

# Orange Grove Public School

## Annual Report



2017



2812

## Introduction

The Annual Report for **2017** is provided to the community of **Orange Grove** 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

Acting Principal (2017)

### School contact details

Orange Grove Public School

Perry St

Leichhardt, 2040

[www.orange-grov-p.schools.nsw.edu.au](http://www.orange-grov-p.schools.nsw.edu.au)

[orange-grov-p.school@det.nsw.edu.au](mailto:orange-grov-p.school@det.nsw.edu.au)

9810 1378

### Message from the Principal

The 2017 school year has seen changes to personnel, increase in student numbers and continued commitment to learning by students, staff and the community. In 2018 we will welcome Ms Henness as the newly appointed Principal of Orange Grove and wish our former Principal, Ms Jamieson a wonderful retirement.

This year Orange Grove was officially accredited as a KidsMatter school and continued implementation of Positive Behaviour for Learning. These initiatives show the commitment that all stakeholders have in the wellbeing of all students and community.

2017 saw the introduction of the K–2 and 3–6 Showcase titled Under The Sea. Many community members, family and friends attended our one night only performance. We thank our dedicated staff who developed the script, conducted rehearsals, choreographed dances and practised songs with the students. A huge congratulations to the students for their dedication to the Showcase and being stars on the night.

It has been an honour to lead Orange Grove in 2017.

Susan Frederiksen

Acting Principal 2017

## 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 our focus continues to be on the overall wellbeing of students. We received recognition as a KidsMatter school and continued to develop the school PB4L matrix. GOT IT! facilitated by NSW Health implemented a very successful early intervention mental health program to support students and families K–2. Literacy and numeracy programs were evaluated and streamlined for consistent implementation K–6. Spelling, writing and numeracy were identified as areas of focus. Students and staff continue to develop individual learning goals, use of success criteria and student advocacy. Student performance will be a focus in the 2018–2020 School Plan looking at student growth and value-add.

#### Teaching

Use of data and effective classroom practice were focus areas within the domain of Teaching. PB4L supports a school wide approach to effective and positive classroom management. The staff continue to develop effective assessments across stage and year levels to promote consistency of teacher judgement. Focus areas are comparing external and internal data to develop stronger comparable judgement of student learning across the school and sharing professional learning with staff to improve whole school practice.

#### Leading

In the domain of Leading the school sort to regularly solicit and address feedback on school performance from students, staff, parents and the broader community and will continue to work on this through the 2018–2020 School Plan. The leadership team effectively used financial resources and personnel to support School Plan priorities and timetabled for personnel to meet to address the school plan's strategic directions.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## 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

OGPS worked closely with NSW Health to implement the 'Got It', a mental health early intervention initiative targeted at students in Kindergarten to Year 2. Through this partnership teachers received training in emotional coaching as well as trauma and the mental health difficulties associated with it. The Got IT team ran parent workshops and worked intensively with identified students and their families to help our school address forms of conduct disorder. The initiative saw the delivery of the Fun Friends program into classrooms. OGPS celebrated KidsMatter during Mental Health Month with a whole school breakfast. The Positive Behaviour for Learning Team continued the implementation with the expectations matrix finalised, scope and sequence developed and signage erected around the school. OGPS held an ESafety Information day for students, parents and staff. At the end of the year OGPS received formal recognition as KidsMatter School and was awarded a certificate and signage.

Stage 3 students continued participating in BYOD once a week and received a one hour technology based skill lesson once a week. Teacher desktops were updated to improve efficiency. Technology ratio per student improved further as an additional 60 laptops were purchased to form two extra trolleys placed in Block A and Block B. Coding club was introduced for K–6 and some Stage 3 students participated in the Maths Choice Award Competition, as well as partaking in an iMovie workshop held at the Apple Store. OGPS purchased 5 DSLR cameras with the aim to introduce photography in the classroom and as an extra curricular activity.

A Leadership Policy was written and specialised Stage 3 committees formed. The Year 6 citizens working with the preschool initiative was trialled.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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>PB4L signage and TPL = \$10 000</p> <p>Got It Cost = \$1000</p> <p>Stage 2 Laptops 25 x \$630 = \$15750</p> <p>Technology support 20wks x \$450 = \$9000</p> <p>IWB Italian Room \$4850</p> <p>WiFi extension in Italian Room and Stage 3 classroom 2 X \$560 = \$1120</p> <p>Teacher desktop upgrade 22 x \$1650 = \$36300</p>	<p><b>PB4L</b></p> <p>Matrix of expectations finalised and signage including playground pencils purchased making expectations visible.</p> <p><b>General Capabilities– Personal and Social</b></p> <p>23% increase in students placed in Level 1b (Kindergarten benchmark) and 14% increase in students placed in Level 2 (Year 2 benchmark). With the strongest growth in area <i>Self Management</i>.</p> <p><b>KidsMatter Survey</b></p> <p><i>School community promotes mental health, and respectful relationships, belonging and inclusion–</i></p> <p>There was no change in the data collected from staff however the parents survey displayed a decrease of 7%, taking the school back to the point it was at in 2015.</p> <p>Students K–3 survey also showed a minor decrease of 1.4% and students Yrs 4–6 survey showed a decrease of 2.8%.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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><i>Effective SEL curriculum and opportunities for students to practice and transfer these skills–</i></p> <p>Staff showed an increase of 2%, parents showed a decrease of 2.5%. Students K–Year 3 showed a minor decrease by 1.17% and students Yrs 4–6 showed no change.</p> <p><b>Tell Them From Me</b></p> <p>Student surveys show no change in the overall 'Social Emotional Outcomes' score.</p> <p>Increase in the student survey with 100% of Aboriginal/Torres Strait Islander students feeling good about their culture at school (an increase of 25% from last year).</p> <p>Teachers showed 0.6% decrease in the 'Technology as a driver for student learning' score.</p> <p><b>General Capabilities– Information and Communication Technology</b></p> <p>6% increase in students placed in Level 2 (Yr 2 benchmark) however a 14.8% decline in students originally placed on Level 3 (Yr 4 benchmark) in 2016.</p> <p>Once again no students were placed above Level 3 (Yr 4 benchmark).</p> <p>Strongest growth was evident in the area creating with ICT.</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. All three Stage 3 classes received an hour, once a week, of skill based teaching and learning on Word, Powerpoint and Adobe Photoshop.</p> <p><b>Improvement in facilities</b></p> <p>Stage 2 students gained access to 25 laptops in a trolley.</p> <p>A technology support person was employed to trouble shoot and assist teachers once a fortnight.</p> <p>Teacher desktop computers were upgraded.</p>

## Next Steps

- Go back to a whole school program of You Can Do It (Got It not continued)
- Whole school focus on Anti Bullying with a committee being formed, Anti Bullying Plan revised and explicit teaching implemented. (Decrease the number of 'Victims of Bullying' and increase student sense of belonging seen in the TTFM data)
- Commence encouraging expected behaviour component of PB4L through specific lessons and promotion.
- Increase technology facilities as the school grows.
- Increase in lessons of specific technology skills taught in line with OGPS scope and sequence.
- General Capabilities – Personal and Social Continuum decrease student numbers at Level 1a (Prior to school benchmark) and increase the amount of student achieving over Level 3 (Year 4 benchmark).
- General Capabilities – Information and Communication Technology Continuum increase student levels beyond Level 3 (Yr 4 benchmark).
- Address identified areas of need such as interest and motivation from TTFM student surveys.
- 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

In 2017 all stages utilised learning goals in all classrooms. Data was compiled on how learning goals were being used and the impact on student learning. This data was then used to develop a whole school approach to implement these goals consistently across all stages.

In 2017 six classrooms used colourful, comfortable and adaptable new furniture to foster dynamic learning experiences in class settings. There are three height levels of desk, with some including whiteboard tops. These offer students a wider variety of seating preferences to stimulate learning and are beneficial for group planning and brainstorming.

Kindergarten spent more time implementing play based learning sessions after trailing in 2016. This year they acquired more resources to assist with the delivery of these sessions and will continue to provide and evaluate these experiences in 2018.

Stage 2 and 3 continued to develop units using project based and inquiry models of learning in 2017. A number of approaches involving team research projects, STEM, STEAM, scientific investigations and student directed investigations resulted in high engagement as indicated by student survey data. Critical and Creative Thinking skills TPL has been shared across stages, also resulting in diverse approaches to teaching and learning across all content areas.

All staff filled in an audit of skills and areas of expertise which was then utilised to plan a staff mentoring program. Teachers were given time to work with mentors to create lessons building on new skills, observe each other and participate in mentor reflection sessions. The skills were reflective of identified goals in teacher PDPs.

All staff were trained in the use of a variety of formative assessment strategies this year. Stage teams worked together to implement these strategies consistently across classrooms, reflect on their effectiveness and made appropriate adjustments. Students were engaged in setting their own learning goals and seeing their progression by utilising Bump-It-Up Walls, two stars and a wish and other formative assessment strategies in the classroom.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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>Additional adaptable furniture purchased for k-2 classes – \$20 000</p> <p>TPL on Critical and Creative thinking – \$2 000</p> <p>Staff development focus on Formative Assessment – \$2 000</p> <p>Technology purchased – New laptops, iPads, interactive whiteboards and digital cameras – \$80 000</p>	<p>Students plotted on the General Capabilities Framework for Critical and Creative Thinking Skills and Technology showed movement along the continuum</p> <p>Data from the TTFM parent survey showed a drop in result around parents feeling informed about what is happening at school.</p> <p>All students developed individual learning goals with their teacher to identify paths to academic improvement</p> <p>Stage 2 and 3 engaged in inquiry based learning models, utilising STEAM investigations and research teams</p> <p>Technology was embedded in Stage 2 and 3 teaching and learning programs and students placed on ICT continuum</p>

## Next Steps

Build upon staff skills to utilise Formative Assessment in classroom practice

Embed innovative practice in all teaching and learning programs

Continue to build on the active mentor program in school e.g. classroom observations, accreditation support, demonstration lessons

Class programs will utilise Critical & Creative thinking techniques

Consistently implement student learning goals for all students

Evidence of innovative ICT practice to be clear in Stage 2 and 3 programs e.g. BYOD

Purchase laptops and iPads so that ICT is more accessible to younger students

Purchase practical resources for innovative programming including STEAM

Project based learning to be evaluated in consultation with stage 2 and 3 students

COLAS culture day.

Indigenous language program to be delivered to Aboriginal and Torres Strait Islander students

Specific G&T programs and opportunities to be explored

A focus on engagement in PDHPE through continuation of DanceSport, stage 2 PSSA and developing whole school sports programs

Developing and strengthening community partnerships by utilising skills of parents and community members in teaching and learning programs

Increase the amount of outdoor learning by better utilising our space

Participation in the young entrepreneur program research

Increase Peer teaching opportunities – buddies

Staff to trial and evaluate alternative teaching approaches, i.e. team teaching



## 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

A variety of successful activities and events took place to enhance Orange Grove Public School's community in 2017. As part of the Beautification project, the focus in Semester One was to beautify all indoor spaces across the school. This began with the beautification of Block A Hall. Old furniture was removed, and a new look hall was launched. New, modern chairs were purchased, as well as visitor seating, a lounge area and coffee space for visitors outside the administration office. This was reflective of a contemporary, vibrant Orange Grove Public School. Display boards throughout the entire school were covered with fabric to enable a fresh, clean look. All classroom teachers designed stage art murals as part of their Visual Arts programs, and this added colour and texture to the schools' hallways. Students' artworks were framed with black matt picture frames and these were displayed throughout Block A, all creating a colourful and inviting environment. These beautification initiatives were made visible through the school website, and community members were invited as a mini art show was held at the end of the year.

Beautification also took place outdoors as well. The vertical garden was relocated for improved aesthetics and our Stage 2 and 3 Senior Harvest Club monitored and cared for the garden throughout the year. Planter boxes were purchased for the area around Block D, and increased outdoor storage was purchased. An outdoor shade cloth was erected on the grass area near Emerick Street, allowing students to enjoy circle time and quiet games away from the sun. The teaching staff worked with the P&C to purchase an outdoors chess and checkers set and students enjoyed using this at recess and lunch times. Playground markings (numbers, letters, directions, play areas) under the Covered Outdoor Learning Area and Basketball Court were painted to assist classroom learning and the colourful nature enhanced the school environment. Colourful signage, as part of the school's Positive Behaviour for Learning initiative was ordered and displayed at the end of the year, reminding students to be respectful, responsible and active learners in all settings.

As part of the communication project, the teaching staff continued to work with all stakeholders to enhance the community. Annual events, such as the Garden Party, Christmas in July Trivia Night, the Bay Run, Carols Picnic and working bees proved to be very successful. A number of parent workshops, such as the 'Fun Friends' workshop were conducted, allowing the community to become aware of new programs being brought into classrooms. The Orange Grove community was consulted in preparation for the upcoming School Plan through a 'Summer, Autumn, Winter Spring' forum. Parents worked in collaboration with teachers during sustainability lessons, Project Based Learning activities and Science, Technology, Engineering, Arts and Mathematics (STEAM) days.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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 %)	Block A Revamp – furniture, lounge, coffee table, new chairs – \$2000  Frames for Block A artworks – \$180  Playground markings – \$1500  Positive Behaviour for Learning signage – \$7000  Outdoor storage – \$200	Over 50 parents attended the 'Summer, Autumn, Winter, Spring' parent forum  Parent attendance at meetings were consistently over 79%  The percentage of parents assisting the teacher in the classroom and at stage events/days was high, with 37% of parents in K-2 offering to assist in one way or another  The website was viewed 20 000 times during 2017 year  100% of students contributing to stage murals and beautification artworks

## Next Steps

- Teachers will begin using the school app 'Class Dojo' to increase parent communication
- Revamp of Orange Grove PS website, making it more user friendly
- Executive staff to investigate new functions on eNews
- Communication committee formed for 2018–2020 School Plan
- New signage purchased reflective of Positive Behaviour for Learning expectations
- Investigation of collaborative partnerships with learning alliances and organisations, such as the Inner West Council, Taronga Zoo and local RSL
- General assistant employed 5 days a week to maintain outdoor beautification



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$6 978	<p>SLSOs were timetabled to support the literacy, numeracy and attendance of our Indigenous students.</p> <p>Consult with our indigenous community and initiate Gamilaraay language classes.</p> <p>Extend Day of Culture to Indigenous students from local schools.</p> <p>Personal Learning and Support Plans were prepared and implemented.</p>
<b>English language proficiency</b>	\$7 705	<p>Collaborative planning by LaST and classroom teachers allowed for students' needs to be addressed.</p> <p>Additional time provided to the Learning and Support program to assist students with the development of oral language skills.</p> <p>SLSO supported development of English with targeted programs.</p>
<b>Low level adjustment for disability</b>	\$74 314	<p>Professional learning for staffing including Disabilities Standards training and collection of data for National Disability Data Collection.</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>
<b>Quality Teaching, Successful Students (QTSS)</b>	\$30 269 FTE 0.298	<p>Mentoring of staff by Assistant Principal (non teaching position)</p> <p>Develop collaborative practices which allows teachers to jointly plan and observe colleagues and provide feedback when relevant.</p> <p>Collaborative practices were implemented to allow teachers to jointly plan teaching content across a stage.</p>
<b>Socio-economic background</b>	\$7 323	<p>Funding utilised to support students with school uniforms, in-school programs, excursions, camps and resources.</p>
<b>Support for beginning teachers</b>	\$14 851	<p>A successful induction program into teaching was achieved through program guidance, supervision of classroom management strategies and the development of an understanding of the organisation of schools within the DoE structure.</p> <p>All teachers received the additional weekly release from face to face teaching and also mentoring.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	164	172	193	214
Girls	150	173	188	214

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.8	96.5	96.4	96.3
1	95.7	95.2	95.4	96.6
2	95.5	95.1	95.5	94.9
3	95.7	95.3	94	97
4	95.8	96.4	96.2	94.3
5	94.8	95.8	96	95.7
6	92.5	94.3	95.8	96.1
All Years	95.6	95.6	95.6	95.9
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### 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

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	16.8
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.5
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	4.27
Other Positions	1

\*Full Time Equivalent

In 2017 no member of the Orange Grove workforce 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	67
Postgraduate degree	33

### Professional learning and teacher accreditation

At Orange Grove PS in 2017, two (2) teachers were working towards gaining accreditation at Proficient level. One teacher took leave and deferred accreditation till 2018. 2 teachers completed the first cycle of maintenance.

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:

Positive Partnerships, Learning Support, KidsMatter, GOT IT! PB4L, Emotion Coaching, Behaviour What Works, WHS Wellbeing, GOT IT! Trauma, Disability Standards, Aboriginal Education.

Technology (Smartboards), Cyber Safety, Online Training: Managing Behaviour, Managing Actual and Potential Aggression, Road Safety Education, Memory Mates, 7 Principals of Excellence for Educating Gifted Learners, EAL/D connect meeting, STEM and the social innovator's classroom.

Preschool QIP, Early Years Conference, HR Budget Tool, Best Start Online Trial, Early Careers Teacher.

Geography, Reading Eggs, Numeracy Framework, Mathematics Continuum, Working Mathematically, Reciprocal Numeracy, SoundWaves, Physical Literacy, NAPLAN feedback, Digital Literacy, Critical & Creative Thinking across the curriculum, L2 training

Child Protection, Code of Conduct, CPR & Anaphylaxis, OGPS Induction, School Excellence Framework, Consistency of Teacher Judgement.

## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	656,058
<b>Revenue</b>	4,104,981
Appropriation	3,462,912
Sale of Goods and Services	20,734
Grants and Contributions	608,958
Gain and Loss	0
Other Revenue	0
Investment Income	12,378
<b>Expenses</b>	-3,977,380
Recurrent Expenses	-3,977,380
Employee Related	-3,372,365
Operating Expenses	-605,016
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	127,601
<b>Balance Carried Forward</b>	783,658

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

Our Finance Committee meet on a regular basis to monitor the budget inline 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 2017 the main expenditure was on technology – 27 new apple iMacs (\$57 024) and 14 new interactive whiteboards (\$58 410).

2018 expenditure will be on professional learning, maintenance and ground improvements.

### Financial summary equity funding

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

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	2,743,308
Base Per Capita	59,755
Base Location	0
Other Base	2,683,553
<b>Equity Total</b>	96,320
Equity Aboriginal	6,978
Equity Socio economic	7,323
Equity Language	7,705
Equity Disability	74,314
<b>Targeted Total</b>	55,402
<b>Other Total</b>	350,421
<b>Grand Total</b>	3,245,451

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

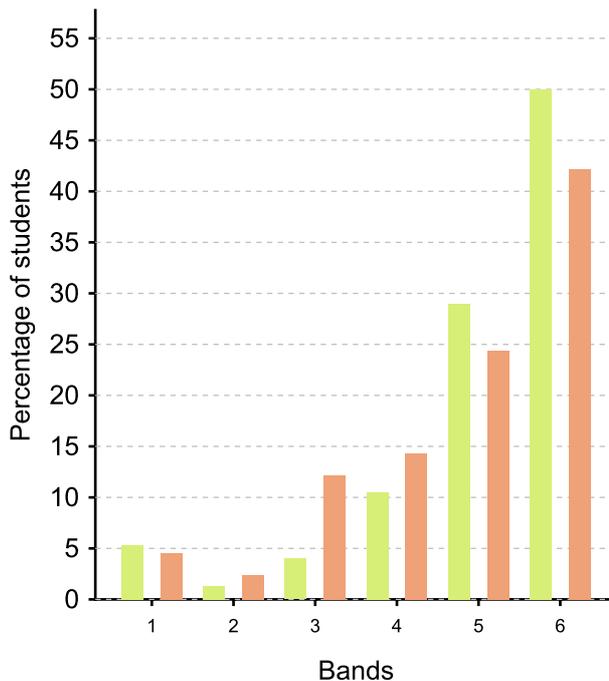
### Year 3

76 Year 3 students completed the NAPLAN Literacy. 63% of students achieved the top 2 bands in Reading compared to 51% of the state. A similar result to 2016. In Writing and Spelling approximately 55% of students achieved results in the top 2 bands. 80% of students achieved the top 2 bands in Grammar and Punctuation compared with 62% of the state. Trend data shows improvement in all areas except for Spelling. The school is focused on a K–6 phonics program.

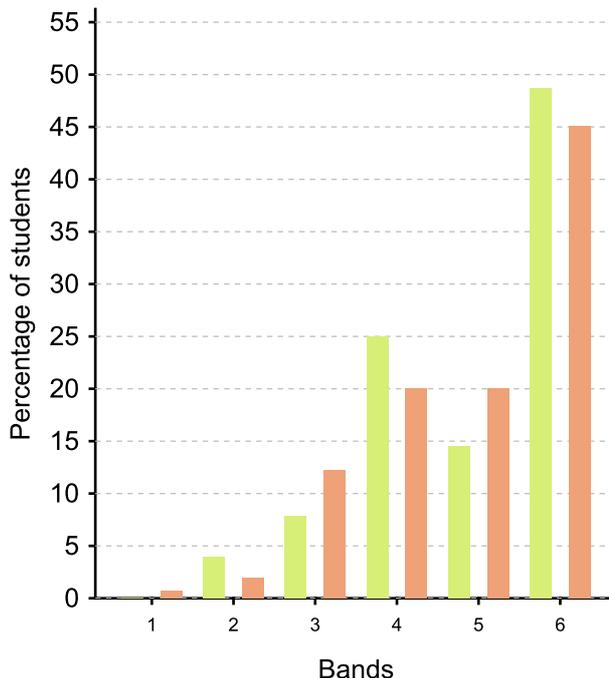
### Year 5

48 Year 5 students completed the Literacy component of the NAPLAN. In Reading 60% of Year 5 students scored in the top 2 bands compared with the state of 40%. 25% of students achieved results in the top 2 bands of Writing which was above the results for the state. In Spelling 46% of students were placed in the top 2 bands and this area continues to be a focus for all year levels. In Grammar and Punctuation 65% of students scored in the top 2 bands. Trend data shows improvement in all areas.

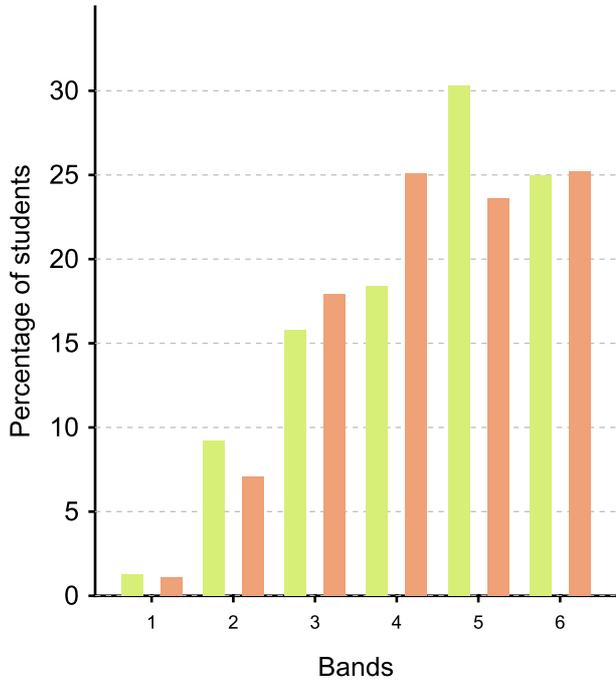
Percentage in bands:  
Year 3 Grammar & Punctuation



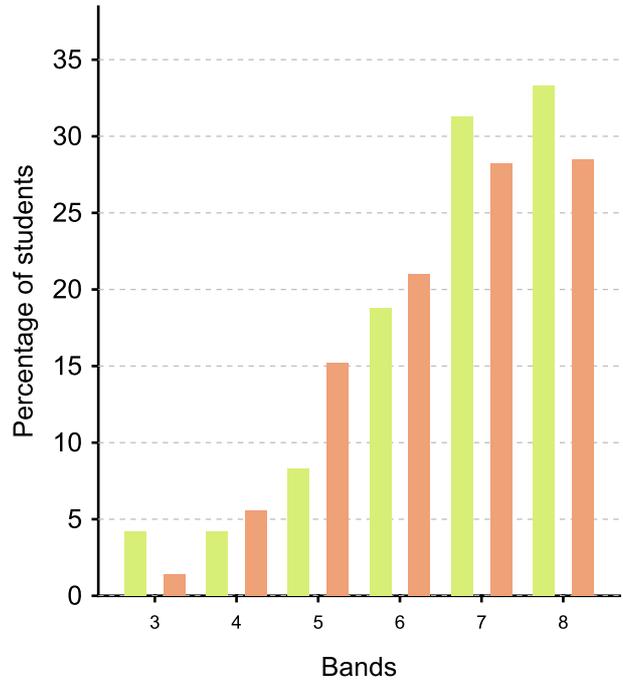
Percentage in bands:  
Year 3 Reading



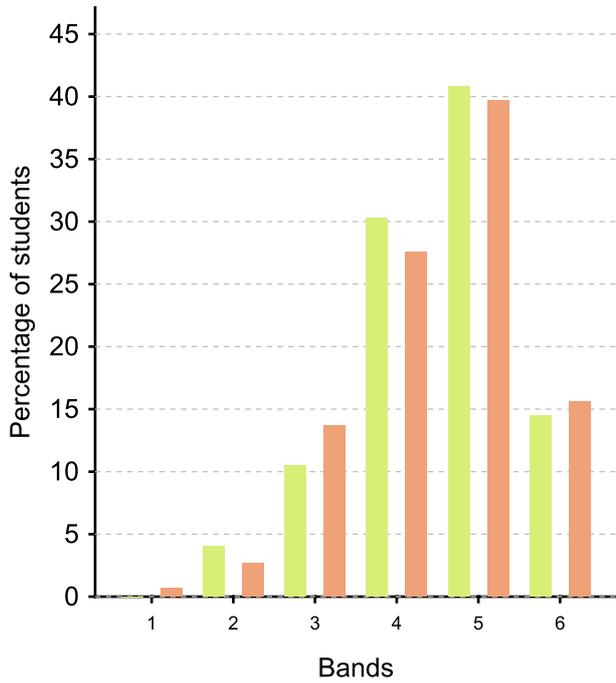
**Percentage in bands:**  
Year 3 Spelling



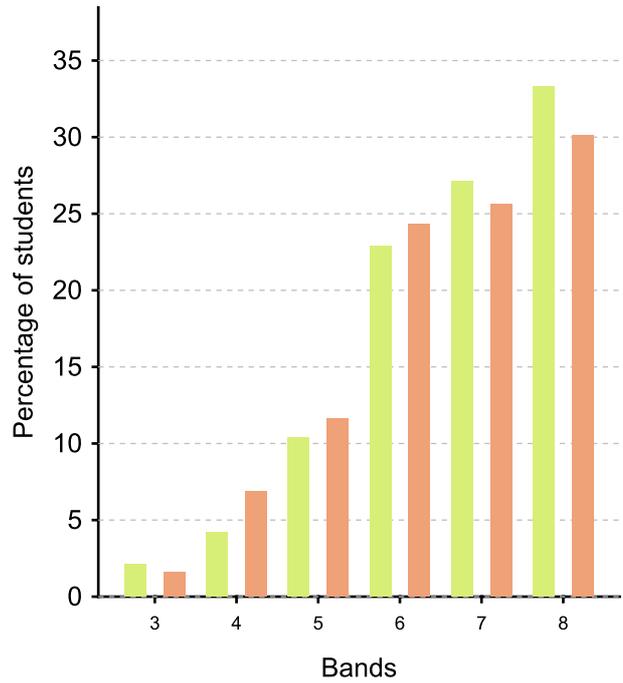
**Percentage in bands:**  
Year 5 Grammar & Punctuation



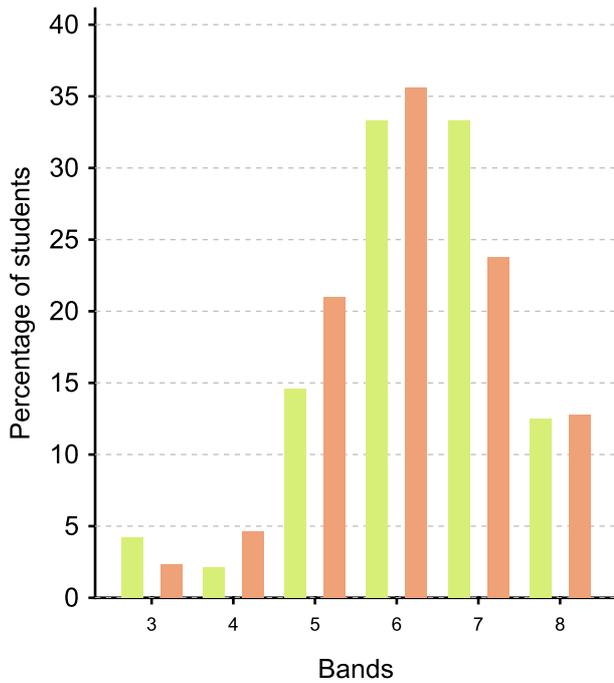
**Percentage in bands:**  
Year 3 Writing



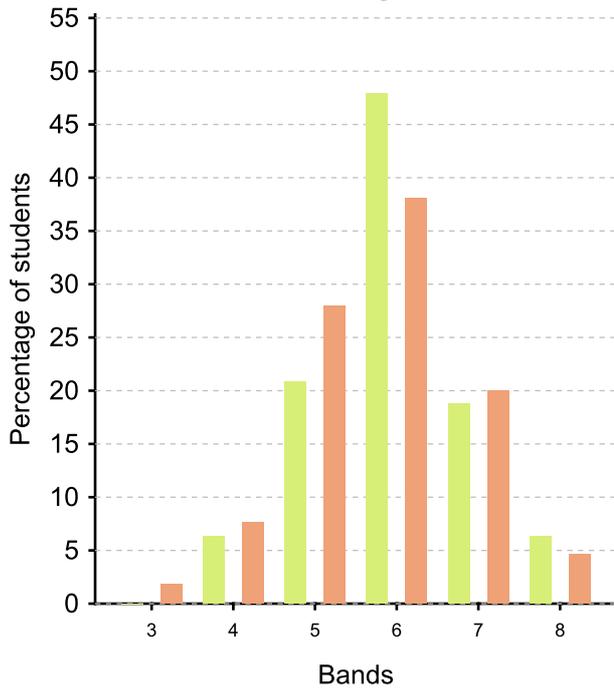
**Percentage in bands:**  
Year 5 Reading



**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Writing



**Year 3**

In Numeracy 54% of students performed in the top 2 bands. Working with multi step problems will be a focus for all stages through Reciprocal Numeracy.

46% of students achieved band 5 or 6 in Data, Measurement, Space & Geometry compared with 34%

of the state.

49% of students performed in the top 2 bands in Number, Patterns & Algebra.

Trend data shows improvement in all areas.

**Year 5**

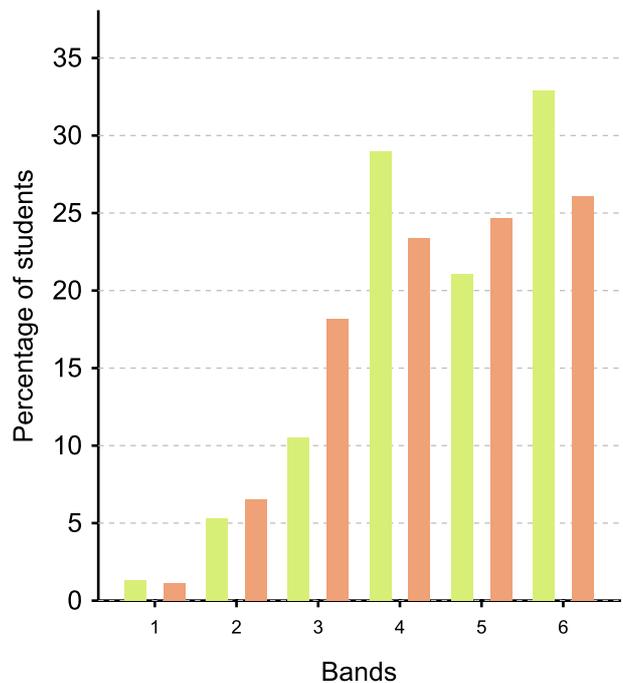
In Numeracy 44% of students performed in the top 2 bands. Again working with multi step problems will be a focus for all stages through Reciprocal Numeracy.

37% of students achieved band 5 or 6 in Data, Measurement, Space & Geometry compared with 31% of the state. The strand of measurement will be a focus for 2018.

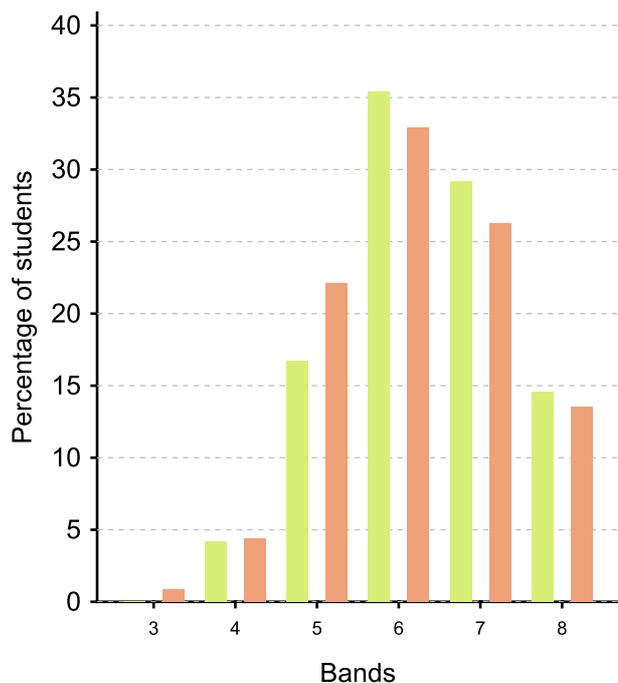
44% of students performed in the top 2 bands in Number, Patterns & Algebra.

Trend data shows improvement in Data, Measurement, Space and Geometry.

**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

It is not possible to report on the second Premier's Priority related to an increase in the percentage of Aboriginal students in the top two NAPLAN bands for reading and numeracy by 30% by 2019 owing to the very small number of Aboriginal students doing NAPLAN each year.

## Parent/caregiver, student, teacher satisfaction

In 2017, the school sought the opinions of parents, students and teachers about the school. Their responses are below:

### Students

During 2017 students in Years 4–6 (104 students) were surveyed to gauge satisfaction levels with their experiences at school.

Findings included:

92% of students participated in school sports and 67% participated in extra curricular activities with Year 6 females the highest participants in both.

69% of students indicated a positive sense of belonging with Year 4 boys rated the highest and Year 4 girls the lowest.

89% of students experience positive relationships, highest percentage Year 4 boys with lowest Year 6 girls.

Year 4 students valued schooling outcomes the highest at 98%.

The school technology survey found that students believe that using technology is important to their learning. Technology was used mainly for research.

### Parents

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

68 parents completed the Tell Them From Me survey representing 94 students. Of these students 53 were identified as K–2 and 41 as 3–6.

The survey included eight separate measures, scored on a 10 point scale, with 5 a neutral position. Key findings include:

- Parents feel welcome – average 6.8  
Scores ranged from 8.4 (easily speak to teachers, feeling well informed) to 4.5 (can easily speak with school principal)
- Parents are informed at Orange Grove – average 6.5  
Scores ranged from 7.2 (reports are written in terms I understand) to 5.7 (informed about opportunities concerning my child's future)

Parents support learning at home – average 6.2  
Scores ranged from 7.2 (take an interest in your child's school assignment) to 5.0 (talk about how important schoolwork is)

- School supports learning – average 7.3  
Scores ranged from 8.0 (my child is encouraged to do their best) to 6.2 (teachers expect homework to be done on time)

School supports positive behaviour – average 8.2  
Scores ranged from 8.8 (my child is clear about the rules for school behaviour) to 7.6 (teachers maintain control of their class)

- Safety at school – average 7.3  
Scores ranged from 8.1 (my child feels safe at school) to 6.6 (behaviour issues are dealt with in a timely manner)

Inclusive school – average 6.7  
Scores ranged from 7.0 (teachers help students develop positive friendships) to 6.4 (staff create opportunities for students who are learning at a slower pace, teachers try to understand the learning needs of students with special needs)

- Safety at school – average 7.3  
Scores ranged from 8.1 (my child feels safe at school) to 6.6 (behaviour issues are dealt with in a timely manner)

Inclusive school – average 6.7  
Scores ranged from 7.0 (teachers help students develop positive friendships) to 6.4 (staff create opportunities for students who are learning at a slower pace, teachers try to understand the learning needs of students with special needs)

- Safety at school – average 7.3  
Scores ranged from 8.1 (my child feels safe at school) to 6.6 (behaviour issues are dealt with in a timely manner)

Inclusive school – average 6.7  
Scores ranged from 7.0 (teachers help students develop positive friendships) to 6.4 (staff create opportunities for students who are learning at a slower pace, teachers try to understand the learning needs of students with special needs)

Other findings from parents:

47 parents were involved in School Planning.

Approximately 30% of respondents were involved in school committees and 15% assisted the classroom teacher or school weekly.

School newsletter and emails were identified as the most useful form of communication.



## Policy requirements

### Aboriginal education

#### Aboriginal Education

A Yarning Circle consultation with our Aboriginal and Torres Strait Island families resulted in two priorities for the school:

1. **Introducing an Aboriginal Language for their children's wellbeing and overall learning advancement.** Our parents agreed that Gamilaraay would be the first language to be taught. Support was given by the Aboriginal Education Consultative Group for an off-Country language to be taught on Wangal lands. The Gamilaraay Elders who hold authority to give language permissions gave their approval. An Aboriginal Language Facilitator and Gamilaraay woman has been employed and is working with invited nonindigenous teachers from the school. A program of twice weekly lessons will be open to all Aboriginal and Torres Strait Island children at Orange Grove Public School to begin in Term One 2018.
2. **Getting the children from the area together to get to know each other**

A Culture Day was held with children from Haberfield, Abbotsford and Balmain public schools. The day was designed by the children of Orange Grove and included play, boardgames, art and Language and storytelling, didgeridoo playing and touchfooty. The highlight of the day was a Yarning Circle with Elders, Aunties and Uncles from Wyanga Aged Care Centre. The children hosted and served their guests with morning tea and, with the seniors knowledge, connections were made between the children and their relations. All participants marked their Country or birthplace on a map of aboriginal Australia.

**The NAIDOC Week** theme Our Languages Matter was celebrated with performances and storytelling from Janawai. All students K-6 participated in this incursion.

**Reconciliation Week** saw the children researching Aboriginal placenames, their origins and meanings. All children marked out the place names on a map of NSW.

**Reconciliation Action Plan** was viewed and will be undertaken in 2018.

#### **The Pauline McLeod Primary School**

**ArtCompetition** The school won the prestigious group again with an artwork on the theme 'Reconciliation Milestones: The 1967 Referendum and the 1992 Mabo Decision'.



student, employee, parent, caregiver or community member should experience racism within the learning or working environment. If a situation should arise the ARCO is trained in complaints handling procedures.

### **Multicultural and anti-racism education**

Orange Grove Public School continues to focus on creating an inclusive environment for all students. Teaching and learning programs ensure that culturally diverse school practices are embedded. These programs foster students' understandings of culture, cultural diversity, racism and active citizenship within our democratic multicultural society. Students from non-English speaking backgrounds are supported in the class room and in small groups. Student results are monitored with explicit teaching plans put in place.

### **MULTICULTURAL EDUCATION – ITALIAN AT OGPS**

- In 2017, Italian was taught across Early Stage 1, Stage 1 and Stage 2 only.
- Stage 3 were omitted from the program as there was insufficient time in the timetable.
- The program included teaching the skills of speaking, listening, reading and writing.
- Students in Kindergarten performed the song “la mucca Lola” at the Education Week Assembly following their study of “The Farm”
- Students in Stage 1 trialled Edmodo an online program.
- Italian was introduced to new kindergarten students through the Transition Program.
- Program at OGPS continues to be a shared position. Signora Dimarco (3 days) and Signorina Maria (2 days)

### **HARMONY DAY**

Harmony Day was again celebrated with a successful exchange program with students from Al Zahra College. Students and staff were able to share their cultural experiences.

### **ANTI-RACISM EDUCATION**

The school commits to the elimination of all forms of racial discrimination. Our school incorporates anti-racism education within existing curriculum programs. School staff adhere to the Department's