

# 2019 Annual Report to The School Community



School Name: Orchard Grove Primary School (5285)



- 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 2019 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 01 September 2020 at 02:51 PM by Glenda Harry (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 18 November 2020 at 01:38 PM by Fiona Ross (School Council President)

## About Our School

### School context

Orchard Grove Primary School 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 promotes a united community, which we are proud of.

We have 41 equivalent full-time staff members including three Principal Class Officers, 38 teachers and 11 support staff.

Orchard Grove Primary School is established as a 'school of choice', with steadily increasing enrolments. We have students in 29 classes. We strive to offer excellence in all aspects of primary education. An emphasis on literacy and numeracy has resulted in excellent academic performance while providing quality-learning programs that engage and inspire our students in all other curriculum areas. This was clearly evidenced in our highly successful four-year School review in 2017.

We have a 1:1 iPad program in Year 4,5 and 6, allowing for continual improvements in our ICT infrastructure and an increase in devices available for student use. This has enabled the school, while supported by dedicated teachers, to provide excellent learning and teaching opportunities that engage our students and support their learning at their individual point of need.

With our school nestled within parklands and sporting ovals, the strong emphasis 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 is reflected in our working kitchen garden and myriad environmental projects. We endeavour to develop resilience and flexibility in our students, so they become committed and valued members of the local and global communities and prepare them for future life experiences.

In 2016 we acquired an additional parcel of land to the north of the Wicking Gymnasium, which is now hosting 3 mod 5 buildings that are the centrepiece of our new school funded teaching and learning space for our senior students, and a new mod 4 art room. This facility provides 7 classrooms, an open learning space, three offices and storage and kitchen facilities. In addition we have installed a magnificent play ground boasting 2 slides and a trampoline. Decking, earth works, shade sails, disable ramps and a new portable toilet block have all gone into this space, with more development planned for the next 12 months.

In addition, Orchard Grove Primary School 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 an additional three office spaces for allied educational professionals. Our expansive grounds and excellent relationships within our community make for a very united, purposeful and well-resourced school, supported by outstanding staff and engaged and highly functional school council and parent body.

### Framework for Improving Student Outcomes (FISO)

Orchard Grove Primary School has focused on the FISO priorities of Excellence in Teaching and Learning. We have linked all our programs to the Victorian Curriculum and 21st Century learning practices. This has provided stimulating, differentiated and relevant teaching and learning programs that maximises student engagement in their learning and

identifies the learning growth of each student. We are effectively building staff capacity in curriculum knowledge, teaching delivery and data literacy to improve student outcomes. We are committed to having whole school programs and effective teaching teams that allow us to have strong consistency in practice throughout the school. Our implementation and concentration on the research based High Impact Teaching Strategies is known and practiced across the school. The consistent use of best practise, with a strong emphasis on the use of data to inform teaching, the use of rubrics, pre and post testing in particular learning areas to better cater for individual needs and the use of flexible learning groups to help students meet their learning targets, is now common practice at Orchard Grove.

We have a new Strategic Plan (2018-2021), which builds on these approaches and is strongly aligned with FISO. This is undergirded by an engaged staff that are committed to their own professional development, and is built on researched based best practice so that our students build their skills to competently engage and succeed in a 21st century world

## **Achievement**

Orchard Grove Primary is a school of choice and we place emphasis on achievement and growth in student learning. 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 well-defined programs and consistent, strong teacher practice. Our higher results in numeracy reflect the emphasis on building teacher capacity and a learner centred, targeted maths program. A strong emphasis is placed on team planning, ensuring consistency between classes, with our aim being to minimise between class difference and for students to have 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 where we use our equity funding to support students. This includes one on one and small group tuition through programs such as the Mini Lit Program and the parent-run reading support program. Flexible groupings as a method of classroom lesson delivery have enabled a much more successful strike rate catering for each student's appropriate level of learning.

In 2019, we continued to have a strong focus on meaningful curriculum delivery across all areas of the curriculum using appropriate technology where possible to enhance the learning experience. This is assisted by our 1:1 iPad program in Years 4- 6 and a high ratio of devices throughout the Foundation – Year 3. Our specialist program works closely with the classroom curricula, with a focus on infusing the subjects across the students' learning experience.

## **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 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 a 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 continue to be high in 2019; however, it is our aim to continue to keep 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, encouraging parents to take family holidays during the term breaks.

Our continued focus in 2019 on embedding ICT into the curriculum has improved student engagement during lesson time and dramatically opened up learning opportunities for the children. The continued development of the Inquiry Approach across Foundation to Year 6, 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 of 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 outstanding 'Attitudes to School Survey' results.

## Wellbeing

Orchard Grove Primary School provides a range of wellbeing programs that allow 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 University of Melbourne Network of Schools (UMNOS) initiative in past years.

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 appreciated by our staff and parent body. Ruby, our 6-year-old Labradoodle, is very much a part of school life, spending time in classrooms, in the yard and with our School Social Worker and First Aid Officer. Ruby is having a positive impact on 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. The Channel 9 Today Program came to the school and did a story about Ruby, that has not yet gone to air.

Transition is a very important part of our student wellbeing program, with our Foundation transition program beginning in August 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 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.

## Financial performance and position

Orchard Grove Primary School has managed the budget most responsibly, finishing the year with a moderate surplus. We were able to finance and complete a building project to create new learning and teaching space for our senior students and then extend this space when at the end of the year another mod 5, art room and toilet block arrived on site. Also, we were able to continue with our purchasing of new furniture, replacing the furniture that is more than 20 years old and the furnishing of new spaces. The government-funded 'Equity' money \$24 254 allowed the school to provide a part-time teacher for literacy intervention in Year 1, which was very successful and well-received by our community. Further money has been set aside for building upgrades and refurbishments of old learning spaces and the development of the Meadow as our Senior Learning Centre. Local fundraising activities raised \$63 489 and contributed greatly to school projects.

**For more detailed information regarding our school please visit our website at**  
[www.orchgveps.vic.edu.au](http://www.orchgveps.vic.edu.au)

## 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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

### School Profile

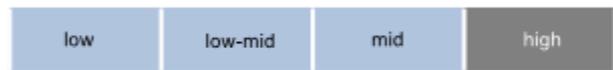
#### Enrolment Profile

A total of 666 students were enrolled at this school in 2019, 307 female and 359 male.

22 percent were EAL (English as an Additional Language) students and ND 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

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



#### School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

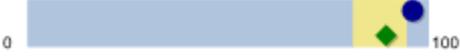
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



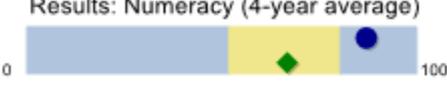
## Performance Summary

**Key:** Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

**Key:** Similar School Comparison  
 Above  Similar  Below

Achievement	Student Outcomes	Similar School Comparison
<p>Teacher Judgement 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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p>Similar </p> <p>Below </p>

## Performance Summary

Key:		Key:		
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison		
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar	 Below
Achievement	Student Outcomes	Similar School Comparison		
<p><b>NAPLAN Year 3</b></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>Above </p> <p>Above </p>		
<p><b>NAPLAN Year 5</b></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>Above </p> <p>Above </p>		

## Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p><b>Reading</b></p> <p><b>Numeracy</b></p> <p><b>Writing</b></p> <p><b>Spelling</b></p> <p><b>Grammar and Punctuation</b></p>	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</p>

## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■ Results for this school: ● Median of all Victorian Government Primary Schools: ◆ Similar School Comparison Key: ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar School Comparison														
<p><b>Average Number of Student Absence Days</b></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</p> <p><b>Similar School Comparison</b> A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p><b>Results: 2019</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2016 - 2019 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p>Above <span style="color: teal; font-size: 2em;">●</span></p>														
<p><b>Average 2019 attendance rate by year level:</b></p>	<table border="1" style="width: 100%; text-align: center;"> <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>94 %</td> <td>94 %</td> <td>93 %</td> <td>94 %</td> <td>94 %</td> <td>94 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	94 %	93 %	94 %	94 %	94 %	92 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	94 %	93 %	94 %	94 %	94 %	92 %										

## Performance Summary

Key:		Key:		
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison		
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar	 Below
Wellbeing	Student Outcomes	Similar School Comparison		
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p><b>Results: 2019</b></p>  <p><b>Results: 2017 - 2019 (3-year average)</b></p> 	<p>Above </p>		
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p><b>Results: 2019</b></p>  <p><b>Results: 2017 - 2019 (3-year average)</b></p> 	<p>Above </p>		

## Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$4,880,279	High Yield Investment Account	\$385,856
Government Provided DET Grants	\$551,278	Official Account	\$46,232
Government Grants Commonwealth	\$16,964	Other Accounts	\$1,057,793
Revenue Other	\$39,338	<b>Total Funds Available</b>	<b>\$1,489,880</b>
Locally Raised Funds	\$1,056,326		
<b>Total Operating Revenue</b>	<b>\$6,544,185</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$24,254		
<b>Equity Total</b>	<b>\$24,254</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$4,522,407	Operating Reserve	\$238,755
Books & Publications	\$10,754	Other Recurrent Expenditure	\$4,908
Communication Costs	\$8,919	Provision Accounts	\$12,000
Consumables	\$160,230	Funds Received in Advance	\$200,997
Miscellaneous Expense <sup>3</sup>	\$403,359	School Based Programs	\$584,698
Professional Development	\$25,282	Funds for Committees/Shared Arrangements	\$14,695
Property and Equipment Services	\$625,585	Asset/Equipment Replacement < 12 months	\$36,650
Salaries & Allowances <sup>4</sup>	\$290,141	Capital - Buildings/Grounds < 12 months	\$567,354
Trading & Fundraising	\$160,718	Maintenance - Buildings/Grounds < 12 months	\$30,000
Travel & Subsistence	\$908	<b>Total Financial Commitments</b>	<b>\$1,690,057</b>
Utilities	\$61,313		
<b>Total Operating Expenditure</b>	<b>\$6,269,617</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$274,568</b>		
<b>Asset Acquisitions</b>	<b>\$78,042</b>		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 26 February 2020 and are subject to change during the reconciliation process.

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

(4) 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.

# How to read the Annual Report

## What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

## What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

### Achievement

- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

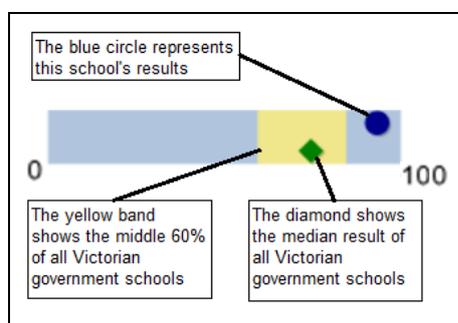
### Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

### Wellbeing

- Attitudes to School Survey (ATOSS)
  - Sense of connectedness
  - Management of Bullying

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

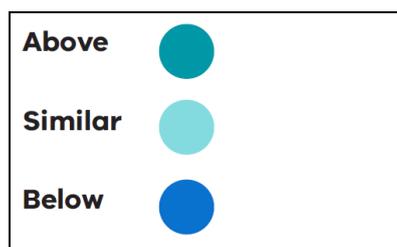


## What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



## What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

## What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 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 curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' 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').