**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/)).
* 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 31 March 2023 at 02:54 PM by Mati Azadzoi (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 31 March 2023 at 08:48 PM by Karen Hutchinson (School Council President) |

 |

School Name: Officer Primary School (2742)

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** |
| Officer Primary School is located in the South East growth corridor, approximately seven kilometres west of Pakenham, near the Princes Highway. Although surrounded by urban growth, the school is situated in a pocket where development is just beginning to take place. At census date in February 2022 the school had 142 students enrolled, an overall decrease of 22 on the previous year. The majority of students enrolled at Officer Primary School in 2022 were from locations outside of our current school 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. At Officer Primary School we strongly believe that the entire School Community shares responsibility for the learning and development, health, safety, and wellbeing of our students. We place great importance on building authentic relationships with parents and caregivers, to promote high levels of involvement in the development and learning of their children. We set high expectations for our community and expect all members (parents, students and staff) to demonstrate these core values:• Excellence - Striving for personal best as an individual and as a member of a team.• Respect - We value the rights and contributions of staff, students and community members.• Kindness - We are compassionate and show concern for others.• Honesty - Being truthful to myself and others.• Resilience - Bouncing back when things get tough by being a positive problem solver.These values have been developed following consultation with our school community. The values guide our behaviours, practices, communication and decision-making. 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 we have a long-standing reputation in the community for catering for the individual needs of our students. In 2022 there was six composite classes across the school. Specialist classes were offered in Visual Arts, Physical Education, Digital Technologies and AUSLAN. These were complemented by a range of extra-curricular opportunities such as State Schools Spectacular, instrumental music and sports clinics. The staffing profile for 2022 was 16.70 Equivalent Full Time(EFT) staff comprising of 1.0 Principal, 1.0 Learning specialist/Student Wellbeing Coordinator, 0.2 Literacy Support Coordinator, 8 teaching staff performing class and specialist teaching roles, 0.6 Tutor and 5.90 Education Support Staff including 1.0 Business Manager and 4.71 aides providing support for students funded under the Program for Students with Disabilities and Literacy and Language Support to high needs 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 have continued to 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 School enjoys strong support from the parent community with an active Parents and Friends Association that consistently raises funds to support the enhancement of facilities and provision of resources for our students. |
| **Progress towards strategic goals, student outcomes and student engagement** |
| Learning |
| For 2022, Officer Primary School met it’s top 2 band goals for Reading and Writing based on the targets set in the SSP for Grade 3 and 5. The results achieved for both categories  exceeded both local and state data.The school is continuing to develop a new strategy to improve it's Numeracy results across all year levels. For 2022, our NAPLAN data showed minimal growth for the top 2 bands.Overall, our learning goals were 'partially met' for all targets set in the School Strategic Plan for Numeracy and Literacy across the 4 year period (2018-2022).For 2022, our Teacher judgement of student achievement showed close results when compared to 'similar school' results for English but this was not the case for Numeracy. For 2022, our school percent of students at or above age expected level Teacher judgement was close to 'similar' like schools.In 2022, for Reading in year 3, the school percent of students in top three bands was 61.1%. For Reading in year 5, the percent of students in the top three bands was 75.9%. For both categories this was significantly above 'similar' and 'state' school average. For Numeracy in Year 3, the school percent of students in the top three bands was 61.1%. This result exceed 'similar' schools. For Numeracy in Year 5, the school percent of students in top three bands was 41.4%. This result was slightly less compared to 'similar' schools. In 2022, we have continued to embed effective practices of PLCs to support teacher collaboration and reflection of teacher practice.    |
| Wellbeing |
| Officer Primary School places strong emphasis on student wellbeing with a focus on ensuring a positive climate for learning, student voice and agency, empowering students, and building school pride. During 2022 the school has worked to strengthen our Student Representative Council by having representatives from Year 2-6. The SRC hold regular meetings where they develop leadership skills and allow students to have a voice in matters that are important to the student body. Our SRC have taken the lead role in both educating and fundraising for charities that they feel are important. Our Student Leaders attended the Young Leaders Day where they have the opportunity to be inspired to lead themselves and others.Wellbeing support resources for students and families were regularly communicated via the School Newsletter and letters to families. All staff continued to implement the Respectful Relationships program through weekly sessions focusing on key areas of the program.  In the junior school, student needs were catered for through the use of the Zones of Regulation to help support their students. Junior school teachers extensively used the zones of regulation to check in with students and to support students who may be struggling, using common language and providing strategies to students who may need support.All staff have worked to embed the language associated with the Zones of Regulation across the school. In each of the classrooms visuals are on display to help students identify their feelings. Visuals can also be found in office spaces and are referred to when dealing with behavioural issues that may occur.The school employed a chaplain in 2022 to work and support students with issues they may be having at home, self confidence and friendship concerns, bereavement and anxiety. The chaplain has been an invaluable resource for our school.In 2022, our wellbeing data based on Attitudes to School Survey showed 94.3% positive endorsement for School Connectedness. This result was substantially better than similar and state schools. In 2022, our Management of Bullying showed 94.6% positive endorsement. This again was substantially above state and similar schools.   |
| Engagement |
| Student Engagement at Officer Primary School continues to be demonstrated through strong attendance across all year levels in 2022. We have worked to increase student engagement in all year levels through a strong commitment of teaching staff who are dedicated to ensuring students are supported in all areas including wellbeing, emotional, social and academic learning. Regular school attendance is maintained by constant monitoring of student absences, the use of COMPASS has provided the school community with a consistent and manageable approach to recording student absences. We have worked to reduce our number of unexplained absences through the use of sms notifications for student absences and staff are diligent in following up with those parents who do not provide valid reasons for student absences. Students with higher than expected late arrivals and unexplained absences are tracked and monitored using COMPASS, parent meetings are held to help provide support in improving regular school attendance. Staff regularly provide relevant information to the school community about the impact of both late arrivals and high rates of absenteeism on student learning. Where issues with engagement were identified, students and families were connected with appropriate supports. Our Chaplain worked with students who had anxiety to ensure that the process was a positive one.  Teachers worked with students to develop social skills and conflict resolution so that students to build their relationships. In 2022, there has been further investment to strengthen student voice, agency and leadership across the school. As a result we saw a significant improvement in our Attitudes to School Survey results and attitudes to attendance.  In 2022, the school average number of absence days was 19.0 days. This was significantly below 'similar' and 'state' average.      |
| **Financial performance** |
| The decline in enrolments over the last two years has put pressure on the financial position of Officer Primary School. The school had a deficit of approx. $100,000 during 2022. Due to fluctuating enrolments, there were no major expenditure items actioned during 2022.  The school has further reduced expenditure by delaying refurbishment of identified learning spaces. The Equity funding was fully utilised to continue the implementation of the Literacy Support Program to provide targeted support for students. In 2022 the school stopped receiving funding through the National School Chaplaincy Program and subsequently decided to self-fund the Chaplaincy Program, two days per week through the school's cash budget. Funds raised in 2022 by the Parents and Friends Association (PFA) were utilised to purchase resources for the school. Funds carried over by PFA work will be used for other facility improvements across the school in 2023. The Sporting Program provided funds to enhance the Physical Education Program, enabling the school to provide sporting clinics. The school was successful in receiving a Shade Sail Grant worth $25,000 to put towards a new outdoor learning space.  |
| **For more detailed information regarding our school please visit our website at** [**https://www.officerps.vic.edu.au/**](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 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 144 students were enrolled at this school in 2022, 72 female and 72 male.

12 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 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: | 76.7% |
| 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: | 72.6% |
| 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: | 78.5% |
| Similar Schools average: | 81.6% |
| State average: | 87.0% |

|  |  |
| --- | --- |
| **Mathematics****Years Prep to 6** | Latest year (2022) |
| School percent of students at or above age expected standards: | 75.1% |
| Similar Schools average: | 81.8% |
| 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: | 61.1% | 53.6% |
| Similar Schools average: | 70.1% | 68.8% |
| State average: | 76.6% | 76.6% |

|  |  |  |
| --- | --- | --- |
| **Reading****Year 5** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 75.9% | 67.2% |
| Similar Schools average: | 64.0% | 62.3% |
| State average: | 70.2% | 69.5% |

|  |  |  |
| --- | --- | --- |
| **Numeracy****Year 3** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 61.1% | 54.5% |
| Similar Schools average: | 54.1% | 57.5% |
| State average: | 64.0% | 66.6% |

|  |  |  |
| --- | --- | --- |
| **Numeracy****Year 5** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 41.4% | 41.4% |
| Similar Schools average: | 44.7% | 48.6% |
| 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: | 94.3% | 82.1% |
| Similar Schools average: | 75.7% | 77.2% |
| 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: | 94.6% | 83.3% |
| Similar Schools average: | 73.3% | 76.7% |
| 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: | 19.0 | 14.7 |
| Similar Schools average: | 24.3 | 19.0 |
| 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): | 90% | 91% | 91% | 93% | 88% | 89% | 95% |

**Financial Performance and Position**

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

| Revenue | Actual |
| --- | --- |
| Student Resource Package | $1,519,140 |
| Government Provided DET Grants | $127,916 |
| Government Grants Commonwealth | $9,143 |
| Government Grants State | $0 |
| Revenue Other | $60,177 |
| Locally Raised Funds | $75,814 |
| Capital Grants | $20,000 |
| Total Operating Revenue | **$1,812,190** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $116,457 |
| Equity (Catch Up) | $0 |
| Transition Funding | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| Equity Total | **$116,457** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $1,623,603 |
| Adjustments | $0 |
| Books & Publications | $0 |
| Camps/Excursions/Activities | $52,288 |
| Communication Costs | $5,347 |
| Consumables | $14,798 |
| Miscellaneous Expense 3 | $22,238 |
| Professional Development | $6,864 |
| Equipment/Maintenance/Hire | $23,038 |
| Property Services | $27,537 |
| Salaries & Allowances 4 | $0 |
| Support Services | $119,292 |
| Trading & Fundraising | $15,937 |
| Motor Vehicle Expenses | $0 |
| Travel & Subsistence | $0 |
| Utilities | $19,842 |
| Total Operating Expenditure | **$1,930,782** |
| Net Operating Surplus/-Deficit | **($138,592)** |
| 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 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 | $279,419 |
| Official Account | $13,029 |
| Other Accounts | $6,671 |
| Total Funds Available | **$299,119** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $47,774 |
| Other Recurrent Expenditure | $2,902 |
| Provision Accounts | $0 |
| Funds Received in Advance | $6,497 |
| School Based Programs | $6,667 |
| Beneficiary/Memorial Accounts | $0 |
| Cooperative Bank Account | $0 |
| Funds for Committees/Shared Arrangements | $21,336 |
| Repayable to the Department | $0 |
| Asset/Equipment Replacement < 12 months | $0 |
| Capital - Buildings/Grounds < 12 months | $20,000 |
| Maintenance - Buildings/Grounds < 12 months | $0 |
| Asset/Equipment Replacement > 12 months | $0 |
| Capital - Buildings/Grounds > 12 months | $0 |
| Maintenance - Buildings/Grounds > 12 months | $0 |
| Total Financial Commitments | **$105,176** |

*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.*