

# Orange Grove Public School

## Annual Report



2016



2812

## Introduction

The Annual Report for **2016** is provided to the community of Orange Grove Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Susan Frederiksen

Relieving Principal

## School contact details

Orange Grove Public School

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## Message from the Principal

Orange Grove Public School offers a variety of wonderful opportunities for the children of the local community. Innovative learning spaces, project based learning, vast technology resources, high quality learning experiences, many extra curricular activities and the ethos of KidsMatter and Positive Behaviour for Learning create an exciting environment for all to learn and grow in.

All members of the Orange Grove community work together to provide an environment where students have the opportunity to be creative, work collaboratively, develop problem solving skills and have empathy for all. These are lifelong skills that will allow the students success in all areas of their life.

With students, teachers and community working together we continue to nurture a welcoming and positive school. The staff at Orange Grove are committed to developing new skills to enhance the learning of students and continue to have the social and emotional welfare of students and community as their major focus. Orange Grove continues to enjoy tremendous support from our parent community. The students of Orange Grove are passionate and motivated to achieve their potential.

On reflection 2016 had many highlights. These were just a few of our achievements – Art Show, Garden Program, KidsMatter, BYOD, Relay for Life and DanceSport

Susan Frederiksen

Relieving Principal

## School background

### School vision statement

Every Orange Grove Public School student will receive an outstanding education in a nurturing community environment.

### School context

Established in 1883, Orange Grove Public School has a long history of providing a quality education for the students of Lilyfield and Sydney's inner west. Our strong ties with our community help us to achieve a unique engagement within our local environment and to promote an excellent shared platform for children's education. The school is growing along with its changing inner city community and has grown from a small school of 113 students to over 430 students, in the last 8 years. We have a strong emphasis on the core academic subjects provided in a differentiated curriculum. Our aim is to develop articulate students in a nurturing environment that develops confidence. Effective student support programs, which help to develop individual and social responsibility, are part of this nurturing. The school is actively involved in a large variety of external activities. The extensive installation of solar panels, water tanks and gardens are outstanding school features and our grounds are the envy of many inner city schools providing large, open spaces with extensive play equipment, community garden development and is the hub of weekend growers' markets.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

#### Learning

In the domain of Learning the focus was primarily on developing the learning culture. All students were involved with planning their learning goals throughout the year. This enabled students to take more ownership of their learning and focus on areas that are relevant to their needs. Across the school visual learning was implemented with teachers using learning intentions and success criteria. Students developed an understanding of what a successful piece of work should look like. Student understanding and engagement continues to improve with the implementation of these strategies.

#### Teaching

The focus for the domain of Teaching continued to be on professional learning and building teacher capacity. Throughout the year an Assistant Principal was off class working in a mentoring role. This enabled staff to complete accreditation, view other teachers delivering lessons, receive more regular peer feedback, research new initiatives and pedagogies and use the expertise of the staff around them. Staff developed their knowledge of various forms of data to assist them in determining student achievement. Staff will continue to focus on the effective use of data that is gathered both formally and informally.

#### Leading

In the domain of Leading, our focus has been on the promotion of succession planning, distributive leadership and organisational best practice. During 2016 we saw changes within the school executive. Opportunities were given to a variety of staff to undertake higher duties for an extended period of time. Staff have undertaken online courses and attended professional learning to upskill themselves in these roles. 85% of staff have presented professional learning at staff meetings and administration meetings resulting in improved confidence and knowledge of topic areas. Staff have led parent meetings and community events increasing their profile within the school community. The role of the mentor teacher has allowed the school to develop leadership practices, improve teaching and career development.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

## Strategic Direction 1

Develop the whole child

### Purpose

To have whole school practices enabling all students to be highly engaged, emotionally aware, technologically skilful, and able to sustain and improve natural and social environments, working for the common good.

### Overall summary of progress

At the beginning of the year Social and Emotional Programs such as PALS was introduced in the Preschool and You Can Do It! in K–6. To supplement these programs some stages offered social skills groups throughout the year for targeted students. A space for students to draw was introduced in the playground. Students accessed this area if they needed down time during playtime. OGPS celebrated KidsMatter day during Mental Health Month funded partly by a grant. A Positive Behaviour for Learning Team was formed and members commenced training. Information nights for parents and staff included anxiety and cybersafety. Students participated in the first year of the KidsMatter Student Survey. Waste Warriors were introduced in Term 3, across the school with particular students selected each week to monitor the playground.

An information evening was held for parents regarding BYOD. Stage 3 students participated in BYOD once a week throughout Semester 2. Year 6 received a one hour technology based skill lesson once a week. A timetable was devised to increase the usage of the computer lab and a member of staff dedicated time to trouble shooting technology issues. Staff administration meeting was moved to the library to allow for technology tips to be incorporated and possible demonstration sessions. Technology ratio per student improved as laptops were purchased for Stage 2 and Stage 3. Interactive Whiteboards were updated and additional units purchased for all indoor learning spaces.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>All students using resilience, emotional intelligence and demonstrating problem solving skills, evidenced by positive change on personal and social capability framework and KidsMatter survey data. Tell Them from Me survey data to be at pilot norms set at 2015.</p> <p>School Excellence Framework – change in practice evident.</p> <p>All students are good citizens, in all facets of school life.</p> <p>Change to teaching practice generated by using Bring Your Own Device (BYOD) and the General capabilities framework – technology.</p>	<p><b>General Capabilities – Personal and Social</b></p> <p>23% increase in students placed in Level 3 (Yr 4 benchmark) and 59% increase in students placed in Level 4 (Yr 6 benchmark). With the strongest growth in the areas <i>self management</i> and <i>social awareness</i>.</p> <p><b>KidsMatter Survey</b></p> <p><i>School community promotes mental health, and respectful relationships, belonging and inclusion – Both staff and parent survey showed a 6% increase</i></p> <p><i>Effective SEL (Social Emotional Learning) curriculum and opportunities for students to practise and transfer these skills –</i></p> <p>Staff showed a 6.4% increase and parents showed a 4.5% increase.</p> <p><b>Tell Them From Me</b></p> <p>Student surveys showed a decrease of 1.23% in the ‘Social Emotional Outcomes’ score.</p> <p>Teachers showed 14% increase in the ‘Technology as a driver for student learning’ score.</p> <p><b>General Capabilities – Information and Communication Technology</b></p>	<p>IWB upgrade– 14 x \$4000 = \$56000</p> <p>Laptops– 8 x \$500 = \$4000</p> <p>Waste warrior vests – \$100</p> <p>Cybersafety speaker– \$550</p> <p>Release for PBL– \$7500</p>



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>All students using resilience, emotional intelligence and demonstrating problem solving skills, evidenced by positive change on personal and social capability framework and KidsMatter survey data. Tell Them from Me survey data to be at pilot norms set at 2015.</p> <p>School Excellence Framework – change in practice evident.</p> <p>All students are good citizens, in all facets of school life.</p> <p>Change to teaching practice generated by using Bring Your Own Device (BYOD) and the General capabilities framework – technology.</p>	<p>12% increase in students placed in Level 2 (Yr 2 benchmark) and 11% increase in students placed in Level 3 (Yr 4 benchmark).</p> <p>No students were placed above Level 3 (Yr 4 benchmark).</p> <p>Strongest growth was evident in the areas of <i>communicating</i> and <i>creating with ICT</i>.</p> <p>Increase in the library computer lab usage to teach computer skills.</p> <p>K–2 ipad usage decreased by 243%.</p> <p><b>BYOD</b></p> <p>Stage 3 teachers programs reflected the BYOD initiative with the heavy focus on teaching and learning activities integrating technology once a week. Year 6 had one hour of technology skills lessons once a week in Semester 2.</p>	

## Next Steps

- Continue to build on the improved learning and support team processes and strengthen the support for gifted and talented students.
- Through the Aboriginal education coordinator, embed high quality practices for Aboriginal students and extend the links with the Aboriginal Education Consultative Group (AECG).
- Build on the 'You Can Do It' approach in classrooms and move towards linking the program with PBL e.g. displays in all classrooms.
- Participation in Got It! program (K–2)
- Employ a Technology Coordinator
- Increase ipad usage K–2 and build on general technology access e.g. new teacher desktops, relocation of ipads, purchase of laptop trolleys and more laptops.
- General Capabilities – Personal and Social Continuum decrease student numbers at Level 1a (Prior to school benchmark).
- General Capabilities – Information and Communication Technology Continuum increase student levels beyond Level 3 (Yr 4 benchmark).
- Address areas such as student interest, motivation and effort, positive peer relationships, positive behaviour at school to improve the Social Emotional Outcomes score in TTFM student survey.
- Address areas of need and observe growth in KidsMatter Survey in areas such as students liking school, social skills which include listening to others, and cheering others up.



## Strategic Direction 2

Create a dynamic learning school

### Purpose

To have staff with high level capacity to provide a highly engaging curriculum which inspires every student and staff member to excel and to ensure learning is personalised and differentiated for every student.

### Overall summary of progress

Introduced learning goals across the school. Each stage has explored how they will work and compiled a document to show what each class had done with them in 2016.

In 2016 four classrooms utilised new furniture. This created dynamic classroom spaces with colourful, comfortable and adaptable class settings. Desks are at three levels, with some including whiteboard tops. These are beneficial for group planning and brainstorming.

Kindergarten incorporated play based learning sessions and will continue to evaluate the success of this initiative.

Stage 2 and 3 developed units using project based and inquiry models of learning. These sessions were reviewed with staff and students, who found an increase in excitement and engagement, however acknowledged more detailed planning would be necessary for future projects.

Seven Steps to Writing Success implemented and the language modelled in stages 1 – 3. Staff and students believe this will help to make narrative writing more creative and engaging over time.

Formative assessment has been trialled in classrooms with increased levels of student involvement noted. Staff to undertake PL in Formative assessment and embed in all teaching programs in 2017.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Students involved in a curriculum which excites, engages and stimulates, shown by percentage of students moving levels within the general capabilities framework.  Parent knowledge of student curriculum. (TTFM)  Personalised learning is embedded common practice for all stakeholders.	<b>TTFM – Students</b>  TTFM survey reports on student outcomes and school climate. When looking at data from 2015 and 2016 the following increases have occurred:  Students feel challenged in their English and Maths classes and feel confident of their skills in these subjects increased by 3%  Students find classroom instructions relevant to their everyday lives increased by 0.2 for girls  Students find the classroom instructions well organised, with a clear purpose and with immediate and appropriate feedback that helps them learn showed an increase. Over the 12 months the scores for girls indicated growth  <b>General Capabilities – Creative and Critical Thinking</b>  37% of Year 2 students were placed on the continuum above their grade level in the area of Inquiring – identifying, exploring and organising information and ideas  3% of Year 5 students are beyond year level in the	Teacher release – \$5500  Furniture – \$40000

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Students involved in a curriculum which excites, engages and stimulates, shown by percentage of students moving levels within the general capabilities framework.</p> <p>Parent knowledge of student curriculum. (TTFM)</p> <p>Personalised learning is embedded common practice for all stakeholders.</p>	<p>area of reflecting on thinking and processes element</p> <p><b>TTFM – Parents</b></p> <p>A score of 8.8 was given for – I am well informed about school activities compared to 7.9 in 2015</p> <p>A score of 7.8 was given for – I am well informed about my child's progress in school subjects compared to 6.7 in 2105</p> <p><b>Personalised Learning</b></p> <p>100% of students use learning goals</p>	

## Next Steps

### Innovative Practice

- Implement Seven Steps to Writing Success across K–6
- SOLE, project based and play based learning – spending time to explore and utilise effectively
- Use of Critical and creative thinking skills in programming across schools
- Streamline school approach to spelling

### Upskill Staff

- Spend time at school working on implementing skills and strategies post PL sessions
- Staff development by sharing skills and expertise with peers e.g. four presentations, staff sign up based on interest/relevance
- Stage planning working together on single, specific focus area and observe implementation of colleague

### Formative Assessment

- Learning intentions and success criteria (LISCs) highlighted and maintained in programs
- Develop use of formative assessment in all classrooms e.g. Bump It Up Walls
- All students clearly articulating learning goals, consistently and develop strategies to reach the goals



## Strategic Direction 3

### Enhancing our community

#### Purpose

To develop the school site to cater for our growing needs whilst maintaining a sense of community. To utilise space and resources to complement a highly engaging learning environment.

#### Overall summary of progress

##### BEAUTIFICATION

The outdoor 'Buddy Bench' was beautified and revamped to reflect an attractive and inviting seating arrangement. The philosophy behind the Buddy Bench was also re-launched, allowing students K–6 to strengthen friendship groups.

Flexible learning furniture was purchased for Stage 2 & 3 classrooms, creating new and improved learning spaces to allow greater development for the 4Cs of education – communication, creativity, critical thinking and collaboration.

Our school library was enhanced with the purchase of new 21st century learning style furniture. A 'Maker Space' was developed for student led projects, allowing all students across P–6 to engage in STEM and inquiry based learning tasks.

There was increased student involvement in garden and sustainability projects that contributed to the school's aesthetics. There was a 100% participation rate across the school, P–6. Stage 3 designed the new garden bed near Block D, Stage 2 created the new 'Vertical Garden' and Stage 1 played an integral role in the 'Gum Boot Garden' space. All classes planted marigolds for the Kitchen Garden.

Modern signage and placards were installed across the school – this included the lyrics of the National Anthem for assemblies, a new welcome sign for the administration block and new boards for entrance and exit points.

##### COMMUNITY

Parent workshops were conducted throughout the year. They focused on cyber safety, reading and identifying anxiety in children.

Strong links between all stakeholders were established by way of community activities and charitable events. Highlights for 2016 included Relay for Life, local running events, Gather at the Grove, the bi-annual OGPS ArtShow, the Christmas nocturnal picnic, P&C events and KidsMatter Day.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
The use of school facilities is optimised to best meet the needs of students and the local community.  A strong sense of community.  As the community grows, parent surveys reflect same appreciation of community spirit. (satisfaction survey %)	Throughout 2016 the school website was viewed 60 365 times. The most visited site was the homepage (21.3%) and the Our School page (5%).  February was the month with the most views (5586).  60 parents attended an information evening on anxiety in children  11 parents attended an information session on cybersafety  Parents involved in school committees dropped from 73% in 2015 to 63% in 2016	Buddy bench revamp – \$100  Sustainability and kitchen garden – \$1500  Garden facilitators days  Guest speaker – \$50  Signage – \$4500



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>The use of school facilities is optimised to best meet the needs of students and the local community.</p> <p>A strong sense of community.</p> <p>As the community grows, parent surveys reflect same appreciation of community spirit. (satisfaction survey %)</p>	<p>An increase of parents attending meetings more than three times over the year increased from 73% to 79%</p> <p>Parents assisting the teacher in the classroom has doubled over the 12 months</p> <p>TTFM survey showed an increase score for parents feeling welcome at Orange Grove</p>	

## Next Steps

- Pre-School refurbishment, including purchase of new furniture and resources
- Flexible furniture to be purchased for an Early Stage One and Stage One classroom
- Commence indoor beautification of Block A hall by purchasing 'new-look' seating for visitors outside the administration office, as well as contemporary seating for teachers and guests
- Classes to combine and create murals and artworks, as part of their Visual Arts program, for display in common settings across all areas of the school.
- New playground markings, inclusive of new colourful handball courts, lines, hundreds charts, investigated for the Covered Outdoor Learning Area and Basketball court
- Relocation of 'Vertical Garden' to Frog Pond Garden
- Continue outdoor beautification project outside Block D and around new Italian demountable – planter boxes to be purchased and facilitated by the Sustainability coordinator, Kitchen Garden facilitators and students in Stages 2 and 3.
- Classrooms teachers regularly updating their class pages on the Orange Grove PS website
- All parents accessing eNews and using the parent representative system
- Parent feedback sessions 'Summer, Autumn, Winter, Spring' for whole school improvement to determine possible future directions and where to next?



Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>Improved PLP collaborative planning and development, and teaching and learning for Aboriginal students.</p> <p>SLSOs were timetabled to support the literacy, numeracy and attendance of our Aboriginal students.</p> <p>Continue to develop a network with Community of Leichhardt areas Schools to support all local Aboriginal students.</p> <p>Develop connections with newly formed Inner West Council, Aboriginal workers.</p>	<ul style="list-style-type: none"> <li>• (\$4 353.00)</li> </ul>
<b>English language proficiency</b>	<p>Students learning english as a second language were provided with explicit instruction by LaST, in small group settings.</p> <p>SLSO supported development of English with targeted programs.</p>	<p>Teacher allocation: 0.2</p> <ul style="list-style-type: none"> <li>• (\$8 109.00)</li> </ul>
<b>Low level adjustment for disability</b>	<p>Professional learning for staff.</p> <p>Student support to access curriculum and experiences.</p> <p>All students requiring adjustments were catered for within teaching and learning programs.</p> <p>School funds enhanced the LaST role.</p> <p>2 staff members completed online training of Positive Partnerships, supporting students on the autism spectrum.</p>	<ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$67 308.00)</li> </ul>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>Mentoring of staff.</p> <p>Develop collaborative practices which allows teachers to jointly plan and observe colleagues and provide feedback when relevant.</p> <p>PDP 2016 signed off.</p>	<p>Staffing allocation: 0.298</p>
<b>Socio-economic background</b>	<p>Additional learning support teaching time was purchased to support class programs and provide high expectations.</p> <p>Additional SLSO time was purchased to support students social and emotional wellbeing.</p> <p>Students supported by school pastoral carer.</p>	<p>Total funding: \$6901</p>
<b>Support for beginning teachers</b>	<p>All beginning teachers received support through time and expertise of colleagues and outside support. Extensive PL presentation to staff.</p> <p>Accreditations completed and sent.</p>	<p>Total funding: \$19440.29</p>

## Student information

### Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	141	164	172	193
Girls	128	150	173	188

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.7	96.8	96.5	96.4
1	95.8	95.7	95.2	95.4
2	95.5	95.5	95.1	95.5
3	93.7	95.7	95.3	94
4	95.1	95.8	96.4	96.2
5	95.3	94.8	95.8	96
6	90.8	92.5	94.3	95.8
All Years	94.8	95.6	95.6	95.6
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

### Management of non-attendance

Student non-attendance is managed proactively. Teachers and executive follow up attendance with meetings and letters. Attendance reports are monitored fortnightly and followed up with the Home School Liaison officer (HSLO) where necessary. With support from staff, home and HSLO we continue to achieve successful outcomes. Class groups below State DoE attendance will be monitored in 2017.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	16.46
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.8
School Administration & Support Staff	4.07
Other Positions	0.14

\*Full Time Equivalent

In 2016 no member of the Orange Grove PS workforce were identified as being Aboriginal or Torres Strait Islander.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	68
Postgraduate degree	32

## Professional learning and teacher accreditation

At Orange Grove PS in 2016, four (4) teachers were working towards gaining accreditation at Proficient level. Of these two (2) were staff who had previously taught at Orange Grove. One (1) teacher was maintaining accreditation. Preschool staff received accreditation.

Professional learning was aligned with the Strategic Directions set out in the School Plan. Teachers attended courses and provided professional learning for their peers through stage meetings, collegial discussion and staff meetings.

Some courses included:

- LMBR training
- Primary Executive Network Meetings
- Languages Network Meeting
- Early Childhood Network Meeting
- Sydney teacher librarian network
- Sustainability Network
- Writing a Quality Access Request
- Develop best practice using Planning Literacy and Numeracy software
- KidsMatter component 3
- Learning, Language and Literacy Stage 1
- PBL and the wellbeing framework
- Mathematics building blocks for Numeracy
- Gifted and Talented
- School Law
- Quality learning for everyone – 2016 Early Years Conference
- Quality numeracy K–2
- K–6 physical activity and health conference
- School Administration Managers Conference
- SLSO conference
- SASS conference
- Early careers teacher conference
- PDP framework
- General capabilities in programs
- Office 365 in education
- School communities working together
- Not just a brush
- Reading Recovery training
- Teaching English Language Learners
- National music teacher mentoring program
- Accreditation at Highly Accomplished and Lead Teacher
- SASS induction
- OGPS Induction
- PL for teachers of students with hearing impairment in regular & support classes
- Supporting teachers seeking accreditation at Proficient Teacher
- Get started with project based learning

Whole school professional learning incorporated:

- Anaphylaxis training for schools
- Disability standards for education
- Developing learning goals
- Using the literacy continuum
- Understanding Muscular Dystrophy and Learning
- Child Protection update

- Code of Conduct update
- School Excellence Framework
- CoLAS Conference – Jason Clarke Mindworker and Change, Engage, Opening Doors
- ICT & reading – Reading Eggs
- Focus on reading
- Small Steps anxiety workshop
- CTJ and assessment
- Developing strategic directions



## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

A full summary of the 2016 financial statement is tabled at the annual general meeting of the parent and community group. Further details concerning the statement can be obtained by contacting the school.

Income	\$
<b>Balance brought forward</b>	<b>467 380.18</b>
Global funds	294 353.40
Tied funds	222 939.57
School & community sources	378 437.66
Interest	9 463.63
Trust receipts	109 541.30
Canteen	0.00
Total income	1 482 115.74
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	77 007.78
Excursions	24 012.07
Extracurricular dissections	75 716.82
Library	14 356.59
Training & development	10 243.65
Tied funds	148 519.38
Short term relief	51 047.11
Administration & office	88 536.80
School-operated canteen	0.00
Utilities	54 124.88
Maintenance	40 569.36
Trust accounts	117 582.05
Capital programs	33 804.49
Total expenditure	735 520.98
<b>Balance carried forward</b>	<b>746 594.76</b>

The information provided in the financial summary includes reporting from 1 December 2015 to 31

December 2016.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	871 099.79
(2a) Appropriation	759 973.25
(2b) Sale of Goods and Services	32 493.00
(2c) Grants and Contributions	77 922.78
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	710.76
<b>Expenses</b>	-215 042.20
Recurrent Expenses	-215 042.20
(3a) Employee Related	-99 907.43
(3b) Operating Expenses	-115 134.77
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	656 057.59
<b>Balance Carried Forward</b>	656 057.59

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

### Financial Management of the School

The principal is responsible for the financial management of the school.

Our Finance Committee comprising of the school Principal, Administrative Manager and a community member meet on a regular basis to monitor the budget in line with the overall school plan and discuss any future planning at that time. Financial statements are discussed during the monthly P&C meetings.

The School Administrative Manager assists the Principal on effective accounting and monitoring of all financial transactions and budgets. All financial

transactions are approved by the Principal. In 2016 the main expenditure was classrooms and library refurbishment, basketball towers and poles.

2017 main expenditure on technology – 27 new apple iMacs (\$57024) and 14 new interactive whiteboards (\$58410)

## Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 <b>Actual</b> (\$)
<b>Base Total</b>	<b>2 572 527.05</b>
Base Per Capita	19 570.50
Base Location	0.00
Other Base	2 552 956.55
<b>Equity Total</b>	<b>86 672.14</b>
Equity Aboriginal	4 353.43
Equity Socio economic	6 900.97
Equity Language	8 109.30
Equity Disability	67 308.44
<b>Targeted Total</b>	<b>65 969.99</b>
<b>Other Total</b>	<b>342 906.92</b>
<b>Grand Total</b>	<b>3 068 076.11</b>

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

### NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

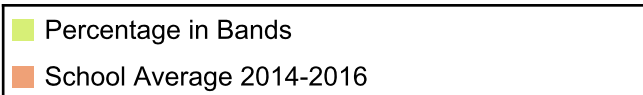
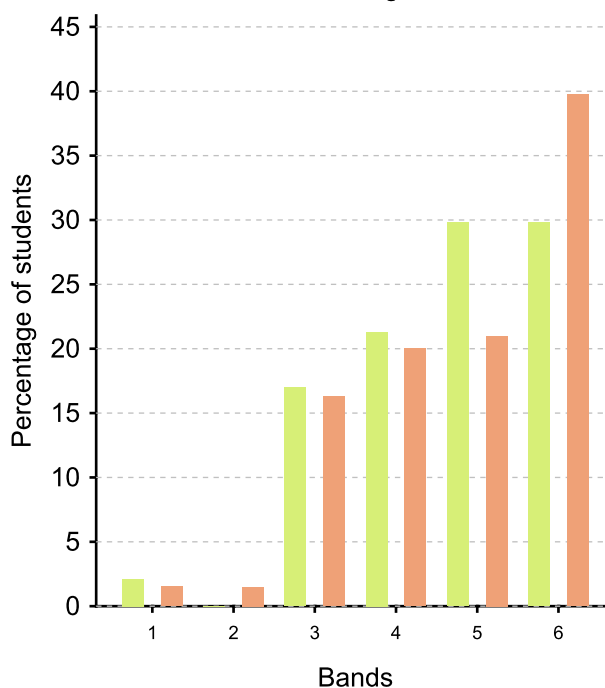
In Reading 60% of students in Year 3 were in the two highest bands compared to the State at 52%. 47% of Year 5 students scored in the top 2 bands compared to the State at 39%. Identifying the main idea, inference and interpreting vocabulary are the main areas of focus for both Year 3 and Year 5 in Reading.

In writing both Year 3 and 5 were below the State percentage for student in the top 2 bands. This will be a focus during 2017 with the Seven Steps to Writing

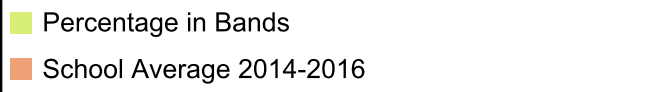
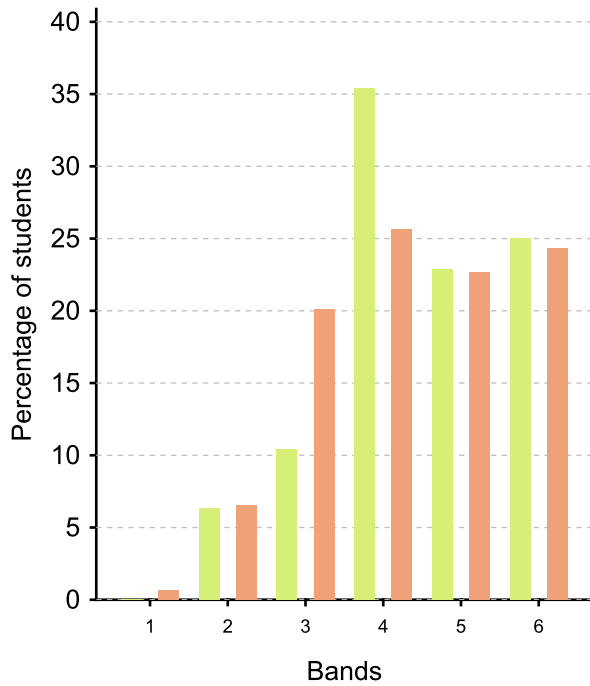
Success used throughout the school as a base to improve detail, vocabulary and ability to engage an audience.

In Year 3 Orange Grove was below the State percentage for students in the top 2 bands for Spelling. Year 5 were on a similar percentage as the State. Consistency of programs will be a focus to target spelling.

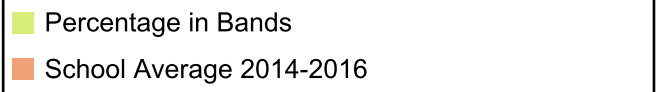
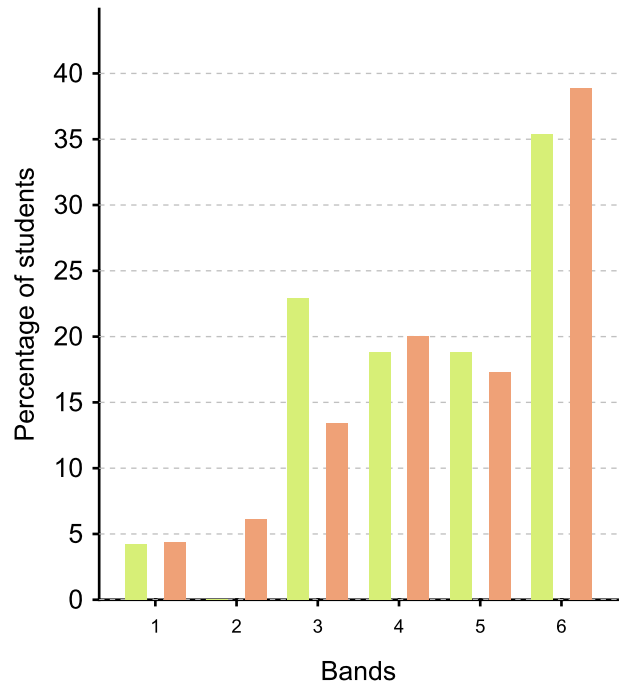
**Percentage in bands:**  
Year 3 Reading



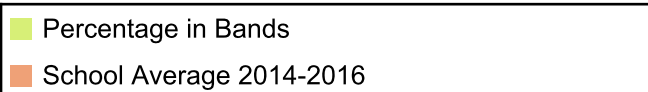
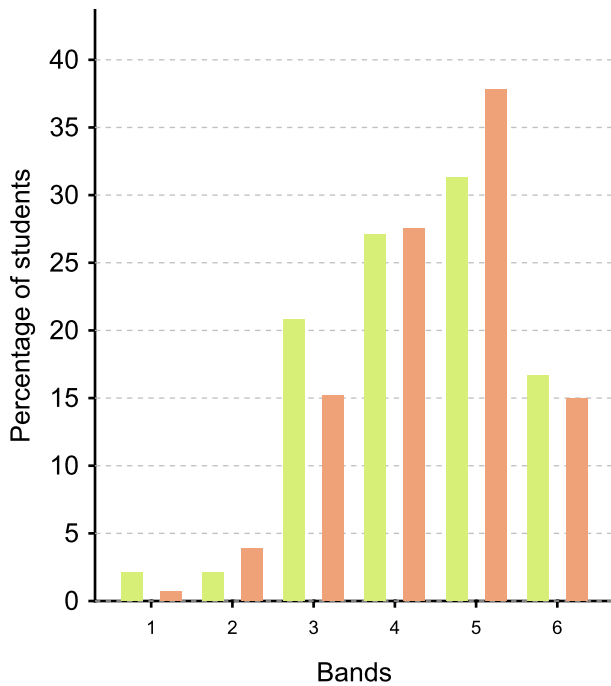
**Percentage in bands:**  
Year 3 Spelling



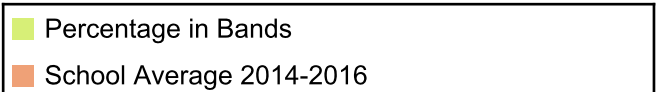
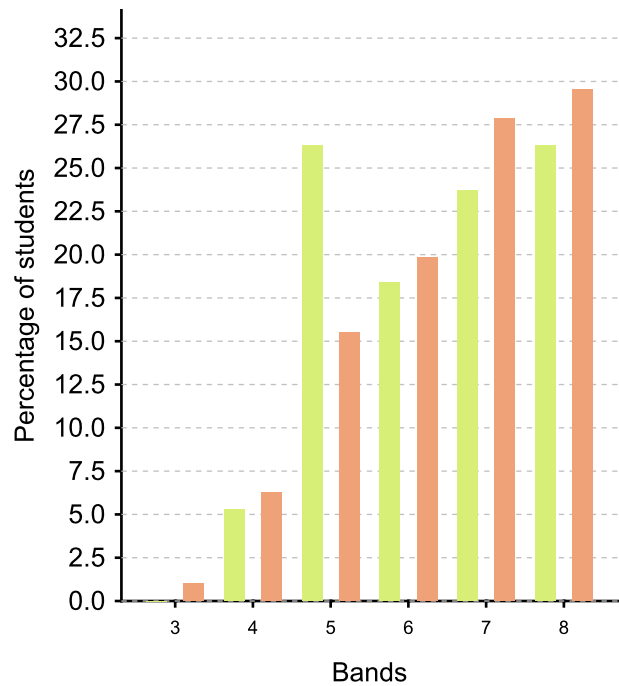
**Percentage in bands:**  
Year 3 Grammar & Punctuation



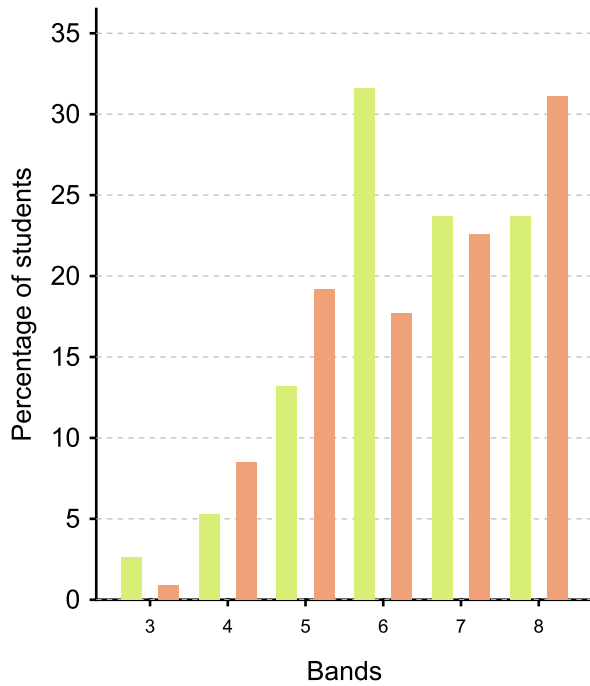
**Percentage in bands:**  
Year 3 Writing



**Percentage in bands:**  
Year 5 Grammar & Punctuation

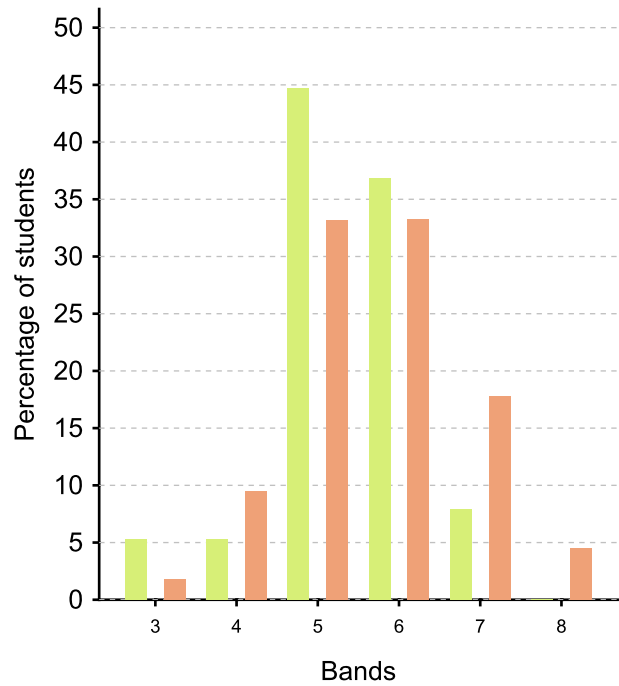


**Percentage in bands:**  
Year 5 Reading



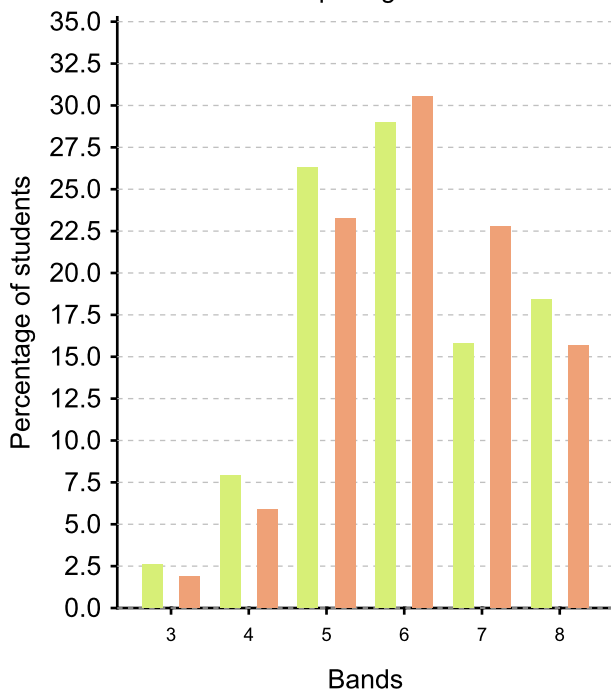
Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 5 Writing



Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 5 Spelling

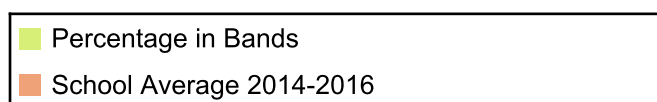
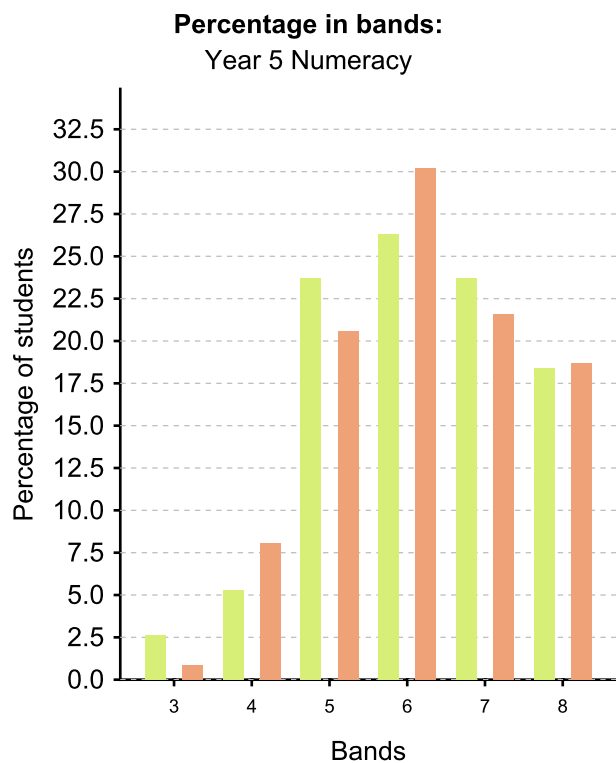
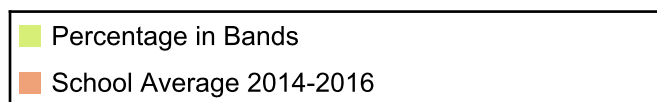
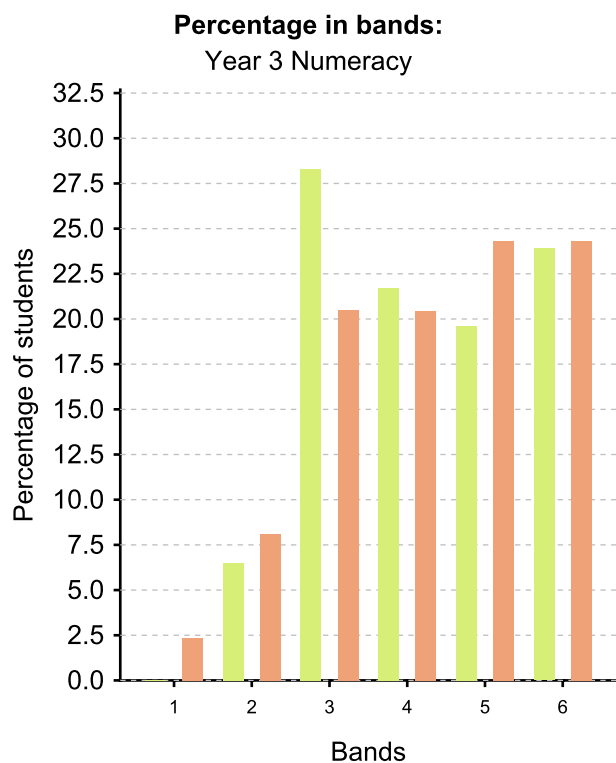


Percentage in Bands  
School Average 2014-2016

In Numeracy 43% of Year 3 students were in the top 2 bands compared to 39% of the state. Year 5 had 42% in the top 2 bands compared to 31% of the state. In the area of Data, Measurement, Space and Geometry; Position, length and 2D are areas of focus for Year 3 and Year 5. In Numbers, Patterns and Algebra; Fractions and Decimals is an area for development.

The Year 5 Numeracy trend data shows improvement.





The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

## Parent/caregiver, student, teacher satisfaction

In 2016, the school sought the opinion of parents, students and teachers about the school. Their responses are below:

### Parents

Parents and caregivers were invited to provide feedback through a 'Tell Them From Me' survey titled 'Parents in Learning' and a KidsMatter Parent survey.

35 parents completed the Tell Them From Me survey representing 46 students. Of these students 34 were identified as K–2 children. The survey included eight separate measures, scored on a 10 point scale, with 5 a neutral position.

Key findings include:

- Parents feel welcome – average 7.9

Scores ranged from 8.8 (easily speak to teachers, feeling well informed) to 6.7 (can easily speak with school principal)

- Parents are informed at Orange Grove – average 7.4

Scores ranged from 8.4 (reports are written in terms I understand) to 6.4 (informed about opportunities concerning my child's future)

- Parents support learning at home – average 6.1

Scores ranged from 6.7 (encourage your child to do well at school and take an interest in your child's school assignment) to 5.3 (talk about how important school work is)

- School supports learning – average 7.6

Scores ranged from 8.6 (teachers show an interest in my child's learning) to 6 (teachers expect homework to be done on time)

- School supports positive behaviour – average 8.5

Scores ranged from 8.9 (my child is clear about the rules for school behaviour) to 8.1 (teachers devote their time to extra-curricular activities)

- Safety at school – average 8

Scores ranged from 8.5 (my child feels safe at school) to 7.5 (the school helps prevent bullying)

- Inclusive school – average 7.6

Scores ranged from 8.1 (teachers help students develop positive friendships) to 7.1 (staff create opportunities for students who are learning at a slower pace)

Other findings from parents:

40% of respondent's assisted in classroom on a weekly basis

70% of respondent's believe formal interviews and informal meetings are the most useful form of communication with teachers

School newsletter and emails were identified as the

most useful way of finding out information about the school

Numbers of parents who have made input into school business – school planning 20, school policies 12, teaching practice 5, curriculum delivery 6

### KidsMatter Survey

From the KidsMatter parent survey (19 respondents) parents commented on the following:

Parents feel it is extremely important for students to participate in activities that promote positive relationships among other children and to know where they can go for help and how to ask for help. The parent community believe it is important for the school to assist children and families to get help in relation to mental health. This will be addressed with our involvement with the Got It! initiative targeting early intervention in areas of mental health for students K–2.

### Teachers

Teachers were invited to provide feedback through a 'Tell Them From Me' survey titled 'Focus on Learning' and a KidsMatter Staff survey.

19 staff completed the Tell them From Me survey. The survey included eight separate measures, scored on a 10 point scale, with 5 a neutral position.

Key findings include:

- Leadership – average 7.7

Areas for development are leaders helping to establish challenging and visible learning goals for students and providing guidance for monitoring student progress.

Teachers believe school leaders create a safe and orderly school environment.

- Collaboration – average 8.6

Staff discuss strategies that increase student engagement and share lesson plans and other materials with colleagues. Staff would like more feedback about their teaching.

- Learning Culture – average 8.3

Teachers believe they monitor the progress of individual students well and have high expectations of student learning. Staff will work on increasing written feedback to students.

- Data informs practice – average 7.9

Staff identified discussing assessment task and common errors that the student has made as an area for development.

- Teaching strategies –average 8.3

Giving written feedback to students more regularly was identified as an area for improvement. Teachers are confident with linking new concepts with previously mastered skills and knowledge.

- Technology – average 6.4

Use of technology by teachers continues to be a focus. Providing students with more opportunities to use technology to analyse, organise and present subject

matter is an area for development. Teachers regularly provide opportunities for students to undertake research.

- Inclusive school – average 8.4

Teachers believe they establish clear expectations, understand the learning needs of students with special learning needs and establish an inclusive classroom environment. Assisting low-performing students plan their assignments is an area for improvement.

- Parental involvement – 7.3

Staff believe they work well with parents to solve problems that may be interfering with a students progress but need to work on engaging parents more in their child's learning.

Other findings from teachers through the KidsMatter survey:

A need to make social and emotional skills wholistic by providing opportunities in a range of daily interactions. Increase support to enable teachers to communicate social and emotional needs to parents and help in identifying resources and services available to support parenting.

A percentage of the staff do not feel valued or respected by the school community.

## Students

During 2016 students in Years 4–6 (128 students) were surveyed to gauge satisfaction levels with their experiences at school.

Findings included:

Students had high participation levels in extracurricular activities but Year 4 indicated lower than NSW Govt norms in participation in school sports. With the inclusion of stage 2 students in PSSA sport it is expected that this will be addressed.

84% of students had a high sense of belonging, 88% had positive relationships and 94% valued school outcomes. Although the percentage of students valuing school outcomes is high, there is a decrease from Year 4 (98%) to Year 6 (91%). 49% of students had positive homework behaviours compared to the NSW Govt norm of 63%. Of concern is that only 19% of Year 6 students had positive homework behaviours. All year levels showed a high percentage for positive behaviour at school.

Students who are interested and motivated in their learning decreased from the March 2016 survey to the October 2016 survey. The response fell from 91% of girls interested and motivated to 78%, and 76% of boys dropped to 70%. Year 6 figures for October showed only 66% of students were interested and motivated. Discussion will be had with Year 6 students during 2017 to address their concerns.

Survey results showed 94% of girls and 89% of boys tried hard with their learning. There was a decrease in the percentage of boys trying hard to succeed

compared to the March survey and Year 6 were below the NSW Govt norms. Increased engagement will continue to be a focus throughout 2017.

The students rated effective learning time lower than NSW Govt norms with Year 4 students giving a rating of 7.1 out of 10. All years except for Year 6 rated classroom instructions relevant to their everyday lives above NSW Govt norms.

24% of students say they were victims of moderate to severe bullying compared to 36% of NSW.

An area for continued focus will be to continue to build positive teacher–student relations.



## Policy requirements

### Aboriginal education

Orange Grove PS received Aboriginal background funding in 2016. The focus for Aboriginal Education was inclusion.

Our plan included:

- Adopted new Personal Learning Pathways (PLP) format for personalised student plans. Aboriginal Education and Wellbeing team visited school to assist teachers with understanding the process and need for individualised plans for Indigenous students.
- The school adopted the Dharawal first verse of the National Anthem, with students from Stage 3 helping assemblies with the change.
- Koori Art Expressions professional learning and entry in the art competition. Pauline McLeod art competition entry.
- Participation in Reconciliation Week activities with all students contributing to our Recognise display, by depicting their story on a message card.
- NAIDOC Week activities. All students attended a performance by dancers and storytellers Jannawi and participated in a range of cultural, art, dance, storytelling and sport activities.
- Fundraising by SRC for Aboriginal Literacy Foundation.
- Incorporated Indigenous perspectives into Geography, History and Science programming.
- Incorporated Indigenous perspectives into sustainability lessons by garden facilitator.

### Multicultural and anti-racism education

#### Community Language – Italian

Italian has been taught at Orange Grove Public School since its inception as a community language program in the early 1980s. It is taught by Signora Dimarco and Signorina Maria. Students from Kindergarten to Year 6 participate in the program.

The program is based on the four main skill areas in learning a second language: speaking, listening, reading and writing. It also includes activities based on the other key learning areas such as Science and History. The program provides an insight into the traditions of the Italian culture.

There are many advantages in having the Italian program at the school:

- it provides variety and richness to the school day.
- it reinforces the importance of listening and comprehension skills.
- it offers a framework that reinforces the students' learning of English.
- it enables linguistically talented students to explore another avenue for achievement.
- it fosters the appreciation of another culture and enhances their transition to other languages in

high school.

#### Harmony Day

Students participated in activities that reflected the cultural heritage of the school community. The students wore orange to recognise this day. Parents of students in K–2 were invited into the classroom to read a book from their culture. This was a very successful initiative that will be continued in 2017.

#### Anti Racism

The anti racism contact officer (ARCO) provided ongoing professional learning to staff during the year, to build understanding of cultural diversity in the school community.

#### KidsMatter

The KidsMatter team continued to highlight inclusivity and diversity.