

2013 Annual Report to the School Community

Officer Primary School

School Number: 2742



Name of Acting School Principal:

Kathie Arnold



Name of School Council President:

Jenny Bayliss



Date of Endorsement:

21/05/2014

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This school meets prescribed minimum standards for registration as set down by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under minimum standard 2.1 'Student enrolment numbers' and/or 3.1 'Curriculum framework – languages program' until 31 December 2013.

About Our School

At Officer Primary School, 'we live to learn and learn to live'. Situated in the south east growth corridor, within a small but growing township, the school is focused on achieving strong learning outcomes for its students within a 'family' small school environment. Parents are attracted to our school by our smaller size, our caring approach, our reputation for supporting the development of every individual and our range of exciting and unique learning programs. The last three years have seen significant changes in our surrounding community with future housing development and the opening of several new state and independent schools. Enrolments have increased at 161 in 2014 and there is potential for growth as the development increases in the surrounding areas. The school has 11.5 teaching staff and 14 Education Support Staff. Around 18% of students are supported by disabilities funding, an additional 22% of students are under specific management strategies for behaviour and / or learning needs, who are not given additional funding.

Our school facilities have been refurbished to create an orderly learning environment and we pride ourselves in the attractive grounds which contain some unique features to engage and excite students.

Specialist programs offered by the school include a highly successful Physical Education, Visual Art and Library programs and involvement in 2014 State Schools Spectacular.

We are also applying innovative approaches to the use of ITC, with every class using interactive white boards and access to both tablets and the computer lab on a weekly basis.

Achievement	Engagement	Wellbeing
<p>Improving the learning outcomes of all students Prep to 6, is based on the accurate assessment of student ability and the delivery of a differentiated curriculum program that engages and challenges all students and accounts for their individual differences. While NAPLAN data in some areas for the grade 3 cohort of students is low, both teacher judgements and NAPLAN for grade 5 is similar to comparable schools.</p> <p>The 2014 focus on Reading Comprehension and continuation of our Writing Project will consolidate and build on the success we have achieved for all learners. Appointment of Expert Teachers to co-ordinate the junior and senior classes as well as completing training in leading mathematics alongside collegiate support will drive the implementation of an engaging curriculum, is the focus for 2014.</p> <p>Our agenda is also to build leadership and teacher capacity through a focus on accountability, high performance and teamwork. Use of data to inform staff, will enable us to monitor and respond to students' learning needs and to craft programs that will ensure improved outcomes for all students</p> <p>The school's continued involvement in the Inclusion Support Program, provides professional support for teachers in the management of students with an Autism Spectrum Disorder, connecting and support families the transition to school and specific management plans for sensory and behavioural needs. Maintaining balance within this project is our current focus.</p>	<p>Our school values of Effort, Safety, Responsibility and Respect, clearly outline our code of behaviour and articulates what we expect of students.</p> <p>Explicit teaching of these values is a focus in the classroom with consistent implementation across the school.</p> <p>While student attendance data is excellent, student wellbeing remains a focus for the school through continuation of some innovative and sustained programs, to engage and support student connectedness to school and to their teachers. Non-attendance is managed through the process that documents absences routinely, with the option to move to electronic record keeping in 2014.</p> <p>Addressing the students' sense of safety and their confidence as learners, are goals we set for ourselves within a cohort that is often disjointed and complex due to the diverse back grounds of our students.</p> <p>Behaviour management is a whole of school concern, with teachers working collaboratively with students to develop our student behaviour plan.</p> <p>Professional development and the use of external service specialists to inform our management of special needs students has been strengthened and will continue in 2014.</p>	<p>Officer Primary School has a strong program in place to support student transition into, through and beyond the school to maximise learning outcomes.</p> <p>Our Prep orientation program enables students to participate in 6 sessions prior to their school commencement and parent feedback indicates this to be an effective preparation for this early transition.</p> <p>Confidence is built throughout our school for transition by conducting "Teacher Swap" where students are mixed for activities in order for them to be familiar with a variety of classroom contexts.</p> <p>The House system is also a way for children to get to know each other, through the timetabling of vertical groups for students in the senior school.</p> <p>Our Grade 6 Transition activities are diverse given that our students graduate to many different secondary settings. The demographics may change in 2015 with the opening of Officer Secondary College.</p> <p>Past pupils in year 7 attend each year to provide our students with first hand stories of the secondary experience.</p> <p>Building leadership qualities, confidence and foundations skills that will enable them to put their best foot forward is a core aim.</p> <p>The development of student voice is important so that they are able to participate in activities in all aspects of the school.</p>

Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 will foster engagement and collaboration to support further gains and positive learning experiences for all students.

Key Range of results for the middle 80% of Victorian government schools:
 Result for this school: Median of all Victorian government schools:

School Profile

School Enrolments

A total of 136 students were enrolled at this school in 2013, 57 female and 79 male.

Overall socio-economic profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



Proportion of students with English as a second language.



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



Please note: The Staff Opinion Survey was not conducted in 2013.

Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 3</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 3 assessments are reported on a scale from Bands 1-6.</p> <p>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Lower</p> <p> Lower</p> <p> Lower</p> <p> Lower</p>
<p>NAPLAN Year 5</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 5 assessments are reported on a scale from Bands 3-8.</p> <p>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>

Performance Summary

Key: Range of results for the middle 50% of Victorian government schools
Result for this school: Median of all Victorian government schools

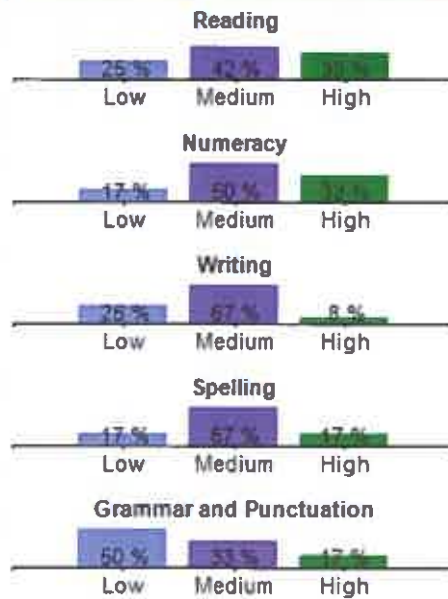
Achievement

NAPLAN Relative Growth Year 3 - Year 5

Relative gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

NAPLAN relative growth 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). If the current year result is in the top 25%, their growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.

Student Outcomes



School Comparison

NAPLAN Relative Growth does not require a School Comparison.

Performance Summary

Key: Range of results for the middle 60% of Victorian government schools: Result for this school: Median of all Victorian government schools:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School</p> <p>Derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2013</p> <p>Results: 2010 - 2013 (4-year average)</p>	<p> Similar</p> <p> Lower</p>

How to read the Performance Summary 2013

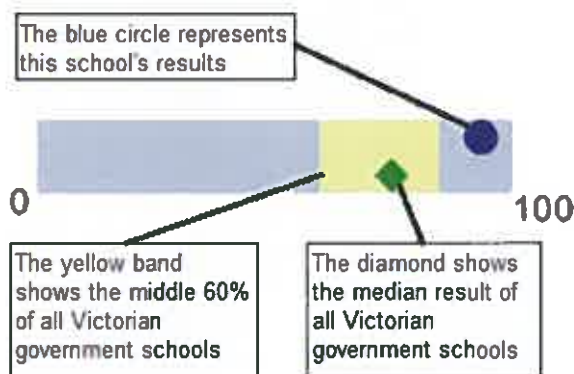
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

Additionally, NAPLAN relative growth charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their growth level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.

Percentage of students from this school in the High, Medium and Low NAPLAN relative growth categories.



More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31st December, 2013

Financial Position as at 31st December, 2013

Revenue	Actual
Government Provided DE&T Grants	\$238,170
Government Grants Commonwealth	\$1,000
Revenue Other	\$16,006
Locally Raised Funds	\$117,002
Total Operating Revenue	\$372,177

Funds Available	Actual
High Yield Investment Account	\$10,520
Official Account	\$13,676
Other Accounts	\$109,055
Total Funds Available	\$133,251

Expenditure	
Books & Publications	\$643
Communication Costs	\$3,659
Consumables	\$39,320
Miscellaneous Expense	\$187,731
Professional Development	\$6,555
Property Maintenance	\$83,441
Salaries & Allowances	\$28,230
Trading & Fundraising	\$18,368
Travel & Subsistence	\$90
Utilities	\$15,678
Total Operating Expenditure	\$383,714

Financial Commitments	
Operating Reserve	\$58,345
Asset/Equipment Replacement < 12 months	\$10,000
Capital - Buildings/Grounds incl SMS<12 months	\$6,457
Maintenance - Buildings/Grounds incl SMS<12 months	\$6,000
School Based Programs	\$36,409
Region/Network/Cluster Funds	\$16,039
Total Financial Commitments	\$133,251

Net Operating Surplus/-Deficit (\$11,537)

Asset Acquisitions \$0

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package.

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

For consistency across Financial reporting, the Capital Expenditure label from previous reports now appears as Asset Acquisitions.

Financial performance and position commentary

