

***Overport Primary School
4780***

***2007 Annual Report to the
School Community***



**Department of Education and
Early Childhood Development**

School Overview and Principal's Report

The 2007 year was extremely successful in terms of the school's long term goals. The development of our hall, the re-development of surrounding asphalt area and gardens, the inclusion of three new playgrounds, as well as new carpet and paintwork in the main buildings were appreciated by the whole school community. We celebrated our 50th Anniversary with several activities throughout the year. These included a wonderful reunion that had past students and teachers visiting during both the day and the special evening held in our new hall. Our staff, School Council and the parents of OSCA all worked together in the development of these successful events. The strong sense of community working closely with the school continues to be a focus.

The school's enrolment of 413 children was spread across nineteen classrooms with a strong emphasis on small grade numbers. Academically the children have progressed well throughout the school. There has been particularly strong improvement in the prep area with children reaching excellent results in English that are well above the state averages. The students across the junior area have once again had strong added-value to their educational standards, particularly in English.

In 2007 the school completed its Triennial Review and developed the new Strategic Plan to drive the school over the coming four years. The focus will be on Student Engagement as well as continued improvement in our Literacy and Numeracy. The 2007 Annual Implementation Plan, which was derived from the School Charter, was used to drive the school over the twelve months period. The following key improvement strategies were the focus for 2007.

- ✚ *To improve student connectedness to school through an improved whole school approach to wellbeing.*
- ✚ *To improve student achievement in mathematics, especially for those students years 3 to 6.*
- ✚ *To improve student achievement in reading in Prep.*
- ✚ *Implement the recommendations from the P & D Culture verification Report.*
- ✚ *Provide a whole school transition program to promote a seamless transfer for all students between grades.*

High quality education continued to be a focus. Collaborative planning and evaluation undertaken through professional learning teams was evident in the excellent curriculum results achieved. The staff continued to embrace professional development, extending their understanding of the Principles of Learning and Teaching (PoLT). A focus on literacy teaching saw the development of digital literacy, as well as speaking and listening activities enhanced throughout the school. The continued development of the Victorian Essential Learnings (VELs) was evident through the effective reporting against the VELs levels in English, Mathematics and Integrated Topics. Our musical program continued to grow with the expansion of the instrumental music program and the obvious improvement of singing throughout the school. Our PE program was strong with several of our sporting teams experiencing the success that only comes when skill acquisition has been developmental. Our art program continued to produce excellent results. The Japanese program continued under the tuition Kenneth Chan.

Although we spent accumulated funds on our facilities' development throughout the year, we continue to be in a sound financial position. The support of OSCA assisted in the funding of our playgrounds for 2007. The OSCA fundraising committee raised \$20,135, maintaining their outstanding effort for a school of this size, once again. A further \$8,783 has been received through our Bingo account. Both these amounts exceed the previous year's efforts. With the financial and community support we receive from OSCA and our School Council, the school is able to offer many extra aspects that continue to be part of Overport. The administration of finances was very capably handled once again with the auditor reporting an excellent review in February 2007. Our financial position is outlined in the financial report.

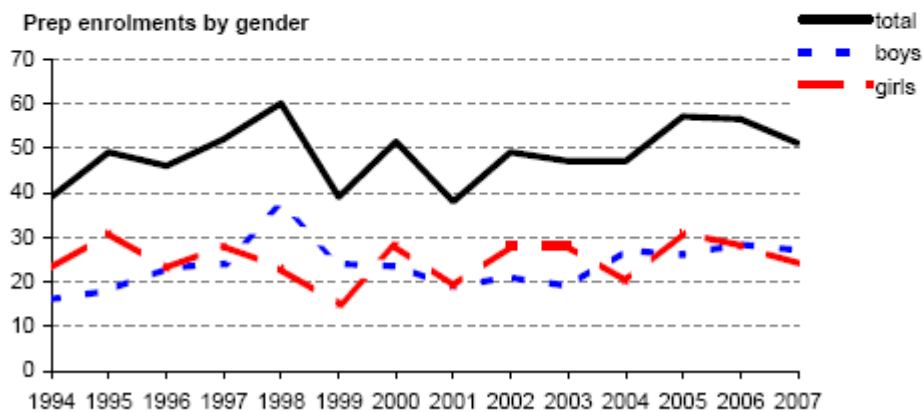
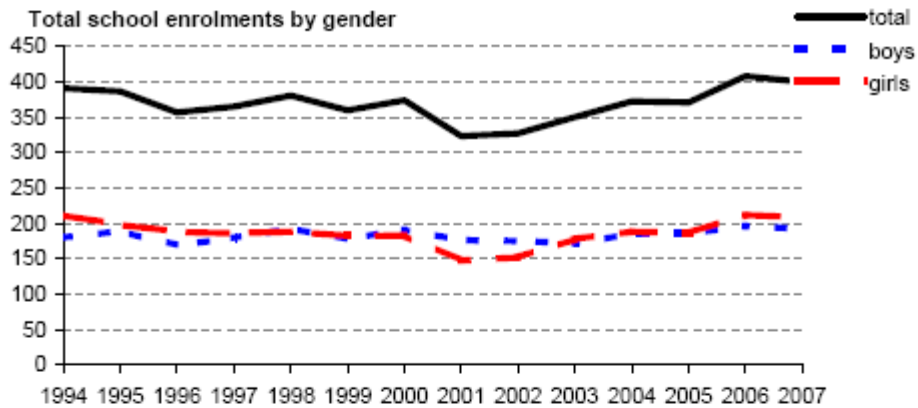
In summary, the school enjoyed another very successful year.

Julie Gleeson
Principal.

Enrolments

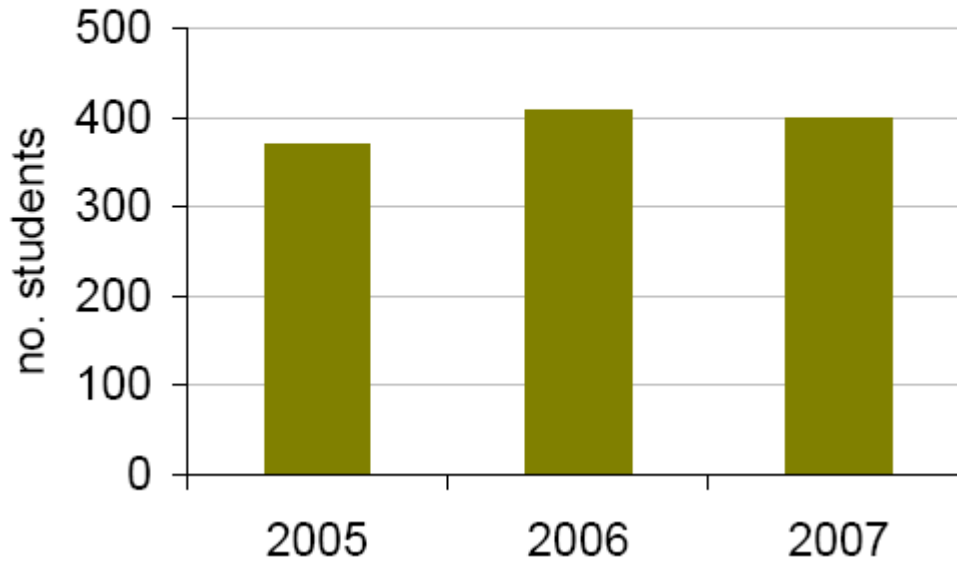
School no: 4780
School name: Overport Primary School
Explanation: Enrolments at February census.
Source of data: February census.

Year	Total school enrolment			Prep enrolment			Year 7 enrolments		
	boys	girls	total	boys	girls	total	boys	girls	total
1994	180	211	391	16	23	39			
1995	189	198	387	18	31	49			
1996	169	188	357	23	23	46			
1997	179	186	365	24	28	52			
1998	193	188	381	37	23	60			
1999	178	182	360	24	15	39			
2000	191	183	374	23	28	51			
2001	176	147	323	19	19	38			
2002	175	152	327	21	28	49			
2003	172	178	350	19	28	47			
2004	185	188	373	27	20	47			
2005	185	186	371	26	31	57			
2006	196	212	408	28	28	56			
2007	192	208	400	27	24	51			



Demographics

Total students enrolled in school



SFO Density and LBOTE

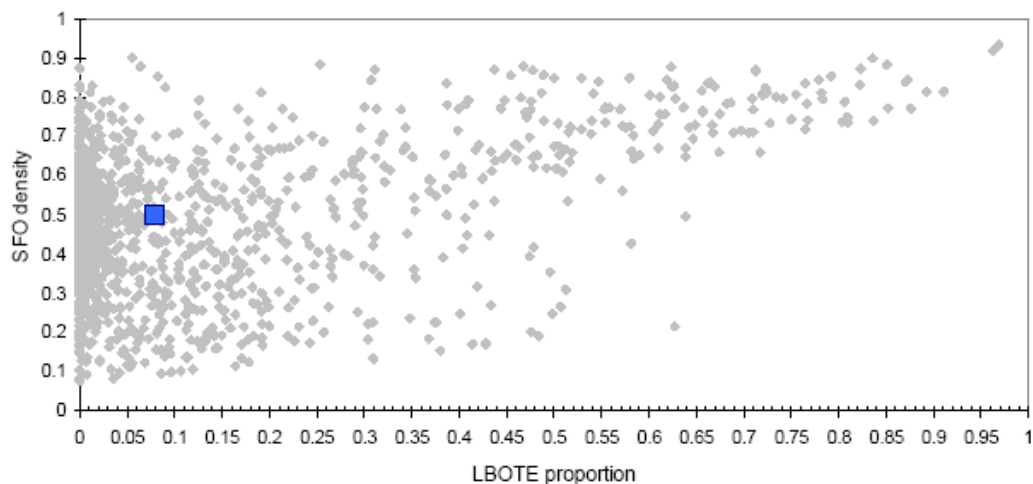
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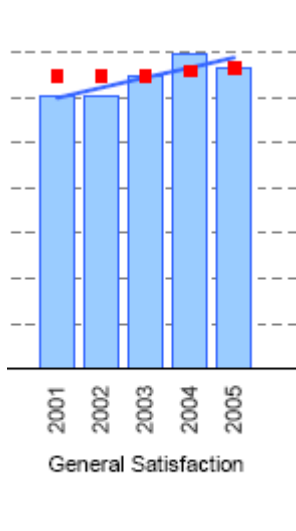
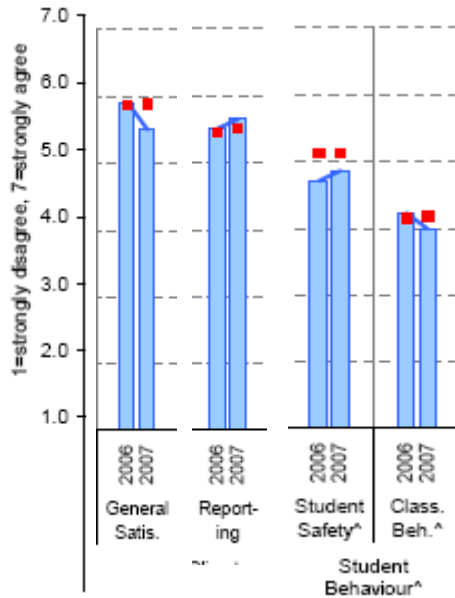
Explanation: The chart below plots the school's 2007 SFO (Student Family Occupation) density[^] and LBOTE (Language Background Other Than English) proportion^{*} against that of all government schools. This school is highlighted as a square on the chart.

	2000	2001	2002	2003	2004	2005	2006	2007
SFO density [^] :					0.47	0.45	0.47	0.50
LBOTE proportion [*] :	0.06	0.05	0.05	0.06	0.05	0.05	0.07	0.08

School's 2007 SFO density and LBOTE proportion against that of all government schools



Parent Satisfaction



Pleasingly there has been an overall improvement in student safety results on the parent opinion survey. This is reflected in the students' attitude to school survey as well. This will continue to be a focus of 2008 with a review of current welfare and discipline practices and policies being reviewed.

In the general satisfaction on the parent opinion survey, the number of responses that neither agreed nor disagreed indicated that those surveyed have limited knowledge of school programs. It is essential that we ensure better communication to our parent community to provide a clear understanding of the extensive programs offered at the school. However, satisfaction in communication of student achievement reports remains high. The downward trend from 2005 in the general satisfaction on the parents' opinion survey has continued this year. There have been a number of changes in school personal over 2005 and 2006. These results may reflect that instability.

• **Teacher Satisfaction:**

The average score for teacher satisfaction (morale) at this school was 82.6 on a scale from 0 to 100 where 100 is the best possible score. This is above state average but lower than the last two years. Stability at the leadership will support growth in School Morale.

School Morale	2005	91.4	77.6
	2006	88.1	78.1
	2007	82.6	79.2

- **Teacher Absence**

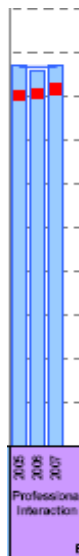
The average number of days absent per teacher was 7.2 days.

- **Teacher Retention**

Of the 27 teaching staff at Overport Primary School at June 2006 (including those on leave without pay), 24 or 88% were still at the school at June 2007. This figure across all Government schools was 87%.

- **Teacher participation in professional learning**

All teaching staff have participated in professional learning throughout the year. Principles of Teaching and Learning (PoLT), Restorative practice training, focus on Mathematics teaching, Sound Waves Program training and the Induction / Mentoring for Beginning program for teachers. The staff indicated a strong result on satisfaction of professional learning in their survey results.



- **Teacher Qualifications**

All teachers in Victorian Government schools are registered with the Victorian Institute of Teaching. The requirements for registration with the Victorian Institute of Teaching can be found at; http://www.vit.vic.edu.au/content.asp?Document_ID=241.

Student Progress & Achievements

Our 2006 -2008 Strategic Plan focused on strengthening and developing approaches to Teaching and Learning. A strong emphasis on Literacy & Numeracy was undertaken and strategic plans developed to meet these targets. Our Student Learning Data demonstrates continued improvements in English.

Our Annual Implementation Plan (AIP) states that our school goal in student achievement is to ensure that all students are challenged and supported by teaching and learning programs and strategies to achieve outcomes appropriate to their abilities and levels of schooling. Aims to improve student achievement in reading in Prep, to implement the recommendations from the P & D Culture verification report and to provide a whole school transition program to promote a seamless transfer for all students between grade levels, were all addressed successfully. This focus will continue throughout this year.

The School Level Report (Prep to 2 Reading Assessment Data) indicates that 89.1%.of our Prep students are achieving 90 to 100% accuracy at Reading Recovery (RR) Level 5 (State bench mark for Prep) and are responding very well to current programs. This is a significant improvement on last year's results. It is also pleasing to note that by the end of grade one, we have value-added to our students to ensure all children are achieving well in reading. While 98.1% of these students are achieving 90 to 100% accuracy in RR Level 5 and 86.8% 90 to 100% accuracy in RR Level 15 which places them above the State average. This continues into grade 2 with sound results. With 100 % of ours students achieving 90 to 100% accuracy in RR Level 5 and 98.2% achieving 90 to 100% accuracy in Level 15 and 96.5% achieving 90 to 100% accuracy in RR Level 20. All well above State Average. This issue identified last year have been addressed and continued practices in literacy support will be undertaken to ensure this growth.

Teachers now assess against the VELs levels and are using the 'progression points' to allocate VELs gradings to students. The data indicates that our students continue to reach good standards in Literacy and Numeracy generally across the school. It is pleasing to note in the teacher assessed reading against the VELs progression points that 78% of Prep students, 54 % of year 2 students, 67% of year 4 students and 78% of year 6 students achieving above the expected level.

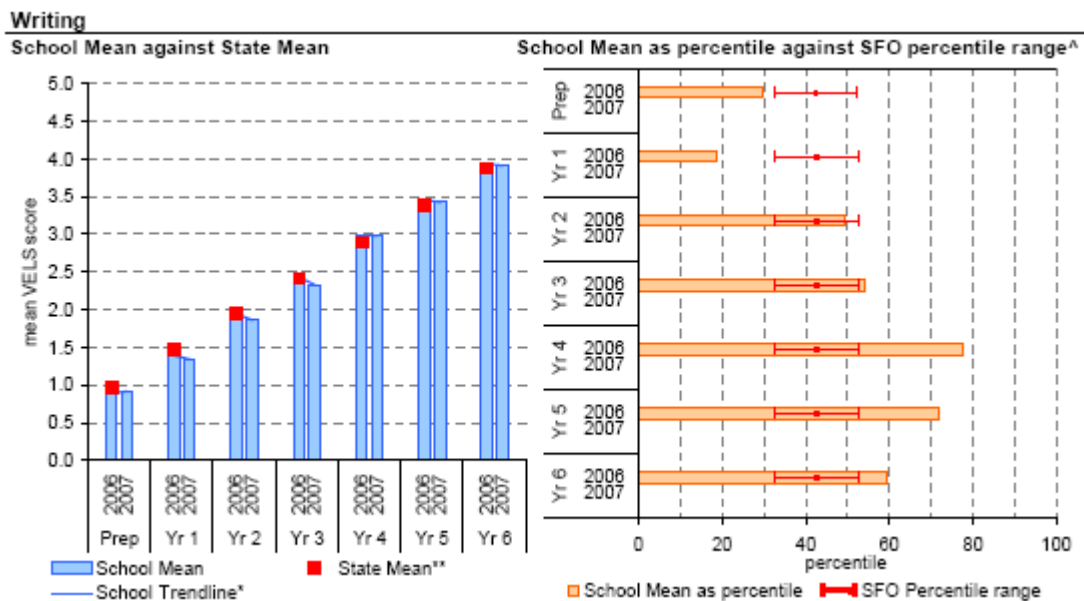
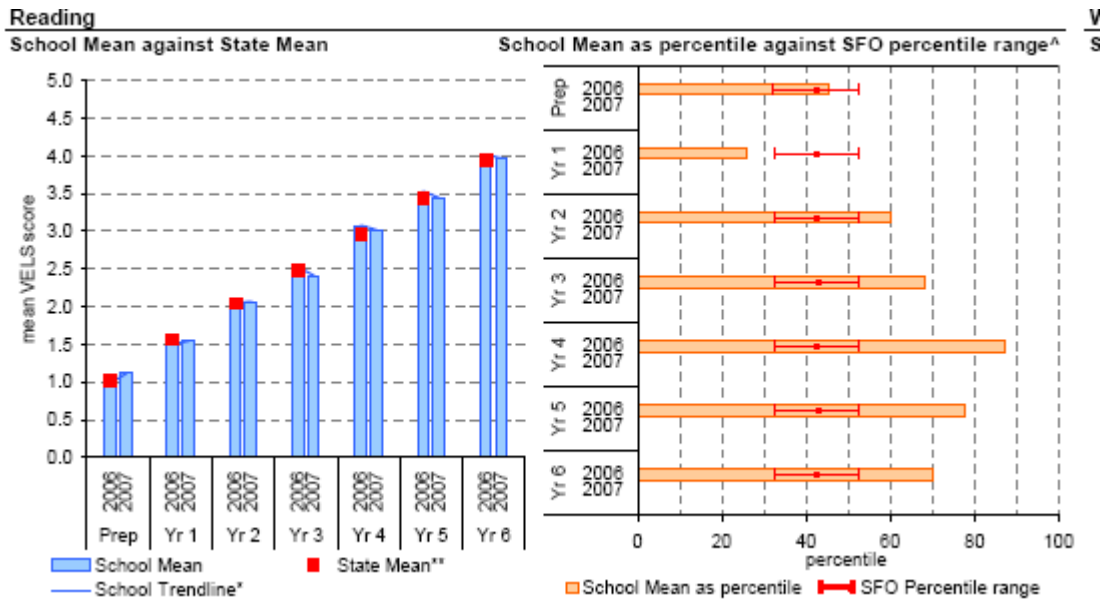
The AIM results are within the expected range of our Student Family Occupation (SFO). The school will continue to focus on providing small classes to improve teacher student ratio and provide literacy support in the junior years and in particular in years 3 and 4 to ensure growth from year 3 National Benchmarks to year 5. Greater emphasis needs to be placed on moderation across all year levels to ensure the results identified in our AIM data are reflected in our VELs data. An improvement ion IT resources will be a further enhancement to student learning.

Student Learning

The percentage of students who made satisfactory or better progress in English:

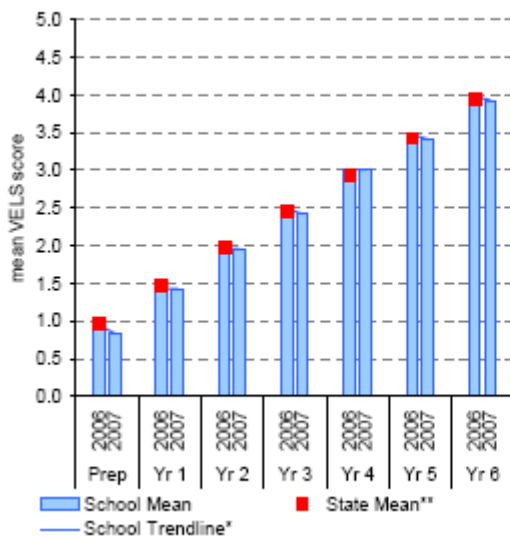
The number of students that received at or above the expected level in English in years prep, one, two, five and six remains equal to or above state average (where figures for State were identified). There is a slight down turn in years 3 and 4 which need to be addressed in 2008.

In 2006 all areas except year one, the school mean against the SFO range is well above. Strategies to support student development in year one have been put into place and growth is reflected in the 2007 Prep to two data with strong value-added development for all students.

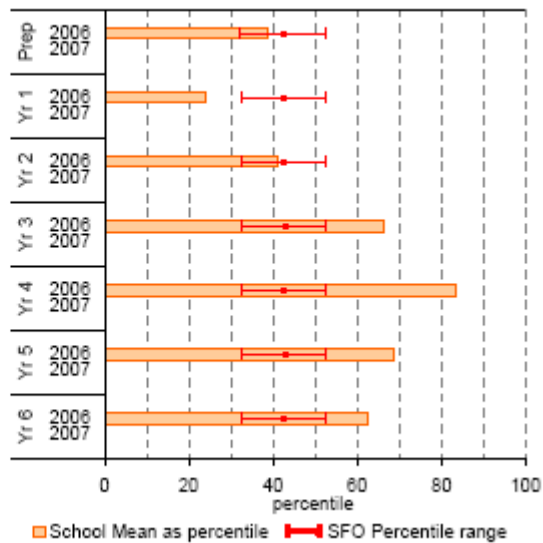


Speaking and Listening

School Mean against State Mean



School Mean as percentile against SFO percentile range^A



The improvement in the Prep data is highly significant. The number of students that achieved at or above the expected level in reading has improved from 66% in 2006 to 89.1% (reading at level 5) with a further 41% reading above the expected level. In year one the number of students have improved in reading at the expected bench mark (Level 15) is 86.8% which is above the state average and in year 2 we can see further increase on least year with 96.5% students reading at the expected level which is also above state levels.

This demonstrates the strong emphasis that the school has had on literacy teaching in this area. It is expected that further growth will flow through the school with this current emphasis.

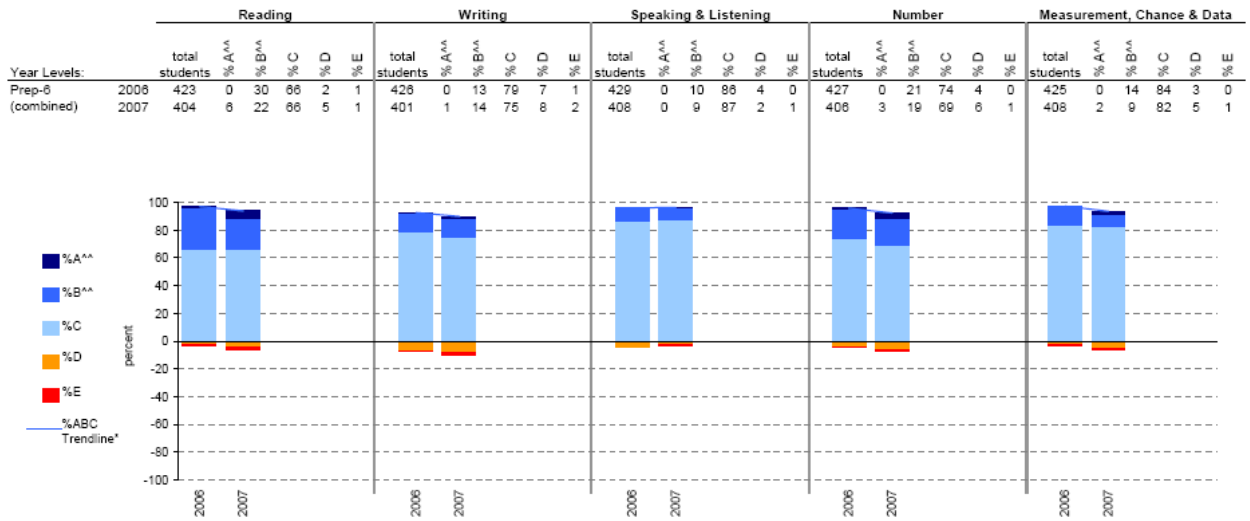
	Prep										State 2007
	2003		2004		2005		2006		2007		
	(No.)	%	(No.)	%	(No.)	%	(No.)	%	(No.)	%	
100%	(29)	64.4	(22)	48.9	(43)	68.3	(46)	82.1	(50)	90.9	68.1
90-99%	(16)	35.6	(20)	44.4	(15)	23.8	(8)	14.3	(5)	9.1	28.2
80-89%			(1)	2.2	(1)	1.6					2.5
51-79%			(1)	2.2	(2)	3.2	(1)	1.8			1.6
50% or below			(1)	2.2	(2)	3.2	(1)	1.8			1.7
Total	(45)	100.0	(45)	100.0	(63)	100.0	(56)	100.0	(55)	100.0	100.0
Subtotal 90-100%	(45)	100.0	(42)	93.3	(58)	92.1	(54)	96.4	(55)	100.0	94.3
100%	(11)	24.4	(14)	31.1	(27)	42.9	(32)	57.1	(46)	83.6	44.5
90-99%	(30)	66.7	(18)	40.0	(15)	23.8	(5)	8.9	(3)	5.5	35.9
80-89%	(1)	2.2	(5)	11.1	(5)	7.9	(6)	10.7			5.2
51-79%	(2)	4.4	(7)	15.6	(3)	4.8	(2)	3.6	(2)	3.6	3.9
50% or below	(1)	2.2	(1)	2.2	(13)	20.6	(11)	19.6	(4)	7.3	10.5
Total	(45)	100.0	(45)	100.0	(63)	100.0	(56)	100.0	(55)	100.0	100.0
Subtotal 90-100%	(41)	91.1	(32)	71.1	(42)	66.7	(37)	66.1	(49)	89.1	80.4
100%					(7)	11.1	(9)	16.1	(14)	25.5	
90-99%					(10)	15.9	(6)	10.7	(9)	16.4	
80-89%					(5)	7.9	(5)	8.9	(3)	5.5	
51-79%					(14)	22.2	(10)	17.9	(10)	18.2	
50% or below					(27)	42.9	(26)	46.4	(19)	34.5	
Total					(63)	100.0	(56)	100.0	(55)	100.0	
Subtotal 90-100%					(17)	27.0	(15)	26.8	(23)	41.8	
100%											
90-99%											
80-89%											
51-79%											
50% or below											
Total											
Subtotal 90-100%											

Year 1										
School										State
2003		2004		2005		2006		2007		2007
(No.)	%	(No.)	%	(No.)	%	(No.)	%	(No.)	%	%
(39)	88.7	(48)	100.0	(51)	100.0	(64)	100.0	(52)	98.1	94.9
(4)	8.9							(1)	1.9	4.4
(2)	4.4									0.3
										0.2
										0.3
(45)	100.0	(48)	100.0	(51)	100.0	(64)	100.0	(53)	100.0	100.0
(43)	95.6	(48)	100.0	(51)	100.0	(64)	100.0	(52)	98.1	99.3
(30)	68.7	(41)	85.4	(50)	98.0	(64)	100.0	(52)	98.1	82.0
(11)	24.4	(7)	14.6	(1)	2.0					15.9
(2)	4.4									0.6
(1)	2.2							(1)	1.9	0.4
(1)	2.2									1.1
(45)	100.0	(48)	100.0	(51)	100.0	(64)	100.0	(53)	100.0	100.0
(41)	91.1	(48)	100.0	(51)	100.0	(64)	100.0	(52)	98.1	97.9
(6)	13.3	(16)	33.3	(35)	68.6	(51)	79.7	(40)	75.5	37.6
(34)	75.6	(29)	60.4	(14)	27.5	(10)	15.6	(6)	11.3	49.1
		(2)	4.2	(1)	2.0	(2)	3.1	(3)	5.7	6.1
				(1)	2.0			(2)	3.8	2.9
						(1)	1.6	(2)	3.8	4.3
(5)	11.1	(1)	2.1							4.3
(45)	100.0	(48)	100.0	(51)	100.0	(64)	100.0	(53)	100.0	100.0
(40)	88.9	(45)	93.8	(49)	96.1	(61)	95.3	(46)	86.8	86.7
				(38)	74.5	(46)	71.9	(35)	68.0	
				(10)	19.6	(14)	21.9	(9)	17.0	
				(1)	2.0	(3)	4.7	(4)	7.5	
				(2)	3.9			(2)	3.8	
						(1)	1.6	(3)	5.7	
				(51)	100.0	(64)	100.0	(53)	100.0	
				(48)	94.1	(60)	93.8	(44)	83.0	

Year 2										
School										State
2003		2004		2005		2006		2007		2007
(No.)	%	(No.)	%	(No.)	%	(No.)	%	(No.)	%	%
				(48)	100.0					
				(48)	100.0					
				(48)	100.0					
(33)	76.7	(43)	97.7	(48)	100.0	(51)	98.1	(57)	100.0	90.9
(10)	23.3	(1)	2.3							8.6
										0.2
										0.1
								(1)	1.9	0.3
(43)	100.0	(44)	100.0	(48)	100.0	(52)	100.0	(57)	100.0	100.0
(43)	100.0	(44)	100.0	(48)	100.0	(51)	98.1	(57)	100.0	99.5
(19)	44.2	(36)	81.8	(45)	93.8	(50)	96.2	(54)	94.7	64.1
(23)	53.5	(7)	15.9	(3)	6.2	(1)	1.9	(2)	3.5	32.3
										1.8
										0.7
								(1)	1.8	1.1
(1)	2.3	(1)	2.3			(1)	1.9	(1)	1.8	1.1
(43)	100.0	(44)	100.0	(48)	100.0	(52)	100.0	(57)	100.0	100.0
(42)	97.7	(43)	97.7	(48)	100.0	(51)	98.1	(56)	98.2	96.4
(19)	44.2	(31)	70.5	(45)	93.8	(49)	94.2	(54)	94.7	48.8
(23)	53.5	(12)	27.3	(3)	6.2	(1)	1.9	(1)	1.8	46.0
								(1)	1.9	2.5
								(1)	1.8	0.9
										1.8
(1)	2.3	(1)	2.3			(1)	1.9	(1)	1.8	1.8
(43)	100.0	(44)	100.0	(48)	100.0	(52)	100.0	(57)	100.0	100.0
(42)	97.7	(43)	97.7	(48)	100.0	(50)	96.2	(55)	96.5	94.8

Teacher Judgments against the VELS - Year levels Prep-6 combined

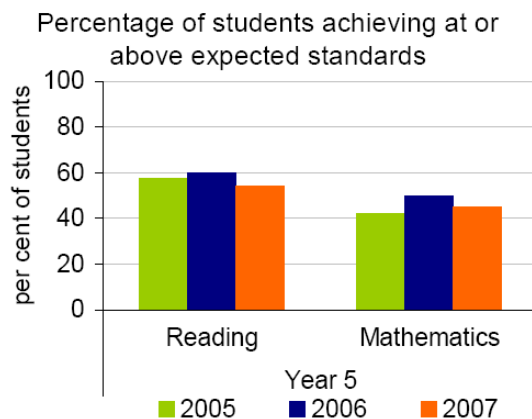
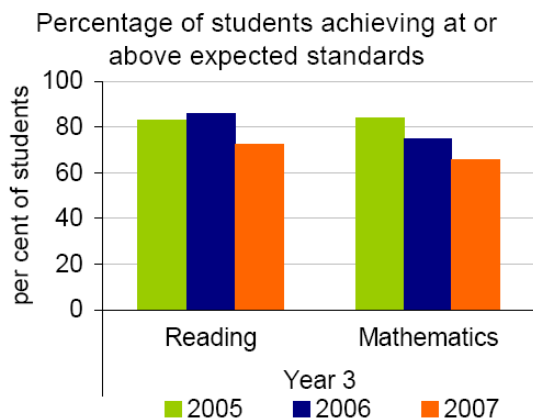
School no: 4780
 School name: Overport Primary School
 Source of data: Data retrieved electronically from CASES21.
 Explanation: Teacher judgments of student progress against the VELS.



Generally, the number of students that have achieved within the expected range (C) remains stable from year 2006 to 2007. There is a greater number of students achieving above the expected level (A & B) than in the previous year in all areas except number and, to a lesser degree, also in writing.

In 2006 79% student achieved at the expected level in writing and in 2007 75% reached this target. In number in 2006 it was 74% followed by 69% in 2007. Improvement in the teaching of number will be an emphasis on improvement in number in the 2008 to 2011 Strategic Plan as well as the 2008 Annual Implementation Plan. Using the PoLT strategies to improve teaching practice and professional sharing between classes and networks is expected to be a vehicle for improvement in both number and writing.

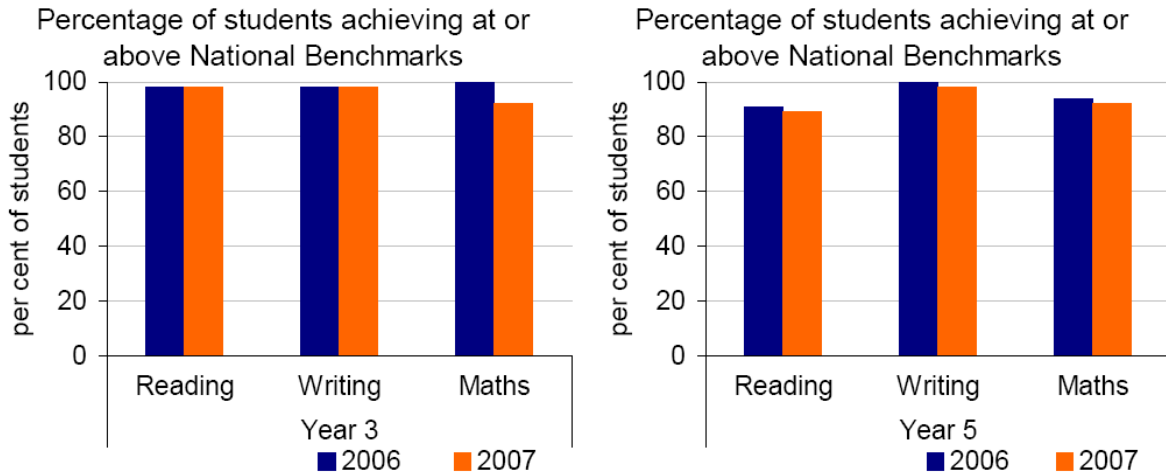
Student Learning



The AIM results continue to be within the expected range of our Student Family Occupation (SFO) data. The school will continue to focus on providing small classes to improve teacher student ratio and provide literacy support in the junior years and in particular in years 3 and 4 to ensure growth from year 3 National Benchmarks to year 5. Greater emphasis needs to be placed on moderation across all year levels to ensure the results identified in our AIM data are reflected in our VELs data.

Percentage of students achieving at or above National Benchmarks

This data compares out school to the national benchmarks. Mathematics has been targeted and addressed within our 2008 to 2011 Strategic Plan.



Student Pathways and Transitions

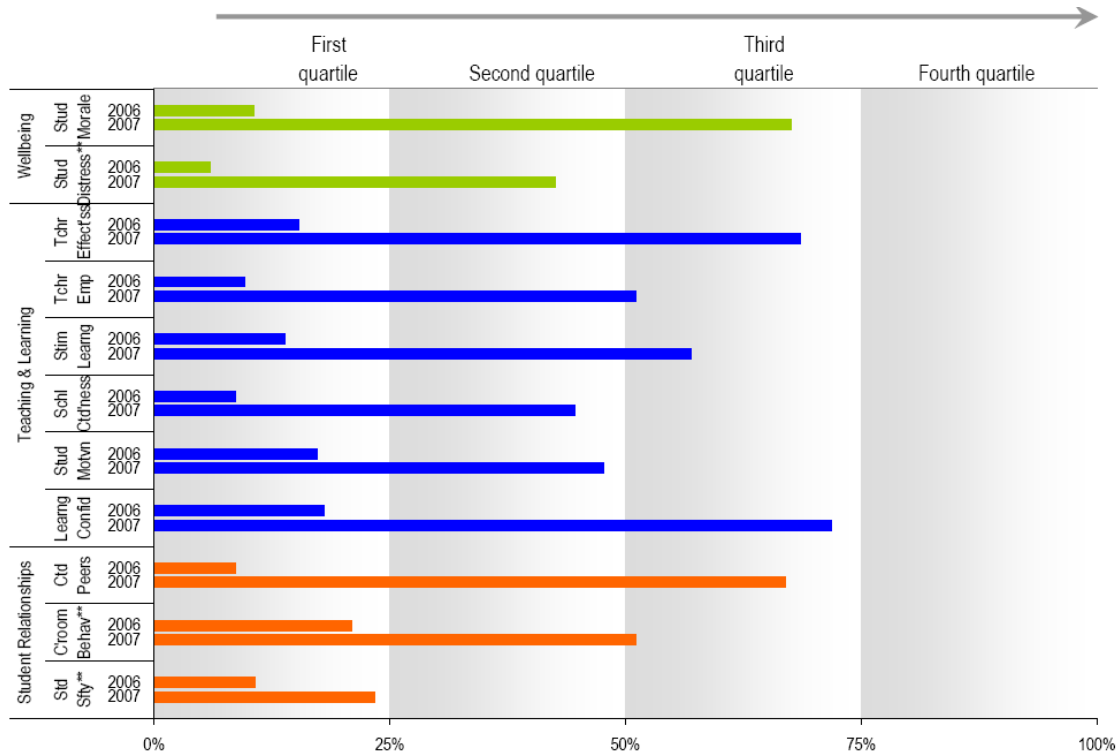
In term four in 2007 a focus was placed on student transition from Preschool to Prep, year 6 to 7 as well as between year levels. A new program was trialed with great success. Throughout November, each Friday, all students undertook a session in the above year level. While the year sixes focussed on graduation rehearsals during these afternoon sessions, our school continues to have strong links with Frankston High School and plan to utilise this relationship in 2008 and beyond.

The transition program aims to minimise the disruption to student learning by providing greater understanding of what students can expect in the following year. To promote continued academic, social and emotional growth, this program will continue in 2008. It will be further enhanced with a focus on teacher knowledge of academic levels below and above their grade level to support students either end of the academic scale.

Student Engagement and Wellbeing

A strong emphasis on the You Can Do It program, Restorative Practices, and the development of a welfare team to address student wellbeing issues has seen an improvement in parent opinion surveys as well as significant growth in the student attitude to school surveys. The data suggests that we are making sound growth in the area of student safety. Staff have begun revisiting the Student Wellbeing program and policies with parent input through the Education sub-committee.

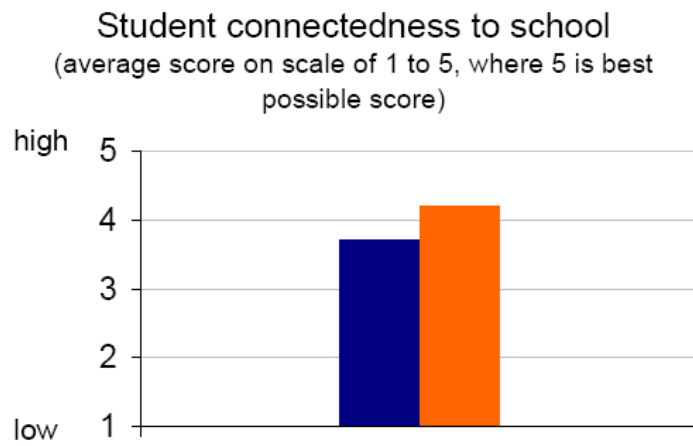
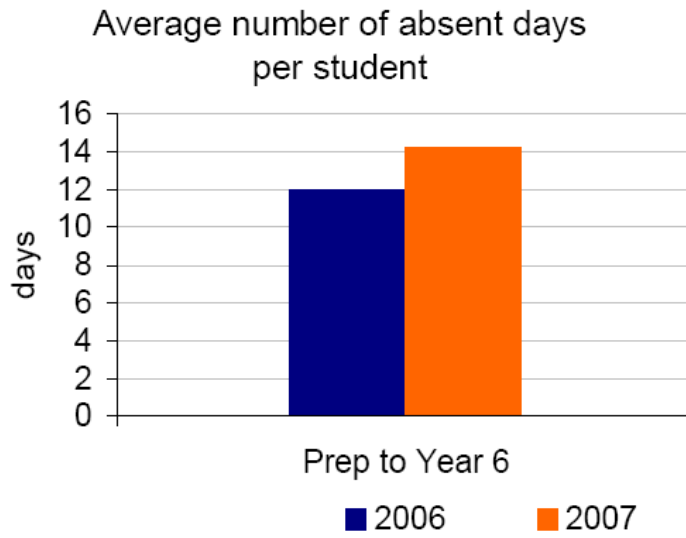
The inclusion of Friendly Schools and Families program commenced at the end of 2007 may also had a positive impact. This will assist students from 3 to 6 to identify harassment and develop strategies to deal with this issue should it arise. The You Can Do It program foundation “Getting Along” is a key focus in Prep to 2 and beyond. 2008 will see the school continue to implement these programs. Further to this, a strong link with our guidance officer, an open door policy to support parents with welfare issues and the development of both behaviour and education individual learning plans will continue to support students at risk.



Students' school connectedness

Clearly from the growth indicated in the graph above, students at Overport Primary School are feeling strong connection to both peers and the school. Where in 2006, the results were in the first percentile in all areas, there has been remarkable improvements, particularly in student morale; teacher effectiveness; learning confidence and connection to peers.

Student Engagement and Wellbeing



Future Directions

	Goals	One Year Targets
Student Learning	<p>To improve student learning outcomes in literacy throughout the school.</p> <p>To improve student learning outcomes in numeracy throughout the school.</p>	<ul style="list-style-type: none"> • Maintenance of 95%+ of students in Year 2 reading at level 20 with 90% accuracy and an increase of 10% each year from Prep to Year 2 in the number of students reading with 100% accuracy in assessment of reading. • To reach a mean growth in matched cohorts of 1.0 in all AIM assessed areas from Years 3 to 5. • To reduce the percentage of students assessed at lower than the expected level to 4% by Year 6 (96% to be at or above). • To increase the percentage of students assessed at better than expected to 30% in Reading and 25% in all other VELS assessed areas by Year 6. • To increase teacher capacity in ICT in preparation for the introduction of Ultranet.
Student Engagement and Wellbeing	To improve student engagement, wellbeing and connectedness.	<ul style="list-style-type: none"> • To improve student attendance by reducing the number of days FTE absence to below 11. • To improve Student Attitudes to School survey variables of School Connectedness to 4.4, Student Motivation to 4.6, Student Safety to 4.3 and Classroom Behaviour to 3.2. • To improve Parent Opinion Survey variables of Classroom Behaviour to 4.5, Student Motivation to 5.8, Student safety to 5.3, School Connectedness to 6.0 and Learning Focus to 5.8. • To improve Staff Opinion variables of Effective Discipline Policy to 80% and Student Misbehaviour and Classroom Misbehaviour to 75%. • Increase the resources in ICT in preparation for the Ultranet.
Student Pathways and Transitions	To improve student transition outcomes between Years and from Year 6 to 7 to ensure learning continuity.	<ul style="list-style-type: none"> • To improve the parent survey variable of Transitions to 6.

To improve student learning and engagement the school has developed a strong focus on facilities to support learning programs. Throughout 2007, we completed the Physical Education and Performing Arts centre, added two new playground areas and upgraded the senior area to provide equipment that promotes age-appropriate development in skills and strength for students. We laid new carpet within the main building, repainted the school entrance and addressed a number of OH&S issues identified through our safety audit.

With our new Physical Education and Performing Arts centre, our multi-purpose room was free. So with the strong focus on literacy within the school, we commenced development on repositioning and upgrading our library to what was the old multi-purpose room. We also have utilised staffing budget to deploy a staff member as a specialist in the library program.

To enhance learning opportunities for students, we increase the computer ratio per student. We improved the ICT centre providing one computer per student when in the laboratory. We also purchased two pods of laptops for our grades 3 to 6 students and increased the number of computes in each classroom to four. We leased ten interactive whiteboards which have been placed across the levels. The new Physical Education and Performing Arts facility, with its improved entrance and garden areas to the school, has been an excellent addition proving for assemblies, physical education and performing arts programs. We were successful in obtaining a Community Water Grant which will be implemented in 2008. Plans for the coming year include an increase in interactive whiteboards to provide one per grade. The school will continue to utilise funds to provide for all students.

Financial Performance

Financial Performance for the year ending 31st December, 2007		Financial Position as at 31st December, 2007	
Revenue	2007 Actual	Funds Available	2007 Actual
DE&T Grants	390603.00	High Yield Investment Account	407115.91
Commonwealth Government Grants	162093.00	Official Account	6362.62
State Government Grants	0	Other Bank Accounts(listed individually)	4495.72
Other	50201.00	<i>(insert)</i>	
Locally Raised Funds	271365.00	<i>(insert)</i>	
Total Operating Revenue	874261.00	<i>(insert)</i>	
		Total Funds Available	417974.25
Expenditure		Financial Commitments	2007 Actual
Salaries and Allowances	56604.00	Accounts Payable Control	2350.00
Bank Charges	0	Camps/Excursions	1000.00
Consumables	65135.00	Building/Grounds including SMS	146073.00
Books and Publications	21761.00	Special Programs inc Student Services	0
Communication Costs	7177.00	Region /Clusters Funds	0
Furniture and Equipment	46784.00	Professional Development	75.00
Utilities	20082.00	Other (please list)	210275.00
Property Services	568045.00	School Operating Reserve	58200.00
Travel and Subsistence	0	Total Financial Commitments	417974.25
Motor Vehicle Expenses	35.00		
Administration	3023.00		
Health and Personal Development	554.00		
Professional Development	18256.00		
Trading and Fundraising	115557.00		
Support/Service	80291.00		
Miscellaneous	55093.00		
Total Operating Expenditure	1,058396.00		
Net Operating Surplus/- Deficit	-184,135.00		
Capital Expenditure (Cases 21 Finance Only)	9499.00		
Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package			

School Contact Information

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This report contains summary data extracted from the School Level Report. If you would like to access the School Level Report, please contact Overport Primary School.