

2021 Annual Report to The School Community



School Name: Oberon Primary School (4735)



- 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 2021 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 26 April 2022 at 10:15 AM by Stuart Mccoombe (Principal)

- This 2021 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 28 April 2022 at 05:11 PM by Shane Moloney (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, an outline of the school's performance over the year and future directions.

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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Engagement

Student attendance at school

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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.

What does 'NDP' or 'NDA' mean?

'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.

What is 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').

About Our School

School context

Oberon Primary School is located in the increasingly popular and progressive southern Geelong suburb of Belmont. It currently has a student population of 198 students, of which 5 percent had English as an additional language and 5 percent were Aboriginal and Torres Strait Islander. A supportive, creative and flexible culture continues to enable staff, students and parents to work diligently together in order to research, plan and deliver educational experiences that best meet our students' diverse needs, talents and strengths throughout each level from Prep/Foundation to Grade 6.

Oberon prides itself on achieving excellent outcomes in the core subjects, Mathematics and English, and we continue to provide quality learning programs in the remaining Victorian Curriculum subjects.

Our principle objective is healthy and holistic growth with programs that enable each and every child to be challenged by the tasks set, to help build resilience but also to experience and value success where it is earned so that students can realise their full potential.

We have embraced the Gr8 values program to support our students to become well-rounded individuals who are able to successfully function in our ever-changing world. The Gr8 values program regularly focuses on 10 attributes which have highlighted the importance of being fair, the skills required to problem solve in a variety of situations and the value of seeking knowledge, to name a few.

The Student Family Occupation Education (SFOE) index was 0.3665 in 2021 and the Student Family Occupation and Education band value was Low-Medium, this represents medium-high parent education level and medium-high socio-economic advantage. The staffing profile of Oberon Primary School includes a Principal and Assistant Principal, 18 teaching staff and 11 Education Support (ES) staff. Our classrooms feature the latest technology where students have daily access to iPads and laptops. A well-resourced Library and Digital Technology Centre has also enabled ready access to the latest information that has enhanced stimulating and motivating learning experiences.

The school has recently undergone a building works project which includes a new administration area, staffroom, multipurpose hall and student and staff toilet facilities.

Oberon Primary School is supported by an energetic School Council and Parent Club which highly value and actively encourage parent and wider community involvement. We eagerly look forward to future challenges as we strive to continue to provide high quality educational experiences for our students as individuals, and as active members of our society.

Framework for Improving Student Outcomes (FISO)

Following a recent school review Oberon Primary School are making pleasing progress towards our chosen SSP Goals and Key Improvement Strategies despite the impacts of remote and flexible learning throughout 2021.

Goal 1 - Improve the learning growth and attainment of every student

Key Improvement Strategies:

Curriculum planning and assessment - Develop the capacity of all staff to use evidence-informed practice to improve student learning.

Instructional and shared leadership - Further develop instructional leadership across the school.

Curriculum planning and assessment - Strengthen student voice and learner agency to enhance the partnership between students, teachers and families.

Our PLC process has been further developed to include the use of data and also prioritise building teacher capacity around writing. Our engagement with the PLC initiative and department resources was extremely beneficial for building our collective PLC knowledge and understanding. We were able to provide whole school professional learning around writing improvement and worked throughout remote and flexible learning to deepen staff knowledge and teacher practice in this area. The tutor initiative program helped support our focus on literacy and staff engaged in the Quality Teaching Rounds pilot to support capacity building with all staff. Leadership attended Student Voice and Agency professional learning sessions through our Barwon Network and Quaglia Institute of Teaching.

Goal 2 - Strengthen students' sense of engagement and wellbeing.

Key Improvement Strategies:

Setting expectations and promoting inclusion - Embed the processes and protocols to promote attendance, including appropriate interventions.

Health and wellbeing - Strengthen the personal and social capabilities of each student.

The gr8 values program proved to be essential in not only providing wellbeing support and structures for students at school but also during remote learning. Constant engagement from staff with students and parents during remote learning and students subsequently returning to school ensured concerns were addressed and managed in a timely manner. The school received positive feedback from the community around teacher support, communication and engagement in the remote learning program and then again on the return to school for all year levels. We worked closely with our welfare officer regarding attendance and teachers provided regular wellbeing check ins with all families.

Achievement

Based on teacher judgements in 2021, the percentage of students in Years Prep to 6 working at or above the expected standards in Mathematics was above similar schools and the state. The percentage of students working at or above the state in English was also slightly above similar schools and the state. Although our 2021 percentages of students achieving in the top three bands of testing in NAPLAN was slightly below in Year 3 and Year 5 Reading and Year 3 Numeracy. Our 4-year average was above similar schools and state in all areas besides Year 3 Numeracy which was similar.

We celebrate our current focus on writing with 31% of students making high growth compared to 18% of similar schools. The tutor learning initiative has allowed us to provide additional support in literacy and we were able to target our whole school professional learning in these areas.

A future direction for Oberon will be Numeracy in particular exploring numeracy growth with 35% of students making low growth, 47% of student making medium growth and 18% of students making high growth. The Leading Mathematics course and a whole state focus on this in 2022 will provide support in this domain.

Spelling is also an area to explore and further investigate trends and data with 59%, the majority of students in 2021 making medium growth and only 12% making high growth.

Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans.

Engagement

Oberon Primary School students are engaged and connected to their school and we are proud of the programs which support students in building resilience, persistence, engagement, and social capacity. Our gr8 values program continues to support all members of our school community to actively engage in the school.

A range of opportunities for student voice and development of student agency continued to be nurtured along with a review of student leadership across the school. Students were also authentically engaged as stakeholders in the school review process via forums and surveys.

Our absence data from Prep to 6 was the same as similar schools at 15.0 average number of absence days. Our 4-year average remains lower than the state and similar schools at 14.8 average number of absence days.

In 2021, Oberon Primary School continued to work with families to ensure students were at school and learning during onsite instruction. As a school we continued to send SMS messages to parents, requesting them to notify the school of any absences, sent out monthly reports to parents with unexplained absences and made phone calls after extended periods of absences. The school works closely with the wellbeing officer to support chronic absences and return to school processes and engages external agencies and department supports when required.

Wellbeing

At Oberon Primary School, our students' wellbeing is of utmost importance as we recognise individual success, progress and personal development depend significantly on students' positive feelings about themselves and their relationships within the school community. The continued explicit teaching of our school gr8 values became a priority to support wellbeing across all levels of our school community throughout 2021. Our attitudes to school survey results continue to be positive and above state and similar schools with 87.0% responding positively on the Sense of Connectedness factor and 84.4% responding positively for Management of Bullying.

The wellbeing of our students and families was a major priority and focus for the school throughout the COVID pandemic and remote learning. Our school modified the delivery of health and wellbeing supports to students and their families, by providing check ins with students and families, regular communication and also support including external agencies when required. We continue to employ a wellface officer to provide wellbeing support to staff, students and parents/carers where needed.

We highly value the importance of providing a well-structured and supportive transition processes, from Kindergarten into Prep, Primary to Secondary, between Grade levels and for newly arrived students with and without English proficiency. We have meaningful and productive relationships with the local Kindergartens, and run a comprehensive orientation program in the year before commencing school. Kindergarten students are invited to visit during the year, and our Prep teachers also participate in the local Kindergarten programs.

Parent satisfaction, according to the Parent Opinion Survey, indicated pleasing results, performing at 88% positive with school satisfaction, above that of the state. Although in 2021 we were limited in the way we could engage with parents onsite, we look forward to again inviting parents and carers to become actively involved by providing opportunities such as classroom helpers program, information nights, family open school events and school tours which are conducted throughout the year.

The staff satisfaction, according to the School Staff Survey, showed 92.7% had a positive view on School Climate, well above that of the state. In 2021 staff wellbeing was a large focus alongside that of our students.

Finance performance and position

Oberon Primary School maintained a very sound financial position throughout 2021. The current School Strategic Plan, along with the 2021 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities.

The Financial Performance and Position report shows an end of year surplus of \$10,940. An amount of equity funding was not spent but was tagged in the 2021 budget. The school made a significant commitment to increase the digital technology resources by planning for and purchasing iPads to provide a 1:1 access for students in Year 3.

The school also contributed to the current Capital Works Program by funding the Multi - Purpose room extension, providing greater opportunities for the students of Oberon.

For more detailed information regarding our school please visit our website at <https://oberonps.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.

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 198 students were enrolled at this school in 2021, 97 female and 101 male.

5 percent of students had English as an additional language and 5 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).

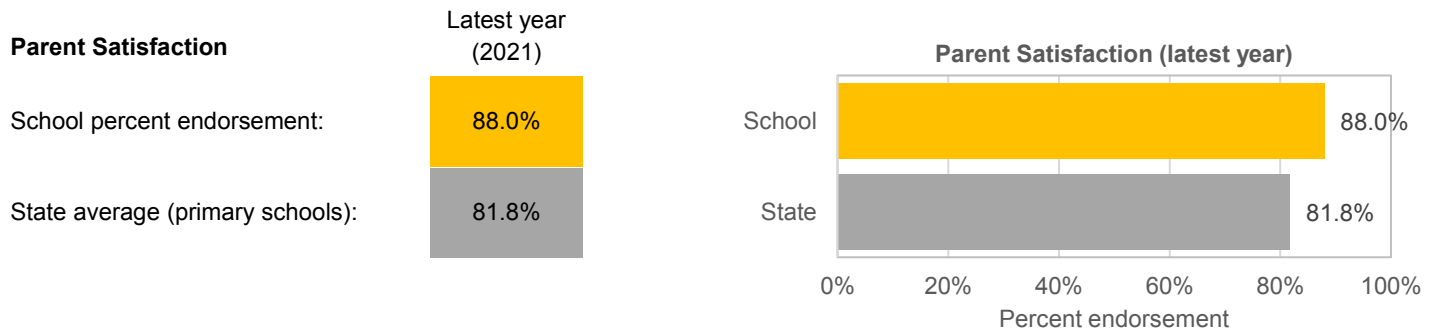
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

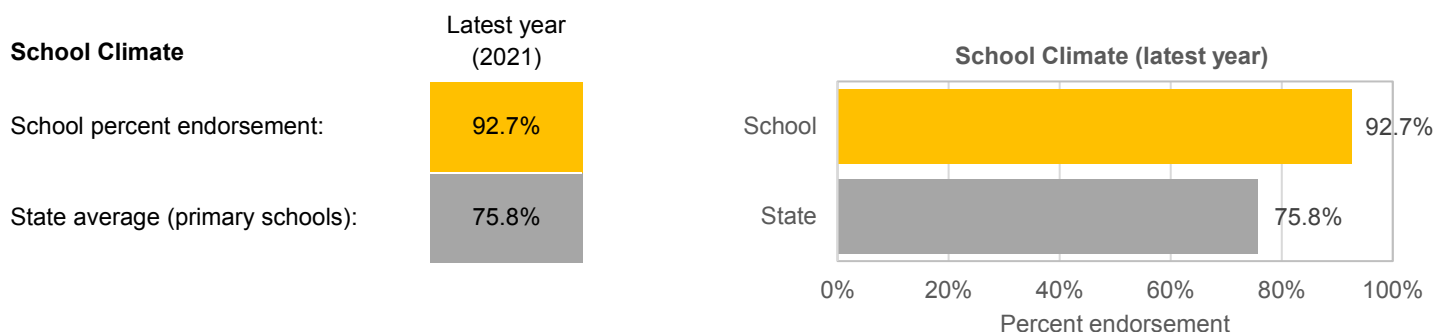


School Staff Survey

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.



ACHIEVEMENT

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

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

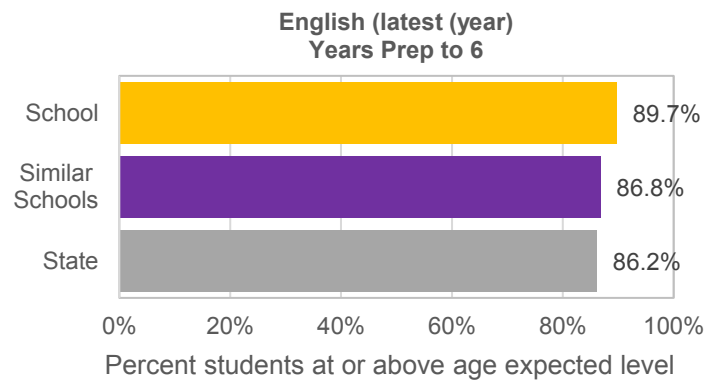
89.7%

Similar Schools average:

86.8%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

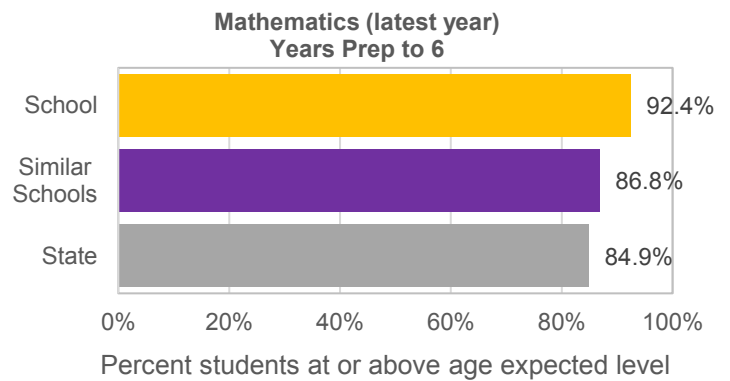
92.4%

Similar Schools average:

86.8%

State average:

84.9%



ACHIEVEMENT (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.

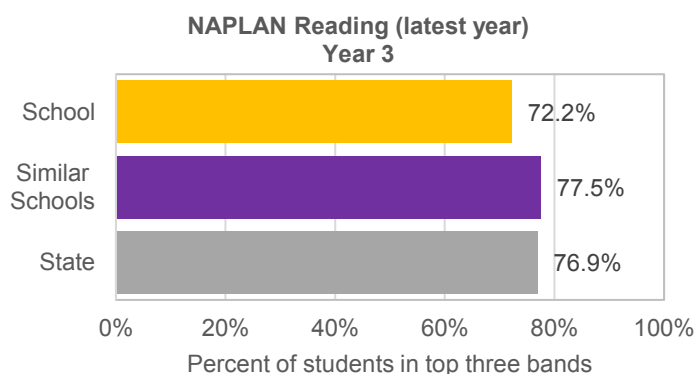
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

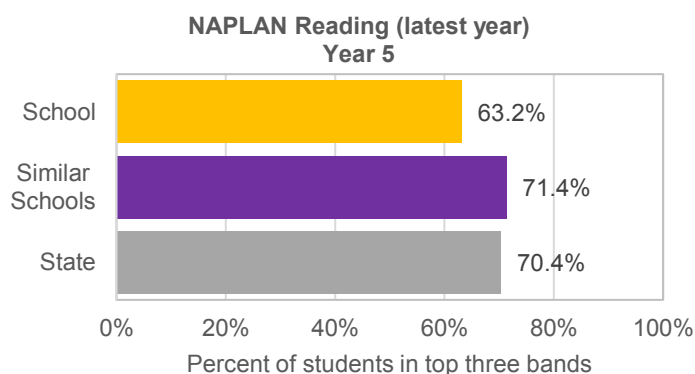
Reading Year 3

| | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 72.2% | 78.9% |
| Similar Schools average: | 77.5% | 76.8% |
| State average: | 76.9% | 76.5% |



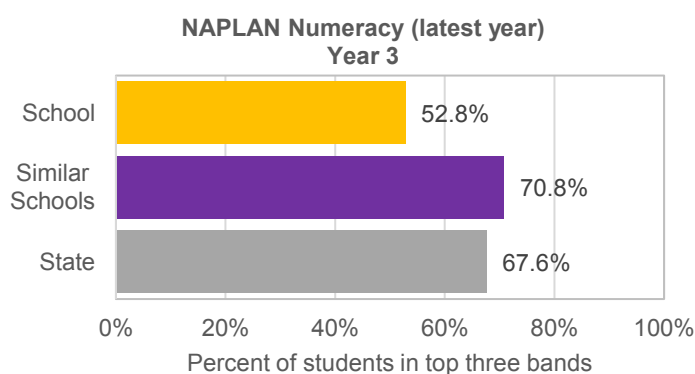
Reading Year 5

| | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 63.2% | 70.1% |
| Similar Schools average: | 71.4% | 68.0% |
| State average: | 70.4% | 67.7% |



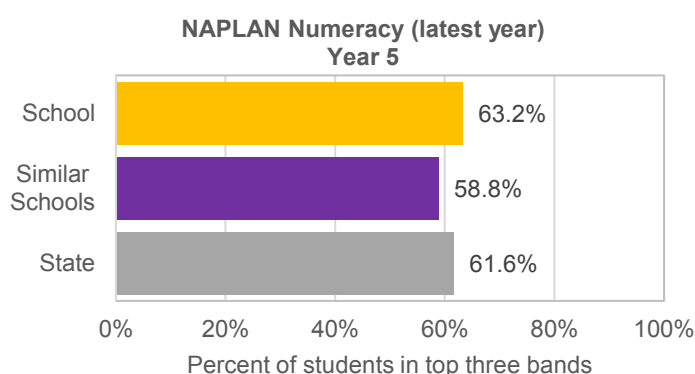
Numeracy Year 3

| | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 52.8% | 67.1% |
| Similar Schools average: | 70.8% | 71.9% |
| State average: | 67.6% | 69.1% |



Numeracy Year 5

| | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 63.2% | 63.2% |
| Similar Schools average: | 58.8% | 57.4% |
| State average: | 61.6% | 60.0% |



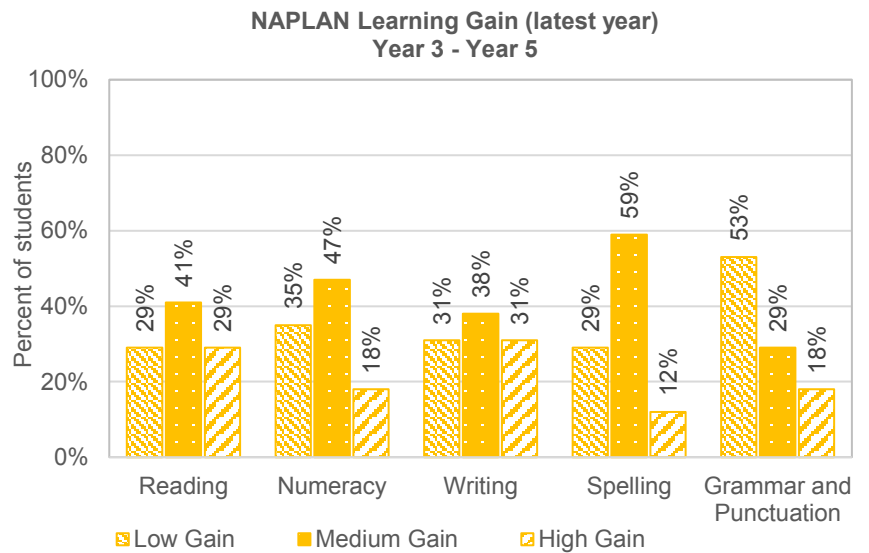
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

**Learning Gain
Year 3 (2019) to Year 5 (2021)**

| | Low Gain | Medium Gain | High Gain | High Gain (Similar Schools) |
|--------------------------|----------|-------------|-----------|-----------------------------|
| Reading: | 29% | 41% | 29% | 24% |
| Numeracy: | 35% | 47% | 18% | 21% |
| Writing: | 31% | 38% | 31% | 18% |
| Spelling: | 29% | 59% | 12% | 20% |
| Grammar and Punctuation: | 53% | 29% | 18% | 21% |



ENGAGEMENT

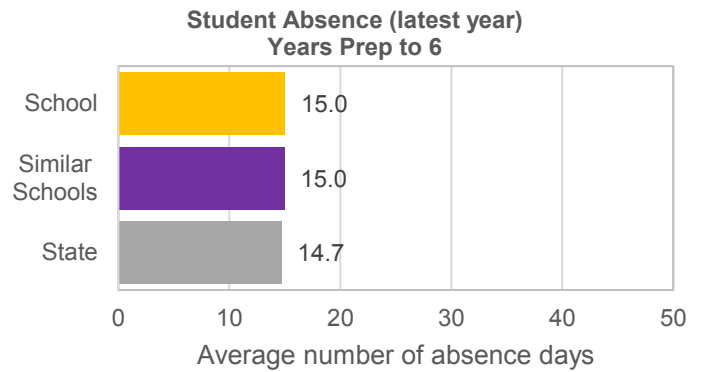
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

| | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School average number of absence days: | 15.0 | 14.8 |
| Similar Schools average: | 15.0 | 15.2 |
| State average: | 14.7 | 15.0 |



Attendance Rate (latest year)

| | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------------------------------|------|--------|--------|--------|--------|--------|--------|
| Attendance Rate by year level (2021): | 94% | 92% | 92% | 90% | 93% | 93% | 94% |

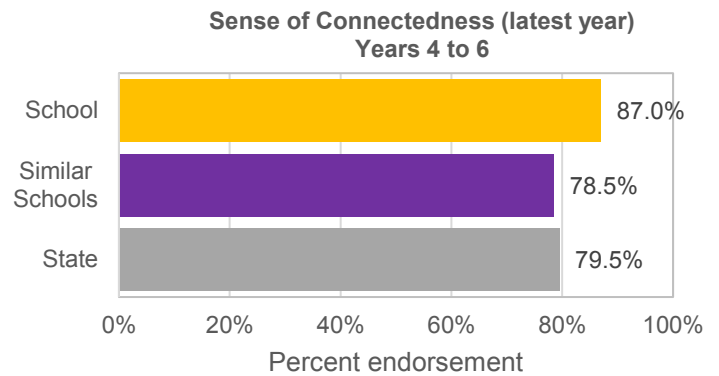
WELLBEING

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 percent 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 (2021) | 4-year average |
|-------------------------------------|--------------------|----------------|
| School percent endorsement: | 87.0% | 91.9% |
| Similar Schools average: | 78.5% | 78.4% |
| State average: | 79.5% | 80.4% |

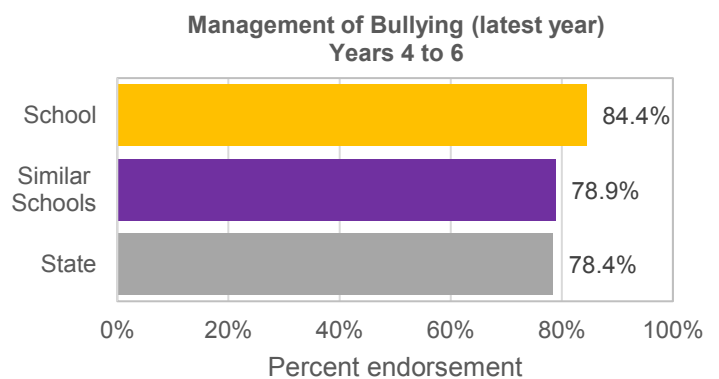


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent 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 (2021) | 4-year average |
|-------------------------------------|--------------------|----------------|
| School percent endorsement: | 84.4% | 91.1% |
| Similar Schools average: | 78.9% | 78.8% |
| State average: | 78.4% | 79.7% |



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$1,973,052 |
| Government Provided DET Grants | \$266,288 |
| Government Grants Commonwealth | \$14,380 |
| Government Grants State | \$0 |
| Revenue Other | \$33,650 |
| Locally Raised Funds | \$114,663 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$2,402,033 |

| Equity ¹ | Actual |
|---|-----------------|
| Equity (Social Disadvantage) | \$36,768 |
| Equity (Catch Up) | \$0 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$36,768 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$1,891,813 |
| Adjustments | \$0 |
| Books & Publications | \$1,112 |
| Camps/Excursions/Activities | \$56,118 |
| Communication Costs | \$4,902 |
| Consumables | \$50,751 |
| Miscellaneous Expense ³ | \$4,008 |
| Professional Development | \$9,368 |
| Equipment/Maintenance/Hire | \$33,330 |
| Property Services | \$74,671 |
| Salaries & Allowances ⁴ | \$91,230 |
| Support Services | \$16,894 |
| Trading & Fundraising | \$17,389 |
| Motor Vehicle Expenses | \$0 |
| Travel & Subsistence | \$0 |
| Utilities | \$23,155 |
| Total Operating Expenditure | \$2,274,740 |
| Net Operating Surplus/-Deficit | \$127,294 |
| Asset Acquisitions | \$0 |

(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 24 Feb 2022 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 2021

| Funds available | Actual |
|-------------------------------|------------------|
| High Yield Investment Account | \$269,693 |
| Official Account | \$34,276 |
| Other Accounts | \$0 |
| Total Funds Available | \$303,969 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$59,648 |
| Other Recurrent Expenditure | \$10,802 |
| Provision Accounts | \$0 |
| Funds Received in Advance | \$37,784 |
| School Based Programs | \$250,679 |
| Beneficiary/Memorial Accounts | \$2,400 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$1,956 |
| Repayable to the Department | \$0 |
| Asset/Equipment Replacement < 12 months | \$0 |
| Capital - Buildings/Grounds < 12 months | \$0 |
| Maintenance - Buildings/Grounds < 12 months | \$0 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$363,269 |

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.