

2019 Annual Report to The School Community



School Name: Oberon South Primary School (4983)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 22 April 2020 at 04:45 PM by Joanne Black (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 18 May 2020 at 01:59 PM by Michael Leslie (School Council President)

About Our School

School context

Oberon South Primary School (OSPS) is a small school nestled in the suburb of Belmont, approximately three kilometres from the centre of Geelong. A total of 43 students were enrolled at OSPS in 2019, 20 female and 23 male. There were two classes consisting of a P-2 class and a Yr 3-6 class. 9 percent of students had English as an additional language and 9 percent were Aboriginal or Torres Strait Islander. The buildings provide two flexible learning spaces, a library and specialist classroom. The surrounds include two playgrounds, two large resurfaced asphalt areas, a bike track and an oval. The staffing profile of Oberon South Primary School in 2019 included a Principal, two full time equivalent (FTE) teachers, the equivalent to 0.9 Education Support (ES) staff, 0.8 Business Manager and office administration staff, 10hrs/week Wellbeing support, and maintenance support at two hours per week.

Oberon South Primary School's vision is underpinned by Our Values for Learning (Caring, Respectful, Community Minded, Future Focused) and Our Expectations for Learning (Respect, Responsibility, Safety). We value the extension of each student's individual potential by encouraging, recognising and rewarding effort and achievement. We provide educational programs that support the development of the whole child – social, emotional, developmental and academic needs. We encourage students to achieve their personal best and to become respectful, responsible and safe citizens within society. Our values have been embedded in student learning and form the basis of our school curriculum and culture. School Wide Positive Behaviours are implemented.

Staff are committed to working in a team to best achieve improved student and teacher learning. We work in a Professional Learning Community to evaluate and diagnose, prioritise and set goals, develop and plan and implement and monitor data and approaches to teaching and learning 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.

Digital Technologies and Indonesian are offered across the school. We have an Inquiry approach to learning addressing other areas of the Victorian Curriculum. Information Technology is used as a tool to enhance learning across the curriculum. The Salvation Army support and deliver our music program through the Just Brass Program in Year 3-6. Other activities support the enrichment of the learning areas and capabilities and are provided through programs such as swimming, senior camp, musical performances, incursions and excursions.

Framework for Improving Student Outcomes (FISO)

OSPS focused on two FISO dimensions with two key goals in 2019.

Building practice excellence - To maximise literacy learning and growth for every student, every day.
Empowering students and building school pride - To strengthen student engagement and empowerment in their learning.

To build practice excellence OSPS embedded the agreed Reading Instructional Model and developed an agreed Writing Instructional Model. These models were implemented and documented in planning. Teacher planning in literacy reflected the use of differentiated teaching and feedback - High Impact Teaching Strategies. A coaching model (DSSI) was employed to support literacy development. Formative assessment was used to implement individual student goals and differentiated teaching. Peer observations were applied to support feedback for teachers.

To empower students and build school pride the Oberon South Primary School Wide Positive Behaviour Supports were embedded to create a culture of respectful, responsible, safe and engaged learners. The supports were re-evaluated and built on. Work commenced on developing and implementing a social and emotional learning curriculum along with an action plan for future work to build opportunities for increased student voice and agency. School Wide Positive

Behaviours have had a positive impact on student learning and engagement.

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. Our 2019 focus was differentiated teaching and individual student goals to maximise literacy learning and growth for every student, every day.

Overall teacher judgements for students at or above age expected standards based on the Victorian Curriculum are rated below other schools with similar student characteristics. Our teacher judgments for students at age expected standards in reading increased 4.4% from the previous year and 2.2% for number and algebra.

NAPLAN results for the top 3 bands show that we are achieving similar to other schools with like student backgrounds and characteristics for Year 5 cohort of students in the English Domain and the Year 3 cohort was too small a sample to provide data. The Year 3 four year average shows results consistent with the middle 60% of all Victorian Government Schools. 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 NAPLAN learning gain data for individual students from Year 3 to Year 5 is of more significance in targeting teaching to individual student learning needs. We achieved the statewide distribution of high learning gain of 25% in reading.

Our proposed future direction is to track student growth to work towards achieving the statewide distribution of Learning Gain for all domains with 25% Low Gain, 50% Medium Gain, 25% High Gain.

Engagement

In 2019 to strengthen student engagement and empowerment in student learning, we embedded the Oberon South Primary School Wide Positive Behaviour Supports to create a culture of respectful, responsible, safe and engaged learners. Students use common vocabulary across the school to articulate their sense of empowerment and school pride. Students have developed personal, social and interpersonal skills through knowing, understanding and demonstrating the School Wide Positive Behaviour Framework.

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.

OSPS has a high level of community involvement which complements the learning environment and these links support our students' engagement through many varied programs such as our daily breakfast program, weekly classroom reading, library support, and outdoor maintenance.

Our future direction is to have our Inclusion Team and Wellbeing Coordinator focus on student engagement to improve attendance rates.

Wellbeing

The 2019 Annual Implementation targets were to increase Student Attitudes to School Survey factors for performance in stimulating learning, student voice and agency and sense of connectedness. All three areas showed significant increase.

Stimulating learning increased from 63% in 2018 to 86% in 2019.

Student voice and agency increased from 41% in 2018 to 72% in 2019.

Sense of connectedness increased from 49% in 2018 to 75% in 2019.

School Staff Survey factors for performance and Parent Opinion Survey factors for performance as identified in the 2019 Annual Implementation targets also reported significant growth.

School Staff Survey factors for performance in Academic emphasis increased from 55% in 2018 to 75% in 2019.

Parent Opinion Survey factors for performance in

- Student connectedness increased from 73% in 2018 to 90% in 2019.
- Student motivation and Support increased from 60% in 2018 to 79% in 2019.
- Student voice and agency increased from 80% in 2018 to 100% in 2019.

Parent Satisfaction as reported in the Parent Opinion Survey indicated 94.2% positive responses which was well above the state median of 85.8%.

Positive work throughout the year with School Wide Positive Behaviour Supports (SWPBS), the Coaching Model to support teaching and learning and teachers' focus on differentiated teaching, student goal setting and feedback have all been positive factors in the achievement of these goals. Our future Strategic direction is to continue to focus on stimulated learning with a lens on student voice and agency and sense of connectedness.

Financial performance and position

Oberon South Primary School is in a sound financial position through good management which has supported the school remaining in a surplus position. The school is supported financially through donations from community support for which we are extremely fortunate and grateful. The Oberon South Primary School Council are committed to ensuring the yearly budget will benefit current students. Equity funding was utilised to support teachers to focus on improved outcomes for students. Our Finance Committee and School Council monitor our financial position at meetings throughout the year.




The 2019 financial year focused on maintaining the current building to a safe and operational standard whilst planning to allocate substantial funding for spending in the 2020 financial year to support resources and furnishings required for the new Oberon South Primary School building and relocation to Kidman Avenue site in 2020.




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 43 students were enrolled at this school in 2019, 20 female and 23 male.</p> <p>9 percent were EAL (English as an Additional Language) students and 9 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>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</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

Achievement	Student Outcomes	Similar 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>Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools: </p> <p>Results: English</p> <p>Results: Mathematics</p>	<p>Key: Similar School Comparison Above Similar Below</p> <p>Below </p> <p>Below </p>

Performance Summary

Key:		Key:	
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison	
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar
		 Below	
Achievement	Student Outcomes	Similar 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>No Data Available</p> <p>No Data Available</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>Below </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: ◆

Key: Similar School Comparison
● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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 Low: 38% Medium: 38% High: 25%</p> <p>Numeracy Low: 25% Medium: 63% High: 13%</p> <p>Writing Low: 25% Medium: 75%</p> <p>Spelling Low: 13% Medium: 75% High: 13%</p> <p>Grammar and Punctuation Low: 63% Medium: 38%</p>	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar 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>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p>  <p style="text-align: center;">0 50</p> <p style="text-align: center;">Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p>  <p style="text-align: center;">0 50</p> <p style="text-align: center;">Few absences <-----> Many absences</p>	<p>Below ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <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>80 %</td> <td>83 %</td> <td>89 %</td> <td>96 %</td> <td>85 %</td> <td>86 %</td> <td>85 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	80 %	83 %	89 %	96 %	85 %	86 %	85 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
80 %	83 %	89 %	96 %	85 %	86 %	85 %										

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: ◆ Similar School Comparison: ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar 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>Below ●</p>
<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>Above ●</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$535,969	High Yield Investment Account	\$94,197
Government Provided DET Grants	\$176,958	Official Account	\$15,992
Government Grants Commonwealth	\$4,630	Total Funds Available	\$110,188
Revenue Other	\$4,964		
Locally Raised Funds	\$17,786		
Total Operating Revenue	\$740,307		
Equity¹			
Equity (Social Disadvantage)	\$72,125		
Equity Total	\$72,125		
Expenditure		Financial Commitments	
Student Resource Package ²	\$495,877	Operating Reserve	\$27,643
Books & Publications	\$384	Other Recurrent Expenditure	\$33
Communication Costs	\$1,237	Provision Accounts	\$918
Consumables	\$28,250	Funds Received in Advance	\$16,135
Miscellaneous Expense ³	\$27,494	Total Financial Commitments	\$44,729
Professional Development	\$2,629		
Property and Equipment Services	\$35,252		
Salaries & Allowances ⁴	\$68,765		
Trading & Fundraising	\$3,577		
Travel & Subsistence	\$121		
Utilities	\$9,275		
Total Operating Expenditure	\$672,859		
Net Operating Surplus/-Deficit	\$67,448		
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 26 February 2020 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.

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)

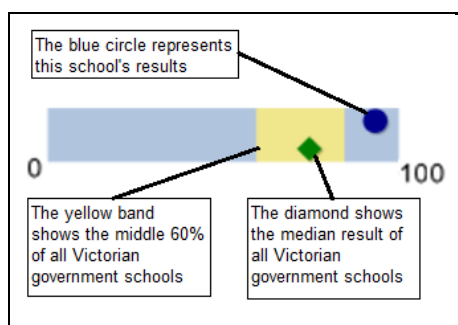
Engagement

- 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).

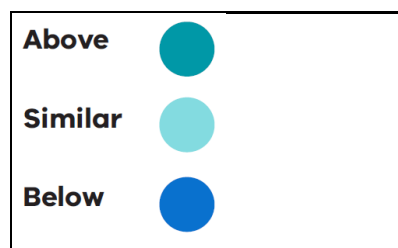


What does *School Comparison* refer to?

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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



What does '*Data not available*' or '*ND*' 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').