

2024 Annual Report to the School Community

School Name: Ormond Primary School (3074)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 19 March 2025 at 02:58 PM by Anna-Marie Yelland (Principal)

- As executive officer of the school council, I attest that this 2024 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 20 March 2025 at 09:18 AM by Anna-Marie Yelland (Principal)

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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

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’).

Updates to the ‘Performance Summary’ in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program [‘Results and Reports’](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years’ worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.



About Our School

School context

Ormond Primary School is in the South-Eastern Victorian Region of Victoria which is located on Bunurong Land approximately 14 kilometres from the Melbourne Central District. The school was founded in 1891. There is a current enrolment of 319 students, from 261 families. There are 31% of students who have an additional language spoken at home. We do not have any Aboriginal or Torres Strait Islander students in the school. The Student Family Occupation and Education (SFOE) index of 0.1010 which means there is a low level of socio-educational disadvantage.

There has been changes in the leadership structure with 1 acting principal, 1 assistant principal, 17.0 EFT teaching staff, and 6 Education Support staff which includes 1.6 admin, 2.4 integration aides, an ES cultural aide (Korean).

The school is housed in attractive grounds and buildings. The school's facilities include the original 1916 ground floor brick building and the double-storey 1927 building which includes well-resourced learning spaces, conference and withdrawal rooms, a staffroom, first aid area, reception and office facilities. The 2000 building comprises a large multi-purpose hall and assembly area, an Art room and four flexible classroom spaces. The 2011 building comprises a modern Library, Performing Arts area, Multimedia Studio on the ground floor and four flexible classroom spaces, atrium and wet area on the first floor. Four portable classrooms accommodate four teaching spaces. In 2020, the school underwent a major refurbishment and capital works project. This included a new STEAM centre where students experience coding, robotics, engineering, science and mathematically rich tasks. The new STEAM centre opens out to our garden beds and outdoor seated learning space.

Ormond Primary School is committed to providing a nurturing and stimulating environment which allows all children to be challenged, guided, and engaged in their learning. As a well-connected community, Ormond Primary School aspires for all children to develop a love of learning and to value lifelong skills and knowledge. The specialist programs included STEAM, Health & Physical Education, Visual and Performing Arts. The language other than English (LOTE) is Korean. The school community promotes and values diversity in interests, beliefs and perspectives. Overseas students are well catered for and welcomed at our school.

The Before and After Care program has its own designated area and until Term 3 of 2024 was managed by the school during the term and during the school vacation periods. During term 3 the program moved to using TheirCare as a provider of this service.

Our extensive student leadership program provides opportunities for many senior students to take on a variety of roles. We have a Junior School Council which assists in the promotion of student voice. Students in Years F– 4 could participate in an intensive swimming program. The Year 5 students participate in a Surf Life Saving program and the Year 6 students enjoy kayaking lessons. Our Year 6 leaders participate in the Marine Ambassadors program. The school has a very active parent community, particularly our Parents and Friends team. Many parents support the school through involvement in classroom programs, fundraising, sports activities and excursions.

Our School Council is very supportive, and the parents on the School Council bring a variety of skills and ideas to our school community. The percent of parent satisfaction endorsement in the

Parent Opinion Survey was below the state average and the staff Opinion survey result on School Climate was below the state average.

Progress towards strategic goals, student outcomes and student engagement

Learning

Mathematics

Throughout the year, OPS dedicated substantial efforts towards enhancing numeracy skills among our students, guided by the principles outlined in the Top 10 Numeracy framework is currently used by students in F - 2. F-2 teachers built their capacity in analysing formative data from the Top 10 Numeracy framework to develop point of need learning sequences. In 3-6 Numeracy, staff have further built and developed OPS learning sequences (using google slides), with enabling and extension within each lesson and skill.

Across the whole school staff further developed capacity in understanding the Victorian Curriculum 2.0 and are working towards accurately providing a single progression point in 2025. Staff also looked at our OPS Instructional model and how the warmup in a lesson can be used as a daily review. This was an action from a series of professional learning that the mathematics leaders provided to staff around spaced retrieval. From 2025, all year levels will trial a daily review at the start of every mathematics lesson.

To support our high ability students, we employed a Learning Enhancement Officer (LEO) to take small groups of high ability students in a mathematics extension program in years 3-6. We also had numerous students participate in the VHAP maths program. Our LEO also took intervention groups in mathematics in F-6 to support students with misconceptions, developing mathematical understanding and fluency in mathematics.

English

In English in 2024 we started to align OPS to evidence based practices through developing a systematic synthetic phonics program (Letters & Sounds) in Foundation, a phonemic awareness program (Heggerty) in F-2, fluency reading pairs across the school and brought decodable readers for all students in F-2.

The school has continued with the SMART spelling approach in Years 1-6, which emphasizes strategic techniques to enhance students' spelling skills. Throughout the year our literacy leaders researched other spelling/phonics programs and attended the 'Strengthening Reading Approaches in F-2' with Dr. Nathaniel Swain and concluded that we will implement a consistent SSP across the whole school as a trial in Term 4.

Our teaching staff continued with professional learning sessions on the 6+1 Traits of Writing, where they gained valuable insights into the key components of effective writing. This framework has served as a guiding tool enabling our teachers to provide targeted feedback and support to students in developing their writing skills. Rich mentor texts were bought for all year levels to utilise during both reading and writing.

For students in need of support in reading, writing and spelling our LEO took small groups in F-6. Our LEO had a mentorship in MSL (Multisensory Structured Language) and leveraged all of the learning sequences, resources and assessment for the MSL program and other evidence-based assessment (such as DIBELS). Our LEO also took groups in EAL from F-6 and used the Victorian Education Departments EAL assessments and continuum to support and assess students' development. We are grateful that the Tutor Learning Initiative and English as an Additional Language funding has allowed us to employ a full time LEO to support all students at OPS.

In both English and Mathematics teacher judgement of student achievement against the Victorian Curriculum is above both similar schools and the state average, this is also found to be consistent with NAPLAN results. However, in Year 3 and 5 Numeracy our results in the strong and exceeding band are just below similar schools but above the state average.

PLC

We continued to embed our schools PLC approach with consistent rolling agendas and foci. We were able to maintain this consistency through giving PLC leaders privileged time inside the working week to collaborate and plan inquiries. Every PLC team met weekly, and the process was done with fidelity to ensure student data was examined in a timely manner.

Wellbeing

Real Schools

In 2024, we started our partnership with Real Schools to develop a consistent restorative and authoritative school culture. All staff undertook over 10 hours of training in restorative practices, receive coaching from a consultant and we hosted a parent information session for the school community based on restorative practices. From this training we have developed schoolwide documentation to support staff to work restoratively and flowcharts to direct staff to restorative actions.

Tier 3 Supports

We had a large focus on Tier 2 and 3 supports in 2024. We started the year with a curriculum day to enhance our capacity in developing SMART goals, Tier 2 and 3 support strategies and writing Individual Education Plans (IEPs). From this learning we developed consistent IEP templates and organised a termly Student Support Group (SSG) process to allow parents, teachers, leadership and allied health regular check-ins to discuss plans, strategies and goals. We increased the number of students who received IEPs and the support from SSGs from 8 to 23 this year.

We also set up and staffed a calm space during all break times, which we called the 'Green Zone'. This is a space for students with additional needs, social and emotional goals, sensory needs, health needs or regulation needs. The Green Zone is a quiet, calm and soothing space where they can play quiet board games, complete craft activities or sensory activities during lunch and recess. This has allowed these students a space to regulate and calm, which has helped them to maintain concentration during learning time and work on their social and emotional skills.

Individual Student Plans

In 2024, we worked with Student Support Services (SSS) and local schools to develop a suite of individual learning plans to support students at their point of need, and to give all students at OPS an inclusive learning environment.

We developed plans for:

- Behaviour Support
- Break Times
- Education Support / Student Profile
- Safety
- De-escalation
- Hygiene Safety
- Gender Affirmation
- School Attendance

These plans have allowed us to document the strategies of support for students needing adjustments, so we can collaborate with families, allied health and the various teachers that each student works with.

Disability Inclusion

In 2024 we completed our first Disability Inclusion Profiles (DIP) with 4 successful applications. This has seen us receive \$120,000 of funding per year (over 4 years). At the end of 2025, we also completed the profiles for 3 more DIP applications, so we hope to almost double this figure by the end of Semester 1 2025. This has been a significant increase in funding for students needing Tier 3 supports and will allow us to sustain these supports.

RRRR

Staff continued using the RRRR scope and sequence lessons to teach social emotional skills and respectful relationships. All classrooms participated in the 8 topics of Social and Emotional Learning. These being: Emotional Literacy; Personal Strengths; Positive Coping; Problem Solving; Stress Management; Help Seeking; Gender and Identity; and Positive Gender Relationships.

Our RRRR leader attended the Community of Practice workshops to further develop her capacity and passed on learnings to staff.

Engagement

In 2024, attendance remained consistent, and the number of days absent for students was below both similar schools and the state average. The attendance rate for Foundation to Year 6 was 90% and above, this further speaks to the active and educationally focused families as well as engagement of students.

The continued work of Real Schools and involvement with both students, teachers and parents has aided in engagement and the link between learning and wellbeing. This was also realised through the substantive appointment of an assistant principal with a focus on the connection between wellbeing, engagement and learning. Whole staff professional learning built on the work of Real Schools and the use of PLCs further focused on the improving student outcomes through wellbeing.

Our Student Representative Council continued to elicit feedback from the student body and act as a voice and conduit for initiatives to take place. Our Yr 6 leaders also ran events such as assemblies, Ormond's Got Talent and the junior sports day.

The efforts of enhancing camp experiences and excursions continued to be a point of pride for OPS and the documentation and auditing of this was enacted to ensure equity and non-repetition of events. Some extracurricular and lunch time clubs were offered such as chess, lego, stop motion and after school music lessons.

The school council decided to split the 'Building, Grounds and Community Engagement' subcommittee to have a separate Community Engagement committee to maintain a focus on engagement of the whole community. Families were surveyed regarding engagement and the results showed more extracurricular activities, whole school events and a move to Auslan from Korean were wanted.

Financial performance

In 2024, we successfully adhered to our planned budget, thanks to the tireless efforts of our dedicated P & F Team, who worked diligently to raise the necessary funds for new projects around our school. Additionally, we hired a gardener to collaborate closely with the Grounds Maintenance Team, focusing on enhancing green spaces and creating more enjoyable environments for our students. In the latter half of the year, we transitioned from managing aftercare in-house to partnering with an outsourced provider, Theircare, to better support our community's needs.

Overall Financial Position:

The school's financial position remains strong, with careful management of both operating expenses and revenue streams. While some expenditure categories exceeded expectations due to external pressures, the school has maintained a suitable financial balance through strategic planning and disciplined spending. This ensures that we continue to invest in our facilities, resources, and student support services.

Extraordinary Revenue or Expenditure Items:

One extraordinary expenditure item was the increase in costs related to casual relief teachers and education support staff. This increase was due to the ongoing need for additional teaching resources, requiring more support staff than initially planned. This is reflected in both our Salaries and Allowances expenditure, the increase in Support Services costs, as well as a rise in SRP expenditure. Additionally, significant expenditure was directed toward the maintenance of buildings and general upkeep, which resulted in a higher-than-expected maintenance budget.

Contracts, Agreements, and Arrangements:

Throughout 2024, the school entered into lease agreements for photocopiers and laptops/iPad to support the daily operational needs of our staff and students. These contracts ensure that our technology and equipment remain current and functional.

Sources of Funding:

The school received several key sources of funding throughout the year, while special funding initiatives such as the Tutor Learning Initiative and Disability Inclusion Tier 2 provided additional resources for student learning and inclusion. Beyond the School Resource Package, the school

also received additional State and Commonwealth Government funding to support ongoing educational initiatives and to help meet the diverse needs of our students.

**For more detailed information regarding our school please visit our website at
<https://ormondps.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 2.0 (FISO 2.0).

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 319 students were enrolled at this school in 2024, 148 female and 171 male.

31 percent of students had English as an additional language and 0 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).

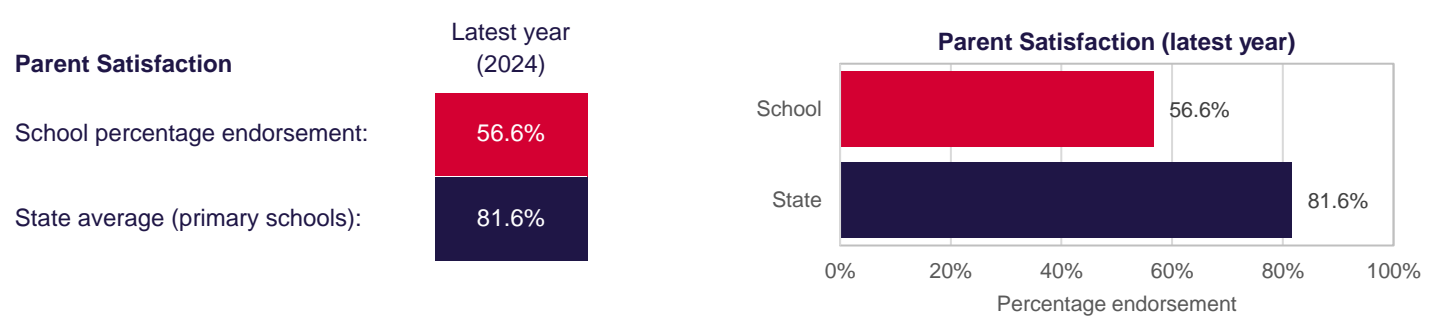
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: **Low**

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

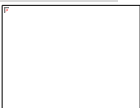
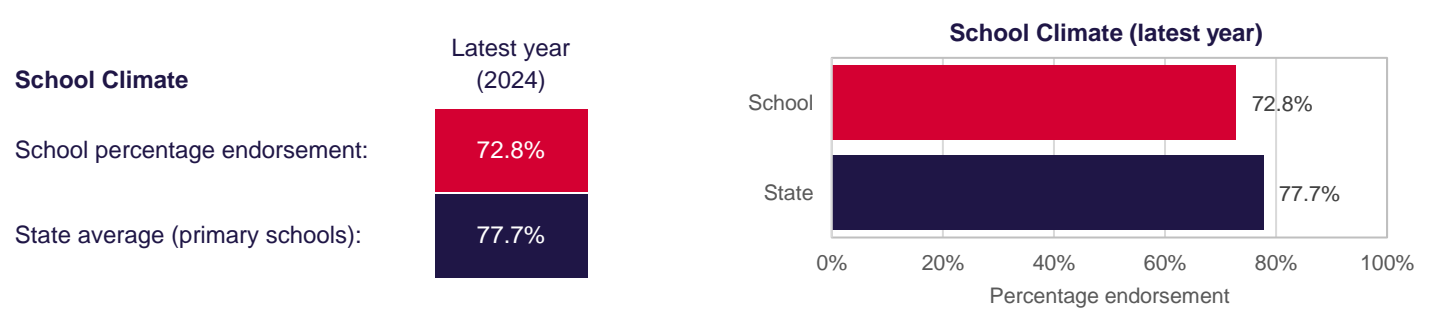


School Staff Survey

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.



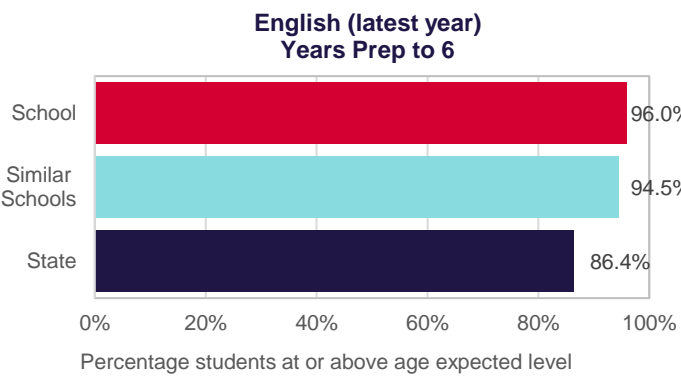
LEARNING

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.

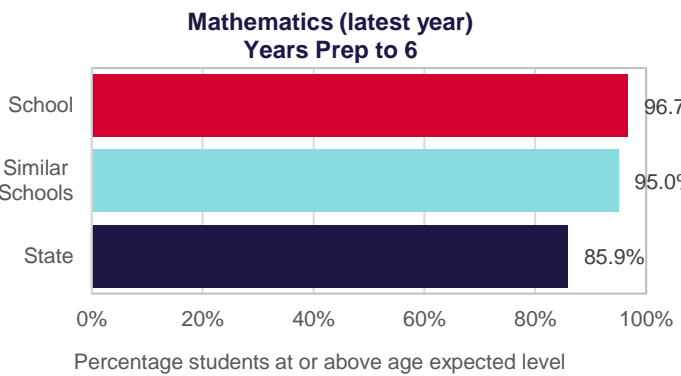
Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	96.0%
Similar Schools average:	94.5%
State average:	86.4%



Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	96.7%
Similar Schools average:	95.0%
State average:	85.9%



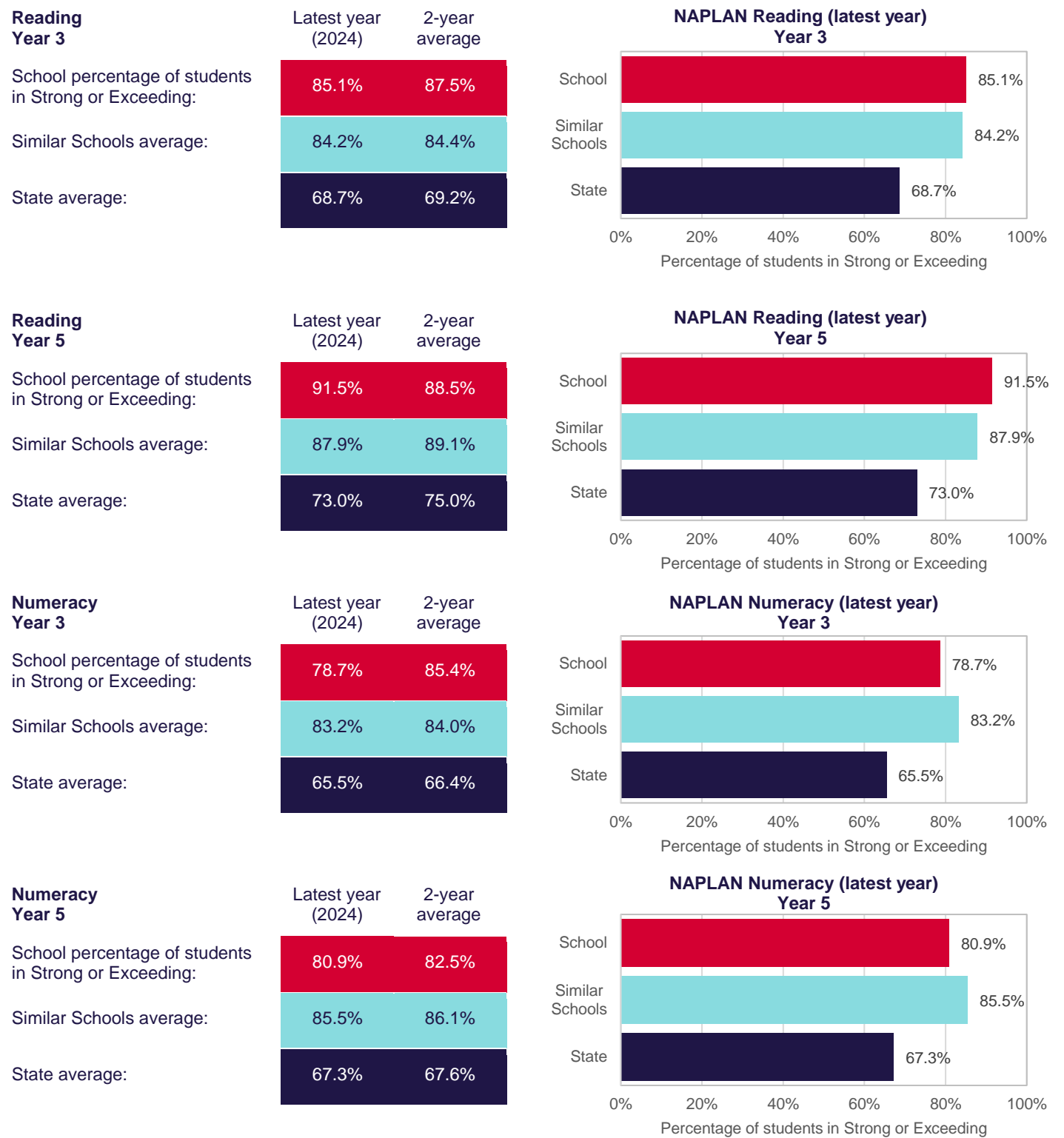
LEARNING (continued)

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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.



LEARNING (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 2022

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

Reading Year 3

(2022)

School percentage of students in the top three bands:

89.8%

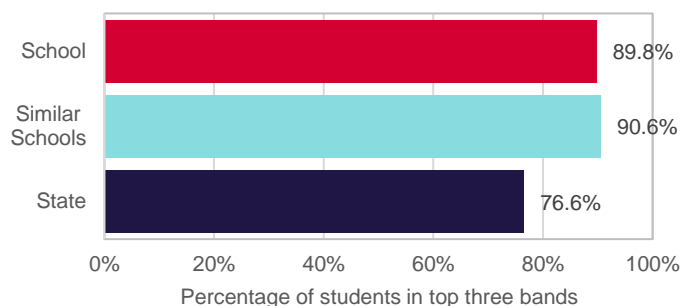
Similar Schools average:

90.6%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

88.9%

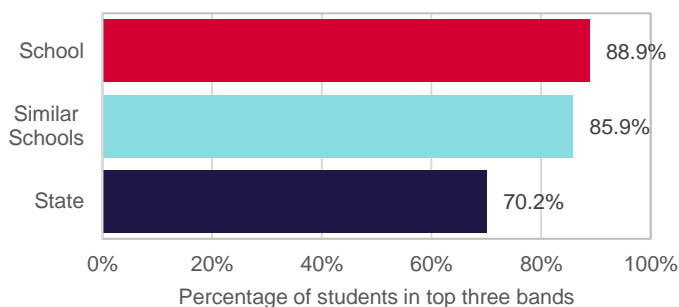
Similar Schools average:

85.9%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

82.0%

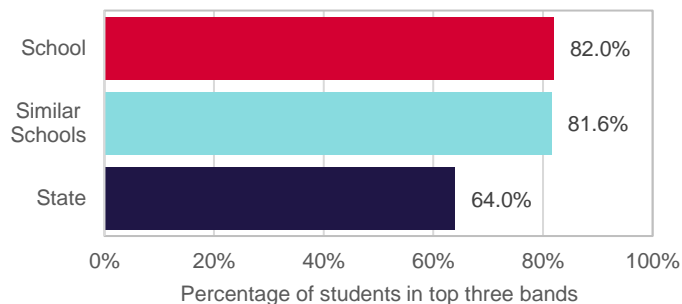
Similar Schools average:

81.6%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

75.8%

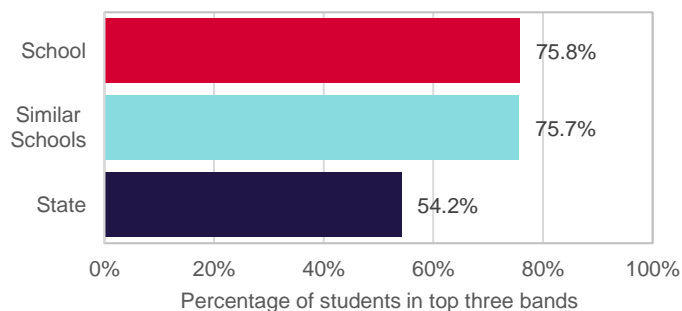
Similar Schools average:

75.7%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5

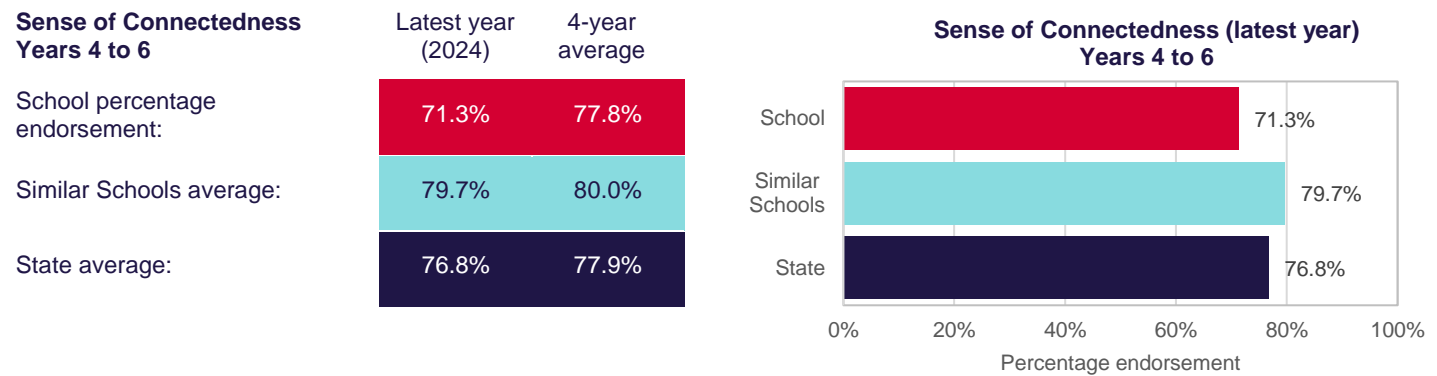


WELLBEING

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.

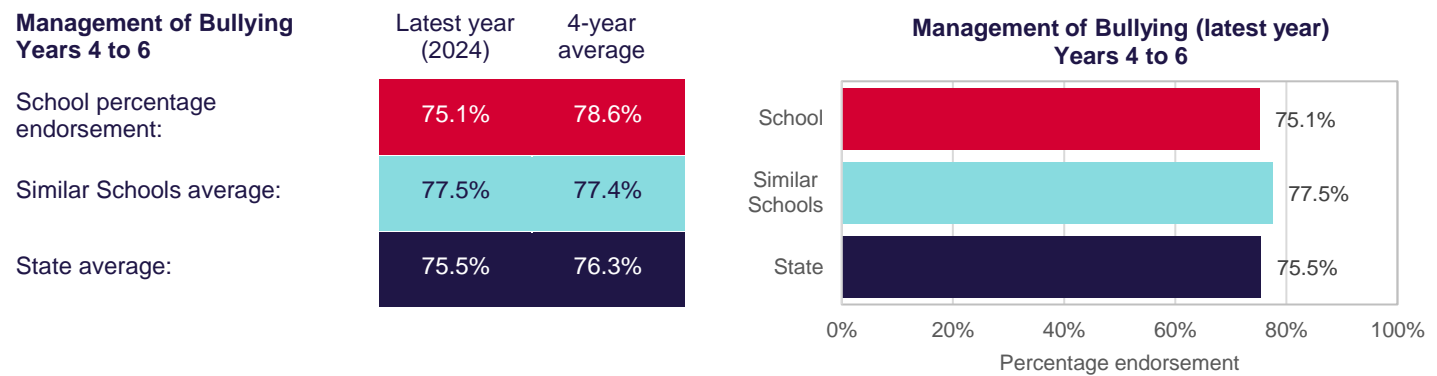
Student Attitudes to School – Sense of Connectedness

The percentage 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).



Student Attitudes to School – Management of Bullying

The percentage 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).

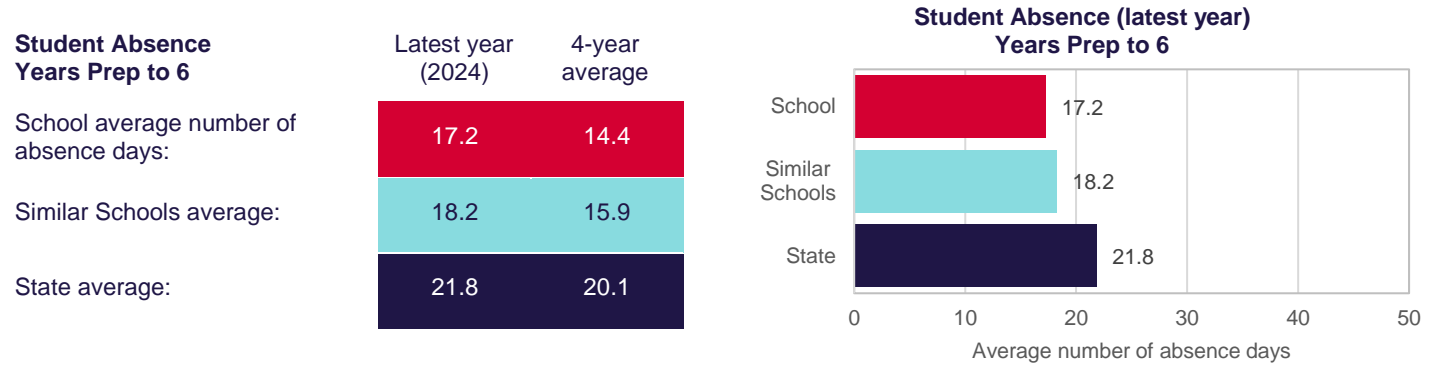


ENGAGEMENT

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.



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	92%	90%	91%	93%	92%	91%	90%



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$3,108,084
Government Provided DET Grants	\$177,870
Government Grants Commonwealth	\$110,919
Government Grants State	\$0
Revenue Other	\$38,786
Locally Raised Funds	\$408,255
Capital Grants	\$0
Total Operating Revenue	\$3,843,914

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,000

Expenditure	Actual
Student Resource Package ²	\$3,129,646
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$154,656
Communication Costs	\$5,846
Consumables	\$90,490
Miscellaneous Expense ³	\$204,587
Professional Development	\$50,046
Equipment/Maintenance/Hire	\$79,268
Property Services	\$115,289
Salaries & Allowances ⁴	\$148,756
Support Services	\$349,383
Trading & Fundraising	\$48,091
Motor Vehicle Expenses	\$20
Travel & Subsistence	\$0
Utilities	\$24,404
Total Operating Expenditure	\$4,400,484
Net Operating Surplus/-Deficit	(\$556,570)
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 16 Feb 2025 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 2024

Funds available	Actual
High Yield Investment Account	\$366,786
Official Account	\$14,043
Other Accounts	\$43,816
Total Funds Available	\$424,645

Financial Commitments	Actual
Operating Reserve	\$211,806
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$151,131
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$10,134
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$51,574
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$424,645

All funds received from the Department of Education, 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.