

2016 Annual Report to the School Community



School Name: Orchard Grove Primary School

School Number: 5285



Name of School Principal:

Glenda Harry

Name of School Council President:

Fiona Ross

Date of Endorsement:

29th March 2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



About Our School

School Context

Orchard Grove Primary is committed to providing a safe, nurturing environment that engages curiosity and promotes learning, personal growth and wellbeing for all students.

Our core values of Integrity, Respect, Valuing Diversity, Working Together and Fostering Growth underpin the expected behaviours and attitudes of our students, staff and school community. As a result, we have a common language that we share, with a strong buy-in and an expectation that builds a united community at Orchard Grove. We have 40.1 equivalent full time staff members including 3 Principal class officers, 35 teachers and 12 support staff.

Orchard Grove has become a school of choice with a steadily increasing enrolment. We are now at 630 students with 26 classrooms. We strive to offer excellence in all aspects of primary education. An emphasis upon literacy and numeracy has resulted in pleasing academic performance, while providing quality-learning programs that engage and inspire our students in all other curriculum areas.

In 2016 we have seen continual improvements in our ICT infrastructure and with the addition of new laptops, and iPads throughout the school. This has enabled the school to provide excellent learning and teaching opportunities that engage our students and support our growing facilities. We began our 1-1 iPad program in Year 4 and we are preparing to extend this into Year 5 in 2017.

Situated amongst outstanding parkland and sporting ovals, the strong emphasis we have on sustainability is a whole community focus that binds all stakeholders together. Caring for our environment is part of the psyche of our students, staff and parents. Developing these lifelong strategies for sustainability are reflected in our working kitchen garden and myriad of environmental projects. We endeavour to develop adaptability and resilience so students can become valued members of the local and global communities and be prepared for future life experiences.

Portable classrooms have started to populate the acquired land to the north of the Wicking Gymnasium. With 2 classrooms operational in this space and another Mod 5 being placed alongside the existing building in preparation for future growth in 2017. A school funded building program began in December 2016 to join together the 2 mod 5 buildings, making a delightful new teaching and learning space for our year 5 students and providing kitchen facilities, 3 more office spaces and storage facilities.

In addition, Orchard Grove PS has excellent facilities, including our refurbished Performing Arts Centre and Gymnasium complete with a 250 seat auditorium, full sized basketball court, children's kitchen, large meeting room and three office spaces for support staff. Our expansive grounds and excellent relationships within our community make for a very united, purposeful and well-resourced school, supported by an engaged and highly functional school council and parent body.

Framework for Improving Student Outcomes (FISO)

Orchard Grove Primary School has focused on the following improvements initiatives: to link the school English, Mathematics and Inquiry programs to the Victorian Curriculum and 21st Century learning. In addition, provide a stimulating, differentiated and relevant teaching and learning program that maximises student engagement in his or her learning and Identifying the learning growth of each student. All in an effort to effectively build staff capacity in curriculum knowledge, teaching delivery and data literacy to improve student outcomes. In 2016, all staff worked effectively towards these goals, becoming familiar with and implementing the Victorian curriculum. Using rubrics to show explicit success criteria to students and a way to outline their learning journey. The school implemented a program of pre and post testing of students in particular learning areas to better cater for individual needs and employed flexible learning groups where possible to help meet learning targets.

We are continuing to track against our Schools Strategic Plan goals and believe that this is assisting staff in underpinning our ability to move towards teaching a more engaging, contemporary and exciting curriculum. This will allow our students to build their skills to engage in a 21st century world

Achievement

Orchard Grove Primary is a school of choice and we place emphasis on achievement in student learning and we are proud of the current performance of our students. We achieve significantly above the state average in all areas of the curriculum. Our very good reading results are due to the well-defined programs and consistent and strong teacher practice. Our higher results in numeracy reflect the emphasis on teacher capacity and an engaging Maths program. As always a strong emphasis is placed on team planning, ensuring consistency between classes, with our aim being to minimize between class difference and the students having the same learning opportunities within each level. The teachers differentiate the curriculum within their classrooms to cater for the range of abilities and learning styles.



Further support for children who need extra assistance is provided by a well-structured and well-delivered special needs program. This includes one on one and small group tuition through programs such as the Mini Lit Program and the parent run Toe by Toe Program. Flexible groupings used as a method of classroom lesson delivery has enabled a much more successful strike rate for better catering for student's appropriate level of learning.

Programs designed for talented students are provided, giving extension in the areas of Literacy, Maths, Science and ICT.

In 2016, we continued to have strong focus on meaningful curriculum delivery in Mathematics. We also concentrated on developing ICT skills across the curricula and developing our Spanish LOTE program so that where possible, it is infused across curriculum areas.

Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

- Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

Engagement

Our attitudes to school Survey results are once again outstanding and continue to be well above that of similar schools, which demonstrates our student's engagement in and enjoyment of school. This also reflects the commitment of our staff to embed into their teaching pedagogy that children learn best when their learning engages them, they experience success, and then they feel supported. We strive to provide learning opportunities that meet the needs of individuals and are appropriately scaffolded to maximise student learning. Our very good results in the area of student relationships is particularly pleasing and reflects our strong emphasis on our school values and the way we see ourselves as a caring, engaged and harmonious school community.

We are pleased that our school's attendance rates average in 2016 are above 90% at all levels; however it is our aim to continue to reduce the number of absences to a minimum, by constant follow up with and support of parents in getting their children to school and in particular encourage parents to take family holidays at the term breaks.

Our continued focus in 2016 on embedding ICT into the curriculum has improved student engagement during lesson time and opened up learning opportunities dramatically for the children. The continued development of Challenge Based Learning in the Senior School and the Inquiry Approach across Foundation to Year 4, supported by appropriate technology has made a significant difference to the way in which the students have taken responsibility and ownership of their own learning. It has been pleasing to see the growth and achievement in students as they work collaboratively. They have well understood learning intentions and full knowledge of the success criteria that must be demonstrated in their learning. As a result of such programs at the school, student engagement is high in our teaching program, and this is highly evident in our Attitudes to School Survey results.

Wellbeing

Orchard Grove Primary School provides a range of wellbeing programs that allows values based learning experiences from Foundation to Year 6. This is teamed with proactive student welfare, discipline, anti-bullying and harassment procedures and policies, undergirded by our achievements as an ESmart school and our involvement in Positive Psychology through the Melbourne University Network of Schools UMNOS initiative. Our Buddies Program runs across the school and helps develop a strong foundation of community spirit and a sense of belonging for the students. Behaviours and activities, which reflect our school values, are encouraged and promoted by the whole school and our school community and students consistently use the language of our values.

Once again, our School Therapy Dog Program has proved highly successful. It has made a tangible impact on our student body and is also appreciated by our staff and parent body. Ruby, our 5-year-old Labradoodle is very much a part of school life, spending time in classrooms and with our School Social Worker and First Aid Officer. Ruby is having a positive impact with children who have anxiety, confidence issues or autism. She is a welcome visitor in the general classrooms and is timetabled each day in order to have as much contact with the students as possible.

Transition is a very important part of our student well-being program, with our Foundation transition program beginning in June and continuing through to December. This enables both students and parents to feel



comfortable and familiar with our school and we are well known throughout the local community for our excellent Foundation transition program.

All of our students are supported in their transition from year to year within the school, with families being informed well in advance of their child's class for the following year. Students are then given a number of opportunities to meet with their new teacher and classmates before they go on summer vacation. This approach facilitates a very smooth beginning to each school year. Student's moving from Year 6 to 7 are also involved in a supportive transition program involving in-house and external transition support to assist each child in feeling comfortable and prepared for their journey into secondary college.

For more detailed information regarding our school please visit our website at
[enter web address here]



Performance Summary

The Government School Performance Summary 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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

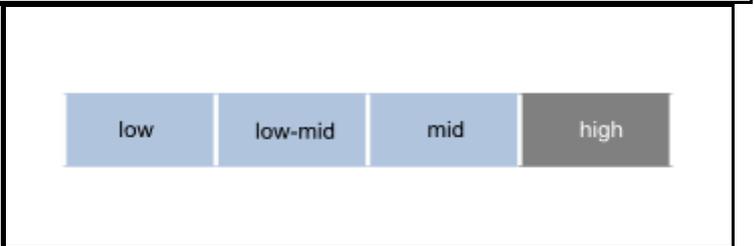
School Profile

Enrolment Profile

A total of 630 students were enrolled at this school in 2016, 315 female and 315 male. There were 15% of EAL (English as an Additional Language) students and < 10% ATSI (Aboriginal and Torres Strait Islander) students.

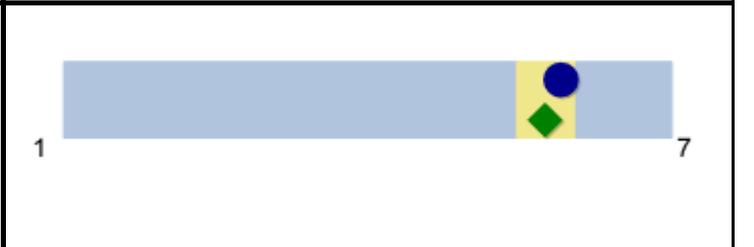
Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.



Parent Satisfaction Summary

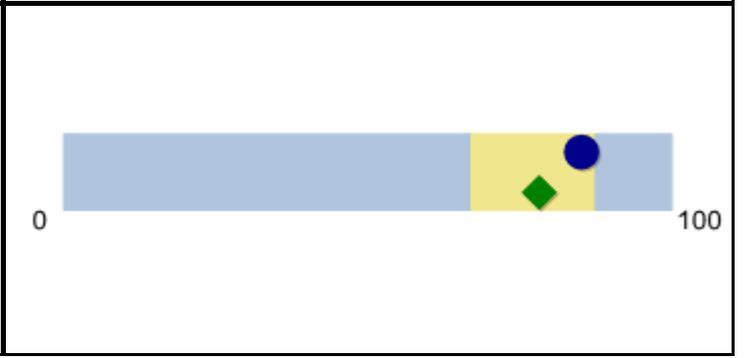
Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on School Climate derived from the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.





Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Higher</p> <p> Higher</p> <p> Similar</p> <p> Higher</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Higher</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ■
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result 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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>20%</td> <td>46%</td> <td>34%</td> </tr> <tr> <td>Numeracy</td> <td>16%</td> <td>44%</td> <td>40%</td> </tr> <tr> <td>Writing</td> <td>18%</td> <td>52%</td> <td>30%</td> </tr> <tr> <td>Spelling</td> <td>18%</td> <td>51%</td> <td>31%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>17%</td> <td>41%</td> <td>42%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	20%	46%	34%	Numeracy	16%	44%	40%	Writing	18%	52%	30%	Spelling	18%	51%	31%	Grammar and Punctuation	17%	41%	42%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p> <table border="1" data-bbox="561 846 1040 943"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>90 %</td> <td>94 %</td> <td>93 %</td> <td>94 %</td> <td>94 %</td> <td>94 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	94 %	93 %	94 %	94 %	94 %	93 %	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
90 %	94 %	93 %	94 %	94 %	94 %	93 %										



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Higher</p> <p> Higher</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Higher</p> <p> Higher</p>

How to read the Performance Summary

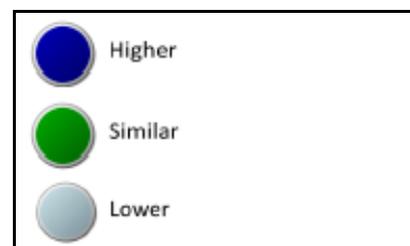
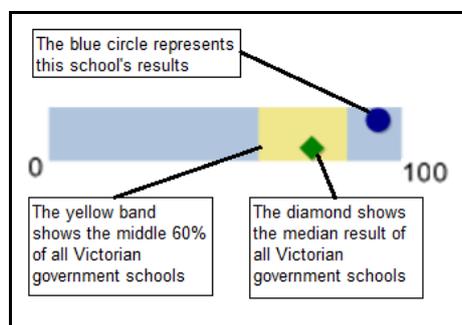
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

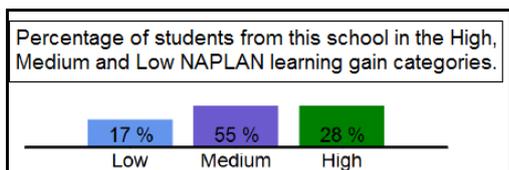
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

What is a School Comparison?

The School comparison is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A School comparison takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The School comparison measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.





Financial Performance and Position

Financial performance and position commentary

Orchard Grove Primary has managed the budget most responsibly, finishing the year with a moderate surplus. We were able to finance and commence a building project to create a new teaching and learning space in our Year 5 area, where we joined two Mod 5 portables together. In addition, we were able to fund new furniture to replace tables and chairs that were over 20 years old. Resurfaced our netball court with artificial grass, replaced old fencing and built a new bike shed. Money has now been set aside to complete further ICT upgrades and infrastructure improvements at Orchard Grove in the coming year. Fundraising activities raised over \$34000 and contributed greatly to these school projects.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Financial Position as at 31 December, 2016

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$4,057,365	High Yield Investment Account	\$293,311
Government Provided DET Grants	\$675,348	Official Account	\$132,716
Government Grants Commonwealth	\$2,310	Other Accounts	\$378,220
Government Grants State	\$9,000	Total Funds Available	\$804,248
Revenue Other	\$42,831		
Locally Raised Funds	\$739,845		
Total Operating Revenue	\$5,526,699		
Expenditure		Financial Commitments	
Student Resource Package	\$3,584,788	Operating Reserve	\$223,819
Books & Publications	\$13,225	Asset/Equipment Replacement < 12 months	\$15,000
Communication Costs	\$49,606	Capital - Buildings/Grounds incl SMS<12 months	\$180,000
Consumables	\$133,319	Maintenance - Buildings/Grounds incl SMS<12 months	\$29,357
Miscellaneous Expense	\$369,797	Revenue Received in Advance	\$322,893
Professional Development	\$38,350	School Based Programs	\$10,862
Property and Equipment Services	\$566,425	School/Network/Cluster Coordination	\$22,316
Salaries & Allowances	\$241,000	Total Financial Commitments	\$804,248
Trading & Fundraising	\$85,224		
Utilities	\$49,488		
Total Operating Expenditure	\$5,131,223		
Net Operating Surplus/-Deficit	\$395,476		
Asset Acquisitions	\$22,000		

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

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

