**2022 Annual Report to the School Community**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |

|  |
| --- |
| * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://www.vit.vic.edu.au/%22%20%5Ct%20%22_blank)).
* 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 of the previous calendar year 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 30 April 2023 at 01:54 PM by Cornelia Sheeran (Principal) |

|  |
| --- |
| * This 2022 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 25 May 2023 at 12:42 PM by Debra Park (School Council President) |

 |

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).

As NAPLAN tests were not conducted in 2020:

* the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
* 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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.

‘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 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’).

**About Our School**

|  |
| --- |
| **School context** |
| 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: Creativity o          Flexibility of thinkingo          Problem solvingResponsibilityo          Being the master of their own actionso          In charge of their own learningRespect  o          Respect for selfo          Respect for otherso          Respect for environmentResilienceo          Being the master of their own feelingso          Bouncing backPersistence o          Trying when things are challengingTeaching Principal 1.0, 1.8 EFT teaching staff including the tutor program, 1.3 EFT integration staff working with funded students. 12 Student from Prep to Year 6. |
| **Progress towards strategic goals, student outcomes and student engagement** |
| Learning |
| In 2022 we continued to support learning with an increase 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 a tutoring targeted 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 in learning particularly in maths.In reading, we targeted two groups of students and they were selected on a needs-based system. One group was building their phonic skills using a speld program from SA with readers that focused around the sounds they were learning. We saw some improvement in sound knowledge however it did not flow back into the classroom. The other was getting more reading mileage, indirect phonics learning and explicit word attack skills. This program saw an improvement in reading level and comprehension. This also flowed back into the classroom with increase in confidence and willingness to try new things. During 2022 we attended PLC training which helped us focus on small bite size improvements in writing which resulted in all children attending to punctuation and sentence structure. This saw a particular improvement in the grade 5 and 6 children's ability to write more interesting stories.  |
| Wellbeing |
| During 2022, we increased Play Is The Way (PITW) season across all year levels. We purchased new equipment including sports, sensory and a yoga swing. We created time for mindfulness within the program which in 2023 will become a unit of heathy mind and body. We joined foodbank afterschool cooking program tto connect families within the school and provided the families with fresh food and pantry items. This food was also used in lunches for the children that wanted it. Part oof a healthy foods unit we connected with Australian Dairy working together across the school years in Picasso cow cross curricula unit where year 6 students took a leadership role.  |
| Engagement |
| In 2022, we brought more interest-based learning, robots 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 2023 however with more of a STEM focus.We ran for the first time since COVID19 a schoolwide camp which was extremely successful in connecting students across all year levels and seeing children help each other with tasks.Music has been beneficial with engagement of students during 2023. The children are focused and welling to try new things. AUSLAN was introduced in 2022 as a language. This was in most parts a success with 90% of the children. It was really exciting to see the children in Year 6 communicating with each other on an excursion and with myself to asking questions in AUSLAN when they were doing indoor parachuting.  |
| **Other highlights from the school year** |
| During 2022 we:had a schoolwide campcompleted a Picasso Friendship Cowobtained sporting schools grant where the children participated in an extensive swimming programobtained $30,000 active grant to get mountain bike program for 2023connected with treasuring our trees to use fallen timber to create gardens and seating in 2023connected with church and community groups and received grants for low income familiesconnected to foodbank to provide cooking classesconnected with home-school community |
| **Financial performance** |
| Olinda Primary School maintained a very sound financial position throughout 2022. The 2022-2026 School Strategic Plan, along with the 2022 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities.The Financial Performance and Position report shows an end of year surplus of $72,351.  During 2022, Olinda Primary School spent $22,000 on shade sail which was installed in 2023. We completed fencing repairs due to 2021 storms and had new gates and fence put in at the back of the school for extra security. During 2022 we spent $20,412 on CRTs due to school review, COVID19 illnesses and PLC training. |
| **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 14 students were enrolled at this school in 2022, 6 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: High

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.

|  |  |
| --- | --- |
| **Parent Satisfaction** | Latest year (2022) |
| School percent endorsement: | NDA |
| State average (primary schools): | 79.9% |

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.

|  |  |
| --- | --- |
| **School Climate** | Latest year (2022) |
| School percent endorsement: | NDA |
| State average (primary schools): | 73.4% |

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

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

|  |  |
| --- | --- |
| **English****Years Prep to 6** | Latest year (2022) |
| School percent of students at or above age expected standards: | 56.9% |
| Similar Schools average: | 78.9% |
| State average: | 87.0% |

|  |  |
| --- | --- |
| **Mathematics****Years Prep to 6** | Latest year (2022) |
| School percent of students at or above age expected standards: | 54.9% |
| Similar Schools average: | 79.9% |
| 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 top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

|  |  |  |
| --- | --- | --- |
| **Reading****Year 3** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | NDP | 16.7% |
| Similar Schools average: | 62.7% | 65.2% |
| State average: | 76.6% | 76.6% |

|  |  |  |
| --- | --- | --- |
| **Reading****Year 5** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | NDA | NDP |
| Similar Schools average: | 60.4% | 61.4% |
| State average: | 70.2% | 69.5% |

|  |  |  |
| --- | --- | --- |
| **Numeracy****Year 3** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | NDP | 16.7% |
| Similar Schools average: | 51.4% | 58.5% |
| State average: | 64.0% | 66.6% |

|  |  |  |
| --- | --- | --- |
| **Numeracy****Year 5** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | NDA | NDP |
| Similar Schools average: | 39.8% | 44.3% |
| State average: | 54.2% | 58.8% |

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).

|  |  |  |
| --- | --- | --- |
| **Sense of Connectedness****Years 4 to 6** | Latest year (2022) | 4-year average |
| School percent endorsement: | NDA | 53.6% |
| Similar Schools average: | 78.6% | 81.1% |
| State average: | 78.1% | 79.5% |

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).

|  |  |  |
| --- | --- | --- |
| **Management of Bullying****Years 4 to 6** | Latest year (2022) | 4-year average |
| School percent endorsement: | NDA | 58.8% |
| Similar Schools average: | 81.5% | 82.4% |
| State average: | 75.8% | 78.3% |

ENGAGEMENT

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

Average Number of Student Absence Days

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

|  |  |  |
| --- | --- | --- |
| **Student Absence****Years Prep to 6** | Latest year (2022) | 4-year average |
| School average number of absence days: | 29.6 | 16.7 |
| Similar Schools average: | 27.5 | 20.0 |
| State average: | 23.3 | 17.0 |

 **Attendance Rate (latest year)**

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

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |
|  | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Attendance Rate by year level (2022): | NDP | NDP | NDP | NDP | 81% | NDP | 90% |

**Financial Performance and Position**

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

| Revenue | Actual |
| --- | --- |
| Student Resource Package | $350,626 |
| Government Provided DET Grants | $126,405 |
| Government Grants Commonwealth | $3,000 |
| Government Grants State | $0 |
| Revenue Other | $1,433 |
| Locally Raised Funds | $11,002 |
| Capital Grants | $0 |
| Total Operating Revenue | **$492,467** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $20,761 |
| Equity (Catch Up) | $0 |
| Transition Funding | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| Equity Total | **$20,761** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $320,400 |
| Adjustments | $0 |
| Books & Publications | $845 |
| Camps/Excursions/Activities | $3,115 |
| Communication Costs | $227 |
| Consumables | $6,199 |
| Miscellaneous Expense 3 | $4,236 |
| Professional Development | $1,708 |
| Equipment/Maintenance/Hire | $10,880 |
| Property Services | $38,941 |
| Salaries & Allowances 4 | $20,412 |
| Support Services | $947 |
| Trading & Fundraising | $2,931 |
| Motor Vehicle Expenses | $0 |
| Travel & Subsistence | $0 |
| Utilities | $4,830 |
| Total Operating Expenditure | **$415,670** |
| Net Operating Surplus/-Deficit | **$76,797** |
| Asset Acquisitions | **$27,522** |

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 25 Feb 2023 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 2022

| Funds available | Actual |
| --- | --- |
| High Yield Investment Account | $83,868 |
| Official Account | $7,871 |
| Other Accounts | $0 |
| Total Funds Available | **$91,739** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $10,000 |
| Other Recurrent Expenditure | $65 |
| Provision Accounts | $0 |
| Funds Received in Advance | $0 |
| School Based Programs | $10,253 |
| 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 | $52,033 |
| Asset/Equipment Replacement > 12 months | $0 |
| Capital - Buildings/Grounds > 12 months | $0 |
| Maintenance - Buildings/Grounds > 12 months | $0 |
| Total Financial Commitments | **$72,351** |

*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.*