2024 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 28 April 2025 at 01:47 PM by Cornelia Sheeran (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 April 2025 at 01:47 PM by Cornelia Sheeran (Principal) | |

## 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 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](https://nap.edu.au/naplan/results-and-reports" \t "_blank)’ 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

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| --- |
| School context |
| At Olinda Primary School, we believe every child deserves a good education. We focus on the whole child — helping them grow in confidence, build strong relationships, and learn how to think, communicate, and belong. We know that learning happens best in a place where students feel safe, included, supported, and challenged in the right way.  At Olinda Primary School we enable our students to explore, create, and learn together. We encourage them to do their best, think for themselves, and grow into kind, capable people with a strong sense of what’s right. Our aim is to offer a school experience that is engaging, inclusive, and built around the individual needs of the children.  The Arts are a big part of how we do that. Whether it’s through visual arts, music, or drama, we see creative expression as an important part of learning. It gives students a chance to share who they are, connect with others, and feel proud of what they can do. We also support students’ emotional wellbeing through consistent social-emotional learning programs, which are helping them build self-awareness, resilience, empathy, and positive relationships.  **Our Values**  At Olinda Primary, we live by three key values:  **Kindness**   * Seeing things from others’ points of view * Being friendly and thoughtful * Including others in a gentle, caring way   **Responsibility**   * Owning our choices * Taking charge of our learning   **Respect**   * For ourselves * For each other * For the environment around us   **Staffing and Students**   * 1.0 Teaching Principal * 1.4 EFT teaching staff (includes support through the tutor program) * 2.1 EFT integration staff * 13 students, from Prep to Year 6 |
| Progress towards strategic goals, student outcomes and student engagement |
| Learning |
| In 2024, we continued to support student learning with a strong focus on literacy, numeracy, and wellbeing. We used a combination of tutor funding and school resources to reduce the class sizes enabling us to teach more effectively at each student’s point of need.  In 2024, we added Drama to our program, and it has played a valuable role in building student confidence, self-expression, and collaboration. Through role play, storytelling, and group activities, students are supported to step outside their comfort zones in a safe and encouraging environment. We’ve seen that participation in Drama has not only increased students' willingness to speak and perform in front of others and also had a positive effect on reading fluency, comprehension, and oral language development.  Drama also added great value to our end-of-year Christmas production, where students took ownership by creating their own prompts, managing scene changes, and working together to bring the performance to life. This experience showcased their creativity, teamwork, and growing confidence in a meaningful and memorable way.  Due to the small number of students who participated in NAPLAN, we are unable to report data or show growth between Years 3 and 5, as this could compromise student privacy. |
| Wellbeing |
| In 2024, we continued to prioritise student wellbeing and connection through consistent routines and a strong focus on social-emotional learning. Our Morning Circle became an important part of the school day, providing a calm and positive start that supported stronger relationships between students and staff. New students settled more quickly, building connections and confidence through shared conversations and group activities.  Play is the Way remained a key part of our approach to behaviour and social development, with its core messages embedded in Morning Circle discussions, classroom interactions, and reinforced in the yard. Students are increasingly using the language of emotional regulation and positive behaviour, and we’ve observed improved self-awareness, peer relationships, and conflict resolution throughout the year.  While attendance remains a challenge—partly due to school refusal impacting a small number of students—our wellbeing strategies are helping us create a more connected, resilient, and supportive school culture. |
| Engagement |
| In 2024, we continued to build student engagement through purposeful programs that support both learning and wellbeing. Performing Arts was introduced as part of our specialist curriculum, and while still in its early stages, it has already had a positive impact—particularly on reading confidence and students’ willingness to write. Activities such as storytelling and role play have encouraged students to express their ideas more freely. We are optimistic that this increased engagement will support ongoing growth in writing structure and communication skills.  We also increased opportunities for interest-based learning and maintained our commitment to science education, which continued to spark curiosity and engagement across year levels. With an increased STEM focus, we introduced mini robots, allowing students to explore coding and problem-solving in a hands-on way. These experiences have been both educational and highly motivating.  We also collaborated with another small school to host Learning Together Day for our senior students. This session provided valuable opportunities for social connection, teamwork, and exposure to different learning environments as well as further supporting student confidence and engagement.  Our school concert was a major highlight of the year and saw the largest turnout yet, with parents, families, and friends of the school filling the hall in support of our students.  While student engagement across learning areas has been strong, attendance remains an area for improvement. A small number of students continue to experience school refusal, and a higher number of illness-related absences also impacted attendance. Given our small overall enrolment, this had a significant effect on our attendance data. |
| Financial performance |
| Overall, financial performance in 2024 was steady and in line with typical yearly spending. Most operational costs tracked as expected, reflecting consistent planning and budget management.  There were, however, two notable areas where spending increased:   * Local payroll costs rose due to a number of staff taking extended periods of sick leave and long service leave. While this created some short-term pressure on staffing budgets, it was anticipated and managed through existing contingency planning. * Security and infrastructure costs also increased slightly with the installation of new security cameras. This was a direct response to a rise in vandalism incidents and was considered a necessary, one-off investment to protect school property and improve safety.   Despite these additional costs, overall financial stability was maintained, with all major expenses accounted for within the broader budget framework. |
| **For more detailed information regarding our school please visit our website at <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 13 students were enrolled at this school in 2024, 5 female and 8 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 (2024) |
| School percentage endorsement: | NDP |
| State average (primary schools): | 81.6% |

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 (2024) |
| School percentage endorsement: | 80.7% |
| State average (primary schools): | 77.7% |

**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 (2024) | |
| School percentage of students at or above age expected standards: | 76.7% |
| Similar Schools average: | 76.7% |
| State average: | 86.4% |

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| **Mathematics**  **Years Prep to 6** | Latest year (2024) | |
| School percentage of students at or above age expected standards: | 68.8% |
| Similar Schools average: | 80.4% |
| 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 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.

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| **Reading**  **Year 3** | Latest year (2024) | 2-year average | |
| School percentage of students in Strong or Exceeding: | NDP | | NDP | |
| Similar Schools average: | 59.2% | | 58.6% | |
| State average: | 68.7% | | 69.2% | |

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| **Reading**  **Year 5** | Latest year (2024) | 2-year average | |
| School percentage of students in Strong or Exceeding: | NDP | | NDP | |
| Similar Schools average: | 53.9% | | 60.7% | |
| State average: | 73.0% | | 75.0% | |

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| **Numeracy**  **Year 3** | Latest year (2024) | 2-year average | |
| School percentage of students in Strong or Exceeding: | NDP | | NDP | |
| Similar Schools average: | 59.5% | | 61.3% | |
| State average: | 65.5% | | 66.4% | |

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| **Numeracy**  **Year 5** | Latest year (2024) | 2-year average | |
| School percentage of students in Strong or Exceeding: | NDP | | NDP | |
| Similar Schools average: | 55.1% | | 55.6% | |
| 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.

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| --- | --- |
| **Reading**  **Year 3** | (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** | (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** | (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** | (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 (2024) | 4-year average | |
| School percentage endorsement: | NDA | | 66.7% | |
| Similar Schools average: | 82.6% | | 83.0% | |
| 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).

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| **Management of Bullying**  **Years 4 to 6** | Latest year (2024) | 4-year average | |
| School percentage endorsement: | NDA | | 55.2% | |
| Similar Schools average: | 85.0% | | 83.3% | |
| 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.

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| **Student Absence**  **Years Prep to 6** | Latest year (2024) | 4-year average | |
| School average number of absence days: | 28.3 | | 29.4 | |
| Similar Schools average: | 25.4 | | 23.6 | |
| 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.

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| --- | --- | --- | --- | --- | --- | --- | --- |
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|  | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Attendance Rate by year level (2024): | NDA | 82% | 87% | NDP | NDP | NDP | NDP |

**Financial Performance and Position**

Financial Performance - Operating Statement Summary for the year ending 31 December, 2024

| Revenue | Actual |
| --- | --- |
| Student Resource Package | $367,755 |
| Government Provided DET Grants | $107,422 |
| Government Grants Commonwealth | $0 |
| Government Grants State | $0 |
| Revenue Other | $10,219 |
| Locally Raised Funds | $10,297 |
| Capital Grants | $0 |
| Total Operating Revenue | **$495,693** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $14,913 |
| Equity (Catch Up) | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| Equity Total | **$14,913** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $432,661 |
| Adjustments | $0 |
| Books & Publications | $0 |
| Camps/Excursions/Activities | $2,165 |
| Communication Costs | $557 |
| Consumables | $3,454 |
| Miscellaneous Expense 3 | $7,671 |
| Professional Development | $8,265 |
| Equipment/Maintenance/Hire | $4,820 |
| Property Services | $67,834 |
| Salaries & Allowances 4 | $25,366 |
| Support Services | $8,337 |
| Trading & Fundraising | $3,115 |
| Motor Vehicle Expenses | $0 |
| Travel & Subsistence | $0 |
| Utilities | $4,696 |
| Total Operating Expenditure | **$568,941** |
| Net Operating Surplus/-Deficit | **($73,248)** |
| Asset Acquisitions | **$0** |

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 | $94,367 |
| Official Account | $3,454 |
| Other Accounts | $0 |
| Total Funds Available | **$97,821** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $22,713 |
| Other Recurrent Expenditure | $0 |
| Provision Accounts | $0 |
| Funds Received in Advance | $0 |
| School Based Programs | $16,464 |
| 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 | $7,175 |
| Asset/Equipment Replacement > 12 months | $0 |
| Capital - Buildings/Grounds > 12 months | $0 |
| Maintenance - Buildings/Grounds > 12 months | $0 |
| Total Financial Commitments | **$46,352** |

*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.*