

2020 Annual Report to The School Community



School Name: Officer Primary School (2742)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 25 March 2021 at 01:09 PM by Lynne Brenner (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 28 April 2021 at 08:31 AM by Karen Hutchinson (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

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 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

At Officer Primary School our vision is to work in partnership with our community to foster intellectual, physical and emotional growth through the love of learning. We strongly believe that all students can learn and become effective learners and have a long standing reputation in the community for catering for the individual needs of our students. The School Values of Excellence, Respect, Kindness, Honesty and Resilience guide our behaviours, practices, communication and decision making.

The school is located in the South East growth corridor and, although surrounded by urban growth, is situated in a pocket where development has not yet occurred. At census date in February 2020 the school had 194 students enrolled which was an increase of 10 on the previous year. Of the 194 students 93% were from from neighborhoods outside of our current zone indicating that many families are choosing to send their children to Officer Primary School in preference to the school for which they are zoned. Anecdotal evidence suggests that parents choose the school for a range of reasons. For example, a preference for a small school environment; a feeling that their children will be better suited to the more traditional structure of the classroom set up in preference to open planned classrooms, and for the school's reputation for catering for individual needs of students..

The current School Strategic Plan (2018 to 2022) has a focus on increasing student outcomes in both Literacy and Numeracy through the delivery of high quality teaching and learning that will enable all students to maximise their learning growth. The teaching staff work in Professional Learning Communities that focus on specifically evaluating the impact of teacher practice on student learning so that highly effective practice can be shared and embedded at the classroom level.

The staffing profile for 2020 was 19.02 Equivalent Full Time(EFT) staff comprising of 1.0 Principal, 1.0 Learning specialist/Student Wellbeing Coordinator, 0.2 Literacy Support Coordinator, 10.3 teaching staff performing class and specialist teaching roles and 6.52 Education Support Staff including 1.0 Business Manager, 0.2 Office Support and 5.32 aides providing support for students funded under the Program for Students with Disabilities and Literacy and Language Support to high needs students.

In 2020 there was eight classes with predominantly composite classes across the school with the exception of a straight class at the Foundation level. Specialist classes were offered in Visual Arts, Physical Education, Digital Technologies and AUSLAN.

Framework for Improving Student Outcomes (FISO)

The 2020 Annual Implementation Plan identified 'Excellence in Teaching and Learning as the main FISO priority with the key initiatives focusing on 'Building Practice Excellence' and Curriculum Planning and Assessment'. In Building Practice Excellence a Key Improvement Strategy is to 'embed the effective practices of PLCs with a specific focus on evaluating the impact of teaching'.

Over the past three years the school has had a focus on the development of strong PLCs with the goal to have improved teaching and learning. Through this journey staff have taken responsibility for not only their own students but for all students within their teams. Teams have worked to strengthen their PLCs by building trust and the self confidence to reflect on their own practice. During 2020 the key goal was for teachers to continue to develop their confidence to use student learning data to reflect on the effectiveness of their own practice and make meaningful changes to maximise student learning.

In Term 1 staff focused on the implementation of proficiency scales or 'bump it up walls' with the goal for students to take greater responsibility for their learning. As part of the inquiry cycle staff observed one another and from this were able to reflect on the effectiveness of the implementation of the program within their own classrooms. Through the use of the proficiency scales teachers have developed more relevant learning intentions and clear success criteria enabling students to have a clear understanding of how to reach their goals.

Teachers are becoming more confident in moderating students work and developing action plans to address students strengths and weaknesses and make meaningful changes to their practice. As a result of meaningful data analysis teachers have been able to work together to differentiate student learning. PLC leaders have embedded a culture where moderation is used to analyse student work samples ensuring greater accountability. This process has allowed teams to celebrate success while remaining focused on a continuum of practice where student results are analysed

with the outcome being improved teaching and learning. PLC leaders have developed more explicit systems for collaboration and set the expectation that all staff will collect and bring selected data to PLC meetings. Teachers are becoming more confident to participate in classroom observations. For continued improvement in teacher practice we must utilise, celebrate and share the expertise that each teacher brings to their PLC. Through the use of peer observations staff have been able to witness different approaches to teaching and learning and from this reflect on the effectiveness of their own practice. Through this process staff collegiality has improved and as a result teaching and learning has improved.

During remote learning our PLCs provided support for one another. Teachers worked in their teams to ensure that there was consistency across the year levels and that work was differentiated to cater for the learning of all students. A positive from remote learning was that teachers became confident to share their expertise with one another and developed strong relationships based on trust and a shared responsibility for all students.

The second key improvement strategy was to 'develop the data literacy skills of all staff to inform and reflect on effective instructional practice'. Due to COVID restrictions staff were unable to participate in vital professional development required to reach our goals. As a result this goal was carried over to 2021 and will be a key focus early in Term 1.

Achievement

In 2020 the goal was to improve student learning outcomes in literacy and numeracy. Due to NAPLAN assessments not being completed we are unable to comment against our yearly targets of making improvements in the top 2 bands for both year 3 and 5 and increasing students making high or medium growth in reading, writing and numeracy. One of the key areas of focus in improving student learning outcomes was to embed the effective practices of PLCs with a specific focus on evaluating the impact of teaching. During Term 1 teachers worked in their PLCs to strengthen their ability to analyse student learning data, reflect on teaching practice and implement meaningful changes to their teaching. Teachers worked to develop effective moderation techniques; data gathered was then used to create meaningful action plans to address students strengths and weaknesses and modify teaching practice to meet the needs of all. Teachers developed proficiency scales which they displayed in their classrooms. Teachers have worked with students to develop a culture where they are able to take responsibility for their own learning and have a clear understanding of what they need to do in order to make improvements and achieve their goals. Through the use of proficiency scales teachers were able to develop meaningful whole class learning intentions and success criteria. During Term 2 and 3 when students and staff were working remotely our PLCs remained a key focus and proved to be an invaluable support structure for all staff. Our teaching teams worked together to ensure that there was consistency across each of the year levels and that teachers were able to utilise the expertise each staff member brought to the team. Through collaboration teachers were able to cater for the learning of all students while they were working remotely. During remote learning our ES staff enabled the Literacy Support Program to continue through their hard work and dedication. ES staff were open to using new technology and adapted their teaching strategies to a new mode of teaching. It is through this program that students requiring extra support with their reading were catered for. ES staff were able to work individually with students acknowledged as struggling with remote learning, PSD students and students requiring extra support in achieving their Maths Ranger Bands.

Teachers have developed greater trust with one another allowing them to honestly reflect on the effectiveness of their practice and how it impacts students learning. PLC leaders have embedded a culture where moderation is used to analyse students work samples ensuring greater accountability. It is through greater accountability that student learning is better differentiated and that different learning styles are catered for.

During Term 4 teachers worked hard to assess student learning and analyse this information to plan and implement strategies that would best cater for student learning. It was important that staff prioritize key learning areas such as reading, writing and numeracy and that extra support was given to those students who had struggled during remote learning. PLCs worked to analyse the impact that remote learning had on the learning of individual students through the analysis of data, anecdotal observations and one on one conversations. From this teachers worked collaboratively to develop targeted teaching strategies to help students make gains with their learning that were inhibited by remote learning.

An area of focus during 2020 was to develop the data literacy of all teachers, due to the COVID restrictions scheduled professional development was not able to be undertaken. It is for this reason that this goal has continued for 2021 where all staff will participate in Fountas and Pinnel professional development with the aim to be more confident in selecting, using and analyzing data resulting in improved student learning outcomes.

During remote learning strategies were implemented to ensure that our PSD students were supported. ES working with

PSD students scheduled daily session via Webex where staff were able to work with students focusing on both class work and wellbeing. Teachers ensured that work was differentiated to cater for all learning abilities and that PSD students were able to have access to their teacher throughout the day. There were a number of PSD students who were invited to attend onsite learning to help best support them and their families while on remote learning. Overall we had positive feedback in regards to how our PSD students coped. Through the use of Webex we were able to continue to hold our normal SSG meetings where staff were able to develop meaningful goals despite the alternate learning arrangements.

Engagement

During remote learning staff worked tirelessly to ensure that all students had the opportunity to access the curriculum and that they felt supported by their teachers. Through the use of Webex students and parent had access to their teacher throughout the day where they could be offered help with understanding what was expected of them, how to complete tasks and any wellbeing issues that arose. ES staff were assigned to PSD students, Literacy and Language Support students and those highlighted as needing extra support. ES staff timetabled daily sessions with students where they were able to deliver structured programs, offer wellbeing support and provide students with extra help in completing assigned tasks. Due to the hard work of all staff there were very few students who were not engaged, this is evident in our absence data being considerably lower than that of similar schools and of the state average. Attendance was consistently high across all areas of the school.

To help improve student engagement the school has identified the need to improve student voice, agency and leadership. Due to COVID we were unable to complete many of the actions we had planned in relation to developing student leadership however these goals and actions were carried forward into 2021. A highlight from remote learning was the chance to develop students ability to take responsibility for their own learning. Students who had traditionally relied heavily on the support of adults within their classrooms have made significant personal growth through taking responsibility for how they learn and how they manage the completing of tasks. Students adapted to using a greater range of technology such as talk to text; in using such devices students have developed greater independence and with this greater self confidence and enthusiasm for their learning. Through the use of Google Classrooms teachers were able to deliver content and set tasks catering for the needs of each individual student. Teachers found that differentiating tasks was much easier using the platform rather than in a traditional classroom environment. The platform allowed teachers to give timely and meaningful feedback on work that the students had submitted. Google Classrooms gave students the opportunity to manage their own time, make decisions around the mode in which they completed tasks and how they utilised the technology made available to them. In returning to face to face learning teachers have taken key elements from the experience of remote learning and are working to implement these into their classroom routines in an aid to continue to improve student engagement.

A key area in developing student voice and agency is through teaching students the value of goal setting and building their confidence to set their own goals and success criteria. During Term 4 teachers worked alongside students to develop meaningful goals and establish the clear steps they needed to achieve them. Through the use of proficiency scales 'bump it up walls' students are able to track their own learning and take responsibility for implementing the strategies needed to progress. The 'bump it up walls' allow students to independently make meaningful goals and track their progress. During 2021, the use of proficiency scales will continue to be a priority with PLCs making it a focus. Staff will work to expand their use to include Numeracy.

Wellbeing

In 2020 the wellbeing focus was the implementation of the Respectful Relationships program. Staff participated in professional development aimed at helping them feel confident in the teaching of how students can have healthy relationships with their class mates, teachers and families with the hope that this knowledge will assist them when making relationships as adults. During term 1 policies and procedures were reviewed to ensure that they were inline with the principles of the program. Staff began to embed a consistent language to be used to demonstrate respect for all people. This was achieved through the use of targeted activities aimed at each year level.

Remote learning had a significant impact on the implementation of the Respectful Relationships Program. Many of the topics included were not appropriate to be taught without offering students one on one support and guidance provided in a normal classroom environment. The implementation of the program will continue to be a focus in 2021.

The school has employed a chaplain for a number of years; this person works to support students with issues they may be having at home, self confidence and friendship concerns, bereavement and anxiety. This has been an invaluable program for our school and each year supports a growing number of students. During remote learning our Chaplain was able to continue their work in supporting students who may have been struggling with the unfamiliar and often daunting conditions. In being able to offer this service we were able to help support the wellbeing of our more vulnerable students and their families. Both teaching and ES staff worked tirelessly to ensure that all students had regular contact, this allowed them the opportunity to monitor students and families who may have been struggling with remote learning. Through the use of daily Webex meetings, open communication between staff and students and the utilisation of Google Classrooms students were able to maintain a sense of connectedness to their teacher, peers and school. This was reflected in the Student Attitudes to School Survey- Sense of Connectedness which was higher than that of similar schools and that of the state average.

Financial performance and position

Officer Primary School maintained a very sound financial position throughout 2020 with the Financial Performance and Position report showing a surplus for the end of year.

Some major expenditure items for the year included the purchase of new furniture for the senior classrooms and replacement of the timber playground equipment at the front of the school. Funds raised by the Parents and Friends Association during 2019 covered most of the cost of the playground equipment and Student Resource Package funds were utilised to complete the replacement of the timber surrounds and additional soft fall costs.

The Equity funding was utilised to continue the implementation of the Literacy Support Program at Years 1 and 2 and the expansion of this program to include support for students in Years 3 to 6.

In 2020 the school continued to receive funding through the National School Chaplaincy Program, which was supplemented by school funds to ensure the delivery of these services to students and their families two days per week. Throughout the challenges of 2020 the chaplain played a key role in supporting families, particularly with the pressures associated with remote and flexible learning.

For more detailed information regarding our school please visit our website at
<https://www.officerps.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.

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 194 students were enrolled at this school in 2020, 94 female and 100 male.

11 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) which takes into account parents' occupations and education.

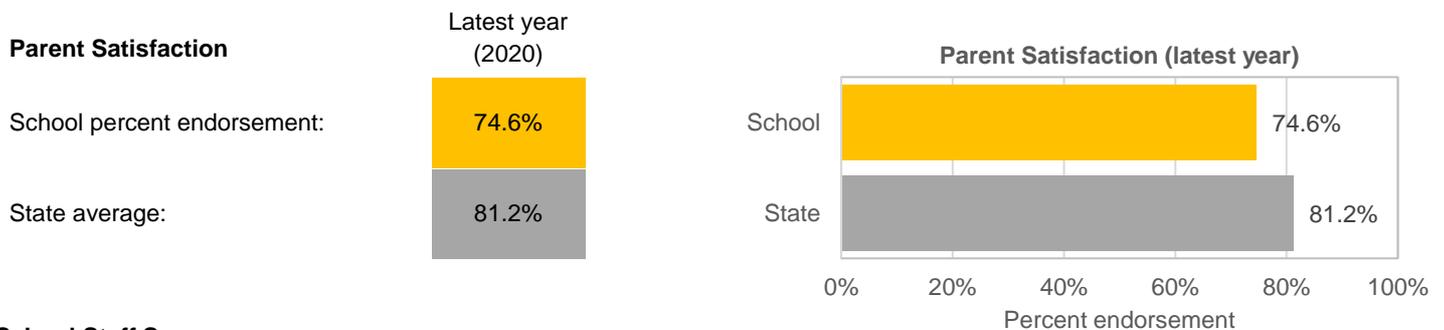
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

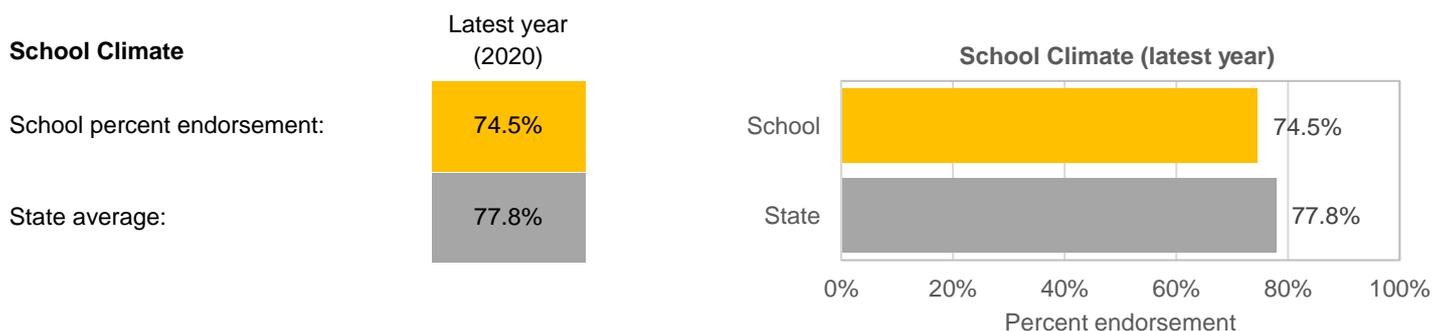


School Staff Survey

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

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

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



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

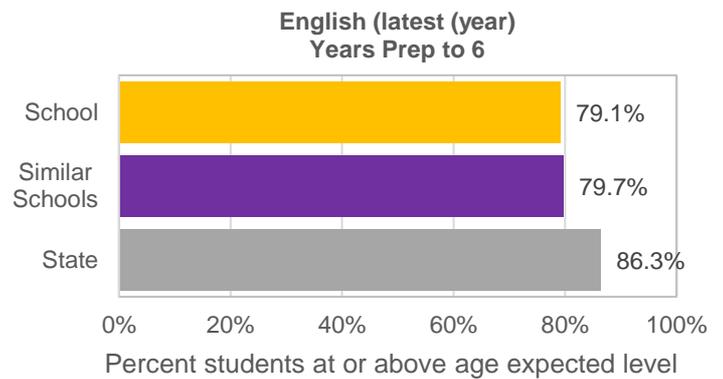
79.1%

Similar Schools average:

79.7%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

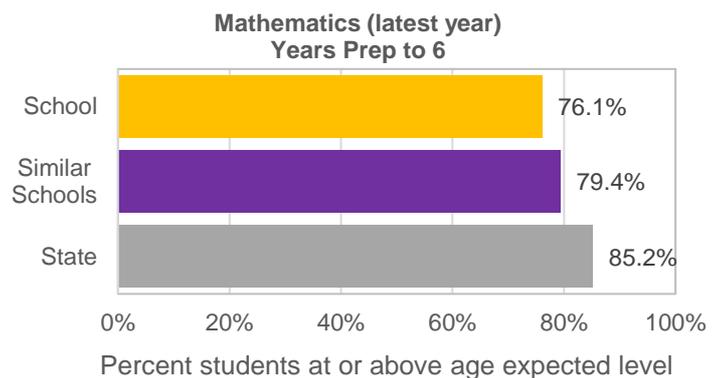
76.1%

Similar Schools average:

79.4%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student’s current year result 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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

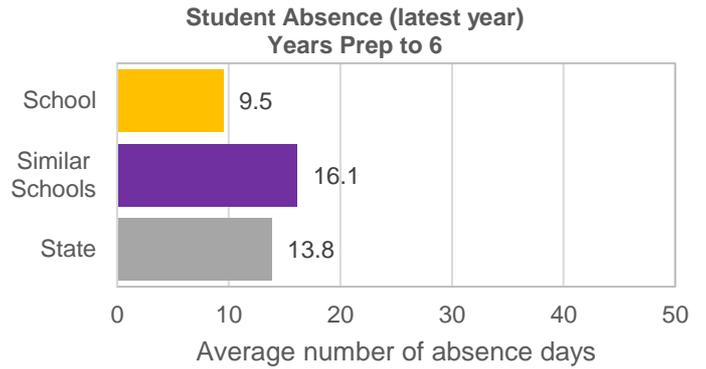
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	9.5	13.6
Similar Schools average:	16.1	16.7
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	95%	94%	95%	97%	95%	96%	93%

WELLBEING

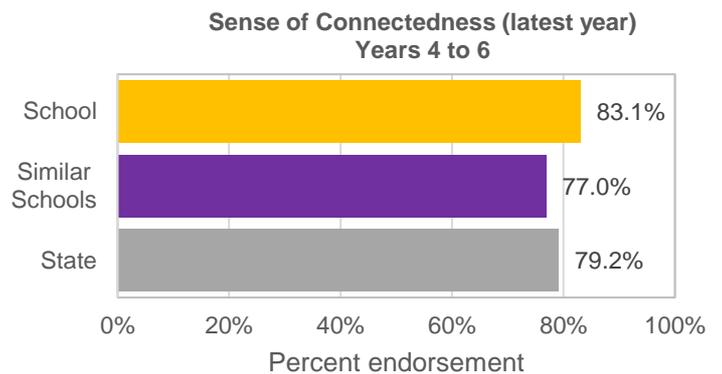
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

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

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	83.1%	77.9%
Similar Schools average:	77.0%	78.3%
State average:	79.2%	81.0%



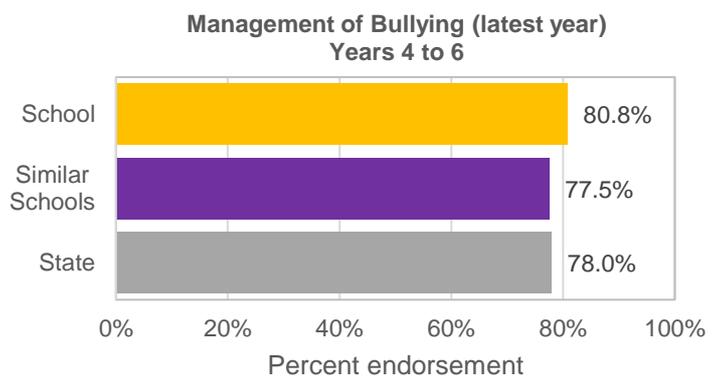
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

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

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	80.8%	82.4%
Similar Schools average:	77.5%	78.5%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$1,892,101
Government Provided DET Grants	\$281,707
Government Grants Commonwealth	\$2,000
Government Grants State	NDA
Revenue Other	\$20,400
Locally Raised Funds	\$50,317
Capital Grants	NDA
Total Operating Revenue	\$2,246,526

Equity ¹	Actual
Equity (Social Disadvantage)	\$131,443
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$131,443

Expenditure	Actual
Student Resource Package ²	\$1,830,164
Adjustments	NDA
Books & Publications	\$124
Camps/Excursions/Activities	\$8,239
Communication Costs	\$5,747
Consumables	\$31,440
Miscellaneous Expense ³	\$7,169
Professional Development	\$591
Equipment/Maintenance/Hire	\$67,370
Property Services	\$62,766
Salaries & Allowances ⁴	NDA
Support Services	\$74,992
Trading & Fundraising	\$8,069
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$17,903
Total Operating Expenditure	\$2,114,574
Net Operating Surplus/-Deficit	\$131,952
Asset Acquisitions	\$33,107

- (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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$208,668
Official Account	\$41,680
Other Accounts	\$10,311
Total Funds Available	\$260,659

Financial Commitments	Actual
Operating Reserve	\$38,556
Other Recurrent Expenditure	\$20,291
Provision Accounts	NDA
Funds Received in Advance	\$9,535
School Based Programs	\$10,311
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$14,187
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$39,000
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$10,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$141,880

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