

# 2020 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 2020 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 03 May 2021 at 01:28 PM by Glenda Harry (Principal)

The 2020 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 04 May 2021 at 07:33 AM by Trevor Hookey (School Council President)

# How to read the Annual Report

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## What has changed for the 2020 Annual Report?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

### School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

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

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

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

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

The Performance Summary includes the following:

### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).  
*Note: NAPLAN tests were not conducted in 2020*

### Engagement

Student attendance at school

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

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### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

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### What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

## About Our School

### 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 42 equivalent full-time staff members including three Principal Class Officers, 39 teachers and 11 support staff.

Orchard Grove Primary School is established as a 'school of choice', with steadily increasing enrolments. We have students in 30 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 school funded teaching and learning space for our senior students, and a 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 playground boasting 2 slides and a trampoline, decking, earthworks, shade sails, disable ramps and a new portable toilet block have all gone into this space.

In addition, Orchard Grove Primary School has excellent facilities that are continually being upgraded, 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 maximise 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 practised across the school. The consistent use of 'best practice', 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.

Our 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 2020, 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 worked closely with the classroom curricula, with a focus on infusing the subjects across the students' learning experience.

2020 however, was a very challenging year with COVID 19. With lockdowns during Term 2 and 3 forcing school closures across the State of Victoria, the programs at OGPS shifted to the online environment. Due to our strong existing online presence and in particular the use of the GOOGLE platform, already being well utilised across the school, the transition to online, at home learning was relatively smooth. Students met with their teacher every day, Literacy and Numeracy became the focus, however, the specialists also provided online learning. The use of Google Meet was very successful and we had huge support and satisfaction from our parent body. Overall we were very pleased with how the school handled the 'Learning from Home' challenges and our data provides evidence of the success of our program and where we need to put extra support for students in 2021.

## Engagement

In the 2020 COVID environment, we had excellent engagement levels. Our constant presence online using 'Google Meets', allowed for constant communication between student and teachers and helped to ensure a high level of engagement and support. Our Attitudes to School Survey results have always been outstanding and well above that of similar schools, which demonstrates our student's engagement and enjoyment of school. This strong base was evident during 'Learning from Home' and helped set us up for success. 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 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 the 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 strong; 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, although this was not an issue with the COVID backdrop.

Our continued focus in 2020 on embedding ICT into the curriculum was forced because of COVID and the fact that the use of technology was a strength for the majority of our students, made the transition to Home Learning much easier. 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 past outstanding 'Attitudes to School Survey' results, however, we did not collect this survey data in 2020.

## 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. (Particularly during the return from Home Schooling and the on-site learning program, for Emergency workers and vulnerable children). It has made a tangible impact on our student body and is appreciated by our staff and parent body. Ruby, our 9-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. She played a pivotal role when students returned to school, greeting students at the gate and being in classrooms. Our Ruby Instagram page also helped to give a laugh and encourages a feeling of connection even during COVID.

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. This was more difficult in 2020, as we were unable to run our usual program on-site. Switching to the Zoom platform was well received and as soon as was allowed, the transitioning Preps for 2021 were invited for sessions on site. We also for the first time, gave OGPS enrolled preschoolers a little t-shirt, with our logo, to help them feel a sense of belonging.

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 the first stage of a building project to refurbish the shared learning and teaching space for our Year 3/4 students. Further money has been set aside for the 2nd stage of the 3/4 building. 'Equity' money \$25590 allowed the school to provide a part-time teacher for literacy intervention in Year 1 and this program continued to run during the COVID 'Learning from Home' program. Local fundraising activities in 2020 were severely compromised due to COVID 19, only raising \$7255.99, which was well below the expected \$60 0000 we would have raised with our school fete, concerts and regular fundraising activities and partnerships. In addition, we funded the DET 'Casual Relief Teacher, Job Keeper program', which was an added hit to our bottom line of \$41278.81. Also, the 'Surplus Credit Allocation' of \$38 998 was taken from our OGPS accounts and redirected to fund the DET Tutoring Program scheduled for 2021. Thankfully due to the schools very strong financial management skill and excellent fundraising programs and partnerships, we are still in a great financial position to continue with the self-funding initiatives planned for both educational programs and facility upgrades and maintenance to our aging buildings that are desperately needed.

**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 Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

A total of 697 students were enrolled at this school in 2020, 323 female and 374 male.

24 percent of students had English as an additional language and NDP 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) which takes into account parents' occupations and education.

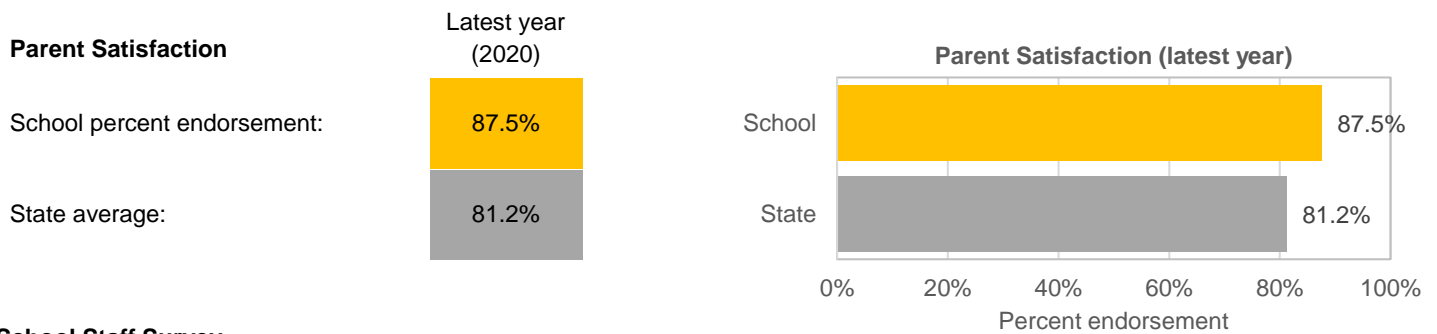
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

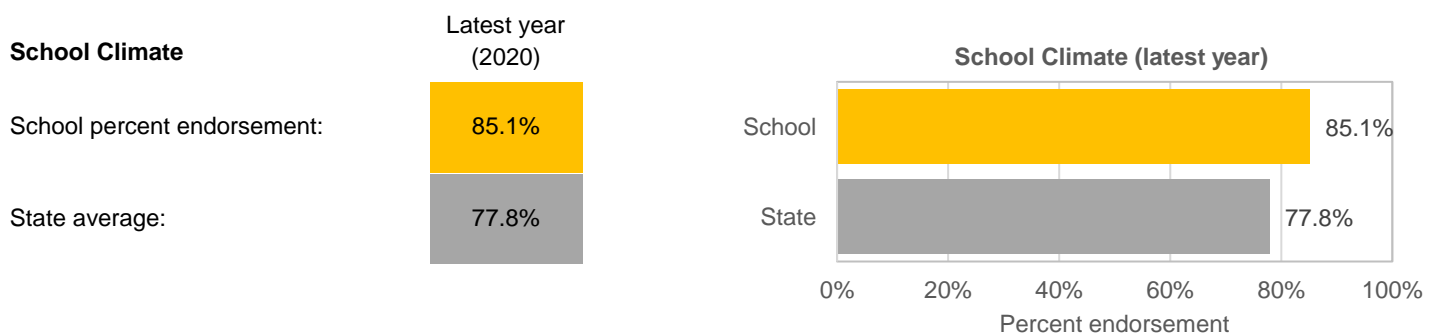


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

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

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





## ACHIEVEMENT

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

### Teacher Judgement of student achievement

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

#### English Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

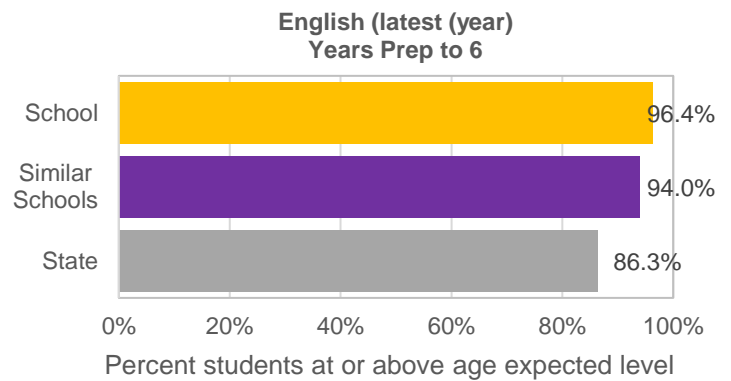
96.4%

Similar Schools average:

94.0%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

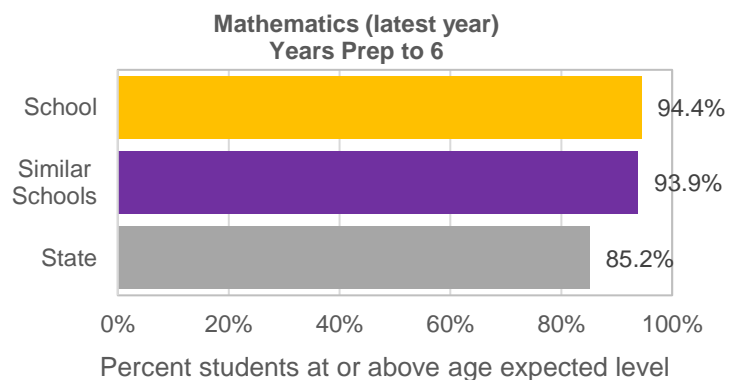
94.4%

Similar Schools average:

93.9%

State average:

85.2%



### NAPLAN

NAPLAN tests were not conducted in 2020.

#### NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

## ENGAGEMENT

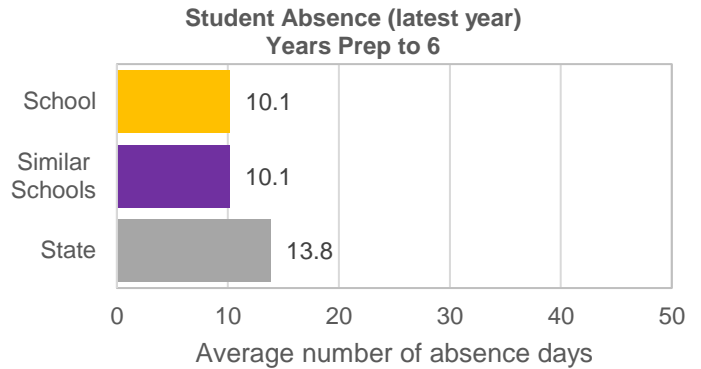
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

#### Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	10.1	12.9
Similar Schools average:	10.1	12.8
State average:	13.8	15.3



#### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	95%	94%	96%	94%	94%	95%	96%

## WELLBEING

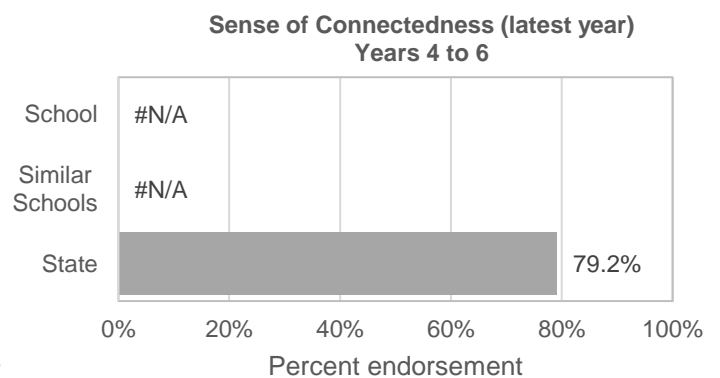
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	96.8%
Similar Schools average:	NDP	81.8%
State average:	79.2%	81.0%



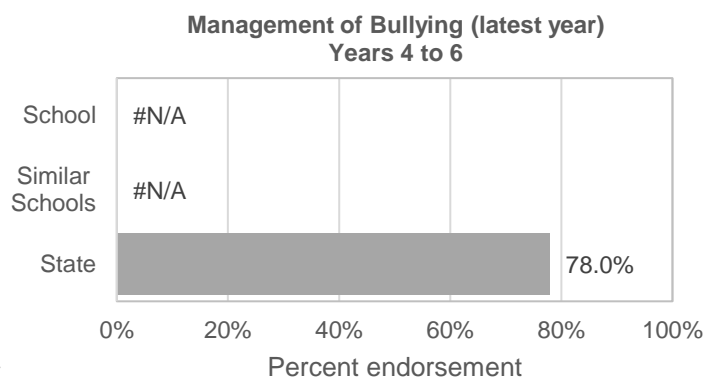
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	97.0%
Similar Schools average:	NDP	80.2%
State average:	78.0%	80.4%



*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$5,461,223
Government Provided DET Grants	\$611,089
Government Grants Commonwealth	\$4,170
Government Grants State	\$7,414
Revenue Other	\$29,875
Locally Raised Funds	\$569,828
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$6,683,598</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$25,590
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$25,590</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,938,996
Adjustments	NDA
Books & Publications	\$7,667
Camps/Excursions/Activities	\$16,813
Communication Costs	\$8,511
Consumables	\$125,020
Miscellaneous Expense <sup>3</sup>	\$43,041
Professional Development	\$13,482
Equipment/Maintenance/Hire	\$200,189
Property Services	\$294,707
Salaries & Allowances <sup>4</sup>	\$265,414
Support Services	\$25,542
Trading & Fundraising	\$62,357
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$58,073
<b>Total Operating Expenditure</b>	<b>\$6,059,812</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$623,786</b>
<b>Asset Acquisitions</b>	<b>\$56,251</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 01 Mar 2021 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 2020

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$309,300
Official Account	\$119,540
Other Accounts	\$1,123,981
<b>Total Funds Available</b>	<b>\$1,552,822</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$140,111
Other Recurrent Expenditure	\$7,083
Provision Accounts	\$10,000
Funds Received in Advance	\$170,555
School Based Programs	\$119,282
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$8,978
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$131,080
Capital - Buildings/Grounds < 12 months	\$1,005,423
Maintenance - Buildings/Grounds < 12 months	\$100,421
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$1,692,933</b>

*All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*