

2017 Annual Report to the School Community



School Name: Oberon South Primary School

School Number: 4983

Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.





About Our School

School Context

At Oberon South Primary School (OSPS), we are committed to developing in each child an ability to maximise their potential, function independently and co-operatively develop a genuine respect for themselves and others. We are developing these attributes through a growth mindset approach with individual learning goals and school wide positive behaviours. We aim to nurture a love of learning and encourage student leadership, voice and agency.

Our Values for Learning – Caring, Respectful, Community Minded, and Future Focused – have been embedded in student learning and form the basis of our school curriculum and culture. Staff are committed to working in a team to best achieve improved student and teacher learning. We work in a Professional Learning Community to analyse programs and data to plan for improved student learning outcomes. We work collaboratively to develop consistency and implement best practice.

Literacy is a current priority at OSPS. Our timetable is designed with a focus on Literacy for the first two hours. We schedule one hour of Numeracy and a half hour of Physical Education daily. Our Physical Education Program is complemented through our strong partnership with the Bluearth Program and the Kids Tennis Foundation Program.

Digital Technologies, Science, Indonesian, Outdoor Education and Design Technology are offered across the school. We have an integrated approach addressing other areas of the Victorian Curriculum. Information Technology is used as a tool to enhance learning across the areas. The Salvation Army support and deliver our music program through the Just Brass Program in Year 3-6 and whole school recorder lessons. Some students attend weekly band practice and perform at various concerts. Other activities support the enrichment of the learning areas and capabilities and are provided through programs such as swimming, senior camp, junior sleepover, musical performances, incursions and excursions.

Framework for Improving Student Outcomes (FISO)

Building Practice Excellence and Curriculum Planning and Assessment within the priority of Excellence in Teaching and Learning were selected as a FISO initiative for Oberon South Primary School in 2017.

Two staff members attended Bastow Leading Literacy over the period of 2017. The 'Workshop Model' was identified as a model that best meets students learning needs and has been adopted consistently school wide.

The Professional Learning Community (PLC) framework was rigorously implemented and is now embedded within the school culture. All staff engage in the PLC on a weekly basis. The focus has continued in Literacy and data analysis for implementing individual student goals and best practice in Literacy teaching and learning. This has strengthened teacher capacity in Literacy.

Empowering Students and Building School Pride within the priority of Positive Climate for Learning was another FISO initiative that was targeted.

Developing growth mindset and positive behaviour in students continued to be a focus. In order to introduce School Wide Positive Behaviours staff visited another school to engage in professional learning around the program and its implementation. From this a model has been developed to suit our school's needs, which is now our future focus.

Achievement

The school values student learning and strives to ensure students have meaningful goals, targeted teaching and learning programs that recognise individual student needs. Oberon South Primary School's achievement results are based on statistically small samples of students at each cohort. Overall teacher assessments based on the Victorian Curriculum are rated as similar in English and Mathematics as compared to other schools with the same student characteristics.

NAPLAN results show that we are achieving similar to other schools with like student backgrounds and characteristics for both Year 3 and Year 5 cohort of students. Our results in NAPLAN were at or above the National Mean Standard in all domains of Mathematics and English. With small cohorts of students in each year level for NAPLAN, the results are viewed on an individual level to ensure there is targeted teaching and intervention. The relative growth data for individual students from Year 3 to Year 5 is of more significance in targeting teaching to individual student learning needs. The relative growth result for percentage of students with high gain in Numeracy was well above the results for schools with similar characteristics. In Reading, the relative growth results were above the results for schools with similar characteristics and in Writing, the results were similar to like schools.



Engagement

In 2017 the average number of student absence days was comparable to similar schools. Mid 2017 new software for tracking student absence was introduced and data may not have been as accurately reflected within this transition period. Recording and following up attendance records has become a high priority with a focus in promoting that absence from school can impact on learning.

Our website was redeveloped in 2017 with a focus to become an accessible form of communication for parents. Keeping parents informed of student activities is paramount in ensuring engagement. The newsletter is now distributed electronically via the website and has been introduced as a link within Facebook. Other school activities and curriculum events are shared via the Facebook page and liked by parents and community alike.

Our school is committed to ensuring that we are learning in a safe, orderly and effective learning environment that enables each student to achieve and succeed in their learning. A school wide approach to Visible Learning in Action sets the standard at the beginning of the year to engage students in their learning.

Wellbeing

Our students are provided opportunities to grow as sustainable citizens. Student agency is encouraged with daily responsibilities taken on by our senior students and involvement with our junior students. They manage the community garden, look after our chickens, manage the compost and coordinate the recycling program. We have an active Junior School Council who report back to School Council. Our inclusion program with Barwon Valley has been further developed and promotes respect and inclusion.

The school has continued its focus on expected behaviour routines underpinned by the school values. Programs such as Blueearth and Just Brass have continued to create a mindfulness and holistic approach to student engagement and wellbeing.

OSPS has a high level of community involvement which complements the learning environment and contributes to student wellbeing. We have strong community partnerships, coordinated by the great work of our School Chaplain, including The Salvation Army, The Rotary Clubs of Belmont and Grovedale, Bunnings Waurm Ponds, Delta Classrooms Canine Program and Ed Connect. These links support our students through many varied programs such as our daily breakfast program, weekly classroom reading and library support, and outdoor maintenance. We support students and families through School Support Services and many local agencies.

For more detailed information regarding our school please visit our website at
www.oberonsouthps.vic.edu.au



Performance Summary

The Government School Performance Summary 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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 45 students were enrolled at this school in 2017, 16 female and 29 male.</p> <p>12 percent were EAL (English as an Additional Language) students and 7 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</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>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</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 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																																				
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain 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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p>Reading</p> <table border="1"> <tr><th>Gain Level</th><th>Percentage</th></tr> <tr><td>Low</td><td>40%</td></tr> <tr><td>Medium</td><td>60%</td></tr> </table> <p>Numeracy</p> <table border="1"> <tr><th>Gain Level</th><th>Percentage</th></tr> <tr><td>Low</td><td>40%</td></tr> <tr><td>Medium</td><td>20%</td></tr> <tr><td>High</td><td>40%</td></tr> </table> <p>Writing</p> <table border="1"> <tr><th>Gain Level</th><th>Percentage</th></tr> <tr><td>Low</td><td>25%</td></tr> <tr><td>Medium</td><td>50%</td></tr> <tr><td>High</td><td>25%</td></tr> </table> <p>Spelling</p> <table border="1"> <tr><th>Gain Level</th><th>Percentage</th></tr> <tr><td>Low</td><td>25%</td></tr> <tr><td>Medium</td><td>50%</td></tr> <tr><td>High</td><td>25%</td></tr> </table> <p>Grammar and Punctuation</p> <table border="1"> <tr><th>Gain Level</th><th>Percentage</th></tr> <tr><td>Low</td><td>25%</td></tr> <tr><td>Medium</td><td>75%</td></tr> </table>	Gain Level	Percentage	Low	40%	Medium	60%	Gain Level	Percentage	Low	40%	Medium	20%	High	40%	Gain Level	Percentage	Low	25%	Medium	50%	High	25%	Gain Level	Percentage	Low	25%	Medium	50%	High	25%	Gain Level	Percentage	Low	25%	Medium	75%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>85 %</td> <td>90 %</td> <td>90 %</td> <td>86 %</td> <td>85 %</td> <td>88 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	85 %	90 %	90 %	86 %	85 %	88 %	94 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
85 %	90 %	90 %	86 %	85 %	88 %	94 %										



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).



What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal 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 shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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 a disability or students who may have additional learning needs.

'Levels A to D' 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').



Financial Performance and Position

Financial performance and position commentary

Oberon South Primary School is in a sound financial position through good management which avoided the school going into a deficit position. The school is supported financially through donations from a strong community support group for which we are extremely fortunate and grateful. The Oberon South School Council are committed to ensuring the yearly budget will benefit current students. Our Finance Committee and School Council monitor our financial position at meetings throughout the year. This financial year saw the refurbishment of the school outdoor courts through the support of DET grants.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$527,393	High Yield Investment Account	\$62,586
Government Provided DET Grants	\$120,312	Official Account	\$11,123
Government Grants Commonwealth	\$27,600	Total Funds Available	\$73,709
Revenue Other	\$11,229		
Locally Raised Funds	\$28,208		
Capital Grants	\$71,000		
Total Operating Revenue	\$785,742		
Equity¹			
Equity (Social Disadvantage)	\$56,697		
Equity Total	\$56,697		
Expenditure		Financial Commitments	
Student Resource Package ²	\$491,792	Operating Reserve	\$24,483
Books & Publications	\$616	Asset/Equipment Replacement < 12 months	\$13,961
Communication Costs	\$1,512	Maintenance - Buildings/Grounds incl SMS<12 months	\$23,985
Consumables	\$11,289	Beneficiary/Memorial Accounts	\$4,801
Miscellaneous Expense ³	\$58,736	Revenue Received in Advance	\$2,989
Professional Development	\$1,481	Provision Accounts	\$918
Property and Equipment Services	\$121,633	Other recurrent expenditure	\$2,571
Salaries & Allowances ⁴	\$11,526	Total Financial Commitments	\$73,709
Trading & Fundraising	\$6,861		
Travel & Subsistence	\$116		
Utilities	\$7,115		
Total Operating Expenditure	\$712,676		
Net Operating Surplus/-Deficit	\$73,066		
Asset Acquisitions	\$0		

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
 (2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.
 (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
 (4) Salaries and Allowances refers to school-level payroll.

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.