

**2022 Annual Report to
The School Community**

School Name: Overport Primary School (4780)



- 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 2020 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 19 March 2021 at 01:07 PM by Julie Gleeson (Principal)

The 2022 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 27th March at 02:11 PM by Marshall Hughes (School Council President)

How to read the Annual Report

What has changed for the 2021 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

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

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data 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. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

The About Our School section 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.

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).

Note: NAPLAN tests were not conducted in 2020

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).

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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 a disability 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

Overport is an inclusive school community, situated in Frankston, and is committed to providing engaging and challenging opportunities that support individuals to achieve their full potential as lifelong learners. We strive to achieve the best educational outcomes for all students. Our school is committed to work with children as individuals, adapting programs to their specific needs. In 2023, our 730 students were supported within 31 classes Foundation to year 6 by a highly professional staff, comprising of a principal and two assistant principals, 35 full time and 10 part time teaching staff of which we have 3 Learning Specialists as well as 13 education support staff.

Classroom programs are designed to differentiate and support individual needs and are enriched by a number of specialist and support programs which include Health and Physical Education, Visual Arts, Performing Arts, Digital Technologies, LOTE (Japanese), a wellbeing program that includes a strong focus on Restorative Practices to build a strong inclusive school. The Resilience Program continues to be a feature of the school promoted through GEM- Gratitude, Empathy and Mindfulness. On 2023 we continued to implement the Resilience, Rights and Respectful Relationships (RRRR) program. Further we provide support for students in literacy intervention in the LEAP –Literacy Enrichment Assistance Program, a Literacy Tutor program and mathematics intervention through the MAP -Mathematics Assistance Program. Our small number of international students and students who identify as Indigenous are supported within the current class programs.

The staff are dedicated and committed to developing a learning environment which maximises the overall educational needs of our students and endeavours to achieve the best social, emotional and educational outcomes for them. Our school is committed to working with students as individuals, adapting programs to their specific needs through a differentiated approach to curriculum and instruction. Our teachers plan together in strong teams and share sound practices across and between year levels to provide continuity.

Our leadership team has a shared vision that ensures a focus on building teacher capacity and curriculum delivery. The Principal and Assistant Principals meet weekly to discuss school operations, curriculum and wellbeing. Our School Improvement Team (SIT) comprising the Principal, Assistant Principals, Learning Specialists and Passion Team leaders, meet on a regular basis to review data and discuss the various curriculum and wellbeing Action Plans along with the 'OPS Road Map' for implementing curriculum delivery, programs and relevant changes across the school in a strategic manner.

Our Professional Learning Communities (PLT) comprising of a year level leader and their team, meet twice a week and use data to drive effective curriculum planning. Our middle level leaders (team leaders) meet regularly to support implementation of the Action Plans and 'OPS Road Map' to ensure continuity of programs across the school. Our PCO members attend Team meetings and visit classrooms to ensure strong instructional leadership within the school. We undertake whole school professional development meetings (staff meetings) once a week and Passion Teams (curriculum teams) meetings that meet several times during the term. The Passion Teams focus is to deliver upwards of 80% of our staff professional development. This can also be said of Curriculum Days' PD. Our SSP goals are designed to improve student learning outcomes in Literacy, Numeracy and to improve student engagement and agency in learning. The 2023 AIP was targeted to identified areas for improvement in Literacy, Numeracy and Wellbeing.

In term 4 we undertook our School Review, which happens every four years. This highlighted the many successes the school has achieved for students over the last four years, as well as setting school direction for the coming four years within our School Strategic Plan. The reviewer was impressed with the data that showed how successful staff have been in supporting students at their point of need and implementing programs and recommendations from Passion (curriculum) Teams and Learning Specialists.

Our classrooms are designed with flexible open learning spaces that offer the opportunity to embrace innovative practices throughout the school. The school also provides a multi-purpose hall, and a state of art Library, Visual Arts room, Performing Arts room and a Computer hub as well as a huge range of technology within classrooms.

Our parents support the school through involvement in classroom programs, fundraising, sports activities, camps and excursions, and numerous other activities, including School Council. Our School Council meet both on-site and remotely and continued to be highly active in effective Governance. The School Council and staff continued to emphasize school spirit and a sense of pride in effort and achievement.

Our outdoor learning areas such as an Indigenous garden, a Japanese garden and vegetable garden continue to provide wonderful learning opportunities for our students and are linked to student learning as well as ensuring the aesthetic appearance of the grounds.

Framework for Improving Student Outcomes (FISO)

The three state-wide priorities are embedded within our SSP and our 2022 AIP.

Our Key Improvement strategies are as follows:

KIS 1

Curriculum planning and assessment Learning, catch-up and extension priority

KIS 2

Health and wellbeing Happy, active and healthy kids priority

KIS 3

Building communities Connected schools priority

Specific AIP Goals for 2023:

Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy

Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable.

Progress and Highlights:

We continued to see our staff strengths through their capacity to engage their students in the classroom environment. Our middle-level leadership consisting of Area Leaders, 3 Learning Specialists and a Leading Teacher have provided staff with sound support. The capacity that staff have to drive effective programs with sound curriculum knowledge and delivery with a comprehensive approach to wellbeing for all students, has ensured continuous success in student outcomes. All staff use the High Impact Teaching Strategies (HITS) to enhance teaching and learning experiences for students at OPS. There is a focus on Literacy and Numeracy and the use of a specific Instructional Model in all classrooms. Staff have ensured student leadership, voice, and agency is at the forefront of their mind when planning. They use Learning Intentions (LI) and Success Criteria (SC) to assist student to identify their own learning requirement and successes and have greater ownership of their learning.

A whole school assessment schedule is utilised annually. Data discussions through the use of ATLAS data protocols, are a regular feature and essential part of team meetings to drive curriculum planning and targeted teaching. The Writing Assessment Criteria (WAC) was an effective tool for teachers to accurately assess students' writing levels. Throughout the year a standardised assessment tool in numeracy was utilised through Essential Assessment P-6, and Pat Maths years 3 to 6. Our Preps undertake assessment through the 'English Online' and the 'Maths Online' assessment programs at the beginning of the year. All year levels' assessment included teacher judgement. The Maths Continuum Tracker together with results from Essential Assessment and PAT Maths as well as teacher judgement were used to develop the students' end of year reports.

Achievement

Achievement

It is clear from our teacher judgement and online assessments that there has continued to be strong growth for students in reading, writing and numeracy. The evidence through the data, including NAPLAN data, has demonstrated this. Through the High Impact Teaching Strategies (HITS) outlined in the Education State initiatives, we continued to focus on explicit teaching which has supported student achievement.

Three Learning Specialists drive improvements in English and Mathematics. The English Learning Specialists worked with the English passion team to drive the highly effective writing program with continued success. The Wonderous Overport Writing (WOW) program was used to engage students in writing as well as using the '6 plus 1 traits of writing' and explicit instruction. We used a targeted literacy intervention program (LEAP) with a small group focus at point of need based on IEPs and supported students for years 1 to 3 and a Phonological Awareness program for those students in prep and 1 as required. A literacy tutoring program supported students years 3 to 5.

The mathematics Learning Specialist lead and worked with the mathematics passion team. This supported numeracy teaching and learning, using a focus on the language for problem solving and the "Think Mentals" program as a tool to build numeracy strategies, as well as supporting explicit instruction. We continued a numeracy intervention program (MAP) in years 2 to 5.

All students identified with a specific disability have been assisted through Student Support Group meetings (SSGs), where 'Individual Education Plans' are developed and reviewed. Consequently, all students identified with a specific learning need have made satisfactory achievement of their individual educational goals (IEPs)..

Engagement

Our Wellbeing Assistant Principal and our Social Worker worked closely together to develop plans which focused on improving attendance data. Along with staff and leadership, they communicated with parents. We continue to have a number of families with whom we worked very closely.

Sound student engagement levels were identified within the 2023 Attitude to School Survey (AtoSS) through the measures of 'Stimulated Learning', 'Differentiated Learning Challenge' and 'Effective Classroom Behaviour'.

Staff continued to contact parents if a student is absent for three days without explanation. As per all schools, parents and carers of children who have not arrived at school by 9.30 am without an explanation from parents, will automatically receive an email.

Wellbeing

Wellbeing continued to be a major focus within our school. Our strong approach to wellbeing, supported students. These included delivering the RRRR, Resilience Project strategies and using our Restorative Practices approach. These programs are designed to support student social competencies and to build a nature of resilience within them. We hold two weeks of “Getting to Know” at the beginning of term 1 and in term 3 to build relationships between staff and students, and student and students.

Our school rules are: Be Safe, Be Respectful, Be Responsible, Be a Learner. These are designed to ensure a consistent and explicit approach to school behaviour expectations. We capture student voice through the following forums: Student Voice Leaders, various student leaders (School Captains, etc), Student Health Ambassadors, our Wellbeing student survey, student conferencing and formal meetings with the Principal or Assistant Principals. Our student leaders lead the assemblies. During our review, student leaders spoke to the reviewer to give their thoughts around the school, its successes and areas of improvement.

Financial performance and position

For more detailed information regarding our school please visit our website at <https://www.overport-ps.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 729 students were enrolled at this school in 2021, 367 female and 362 male.

7 percent of students had English as an additional language and 1 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).

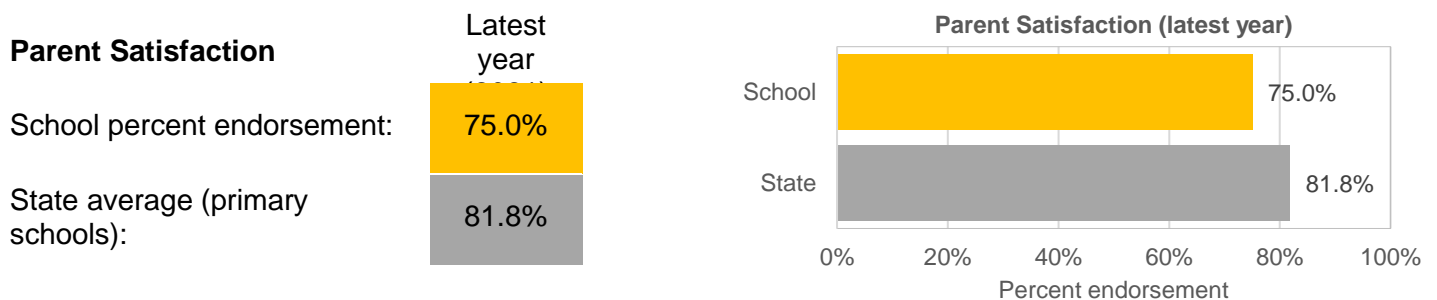
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

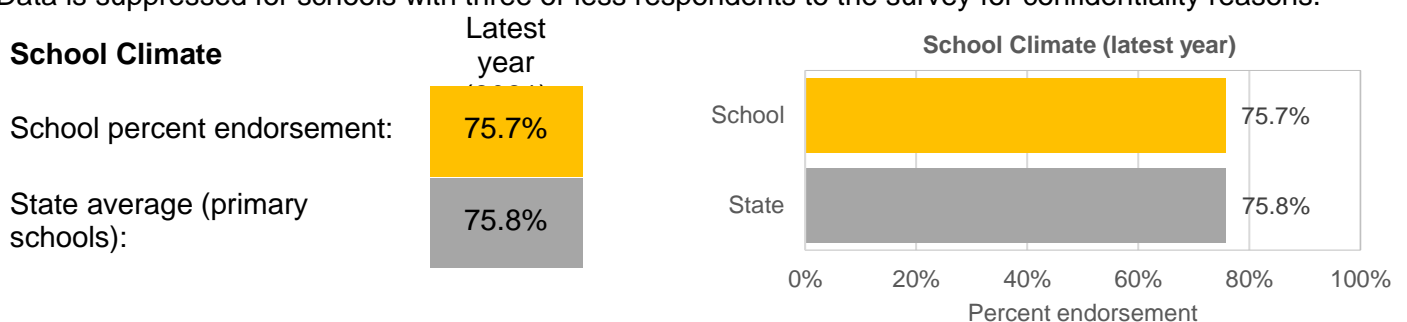


School Staff Survey

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.



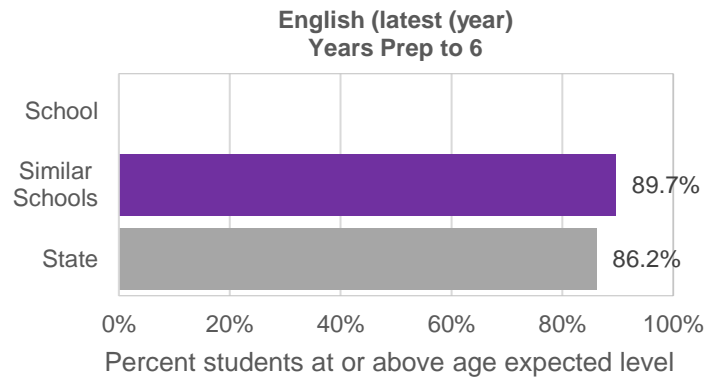
ACHIEVEMENT

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.

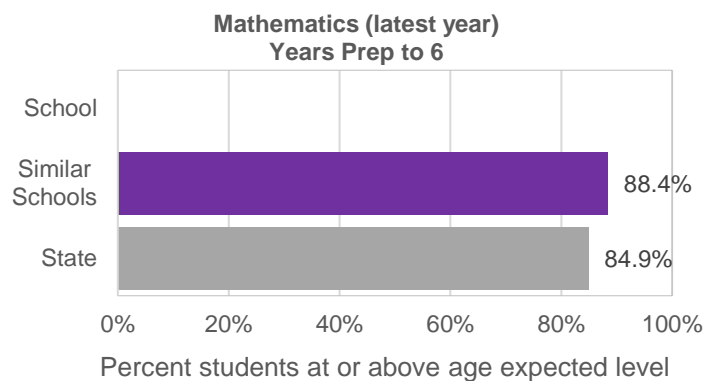
Teacher Judgement of student achievement

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

	Latest year (2021)
English Years Prep to 6	
School percent of students at or above age expected standards:	NDA
Similar Schools average:	89.7%
State average:	86.2%



	Latest year (2021)
Mathematics Years Prep to 6	
School percent of students at or above age expected standards:	NDA
Similar Schools average:	88.4%
State average:	84.9%



ACHIEVEMENT (continued)

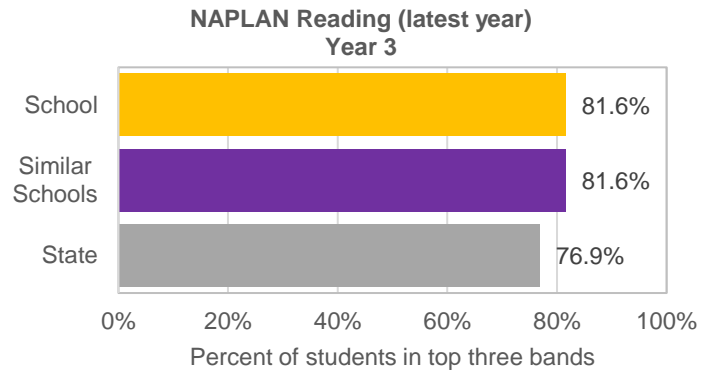
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN

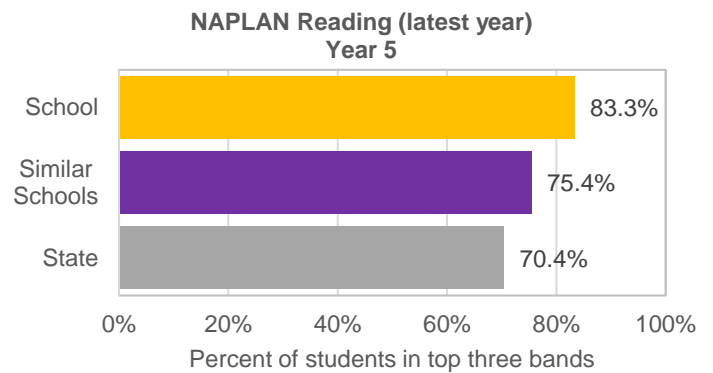
Percentage of students in the top three bands of testing in NAPLAN.

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

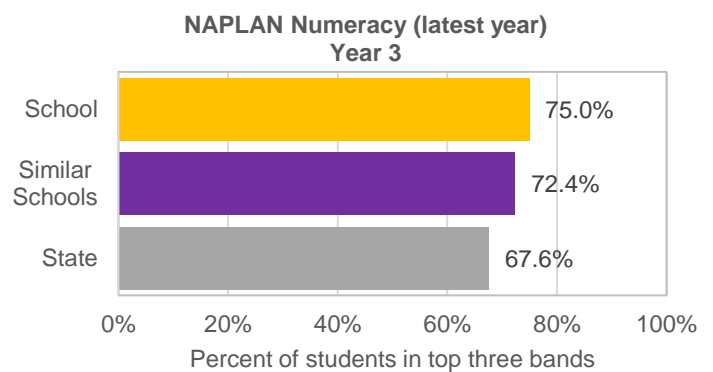
Reading Year 3	Latest year (2021)	4-year average
School percent of students in top three bands:	81.6%	82.4%
Similar Schools average:	81.6%	81.9%
State average:	76.9%	76.5%



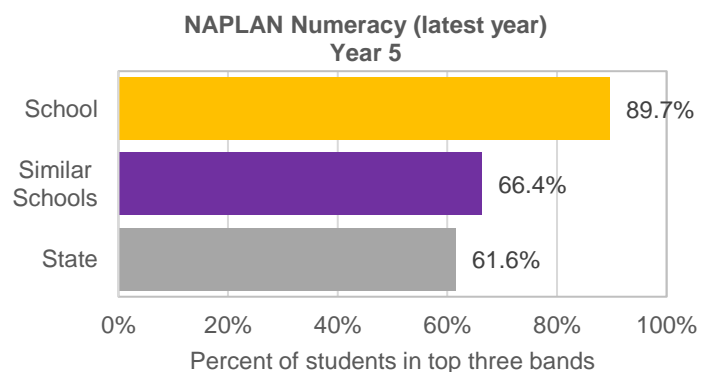
Reading Year 5	Latest year (2021)	4-year average
School percent of students in top three bands:	83.3%	73.4%
Similar Schools average:	75.4%	72.9%
State average:	70.4%	67.7%



Numeracy Year 3	Latest year (2021)	4-year average
School percent of students in top three bands:	75.0%	73.0%
Similar Schools average:	72.4%	75.0%
State average:	67.6%	69.1%



Numeracy Year 5	Latest year (2021)	4-year average
School percent of students in top three bands:	89.7%	72.9%
Similar Schools average:	66.4%	65.1%
State average:	61.6%	60.0%



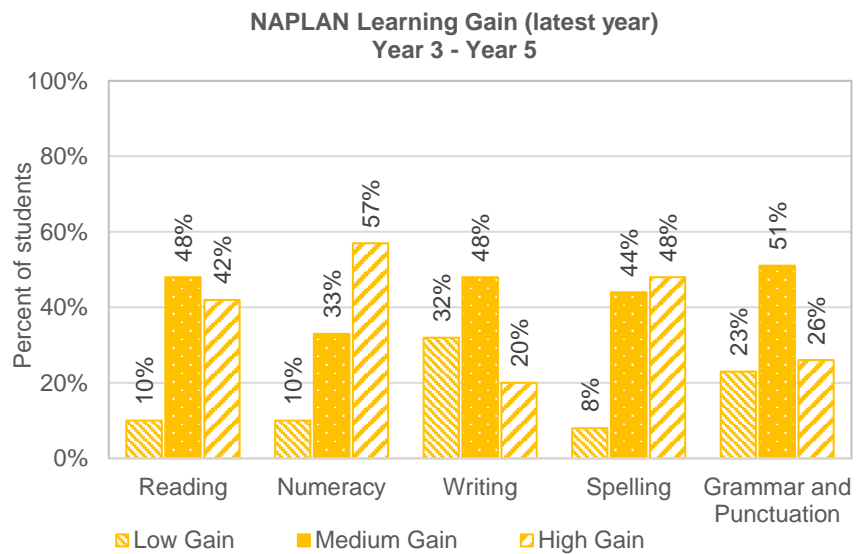
ACHIEVEMENT (continued)

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:	10%	48%	42%	24%
Numeracy:	10%	33%	57%	22%
Writing:	32%	48%	20%	21%
Spelling:	8%	44%	48%	20%
Grammar and Punctuation:	23%	51%	26%	22%



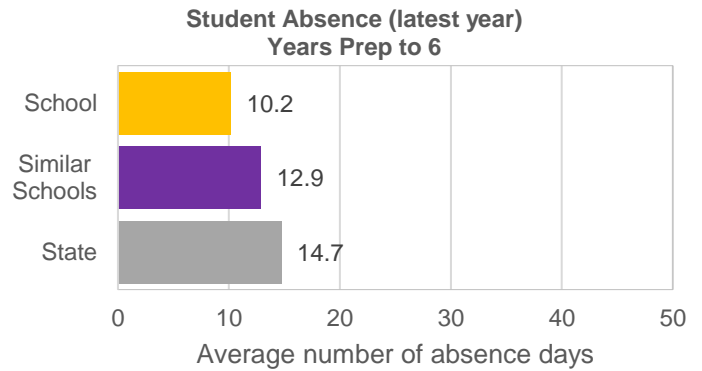
ENGAGEMENT

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:	10.2	12.1
Similar Schools average:	12.9	13.4
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):	95%	94%	95%	96%	94%	96%	95%

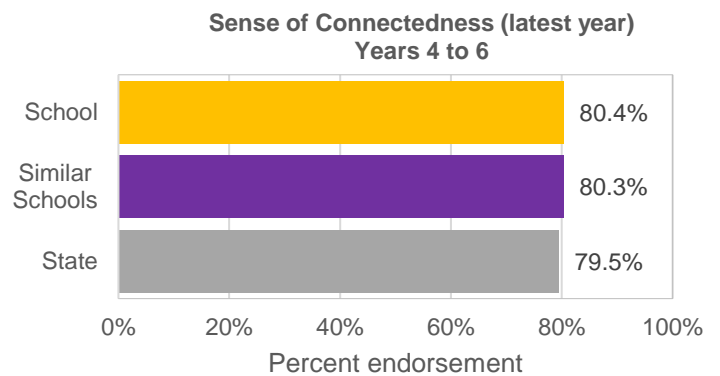
WELLBEING

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:	80.4%	81.1%
Similar Schools average:	80.3%	82.2%
State average:	79.5%	80.4%

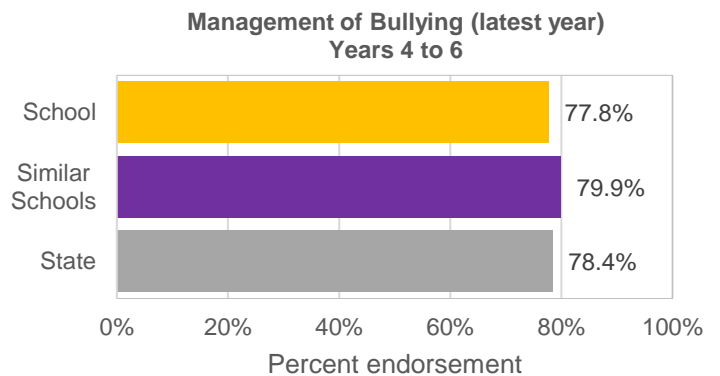


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	77.8%	78.8%
Similar Schools average:	79.9%	81.7%
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	\$5,843,469
Government Provided DET Grants	\$556,173
Government Grants Commonwealth	\$11,400
Government Grants State	\$0
Revenue Other	\$25,055
Locally Raised Funds	\$209,131
Capital Grants	\$0
Total Operating Revenue	\$6,645,228

Equity ¹	Actual
Equity (Social Disadvantage)	\$94,283
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$94,283

Expenditure	Actual
Student Resource Package ²	\$5,577,633
Adjustments	\$0
Books & Publications	\$50,018
Camps/Excursions/Activities	\$65,511
Communication Costs	\$8,899
Consumables	\$146,127
Miscellaneous Expense ³	\$15,429
Professional Development	\$14,541
Equipment/Maintenance/Hire	\$147,571
Property Services	\$115,879
Salaries & Allowances ⁴	\$61,478
Support Services	\$145,212
Trading & Fundraising	\$23,415
Motor Vehicle Expenses	\$61
Travel & Subsistence	\$0
Utilities	\$41,377
Total Operating Expenditure	\$6,413,153
Net Operating Surplus/-Deficit	\$232,075
Asset Acquisitions	\$56,510

- (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	\$499,062
Official Account	\$36,240
Other Accounts	\$0
Total Funds Available	\$535,302

Financial Commitments	Actual
Operating Reserve	\$122,150
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$99,506
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$200,000
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	\$421,656