

# 2024 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 \(VIT\)](#)
- 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 \(Vic\)](#) (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 \(PDF\)](#).

Attested on 14 March 2025 at 01:08 PM by Mati Azadzoi (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 14 March 2025 at 01:08 PM by Mati Azadzoi (Principal)

# 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'](#) 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

### School context

Officer Primary School is located in Melbourne's South East growth corridor, approximately seven kilometres west of Pakenham, near the Princes Highway. While urban development is expanding rapidly in the area, the school remains in a pocket where growth is beginning. As of the February 2024 census, our school had 130 enrolled students. Many families choose Officer Primary School from outside our designated zone due to our small class sizes, strong community connections, and supportive school environment.

#### Our Vision

We are committed to fostering an inclusive and diverse school culture where every student feels welcome. Our goal is to support student growth academically, socially, and emotionally while instilling a lifelong love of learning. We strive for continuous improvement, nurturing resilient, engaged, and responsible global citizens. Through a rich and engaging curriculum, we encourage critical and creative thinking while ensuring our students' happiness and well-being.

#### Our Values – G.R.O.W.T.H.

Our core values are reflected in the acronym G.R.O.W.T.H:

- Gratitude – Appreciating those around us and showing kindness.
- Respect – Demonstrating appropriate and considerate behaviour at all times.
- Outstanding (Excellence) – Striving for excellence in all we do.
- Wellbeing – Prioritizing the health and happiness of ourselves and others.
- Teamwork – Working together to achieve success.
- Honesty – Acting with integrity and truthfulness.

#### Our Commitment to Learning

We believe that the entire school community plays a vital role in students' learning, development, and well-being. Building strong relationships with parents and caregivers is a priority, ensuring they are actively involved in their children's education.

In 2024, the school operated six composite classes and a straight Prep class. Specialist programs include STEAM (Science, Digital/Design Technology, and Visual Arts), Physical Education, and AUSLAN. Students also had access to a variety of extracurricular activities, such as the State Schools Spectacular, instrumental music, and sports clinics.

Our staff in 2024 included 14.90 full-time equivalent employees, comprising:

- 1.0 Principal
- 9.56 Teachers
- 0.4 Literacy & Numeracy Enrichment Coach
- 3.34 Education Support Staff, including 1.0 Business Manager

- Additionally, four classroom teachers took on leadership responsibilities.

### Our Strategic Focus

The 2023–2026 School Strategic Plan prioritises enhancing student outcomes in Literacy and Numeracy through high-quality teaching and learning. Our teaching staff collaborates in Professional Learning Communities (PLCs), where they evaluate and refine teaching practices to maximize student growth.

### Community and Performance

Officer Primary School enjoys strong support from parents, with an active Parents and Friends Association that raises funds to improve school facilities and resources. Our commitment to excellence was recognized in 2024 when we achieved a 'HIGH' rating in the School Performance Report—the highest level of achievement (DE, 2024).

Our overall achievements in 2024 are:

- Above state and network for Attitudes to School Survey
- Above state and network for Parent Opinion Survey
- Above state and network for Staff Opinion Survey
- Above state for NAPLAN Relative Growth for Literacy
- Above state and network for NAPLAN Relative Growth for Numeracy
- Outstanding Attendance Data

## Progress towards strategic goals, student outcomes and student engagement

### Learning

In 2024 some highlights for learning include:

For Year 5 Numeracy 82.4% of students scoring in the 'exceeding' or 'strong' category.

For Year 5 Reading 82.4% of students scoring in the 'exceeding' or 'strong' category

The school overall has followed consistent implementation of a whole school instructional model across all classrooms. The introduction of the subject 'STEAM' has improved engagement across the school. There are strong pre and post testing practices, including common assessment tasks and a focus on differentiation. There has been a strong investment in staff development in the areas of Vic Curriculum 2.0, Literacy and Numeracy. The school has managed to develop strong practices for Professional Learning Communities and Guaranteed and Viable Curriculum.

## Wellbeing

At Officer Primary School, we place a strong emphasis on student wellbeing, fostering a positive learning environment that promotes student voice, empowerment, and school pride. Our approach ensures that students feel supported, valued, and actively engaged in their education.

In 2024, all staff continued to implement DET's Respectful Relationships program on a weekly basis, reinforcing positive social skills and emotional resilience. To support emotional regulation in the classroom, we also maintained the use of the Zones of Regulation framework, with teachers regularly checking in with students and providing targeted strategies through our five-step common language approach. This helped students self-regulate and receive additional support when needed.

To further enhance student wellbeing, we introduced the 'Growing through Connections' program in 2024. This initiative was designed to address self-confidence, friendship challenges, bereavement, and anxiety, ensuring that students receive the social and emotional support they need.

Our commitment to student wellbeing is reflected in our outstanding 2024 Attitudes to School Survey results, where:

- 99.4% of students reported a strong sense of school connectedness—a result significantly higher than similar and state schools.
- 99.5% of students positively endorsed the school's management of bullying, again outperforming state and comparable schools.

Additionally, we have begun rolling out Disability Inclusion Profiles to further strengthen student support services. In 2024, our school accommodated approximately 20 NDIS service providers, allowing them to conduct therapy sessions onsite. We also continue to work closely with DET Student Support Services, including access to a child psychologist, to provide tailored assistance based on student needs.

## Engagement

In 2024, student engagement remained strong, reflected in high attendance rates across all year levels. On average, class attendance exceeded 90%, with a total student absence average of 20.1 days per year.

To further enhance student voice, agency, and leadership, we expanded opportunities for student involvement, investing in initiatives that promote school pride and active participation. This included dedicated special days to celebrate key national events, fostering greater engagement within the school community. As a result, our Attitudes to School Survey and attendance-related attitudes showed significant improvement.

Key highlights from 2024 included:

- Strengthening our house system, deepening student connection and school spirit.

- Introducing new lunchtime clubs and extracurricular programs, providing a wider range of activities for students to explore their interests.
- Expanding our Student Representative Council (SRC) to better represent student needs and encourage leadership.
- Investing in Tier 1 programs to support student wellbeing and engagement.
- Implementing a whole-school reward system to recognize and celebrate student achievements.

These initiatives have contributed to high levels of participation and a strong sense of belonging at Officer Primary School.

## Financial performance

As of December 2023, the school maintained a budget surplus of approximately \$63,000 (credit). In 2024, a significant portion of funds was allocated to key projects and programs aimed at enhancing both the school environment and student learning experiences.

### Major Expenditures and Investments:

- Approx \$77,000 was spent on exterior painting project to improve the school's appearance and maintenance.
- Tutor Learning funding was used to employ an experienced teacher for two days a week to lead the Student Enrichment Program.
- Equity funding was allocated to provide Education Support (ES) staff in classrooms, ensuring additional student assistance.
- Funds raised by the Parents and Friends Association (PFA) were used to purchase student resources, with remaining funds carried over for future facility upgrades approved by the School Council.
- Sporting Program funds supported the Physical Education program, enabling the school to offer various sporting clinics.
- Swimming lessons were funded through the 'Swimming in Schools' initiative in 2024.
- Learning Specialists and Leading Teachers were provided with dedicated time allowances to support instructional leadership and staff development.
- A significant portion of the cash budget was allocated for maintenance and minor facility upgrades.
- Camp funding was used to cover time-in-lieu costs for staff attending the Years 3–6 camp.
- The school continued its partnership with OSHClub to provide before and after-school care.
- Disability Inclusion funding was directed towards staffing and leadership resources to better support students with diverse learning needs.

Additionally, in 2023, the school entered a four-year lease to acquire 32 new laptops at a total cost of approximately \$32,000 over the lease term, with payments continuing in 2024. This structured financial approach ensures ongoing improvements in learning resources, student programs, and school facilities while maintaining responsible budget management.

**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 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 130 students were enrolled at this school in 2024, 65 female and 65 male.

10 percent of students had English as an additional language and 0 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).

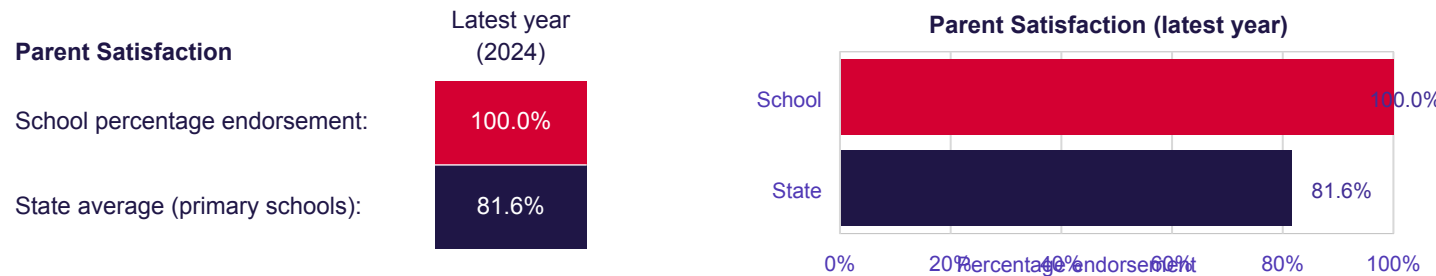
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, 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.

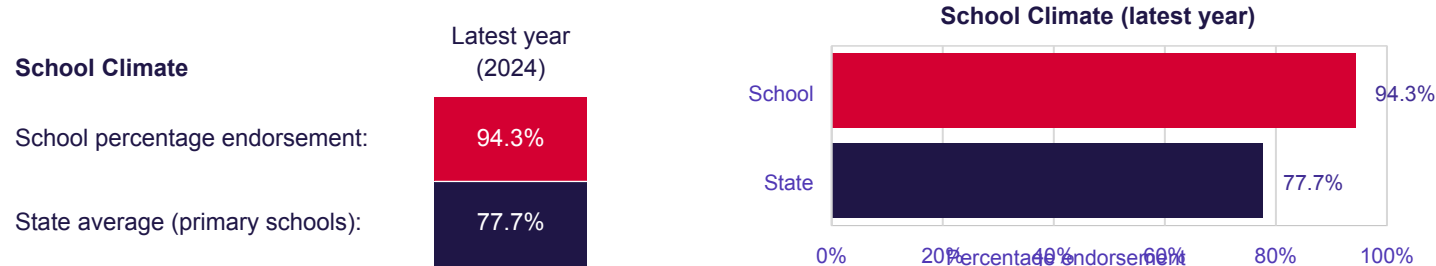


### School Staff Survey

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.

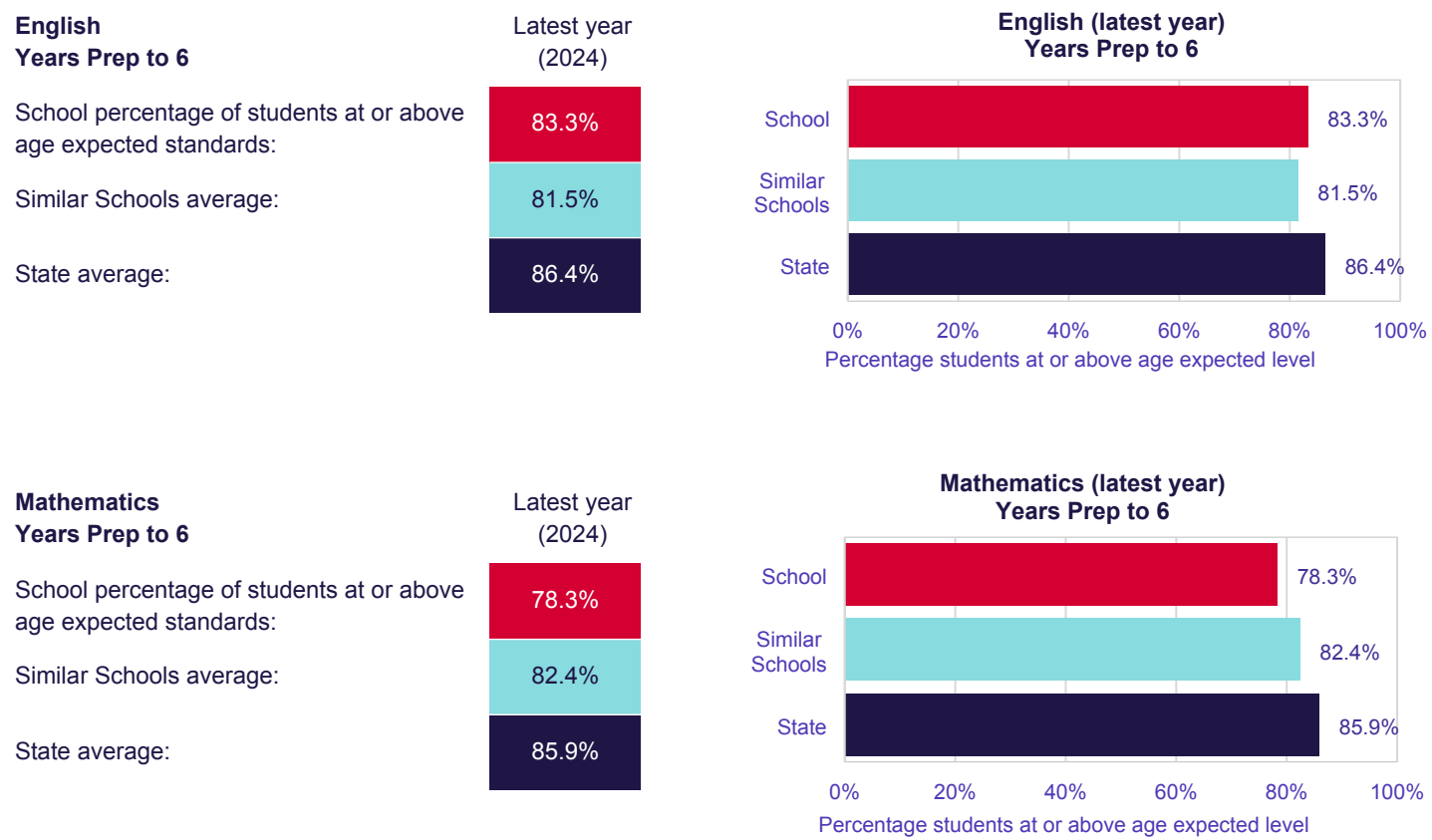


LEARNING

**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.



## 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.

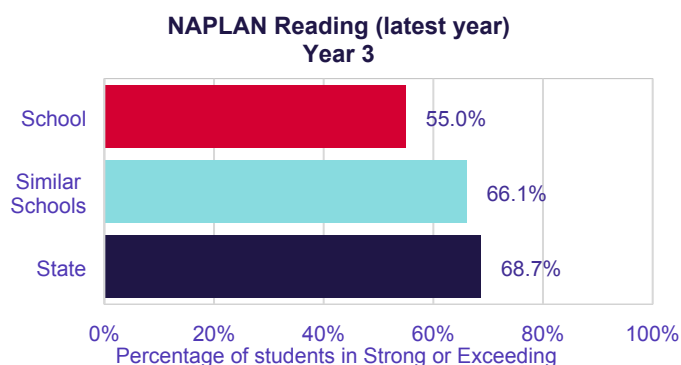
### NAPLAN

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.

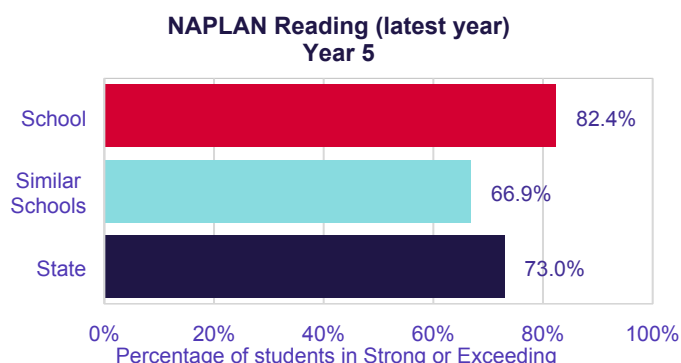
#### Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	55.0%	62.2%
Similar Schools average:	66.1%	64.6%
State average:	68.7%	69.2%



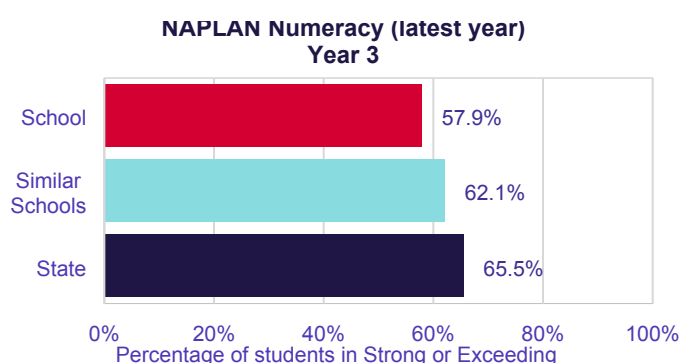
#### Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	82.4%	74.3%
Similar Schools average:	66.9%	69.1%
State average:	73.0%	75.0%



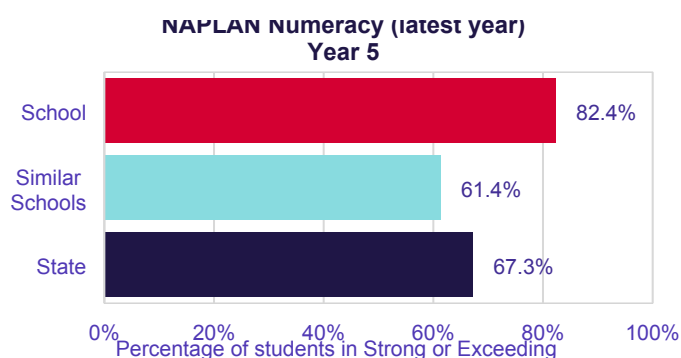
#### Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	57.9%	65.9%
Similar Schools average:	62.1%	61.2%
State average:	65.5%	66.4%



#### Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	82.4%	54.3%
Similar Schools average:	61.4%	57.7%
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.

#### Reading Year 3

(2022)

School percentage of students in the top three bands:

61.1%

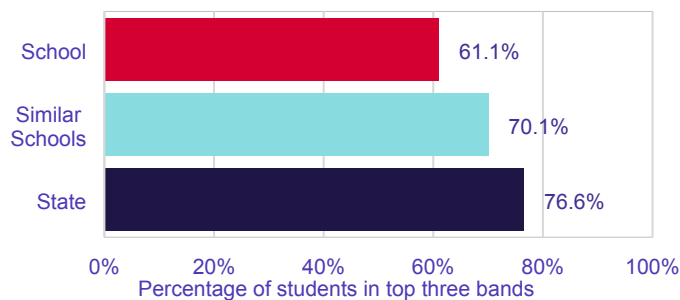
Similar Schools average:

70.1%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

(2022)

School percentage of students in the top three bands:

75.9%

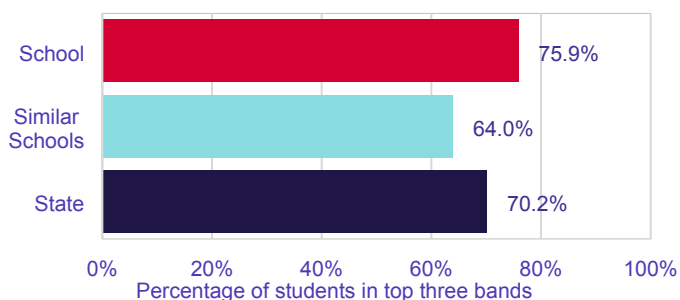
Similar Schools average:

64.0%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

(2022)

School percentage of students in the top three bands:

61.1%

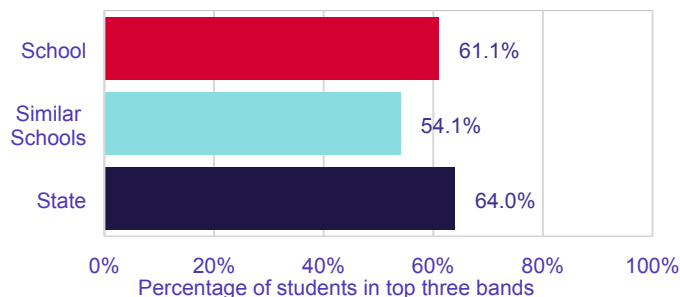
Similar Schools average:

54.1%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

(2022)

School percentage of students in the top three bands:

41.4%

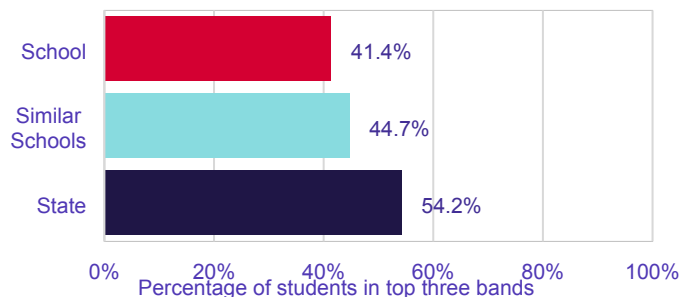
Similar Schools average:

44.7%

State average:

54.2%

#### NAPLAN Numeracy (2022) Year 5



## WELLBEING

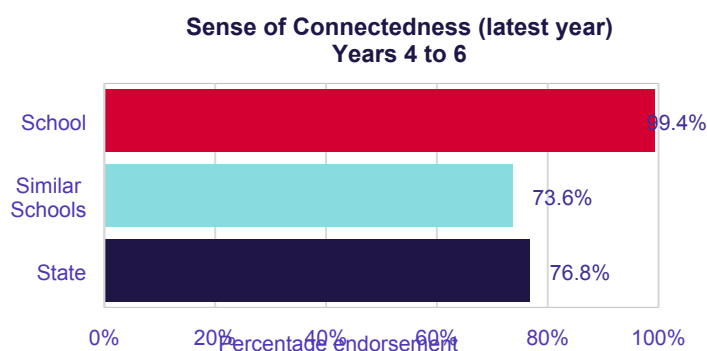
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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).

#### Sense of Connectedness Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	99.4%	92.1%
Similar Schools average:	73.6%	75.7%
State average:	76.8%	77.9%

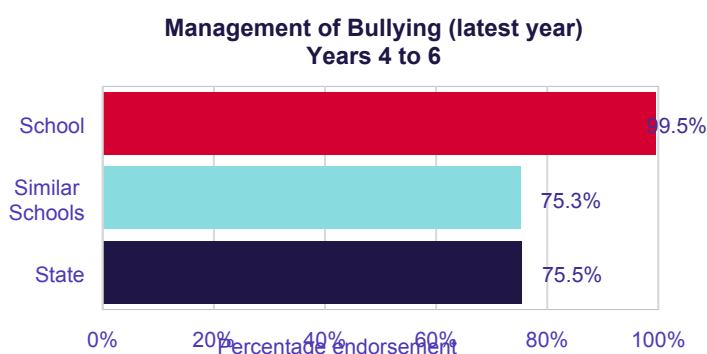


### Student Attitudes to School – Management of Bullying

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).

#### Management of Bullying Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	99.5%	92.6%
Similar Schools average:	75.3%	76.0%
State average:	75.5%	76.3%

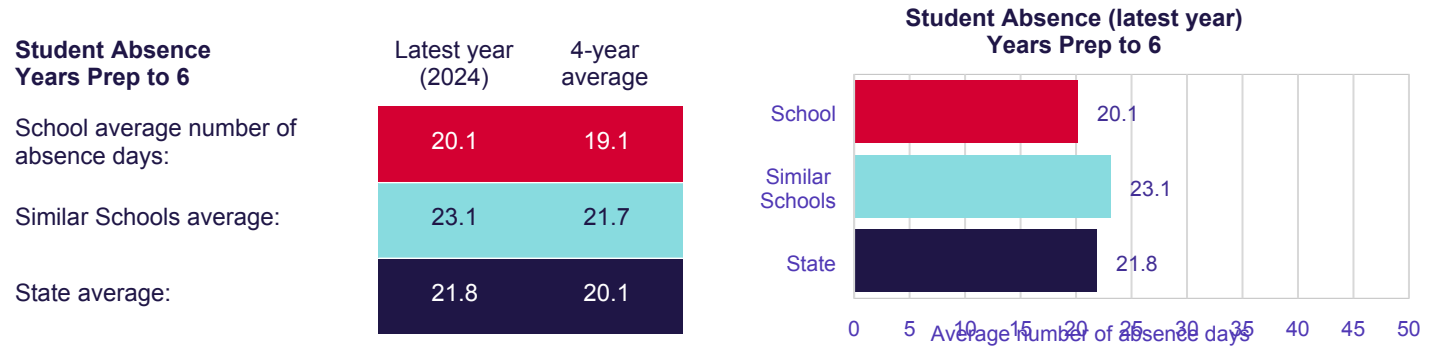


ENGAGEMENT

**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.



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 (2024):	90%	89%	92%	92%	89%	91%	87%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$1,612,046
Government Provided DET Grants	\$224,673
Government Grants Commonwealth	\$1,800
Government Grants State	\$0
Revenue Other	\$34,418
Locally Raised Funds	\$86,041
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$1,958,978</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$108,986
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$108,986</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,712,802
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$58,084
Communication Costs	\$4,043
Consumables	\$39,809
Miscellaneous Expense <sup>3</sup>	\$27,446
Professional Development	\$1,126
Equipment/Maintenance/Hire	\$18,927
Property Services	\$189,597
Salaries & Allowances <sup>4</sup>	\$0
Support Services	\$80,452
Trading & Fundraising	\$11,131
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$24,465
<b>Total Operating Expenditure</b>	<b>\$2,167,882</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$208,904)</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

- (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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$140,774
Official Account	\$19,970
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$160,744</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$75,847
Other Recurrent Expenditure	\$1,014
Provision Accounts	\$0
Funds Received in Advance	\$67,502
School Based Programs	\$775
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$4,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$149,137</b>

*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.*