children were focused and willing to try new things. In term 4 with the introduction of the welcome circle in the mornings we saw an increase in student connection with staff and peers allowing them to share important announcements and connecting our values, Play is the Way expectations and a positive primer to begin their day. The students have transitioned calmly into their day since this introduction and have increased ability to manage issues that arise throughout the day. Attendance was lower than we would like due to a small number of students having school refusal. This impacted our attendance greatly due to low enrolment numbers.  |
| **Other highlights from the school year** |
| School concertGardening including vege patch upgrades and yarning circlePurchased bikes for bike education from active schools grantSwimming program  |
| **Financial performance** |
| During 2023 we recieved grants for bike education and tree removal works. Tree removal was completed by VSBA.Bikes education grant was spent on purchasing 23 quality bikes, tools to mainentain them, and setting up areas where education can take place. This has been a great asset to the children and staff with increased engagement in our physicall education program. Having teachers complete professional development in bike education meant that there was several teachers that are capable of taking bike education. CRT budget was higher than usual this year which was reflected in bike education and long service leave. Purchase of new furniture was completed in 2023.  |
| **For more detailed information regarding our school please visit our website at** [**https://www.olindaps.vic.edu.au**](https://www.olindaps.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 15 students were enrolled at this school in 2023, 6 female and 9 male.

0 percent of students had English as an additional language and NDP 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: Medium

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.

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| **Parent Satisfaction** | Latest year (2023) |
| School percentage endorsement: | NDP |
| State average (primary schools): | 82.8% |

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.

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| **School Climate** | Latest year (2023) |
| School percentage endorsement: | NDP |
| State average (primary schools): | 78.1% |

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.

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| **English****Years Prep to 6** | Latest year (2023) |
| School percentage of students at or above age expected standards: | 79.4% |
| Similar Schools average: | 77.4% |
| State average: | 87.2% |

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| **Mathematics****Years Prep to 6** | Latest year (2023) |
| School percentage of students at or above age expected standards: | 63.6% |
| Similar Schools average: | 80.5% |
| State average: | 86.4% |

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 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

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| **Reading****Year 3** | Latest year (2023) |
| School percentage of students in Strong or Exceeding: | NDP |
| Similar Schools average: | 59.5% |
| State average: | 69.6% |

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| **Reading****Year 5** | Latest year (2023) |
| School percentage of students in Strong or Exceeding: | NDP |
| Similar Schools average: | 64.7% |
| State average: | 76.9% |

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| **Numeracy****Year 3** | Latest year (2023) |
| School percentage of students in Strong or Exceeding: | NDP |
| Similar Schools average: | 58.8% |
| State average: | 67.4% |

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| **Numeracy****Year 5** | Latest year (2023) |
| School percentage of students in Strong or Exceeding: | NDP |
| Similar Schools average: | 54.7% |
| State average: | 67.9% |

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 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

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| **Reading****Year 3** | Latest year (2022) |
| School percentage of students in the top three bands: | NDP |
| Similar Schools average: | 62.7% |
| State average: | 76.6% |

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| **Reading****Year 5** | Latest year (2022) |
| School percentage of students in the top three bands: | NDA |
| Similar Schools average: | 60.4% |
| State average: | 70.2% |

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| **Numeracy****Year 3** | Latest year (2022) |
| School percentage of students in the top three bands: | NDP |
| Similar Schools average: | 51.4% |
| State average: | 64.0% |

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| **Numeracy****Year 5** | Latest year (2022) |
| School percentage of students in the top three bands: | NDA |
| Similar Schools average: | 39.8% |
| 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).

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| **Sense of Connectedness****Years 4 to 6** | Latest year (2023) | 4-year average |
| School percentage endorsement: | NDP | 66.7% |
| Similar Schools average: | 78.5% | 81.0% |
| State average: | 77.0% | 78.5% |

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).

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| **Management of Bullying****Years 4 to 6** | Latest year (2023) | 4-year average |
| School percentage endorsement: | NDP | 55.2% |
| Similar Schools average: | 78.4% | 81.5% |
| State average: | 75.1% | 76.9% |

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.

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| **Student Absence****Years Prep to 6** | Latest year (2023) | 4-year average |
| School average number of absence days: | 45.1 | 25.0 |
| Similar Schools average: | 25.9 | 21.6 |
| State average: | 20.5 | 18.1 |

 **Attendance Rate (latest year)**

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

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|  | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Attendance Rate by year level (2023): | NDP | 89% | NDP | 53% | NDP | NDP | NDP |

**Financial Performance and Position**

Financial Performance - Operating Statement Summary for the year ending 31 December, 2023

| Revenue | Actual |
| --- | --- |
| Student Resource Package | $433,585 |
| Government Provided DET Grants | $163,244 |
| Government Grants Commonwealth | $0 |
| Government Grants State | $0 |
| Revenue Other | $5,185 |
| Locally Raised Funds | $12,210 |
| Capital Grants | $0 |
| Total Operating Revenue | **$614,224** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $11,933 |
| Equity (Catch Up) | $0 |
| Transition Funding | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| Equity Total | **$11,933** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $399,927 |
| Adjustments | $0 |
| Books & Publications | $719 |
| Camps/Excursions/Activities | $4,565 |
| Communication Costs | $775 |
| Consumables | $6,685 |
| Miscellaneous Expense 3 | $2,194 |
| Professional Development | $8,853 |
| Equipment/Maintenance/Hire | $12,502 |
| Property Services | $83,636 |
| Salaries & Allowances 4 | $21,822 |
| Support Services | $5,012 |
| Trading & Fundraising | $120 |
| Motor Vehicle Expenses | $0 |
| Travel & Subsistence | $0 |
| Utilities | $9,158 |
| Total Operating Expenditure | **$555,969** |
| Net Operating Surplus/-Deficit | **$58,256** |
| Asset Acquisitions | **$14,817** |

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 17 Feb 2024 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 2023

| Funds available | Actual |
| --- | --- |
| High Yield Investment Account | $91,756 |
| Official Account | $9,566 |
| Other Accounts | $0 |
| Total Funds Available | **$101,322** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $12,611 |
| Other Recurrent Expenditure | $0 |
| Provision Accounts | $0 |
| Funds Received in Advance | $0 |
| School Based Programs | $24,655 |
| 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 | $0 |
| Maintenance - Buildings/Grounds < 12 months | $46,063 |
| Asset/Equipment Replacement > 12 months | $0 |
| Capital - Buildings/Grounds > 12 months | $0 |
| Maintenance - Buildings/Grounds > 12 months | $0 |
| Total Financial Commitments | **$83,329** |

*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.*