

2023 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 08 April 2024 at 04:12 PM by Mati Azadzoi (Principal)

- This 2023 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 19 April 2024 at 04:27 PM by Karen Hutchinson (School Council President)

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 2023 Annual Report

Reporting on the following measures has been updated in the 2023 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 data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

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, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

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 2023 the school had 136 students enrolled. The majority of students enrolled at Officer Primary School in 2023 come from locations outside of our current school zone due to many reasons such as small school, strong community relationships, small class sizes and school climate.

Our vision is to promote an inclusive and diverse school culture that is welcoming to all. We always aim for student growth in both their academic and social/emotional learning and promote a love of learning. We aspire for continuous improvement in all our students as we look forward to them becoming resilient, productive, and cooperative global citizens. Officer Primary School provides a stimulating, engaging and holistic education forming critical and creative thinkers who always engage in rich experiences. We forever aim to ensure our students are happy and healthy.

Our Values are represented through the acronym G.R.O.W.T.H: Gratitude; we appreciate the people and resources around us and act kindly, Respect; we behave appropriately all the time, Outstanding (Excellence); we strive for excellence in all that we do, Wellbeing; we are always considerate of each other's and our own health and happiness, Teamwork; we work together to achieve success and positive outcomes and Honesty; we are truthful in our conduct and actions all the time.

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. In 2023 there was seven composite classes across the school. Specialist classes 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 2023 was 14.90 staff comprising of 1.0 Principal, 9.56 Teachers, 0.4 Literacy & Numeracy Enrichment Coach and 3.34 Education Support Staff including 1.0 Business Manager. The school had 4 classroom teachers on higher duties completing leadership roles. The current School Strategic Plan (2023 to 2026) 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

As a whole school we continue to focus on Numeracy as our key area for improvement. In 2023, the school developed its whole-school agreed Teaching and Learning Model to further enhance classroom practice. We started our Student Enrichment Program to catch-up/extend our learners. Teachers have started to team-teach concepts where appropriate. Our school is investigating research based reading and numeracy programs to further improve outcomes for students.

In 2023 some highlights for learning included:

For Year 5 Writing: 72% of student scoring in the 'exceeding' or 'strong' category

For Year 3 Numeracy 72% of students scoring in the 'exceeding' or 'strong' category.

For Year 3 Reading 68% of students scoring in the 'exceeding' or 'strong' category.

For Year 3 Writing 80% of students scoring in the 'exceeding' or 'strong' category.

Wellbeing

Officer Primary School places strong emphasis on student well being with a focus on ensuring a positive climate for learning, student voice and agency, empowering students, and building school pride.

All staff in 2023 continued to implement DET's Respectful Relationships program on weekly-basis.

Our school continued to implement Zones of Regulation to assist with student's emotional regulation in the classroom. Teachers extensively applied the Zones of Regulation to check in with students and to support students who would be struggling, using

common language and providing strategies to students who would need extra-support.

The school also employed a chaplain in 2023 to support students with issues they would be having at home, self confidence and friendship concerns, bereavement and anxiety.

In 2023, our well being data based on the Attitudes to School Survey results showed 93.4% positive endorsement for School Connectedness. This result was substantially better than similar and state schools. In 2023, our Management of Bullying showed 94.8% positive endorsement. This again was substantially above state and similar schools.

Our school has commenced work to roll out the Disability Inclusion Profiles to further promote Student Well being.

Our school during 2023 catered to provide about 20 NDIS service providers time allotments to provide their therapy sessions on-site. The school continues to engage with DET Student Support Services on a needs basis including a child psychologist.

Engagement

Student Engagement at Officer Primary School continues to be demonstrated through strong attendance across all year levels in 2023. On average all classes sit on about 88% or higher in the total number of 'present' days. Our total student average number of absent days was 21.2 days. In 2023, there has been further investment to strengthen student voice, agency and leadership across the school. This includes setting special days to promote key national events and promote general engagement. As a result we saw a significant improvement in our Attitudes to School Survey results and attitudes to attendance results. The school also appointed a dedicated Student Engagement & Well being Leader to promote engagement at the school in 2023. Overall, some key high-lights include strong promotion & connection with of our house system, new lunch time clubs and new extra-curricular programs made available to students. We have further developed our SRC body to represent the needs of the students, invested in Tier 1 programs for students and established a whole-school reward system. These initiatives have led to strong participation at school.

Financial performance

The school's trending decline in enrolments over the years has impacted the overall total revenue (budget) of the school. The school's (2022) deficit of approx. \$100,000 was cleared by end of the 2023 financial year. During 2023, the school engaged in a significant project to paint the middle-school area which totalled approx \$40,000. The Tutor Learning funding for 2023 was used to hire an experienced teacher to lead our Student Enrichment Program, 3 days a week. The Equity funding was utilised to allow for ES support in classes. In 2023, the school self-funded the National School Chaplaincy Program two days per week through the school's cash budget, costing approx \$27,000. Funds raised in 2023 by the Parents and Friends Association (PFA) were utilised to purchase student resources for the school. Funds carried over by PFA work will be used in 2024 for other facility improvements across the school based on School Council approval. The Sporting Program provided funds to enhance the Physical Education Program, enabling the school to provide sporting clinics. Swimming lessons were supported through the 'Swimming in Schools' targeted initiative funding for 2023. In 2023, Learning Specialists and Leading Teachers were provided with time allowance and paid \$2000 each as a special payment for their higher duty role. A significant portion of the cash budget was used for maintenance and minor work upgrades. Camp funding was used to pay back for Time-in-lieu for staff attending the 3-6 camp. During 2023, the school again contracted with OSHClub to provide before and after school-care. The school also received Disability Inclusion funding which was tagged against staffing costs and leadership resources. The school entered into a 4 year lease to purchase 32 new laptops for the school costing approx \$32000 (over the end of the lease). The school received a capital grant for \$25,000 for ICT upgrades and small capital works in 2023.

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 136 students were enrolled at this school in 2023, 74 female and 62 male.

8 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).

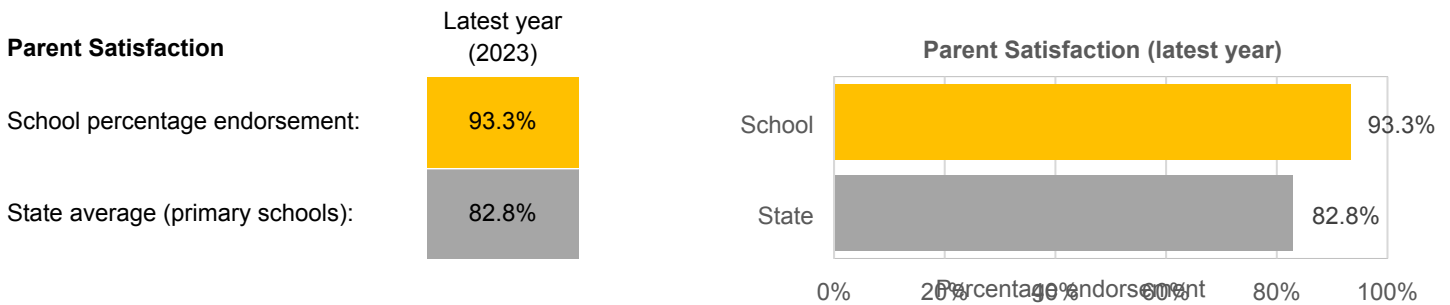
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

Parent Satisfaction Summary

The 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.

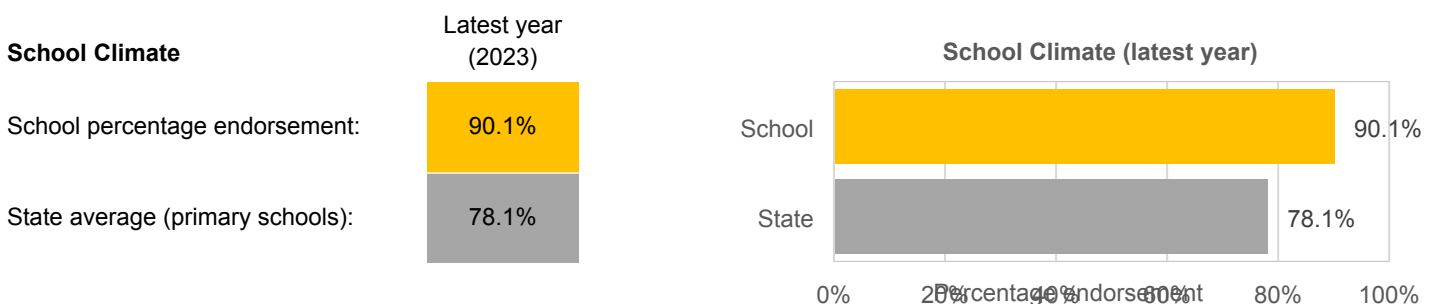


School Staff Survey

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.

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

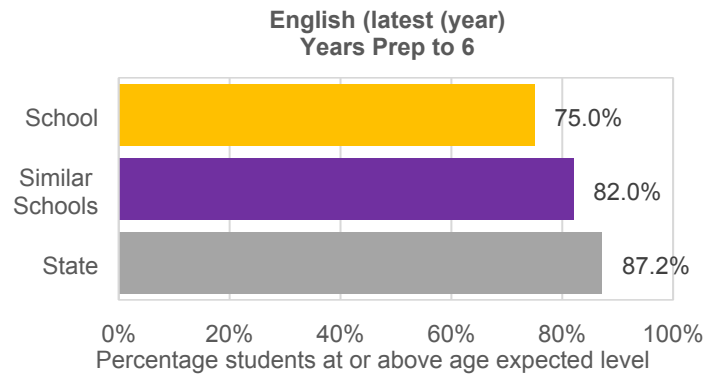
75.0%

Similar Schools average:

82.0%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

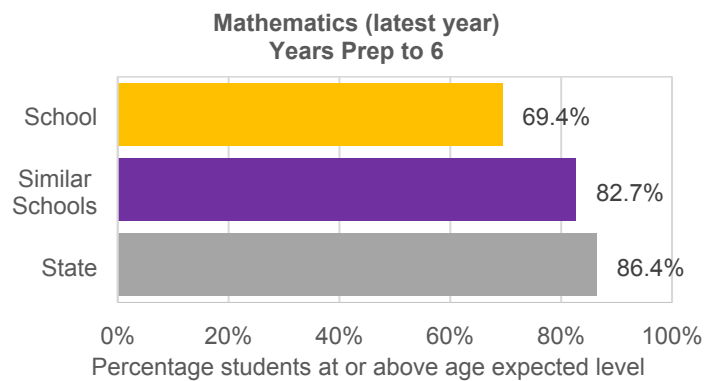
69.4%

Similar Schools average:

82.7%

State average:

86.4%



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 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

68.0%

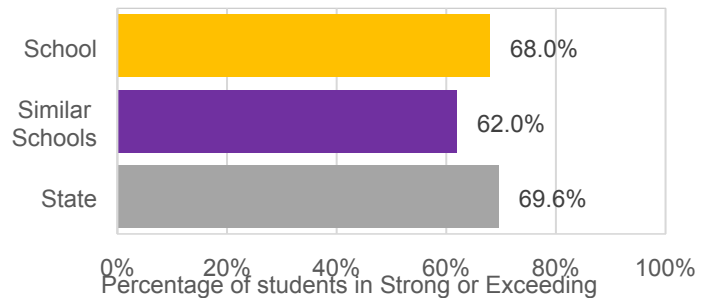
Similar Schools average:

62.0%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

66.7%

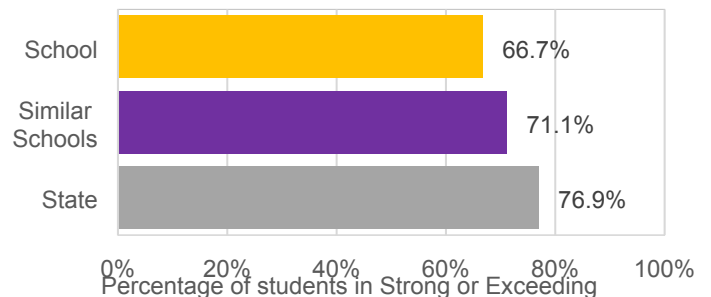
Similar Schools average:

71.1%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

72.0%

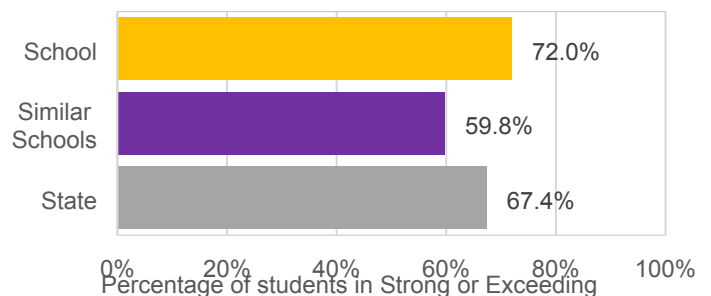
Similar Schools average:

59.8%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

27.8%

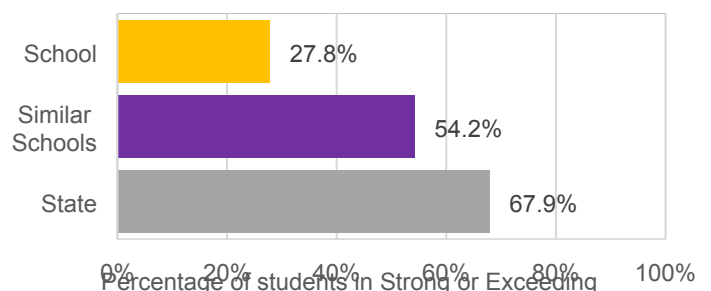
Similar Schools average:

54.2%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



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.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

**Reading
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

61.1%

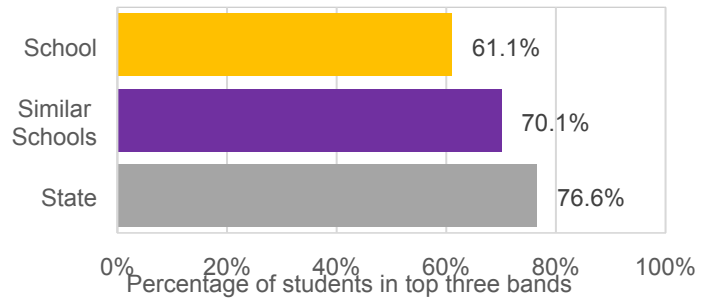
Similar Schools average:

70.1%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

75.9%

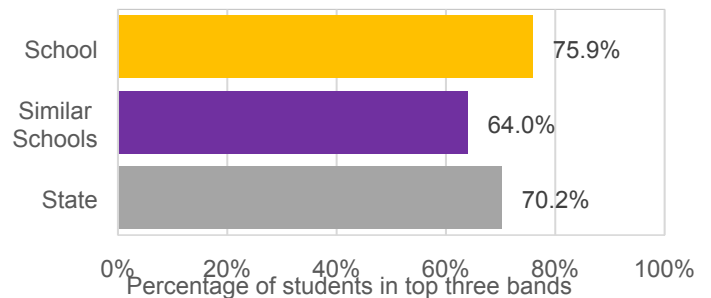
Similar Schools average:

64.0%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

61.1%

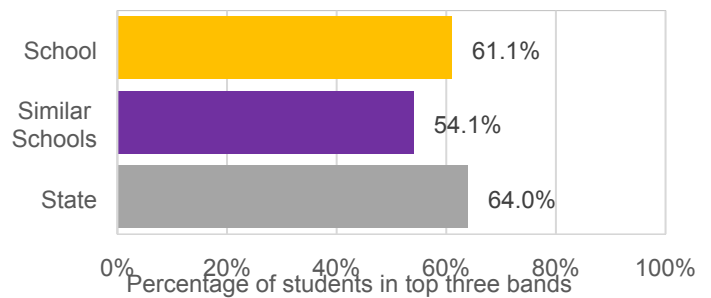
Similar Schools average:

54.1%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

41.4%

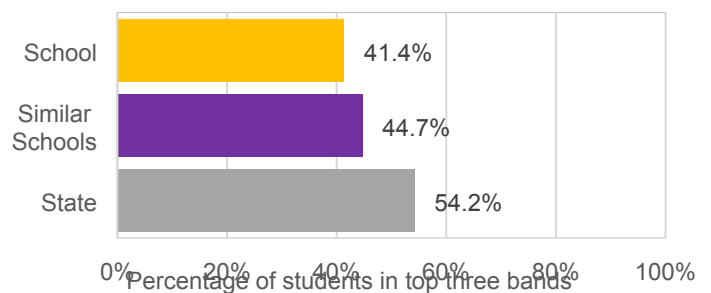
Similar Schools average:

44.7%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

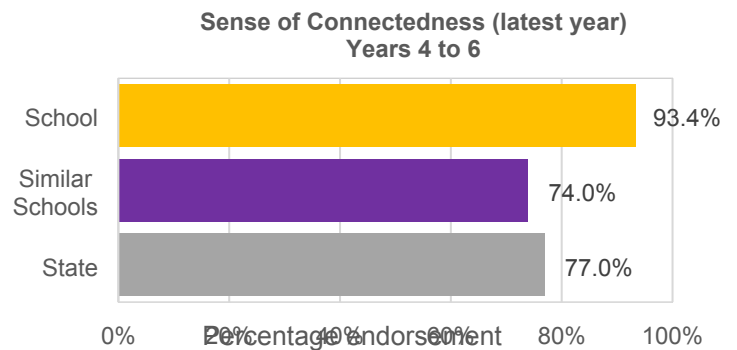
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2023)	4-year average
School percentage endorsement:	93.4%	88.2%
Similar Schools average:	74.0%	76.3%
State average:	77.0%	78.5%

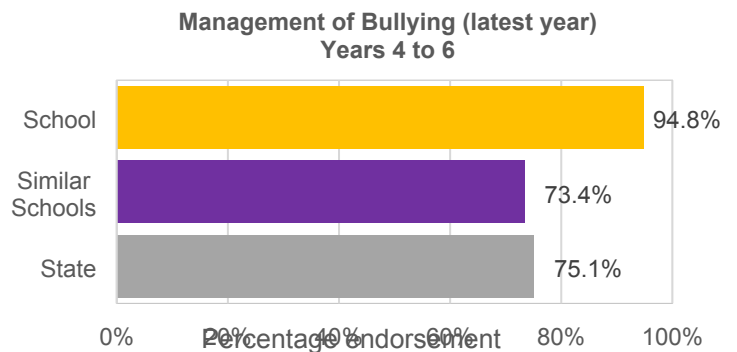


Student Attitudes to School – Management of Bullying

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 (2023)	4-year average
School percentage endorsement:	94.8%	88.2%
Similar Schools average:	73.4%	75.5%
State average:	75.1%	76.9%



ENGAGEMENT

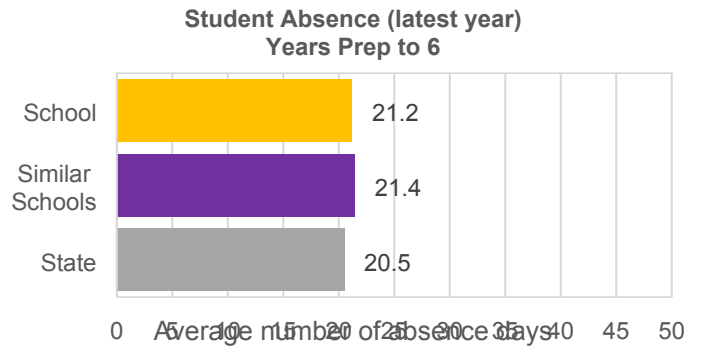
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2023)	4-year average
School average number of absence days:	21.2	16.0
Similar Schools average:	21.4	19.9
State average:	20.5	18.1



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 (2023):	89%	92%	90%	89%	93%	86%	88%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$1,630,777
Government Provided DET Grants	\$143,302
Government Grants Commonwealth	\$5,114
Government Grants State	\$0
Revenue Other	\$63,178
Locally Raised Funds	\$87,623
Capital Grants	\$35,000
Total Operating Revenue	\$1,964,994

Equity ¹	Actual
Equity (Social Disadvantage)	\$108,220
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$108,220

Expenditure	Actual
Student Resource Package ²	\$1,565,188
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$61,829
Communication Costs	\$6,519
Consumables	\$26,270
Miscellaneous Expense ³	\$17,716
Professional Development	\$2,764
Equipment/Maintenance/Hire	\$48,499
Property Services	\$27,538
Salaries & Allowances ⁴	\$0
Support Services	\$156,711
Trading & Fundraising	\$17,991
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$19,913
Total Operating Expenditure	\$1,950,939
Net Operating Surplus/-Deficit	(\$20,945)
Asset Acquisitions	\$25,200

- (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 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$204,322
Official Account	\$4,500
Other Accounts	\$7,321
Total Funds Available	\$216,144

Financial Commitments	Actual
Operating Reserve	\$60,300
Other Recurrent Expenditure	\$3,345
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$7,321
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$24,182
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$20,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$115,148

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.