

# 2021 Annual Report to The School Community



**School Name: Orbost Primary School (2744)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 18 March 2022 at 09:40 AM by Peter Nicolson (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 02:46 PM by Matt Jenkins (School Council President)

## How to read the Annual Report

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### 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.

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### 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.

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### 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)

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### 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.

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### 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.

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### 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

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### School context

Orbost Primary School is situated on the Snowy River in Far East Gippsland, approximately 380km from Melbourne and 360 km from Canberra. Enrolments have been declining for several years due to changing commercial and social demographics. In 2017, there were 132 students, 2018 with 122 students, 2019 with 117 students, 2020 school with 105 students. This trend changed slightly from 2021 (107 students) to 2022 with an increased number of students enrolling during the year and a start of 2022 enrolment of 114.

The school draws students from the town and some surrounding areas. Approximately 25% of students travel to school by bus. In 2020 the school Student family Occupation Index was in the 'medium' band of socio-economic disadvantage.

The staff are very experienced and there is a high level of stability in teaching and non-teaching staff, with most staff having been at the school for longer than 10 years. The school maintained its employment levels of approximately 8.2 EFT teaching staff and six Education Support staff including a part time Business manager and part time funding of a School Chaplain.

In 2021, there were 2 students funded under the Program for Students with Disabilities and 7% of the students at the school identified as Aboriginal or Torres Strait Islander. Our regional Network office provided access to a Koorie Education Support Officer to support our programs throughout the year.

OPS is a member of the Snowy River Education Community (SREC) with Newmerella Primary, Orbost North Primary, Marlo Primary and Orbost Secondary College. This alliance is designed to facilitate an educational community which ensures all students of our district have opportunities to high quality and consistent Teaching and Learning programs, curriculum diversity and extra-curricular activities.

The state budget of Thursday May 20, 2021 announced \$7.27 million funding for the development of a P-12 college on the existing secondary college site. This follows on from many years of planning and exploration of the future delivery of education in our community by a combined school councils working party. Since the announcement, the merger of Orbost North P.S. Orbost P.S. and Orbost S.C. as a new educational P-12 provider is now well under way, with the development of both the physical facilities and the transition of our combined workforce to a one school model.

In 2021, OPS provided specialist programs in Physical Education, Art, Digital Technology, Respectful Relationships and Music. The music specialist subject was staffed through sharing arrangements with OSC.

The school has a hall used for assemblies, performances, and Physical Education classes. Our school offers an after school care and vacation care program that runs from the hall each weeknight and in school holidays, catering for all families in the district.

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### Framework for Improving Student Outcomes (FISO)

In 2021, Orbost Primary School improvement priorities (and all schools across the state) were again impacted and modified to suit remote and flexible learning for COVID Safe operations.

Schools were supported by DET to have a clear focus on "Mental health & wellbeing" of students & staff, "Learning" in remote and flexible delivery and "Transitions" from Kinder to prep and grade 6 to 7.

Staff development of teaching practices in the implementation of our School Literacy and Primary Maths Specialist programs was able to continue. When necessary, online meetings continued to support teachers to come together, plan and assess inform teaching programs.

Equity funding and Tutor Learning Initiative funding was used to employ ES staff in classrooms and to implement the Fountas and Pinnell Reading Intervention program, with our Literacy Leader providing training and support for all staff to become proficient in using the resources.

During remote and flexible learning, our staff continued to recognise the importance of a consistent approach to behaviour expectations through the School Wide Positive Behaviour Framework through staff training and leadership. Regular communication with families to support student wellbeing increased as a specific focus and role for our ES staff. Simplified student and family feedback surveys were also important in evaluation of remote and flexible learning programs as well as highlighting any wellbeing needs.

All staff were adaptable to ensure our off campus and on-campus programs were delivered consistently and effectively

for students to build confidence and skills during remote learning.

Despite another difficult and disrupted year, we are very pleased to report that in 2021, all OPS staff were able to continue to participate in the Professional Learning Team (PLT) approach, with the new Tutor Learning Initiative funds supporting an extra focus on reading. Teachers were able to share their focus on the improvement agenda in teaching and learning in all areas of literacy and mathematics. In Term 3, our whole staff professional development day in Maths with consultant Michael Minus has challenged teachers to review and plan a focus on improved maths teaching strategies for 2022, with his continued involvement each term.

Having our own teachers lead our school in these roles has been and will continue to be a significant strategy to support improvement in student learning, where teachers meet weekly to identify common needs, share strategies, resources and plans for improvement.

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## Achievement

Assessment of student learning was impacted by the extended periods of uncertainty and interruptions to on site learning opportunities. Teachers were directed to modify assessment and reporting in our Operations Guidelines. In 2022, our inclusion of specialist appointments in Respectful Relationships and Digital Technologies has stemmed from the learnings of teaching remotely in 2021. The increased dependence on technology gave all staff the opportunity to explore, trial and share and celebrate successful innovation and application of the digital learning environment. As teachers became learners we saw great examples of improved teacher student relationships in learning together where it was OK to fail and then sharing strategies for improvement and reflecting together on progress towards goals. During remote learning, staff were able to utilise online resources for content-delivery and assessment and explore new ways of differentiating learning for students.

Our Performance Summary shows achievement data in English and Mathematics from Prep to 6 is at 'similar schools' average according to our teacher judgements.

NAPLAN data for 2021 showed a significant decrease in Yr 5 Reading standard, but comparable or higher than 'similar schools' in Yr 3 Reading and Numeracy and Yr 5 Numeracy.

NAPLAN 'learning gain' is determined by comparing a student's current year result and growth, relative to the results of all 'similar' students who had the same score two years prior. Our best gain for year 3 and 5 students was clearly in writing (25% high growth) while other areas were a much lower percentage of high growth than similar schools.

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## Engagement

To meet Commonwealth Government reporting requirements under the National Education Agreement, schools are required to include information about strategies to address student non-attendance. We are pleased to report that we continue to have an excellent rate of engagement across all year levels and families both during the remote learning period and on return to on-site learning. This is clearly evidenced in our "unapproved" attendance data but also in our communications with families in welfare checks and records of "explained" and "approved" absences.

Our 2021 "Attendance Rates by year level" range from 93% to 95%.

In 2021 our "Schools average number of absence days Years Prep to 6" was 12.3 days (similar schools 18.8 days) The observed behaviours and documented practices of teachers to connect students to learning goals, to share the strategies and then reflect on success, to individualise programs as required and to build an inclusive culture of student leadership across all levels is strong evidence of our collaborative practices supporting student engagement goals.

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## Wellbeing

In 2021, our school continued to navigate through and adapt learning program options which were best fitted to support student wellbeing outcomes during the remote and flexible learning period and in the transition back to on-site classes. This work was clearly predicated on supporting every family in their personal context, and to make learning accessible and yet challenging at the same time.

Regular communication between teachers and parents through the distribution and collection of work packages where each teacher required feedback on the successes and difficulties met. This feedback was further supported by phone call check ins as a welfare role for our Education Support staff to take feedback and other wellbeing into consideration on a student by student case load.

Extra support and purchasing hardware during this period from our Digital Technology specialist and IT Technician was also closely tied to our wellbeing team support of families and our priority for every student to maintain engagement and learning on a level playing field. All teachers and students were able to adapt teaching and learning strategies which optimised effective use of technology.

In 2021, during remote and flexible learning periods, we also found that our provision of on-site attendance learning programs at each year level was another essential support for student wellbeing, to not only essential workers but also vulnerable students. The opportunities for vulnerable students at risk of disengagement and falling behind to attend on an individual needs basis was critical and became well respected and appreciated by our families in need and indeed the students who were able to attend and maintain connection with their learning.

It should also be noted that our focus in this area most importantly included prioritising staff meeting agendas which were used to maintain our consistent whole school approaches to teaching and learning during remote learning, as well as to maintain our focus on staff health and wellbeing. We used meetings to regularly check in and address issues using problem solving as a team. These principles, practices, and protocols continue to have a long-lasting benefit to staff morale – where our work and successes in difficult circumstances have increased understanding and empathy across the team.

In 2021, our Student Attitudes to School data from students in grades 4, 5 and 6 showed: -

84.9% endorsement of a “Sense of Connectedness” (77.2% similar schools)

77% positive endorsement of “Management of Bullying” (78.8% similar schools)

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## Finance performance and position

In 2021 the annual result was a deficit which was planned and balanced by using SC staffing contingency funding through previous years of surplus. These extra staffing funds were used to provide extra classroom program and welfare coordination support over and above the SRP allowance.

In 2021 there were no extraordinary revenue or expenditure items.

The school continued to employ a school cleaning contractor as the only contract, agreement or arrangement entered into by the school council.

In 2021 the school received equity funding, and a special grant to provide Tutor Learning Initiative programs as a result of impacts of remote learning periods in 2020. There were no significant fundraising activities in 2021, mainly due to the restrictions imposed by Operations Guidelines for COVID.

Beyond the SRP, the only additional State or Commonwealth Government funding received by the school was a term by term sporting schools grant.

**For more detailed information regarding our school please visit our website at**  
<https://www.orbostps.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 107 students were enrolled at this school in 2021, 64 female and 43 male.

NDP percent of students had English as an additional language and 7 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

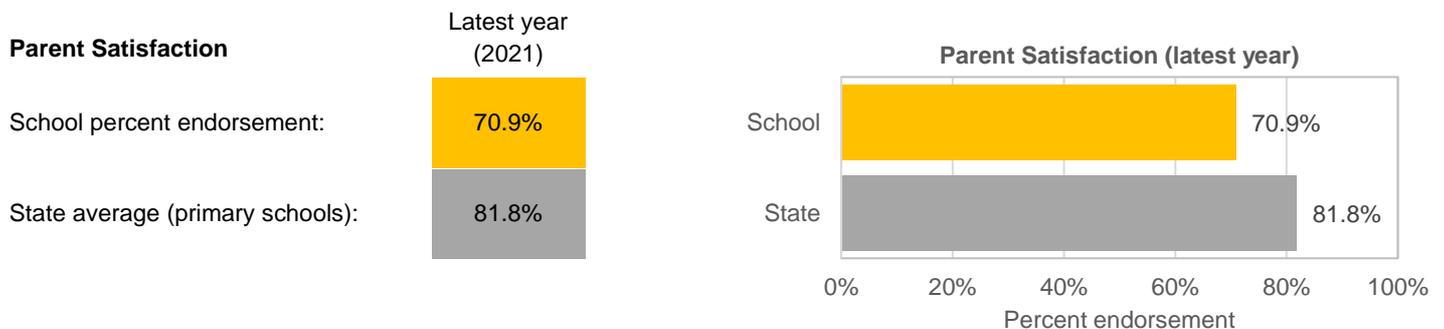
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

### Parent Satisfaction Summary

The 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.

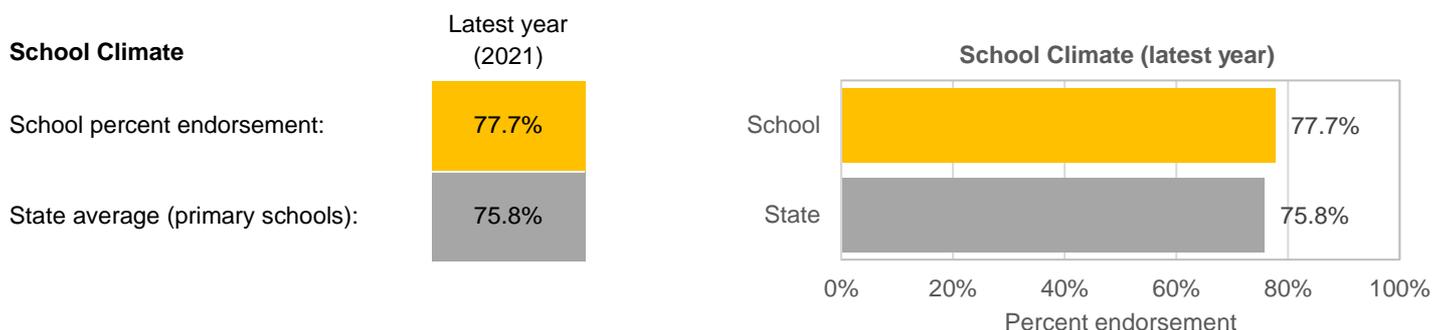


### School Staff Survey

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:

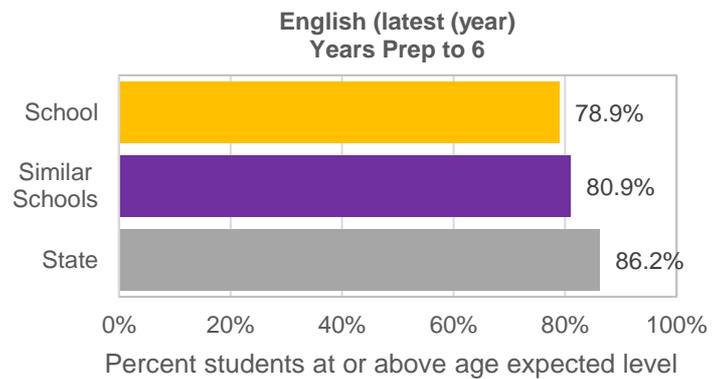
78.9%

Similar Schools average:

80.9%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

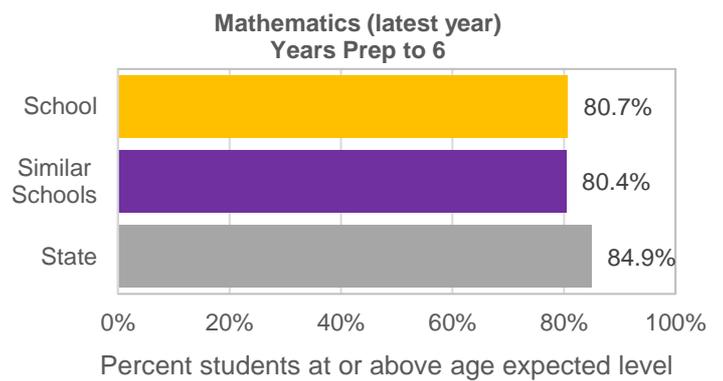
80.7%

Similar Schools average:

80.4%

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.

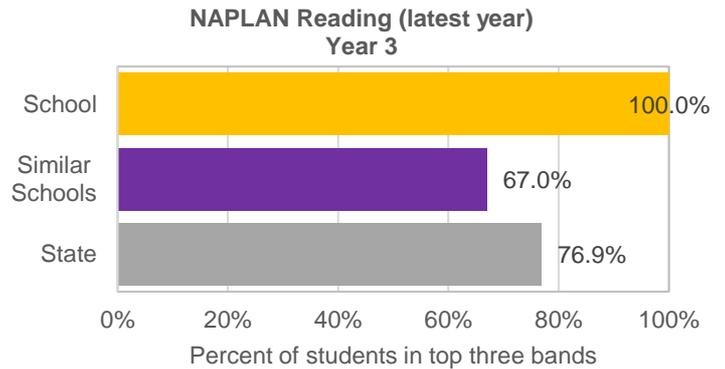
**NAPLAN**

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.

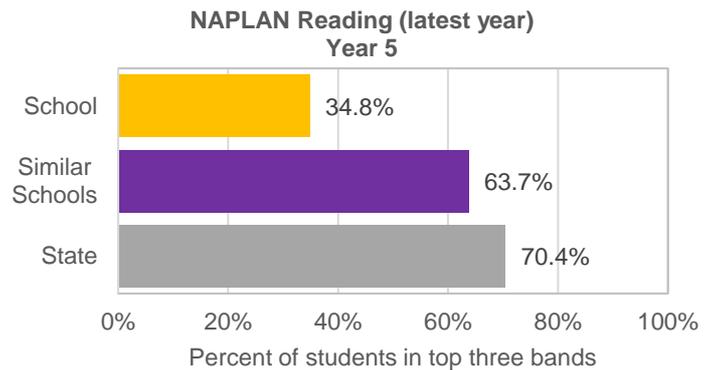
**Reading  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	100.0%	70.0%
Similar Schools average:	67.0%	68.6%
State average:	76.9%	76.5%



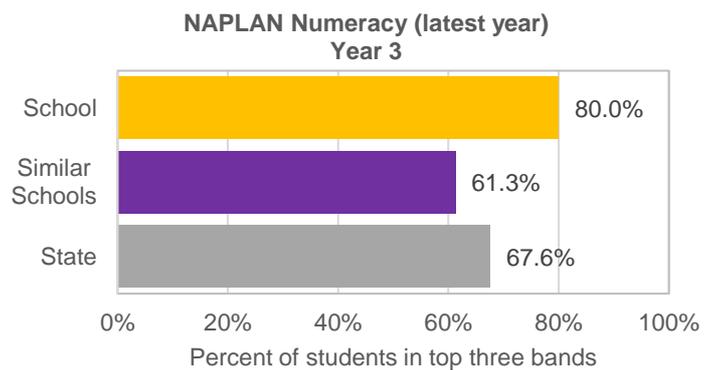
**Reading  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	34.8%	48.5%
Similar Schools average:	63.7%	60.8%
State average:	70.4%	67.7%



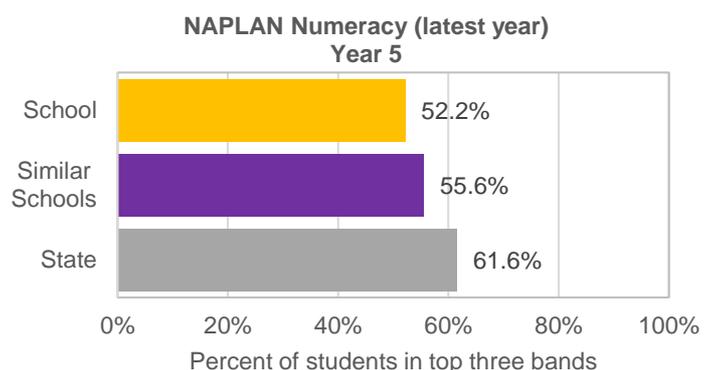
**Numeracy  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	80.0%	76.9%
Similar Schools average:	61.3%	63.3%
State average:	67.6%	69.1%



**Numeracy  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	52.2%	52.2%
Similar Schools average:	55.6%	52.9%
State average:	61.6%	60.0%



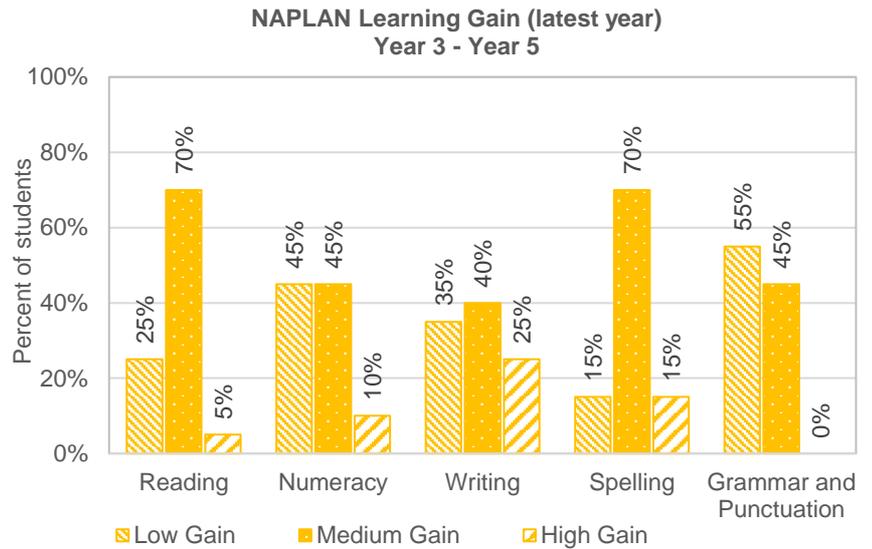
**ACHIEVEMENT (continued)**

**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:	25%	70%	5%	20%
Numeracy:	45%	45%	10%	23%
Writing:	35%	40%	25%	17%
Spelling:	15%	70%	15%	21%
Grammar and Punctuation:	55%	45%	0%	17%



## ENGAGEMENT

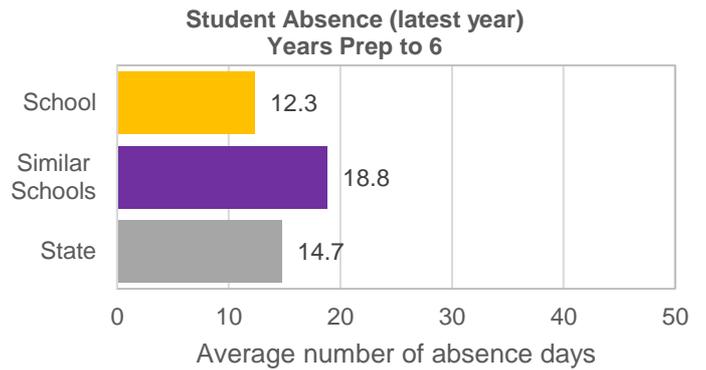
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	12.3	13.2
Similar Schools average:	18.8	17.2
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):	93%	94%	95%	93%	93%	94%	94%

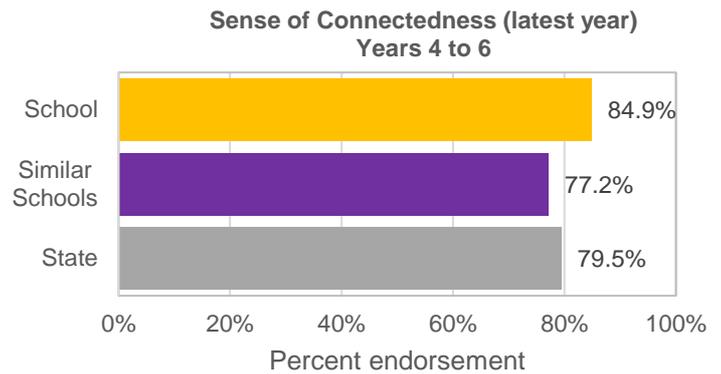
## WELLBEING

**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:	84.9%	76.4%
Similar Schools average:	77.2%	79.3%
State average:	79.5%	80.4%

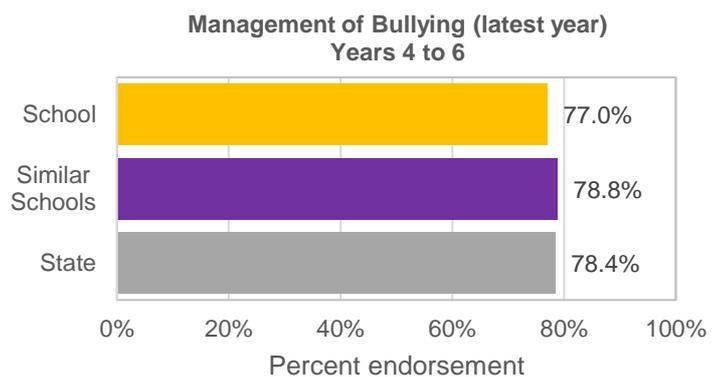


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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:	77.0%	75.5%
Similar Schools average:	78.8%	79.9%
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	\$1,138,065
Government Provided DET Grants	\$279,863
Government Grants Commonwealth	\$120,557
Government Grants State	\$0
Revenue Other	\$10,272
Locally Raised Funds	\$63,989
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$1,612,746</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$91,233
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$91,233</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,170,622
Adjustments	\$0
Books & Publications	\$1,394
Camps/Excursions/Activities	\$8,421
Communication Costs	\$4,703
Consumables	\$40,057
Miscellaneous Expense <sup>3</sup>	\$14,088
Professional Development	\$4,257
Equipment/Maintenance/Hire	\$42,737
Property Services	\$167,550
Salaries & Allowances <sup>4</sup>	\$145,843
Support Services	\$25,951
Trading & Fundraising	\$10,454
Motor Vehicle Expenses	\$1,344
Travel & Subsistence	\$0
Utilities	\$22,843
<b>Total Operating Expenditure</b>	<b>\$1,660,263</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$47,517)</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

- (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**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$560,263
Official Account	\$10,134
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$570,397</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$64,344
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$31,825
School Based Programs	\$127,129
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$110,000
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$20,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$353,298</b>

*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.*