

Orange Grove Public School

Annual Report



2018



2812

Introduction

The Annual Report for 2018 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.

Ms Kasey Henness

Principal

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Message from the Principal

I am proud of the achievements of our students and the ongoing success of the strategies being implemented by the staff to create high quality learning experiences for our students. Our success is underpinned by three key elements that promote the quality teaching and learning programs that our students, staff and parents value and appreciate.

Firstly, we have a highly dedicated and professional staff who work together to provide an inclusive environment where all students are nurtured and encouraged to achieve their best. Secondly, our students are motivated, keen to learn and participate in a wide range of educational opportunities provided for them. Thirdly, Orange Grove Public School enjoys tremendous support from our parent body and local community.

As we reflect on our practice and perform our annual self-assessment we can highlight the following successes:

In May our Year 3 and Year 5 students sat for the National Assessment Program in Literacy and Numeracy (NAPLAN). Our school results were pleasing with students achieving average growth in both literacy and numeracy. Our results in NAPLAN indicates that our strategies to improve student learning for students requiring support with their learning in literacy and numeracy are having great impact. After an analysis of our data we will look at strategies to support children to be challenged academically to foster engagement and growth. We will focus on writing and greater differentiation and challenge in mathematics.

All staff participated in the Seven Steps for Writing Success professional learning in March 2018. Seven Steps to Writing Success is a writing program that empowers teachers to inspire their students to rapidly improve their writing skills.

Student Wellbeing is an ongoing focus area. Positive Behaviour 4 Learners (PB4L), Kidsmatter and the You Can Do It! programs continue successfully, with students participating in lessons that foster friendship, kindness and inclusion.

Parents volunteer in the classrooms, library and in many areas across the school. Their support is highly valued.

We commissioned a wonderful mural funded through the generous fundraising of our parent community and P&C. We thank each family in our school for their ongoing support.

I would like to sincerely thank Orange Grove Public School students, staff and community for their warm welcome in my first year as Principal of this wonderful school.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

School background

School vision statement

Orange Grove Public School is committed to providing high quality, personalised educational programs and ensures that every student is known, valued and cared for.

School context

Orange Grove Public School (507 students P–6) strives to be a school of excellence, offering students a broad curriculum across academic subjects, sport and the creative and performing arts.

Orange Grove Public School is a growing metropolitan school in Sydney's inner west which prides itself on the strong community on which it was established in 1883.

Students are supported to achieve personal goals in a range of endeavours and to strive for continual improvement. Every student is known, valued and cared for.

Our teachers provide differentiated learning opportunities enabling each student to experience challenge and success.

Underpinning all programs is a focus on wellbeing. A holistic approach to learning ensures that students' social, emotional, cognitive, physical and spiritual wellbeing are supported.

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.

The teaching team of Orange Grove Public School has rated our school in each of the elements in the three domains. There are four levels of achievement which are: Working Towards Delivering, Delivering, Sustaining and Growing and Excelling.

LEARNING:

Learning Culture:

In schools that excel, school culture demonstrates the building of educational aspiration and ongoing performance improvement throughout the school community. Students take responsibility for their ongoing learning. The level that best describes our school is *Sustaining and Growing*.

Wellbeing:

In schools that excel, there is a strategic and planned approach to support the cognitive, emotional, social, physical and spiritual wellbeing of all students. The level that best describes our school is *Sustaining and Growing*.

Curriculum and Learning:

In schools that excel, an integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the learning needs of all students. The level that best describes our school is *Sustaining and Growing*.

Assessment and Reporting:

In schools that excel, consistent, school-wide practices for assessment and reporting are used to monitor, plan and report on student learning across the curriculum. The level that best describes our school is *Sustaining and Growing*.

Student Performance Measures:

In schools that excel, students consistently perform at high levels on external and internal school performance measures. The level that best describes our school is *Sustaining and Growing*.

TEACHING:

Effective Classroom Practice:

In schools that excel, all teachers are committed to identifying, understanding and implementing the most effective teaching methods, with a high priority given to evidence-based teaching strategies. The level that best describes our school is *Sustaining and Growing*.

Data Skills and Use:

In schools that excel, student assessment data are regularly used school-wide to identify student achievements and progress, in order to inform future school directions. The level that best describes our school is *Delivering*.

Professional Standards:

In schools that excel, all staff demonstrate personal responsibility for maintaining and developing their professional standards. Professional standards are a reference point for whole school reflection and improvement. The level that best describes our school is *Sustaining and Growing*.

Learning and Development:

In schools that excel, professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated. The level that best describes our school is *Delivering*.

LEADING:

Educational Leadership

In schools that excel, the principal is the primary instructional leader in the school. The principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measurable whole-school improvement. The level that best describes our school is *Sustaining and Growing*.

School Planning, Implementation and Reporting

In schools that excel, the school plan is at the core of continuous improvement efforts, with the school's vision and strategic directions evident in its activities. The plan is well-conceived, effectively implemented and effects improvement. The level that best describes our school is *Sustaining and Growing*.

School Resources

In schools that excel, resources are strategically used to achieve improved student outcomes. The level that best describes our school is *Sustaining and Growing*.

Management Processes and Procedures

In schools that excel, management systems, structures and processes underpin ongoing school improvement and the professional effectiveness of all school members. The level that best describes our school is *Sustaining and Growing*.

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

Successful, Supported, Engaged Students

Purpose

To develop students who are successful, engaged, confident and reflective learners who have deep understanding and lifelong skills through quality teaching and learning programs. Critical and creative thinking, collaboration and communication will be fostered to prepare students as future focused learners.

Overall summary of progress

OGPS reflected and made improvements in assessment and reporting with the school report policy being revised. The importance of data to inform practice was identified and hence a whole school assessment schedule was introduced. The Progressive Achievement Tests were purchased and Sentral subscription to assist with data collection purchased.

Staff engaged in professional learning on the teaching and learning cycle, specifically on programming, time allocation of subjects in the timetable and sharing of programs in Microsoft 365. A program template was issued to assist with achieving consistency from Kindergarten to Year 6.

Staff also spent time analysing stage based data collected, identifying an area of improvement. Learning sprints were modelled and staff engaged in these learning sprints by introducing practices targeting the area for improvement identified.

Student data was collected at the end of the year and transition folders prepared to handover to 2019 teachers.

The executive team commenced revising whole school scope and sequences by revising the current Geography, History and Science scope and sequence ready for staff discussion early 2019.

OGPS enhanced future focused learning opportunities by allocating the ET4L points to 20 new laptops for Stage 2. The executive team prepared for the implementation of future focused practices in 2019 by ordering a STEM unit to trial and allocating appropriate classrooms to staff interested in team teaching. and appropriate furniture to staff interested in using a future focused classroom layout.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in number of students in top 2 bands in literacy and numeracy	Assessment tools purchased	Increase in number of students in top 2 bands in literacy and numeracy
Increase of number of students meeting or exceeding state growth in literacy/numeracy	Progressive Achievement Tests \$432.33	Yr 3 Reading: 9.3% increase in band 5 however a decrease of 10.6% in band 6.
Tell Them From Me (TTFM) student survey data exceeds state average in engagement and high skills/high challenge	Sentral Subscription \$23 000	Yr 3 Writing: 4.4% increase in band 5 however a decrease of 9.7% in band 6.
Teachers demonstrate future-focused pedagogy across literacy as demonstrated through observations and teaching and learning programs	Data entry SLSO x 2 days \$500	Yr 3 Numeracy: 6.8% increase in band 5 however a decrease of 3.6% in band 6.
At risk learners receive personalised learning accommodations		Yr 5 Reading: 3.9% increase in band 7 however a decrease of 7.1% in band 8.
		Yr 5 Spelling: 1.8% increase in band 8.
		Yr 5 Writing: 0.2% increase in band 7 however a 1.5% decrease in band 8.
		Yr 5 Numeracy: 7.3% decrease in band 8.
		Increase of number of students meeting or exceeding stage growth in literacy/numeracy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Increase in number of students in top 2 bands in literacy and numeracy</p> <p>Increase of number of students meeting or exceeding state growth in literacy/numeracy</p> <p>Tell Them From Me (TTFM) student survey data exceeds state average in engagement and high skills/high challenge</p> <p>Teachers demonstrate future-focused pedagogy across literacy as demonstrated through observations and teaching and learning programs</p> <p>At risk learners receive personalised learning accommodations</p>		<p>Students meeting or exceeding stage growth compared to state growth—</p> <p>Yr 5 Grammar and Punctuation: 9.8% more than state growth however a decrease of 6.9% number of students compared to 2017.</p> <p>Yr 5 Reading: 24.8% more than state growth with an increase of 16.8% number of students compared to 2017.</p> <p>Yr 5 Spelling: 21.9% more than state growth with an increase of 6.4% number of students compared to 2017.</p> <p>Yr 5 Writing: 17.6% more than state growth however a decrease of 3.8% students compared to 2017.</p> <p>Yr 5 Numeracy: 0.6% more than state growth however a decrease of 9.8% students compared to 2017.</p> <p>Tell Them From Me student survey data exceeds state average in engagement and high skills/high challenge.</p> <p>Social engagement:</p> <p>Exceeds state average by 1.7% and showed an increase of 1.7% from 2017.</p> <p>Institutional engagement:</p> <p>Exceeds state average by 4.4% and showed an increase by 5.7% from 2017.</p> <p>Exceeds state average by 3% and showed an increase by 5.6% from 2017.</p> <p>High Skills/High Challenge:</p> <p>Below state average by 9% for students high skill/high challenge.</p> <p>Above state average by 7% for students high skill/low challenge however a decline of 3% compared to 2017.</p> <p>Above state average by 6% for students high skill in English and Maths and find it challenging. This showed an increase of 5% compared to 2017.</p> <p>Below state average by 4% for students low skill/low challenge, with a decrease of 1% compared to 2017.</p>

Next Steps

Continuation of whole school assessments with evaluation of their effectiveness and use towards learning sprints. Learning sprint cycles to continue on a 5 week cycle. Supervising AP will continue to build capacity amongst staff with instructional leadership one day a week. To assist and improve programming consistency and quality maths and English

scope and sequences will be developed or refined.

OGPS will commence the trial of borrowed STEM units and teachers will engage in evaluating their learning spaces and their classroom set up against the future focused guidelines. Stage 2 programs will show the integration of collaborative learning activities using virtual shared spaces such as Microsoft 365. Stage 3 maths program will trial maths investigations.

Strategic Direction 2

Quality, Collaborative Teaching Team

Purpose

To achieve high levels of collective teacher and leader efficacy through the development and delivery of best practice teaching and learning programs based on evidence based pedagogies. Teachers and leaders understand and use research based pedagogy to enhance student learning, engagement and achievement.

Overall summary of progress

Collaborative, High Impact Teaching Practices

Throughout 2018 OGPS staff developed a strong understanding of the What Works Best: Evidence-based practices to help improve NSW student performance. The practices of high expectation, explicit teaching and effective feedback were identified as areas of focus.

Students continued to develop their learning goals in consultation with teachers – identifying areas for improvement and developing a plan to achieve their goal. Throughout this process students began to take on greater ownership of their own learning, striving to achieve their personal goals in English, Mathematics and Social Interactions.

All teachers are using Learning Intention and Success Criteria (LISC) to ensure that students have an understanding of what they are learning and how this continues on from their previous learning. Success Criteria provides the students with a checklist of what should be done to ensure they achieve the Learning Intention. Students also use the Success Criteria to assess a peers piece of work. All Mathematics and English programs now have LISC embedded in them.

Each term teachers came together for a planning day to collaboratively develop teaching programs for their stage. These planning days were supported with scheduled stage meetings once a fortnight during the term. This collaboration supported consistent teaching programs and assessment strategies.

To continually improve their teaching practise staff participated in classroom observations. Staff identified colleagues who could assist them in developing their knowledge and skills in a variety of areas such as Literacy groups, differentiated maths activities, Microsoft 365 collaborative space, SOLE activities.

Impactful, Evaluative Practices – Formative Assessment

To develop a whole school understanding of Formative Assessment the school executive attended PL on Assessment for Learning, Dylan Willam. Two executive attended PL on Learning Sprints.

During weekly PL and stage meetings colleagues supported each other to develop a variety of formative assessment strategies to use to gain feedback of students learning. Teachers trialled strategies identifying ones that were most successful/informative to them.

Utilising this data classroom teachers then created learning sprints. After looking at data teachers identified an area for development. Through collegial discussion during stage meetings teachers created a sequence of lessons (over a 5 week period) to help students improve their understanding of the concept.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Increase the number of students in top 2 bands in literacy and numeracy</p> <p>Increase the number of students meeting or exceeding state growth in literacy/numeracy</p> <p>The school achieves above average value-added results compared to like schools</p>	<ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) 3 day staffing allocation• Support for beginning teachers (\$0.00)• What Works Best document Teaching days TPL \$2000• Assessment for Learning professional learning	<p>Increase in number of students in top 2 bands in literacy and numeracy</p> <p>Yr 3 Reading: 9.3% increase in band 5 however a decrease of 10.6% in band 6.</p> <p>Yr 3 Writing: 4.4% increase in band 5 however a decrease of 9.7% in band 6.</p> <p>Yr 3 Numeracy: 6.8% increase in band 5 however a decrease of 3.6% in band 6.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Increase in students achieving expected growth against internal measures</p> <p>Teachers are using formative assessment in literacy and numeracy demonstrated by observations and teaching and learning programs</p>	<p>package \$550</p> <ul style="list-style-type: none"> • Assessment for Learning held over for implementation in 2019 	<p>Yr 5 Reading: 3.9% increase in band 7 however a decrease of 7.1% in band 8.</p> <p>Yr 5 Spelling: 1.8% increase in band 8.</p> <p>Yr 5 Writing: 0.2% increase in band 7 however a 1.5% decrease in band 8.</p> <p>Yr 5 Numeracy: 7.3% decrease in band 8.</p> <p>Increase of number of students meeting or exceeding stage growth in literacy/numeracy.</p> <p>Students meeting or exceeding stage growth compared to state growth–</p> <p>Yr 5 Grammar and Punctuation: 9.8% more than state growth however a decrease of 6.9% number of students compared to 2017.</p> <p>Yr 5 Reading: 24.8% more than state growth with an increase of 16.8% number of students compared to 2017.</p> <p>Yr 5 Spelling: 21.9% more than state growth with an increase of 6.4% number of students compared to 2017.</p> <p>Yr 5 Writing: 17.6% more than state growth however a decrease of 3.8% students compared to 2017.</p> <p>Yr 5 Numeracy: 0.6% more than state growth however a decrease of 9.8% students compared to 2017.</p>

Next Steps

- Whole school PL on Assessment for Learning (AfL) delivered by aspiring leaders – 2 year PL
- Teachers trial a variety of AfL strategies
- Staff observation undertaken regularly inline with Professional Development Plan and AfL PL
- All teachers displaying LISC for English and Mathematic lessons
- Students referring to LISC throughout the lesson
- Learning goals created by students through self, peer and teacher feedback
- Students articulate their learning goals
- Teaching programs are responsive to formative assessment data

Strategic Direction 3

Wellbeing and Community Engagement

Purpose

To support a culture of wellbeing to enable the development of a healthy, resilient, productive school community. The development of quality teaching, learning and increased engagement will result in students, staff and community members feeling supported and able to connect, succeed and thrive in our school environment.

Overall summary of progress

Social and Emotional Wellbeing

Social and emotional wellbeing, engagement and the promotion of learning culture have been the focus with the school's involvement in the Positive Behaviour for Learning (PB4L) program. At the beginning of 2018, the whole school matrix was finalised, signage across the school was installed, a scope and sequence was developed, the promoting positive behaviour policy/rewards system was published after consultation with all stakeholders and the school mascot 'Toby the Tiger' was made into a soft toy. Students were explicitly taught expectations of behaviour by their classroom teacher with a focus on a consistent approach to the teaching and learning of appropriate behaviour in various school settings. This program aligns with the Wellbeing Framework for Schools and successfully launched in April with an outdoor celebration. School data provided by Sentral Wellbeing was reviewed and results indicated there was a 70% decrease of students referred to Reflection Room'. 100% of teachers are consistently using the language of PB4L, with 93% explicitly and confidently teaching the three school wide expectations weekly.

There was a strong focus on anti-bullying, with a committee formed and policy revamped. Structured lessons were created by a team of teachers and explicitly taught by all staff, Kindergarten to Year 6 in early 2018. This led to the annual Bullying No Way and Harmony Day event in April. Two executive staff members attended professional learning with a focus on social and emotional wellbeing, the Mindful Leaders Conference and the Public Schools NSW Wellbeing Conference. The KidsMatter accredited program, You Can Do It! was brought back into classrooms after a 12-month hiatus. Two staff members were accredited as You Can Do It! facilitators and provided ongoing support and professional learning to all staff with implementing the program.

All staff members at Orange Grove modelled kindness and gratitude practices by participating in 'Pay it Forward Week' three times throughout 2018 and trialled the 'Action for Happiness' calendars in Terms 2 and 3. These monthly calendars assisted staff by completing daily actions to create a happier, kinder and harmonious working space. These practises allowed teachers to implement similar activities in their classrooms that focused on gratitude and kindness. Staff participated in two Smiling Minds professional learning sessions to promote wellbeing and mental health in all classrooms. All classes K–6 trialled the Smiling Minds program, with all K–2 classes implementing the program daily by mid-2018. The values of wellbeing, kindness and gratitude were highlighted at the start of Term 4, as Orange Grove celebrated KidsMatter during Mental Health Month with a whole school breakfast. Tell Them From Me data shows 89% of students have positive relationships at school.

Partnerships and Connections for Learning

The teaching staff at Orange Grove Public School have continued to promote collaborative partnerships within the school community. The school's P&C Executive has also continued to work effectively to support the school. Events such as morning teas, barbeques and additional parent information sessions were coordinated to encourage parental involvement in the life of the school. Parents were also encouraged to work alongside teaching staff to assist with sporting initiatives, literacy groups, sustainability lessons and creative arts programs. The kitchen garden program, led by a parent volunteer, highlighted a very strong partnership between home, the classroom and student-centred learning.

In 2018, communication practices and connections for learning across the school community was a focus. At the beginning of the year, Orange Grove Public School launched the eNews app, available for download on all smart phones. Fortnightly newsletters, as well as alerts, news bulletins, digital forms, photos and online payments were readily available and communicated through the app. This ensured consistency and promoted effective communication between all stakeholders. Additionally, the school website was updated, in line with the Department of Education. Feedback across the school community was very encouraging. In May 2018, Orange Grove Public School engaged in the use of social media, particularly Twitter, to enhance parent engagement, communication and teacher networking. All members of the executive staff utilised Twitter to its full capacity, with the Orange Grove account having more than 70 followers. The Department of Education Twitter account retweeted a number of Orange Grove events; including our biannual art show 'Gallery 2040'. Furthermore, our school featured on the Department's official Facebook page after winning the DanceSport Challenge Gala at Sydney Olympic Park and featured in the 'First Day of School' departmental campaign.

By the end of 2018, the Orange Grove Public School Facebook account was created to provide yet another way to engage with our school community. Key findings from the 'Tell them From Me' survey indicated that 80% of parents feel welcome at the school, 84% of parents feel the school communicates effectively in clear language and 84% of parents feel informed of school activities.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>TTFM student survey data exceeds state average in connections to school</p> <p>KidsMatter survey data indicates increase in positive attitudes to schooling</p> <p>Improved parent satisfaction survey data</p> <p>All teachers are implementing PB4L classroom systems as evidenced by classroom programs and walk throughs</p> <p>Decrease in the percentage of students referred to Orange Room</p> <p>Wellbeing Self –Assessment indicates growth towards the school delivering successful wellbeing initiatives</p>	<ul style="list-style-type: none"> • PB4L mascot / soft toy purchase \$4000 • PB4L tokens \$250 • Sentral wellbeing \$23000 • Anti-bullying committee – casual teacher release \$3000 • Smiling Minds TPL \$1700 • Mindful Leaders Conference \$2000 • Wellbeing Conference \$750 • YCDI facilitator training \$2000 • eNews \$700 	<ul style="list-style-type: none"> • 70% decrease of students referred to Reflection Room'. • 100% of teachers are consistently using the language of PB4L • 93% explicitly and confidently teaching the three school wide expectations weekly. • improved parent satisfaction survey results • over 400 parents using the eNews app on smart phones • 70 followers on the Orange Grove PS official Twitter account

Next Steps

- Managing Problem Behaviour Policy finalised, inclusive of flowchart and continuum, in line with PB4L framework
- Merit awards redesigned and purchased
- Purchase, utilise and implement online platform of 'You Can Do It!'
- Social skills groups and mini lessons taught by K–6 Instructional Leader
- Gratitude and kindness activities, such as 'Kindness Cups' implemented across P–6
- All classrooms P–6 engaging in mindfulness / 'Smiling Minds' lessons
- Promote community excellence by hosting regular parent workshops and information sessions on teaching and learning programs and topics such as cyber safety, mindfulness and overall wellbeing
- Orange Grove Public School to engage in social media to its full capacity, continuing with Twitter and commencing with Facebook
- Update school signage and promotional banners
- Develop a strong partnership and commence collegial dialogue and professional learning with staff and executive staff from local schools to begin a genuine community of schools

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$10, 293	An Aboriginal language class was formed. Miss Maree Walford taught the Gamilaraay language class supported by Ms Susan Frederiksen, Ms Shani Keane and Ms Katina Comino. The class also filmed a segment for Playschool's "Through the Window" telling an Aboriginal story about school transition.
English language proficiency	\$16, 634	Funding of one teacher two days per week was used to provide in class support for students at emerging, developing and consolidating skill level. .Students displayed improved language skills as reflected in class and stage assessments.
Low level adjustment for disability	\$62, 469 (staffing) \$28, 915 (flexible	The school has a Learning and Support allocation of 3 days per week. In 2018 the school funded a to top this position up to 5 days and also created a second Learning and Support position. Learning and Support Teachers provide direct and specialist assistance to students with additional learning needs. School Learning Support Officers (SLSOs)were employed to support students.
Quality Teaching, Successful Students (QTSS)	0.7 staffing allocation	QTSS funds were allocated to the school leadership team to support teacher development. Lesson observations were enhanced through rigorous professional dialogue and timely feedback. School leaders coached and mentored teachers and SLSOs to identify and achieve professional goals.
Socio–economic background	\$7,497	Financial assistance was provided to families to ensure that students could engage in all curriculum and extra–curricula activities such as camps and excursions.
Support for beginning teachers	\$0	Beginning teacher funding was not allocated to OGPS in 2018.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	172	193	214	241
Girls	173	188	214	236

Student attendance profile

School				
Year	2015	2016	2017	2018
K	96.5	96.4	96.3	96.9
1	95.2	95.4	96.6	96
2	95.1	95.5	94.9	96.6
3	95.3	94	97	95.7
4	96.4	96.2	94.3	94.7
5	95.8	96	95.7	94.9
6	94.3	95.8	96.1	94.5
All Years	95.6	95.6	95.9	95.7
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

School attendance is essential for student success. Orange Grove Public School teachers contact parents after 3 or more days of non-attendance.

Patterns of attendance which are of a concern are discussed with Assistant Principals and brought to the Learning Support Team..

Orange Grove Public School works in partnership with parents to ensure regular attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	18.44
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
School Administration and Support Staff	4.48
Other Positions	1

*Full Time Equivalent

0% of our teachers identify as 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	99
Postgraduate degree	1

Professional learning and teacher accreditation

Professional Learning (PL) is a major component of staff development and as such is given high priority. Every teacher in the school accessed professional learning opportunities during the year. Strong, collaborative teaching practice is recognised as a strength of Orange Grove Public School, enabling staff to learn with and from each other.

The school receives funds from the Department of Education to provide for teacher release from class, casual teacher cover and course fees. Professional learning is school focused and long term, related to DoE priority areas and staff personal learning goals. It is aligned with the School Plan so that desired outcomes associated with each target can be monitored and evaluated. Where possible, professional learning is researched-based to ensure quality and currency. Evaluation of professional learning was used to determine the impact on change in teacher practice and impact on student learning and achievement.

All staff participated in a range of professional learning experiences including weekly grade/stage and whole school meetings and collaborative grade-based

planning, assessment and reflection opportunities. Staff Development Days, executive and grade planning sessions allowed staff to complete compliance training and strengthened collaboration between teachers.

Teachers engaged in consultation regarding their own Performance and Development Plan in 2018, with grades teams participating in goal setting, learning sprints, observations and the provision of meaningful feedback. Our School Plan strategic directions were evaluated and reviewed regularly and the milestones for future achievement were collaboratively determined.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	783,658
Revenue	4,571,957
Appropriation	3,864,421
Sale of Goods and Services	87,434
Grants and Contributions	604,651
Gain and Loss	0
Other Revenue	300
Investment Income	15,151
Expenses	-4,344,265
Recurrent Expenses	-4,344,265
Employee Related	-3,607,249
Operating Expenses	-737,016
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	227,692
Balance Carried Forward	1,011,350

The school budget and finances are administered by the principal with a focus on school planning and the needs of students P-6.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	3,166,912
Base Per Capita	84,647
Base Location	0
Other Base	3,082,265
Equity Total	125,827
Equity Aboriginal	10,293
Equity Socio economic	7,497
Equity Language	16,654
Equity Disability	91,383
Targeted Total	84,360
Other Total	407,064
Grand Total	3,784,163

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Our school performance is as follows:

Reading:

Year 3: 82.5% students in top 3 bands

Year 5: 84.1% of students in top 3 bands

Grammar and Punctuation:

Year 3: 42.9% in Band 6

Year 5: 38% in Band 6

Spelling:

Year 3: 81% in top 3 bands

Year 5: 83.4% in top 3 bands

Writing:

Year 3: 44% in Band 5

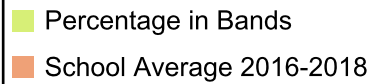
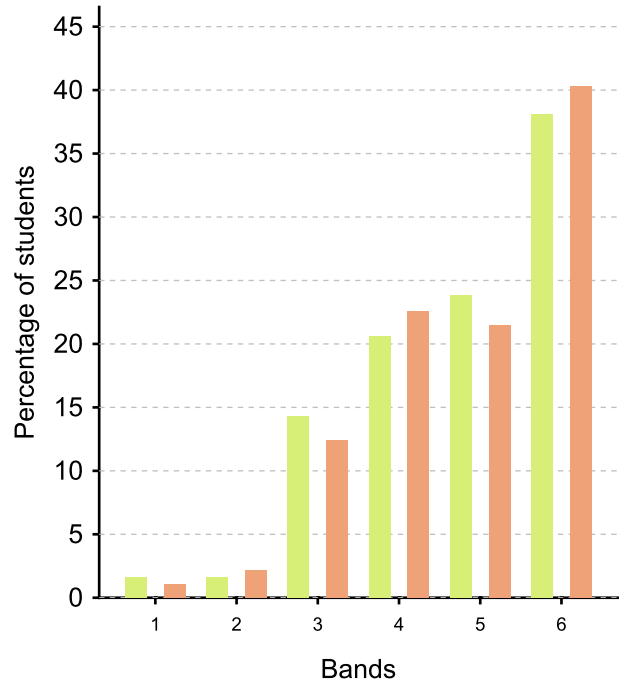
Year 5: 38% in Band 5

Future directions: increase the numbers of students in upper bands by focusing on the middle bands through a differentiated teaching and learning program.

In 2018 students completed NAPLAN on paper. In 2019 Orange Grove Public School will transition to NAPLAN Online.

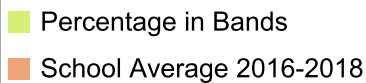
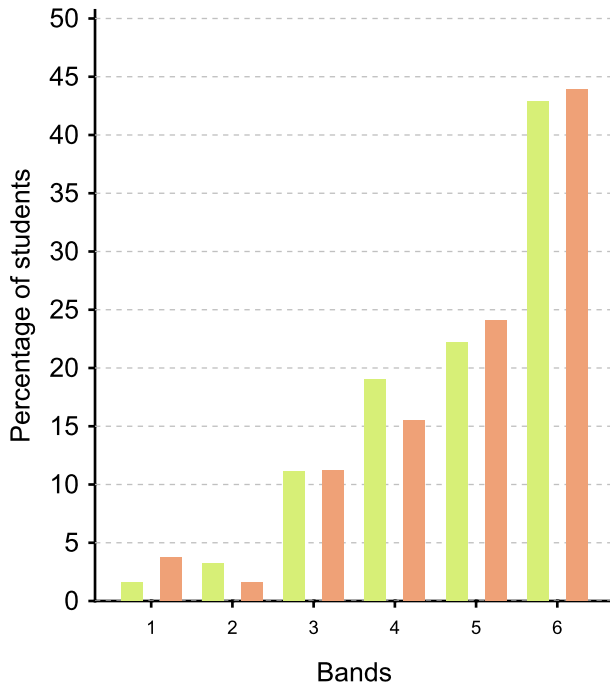
Percentage in bands:

Year 3 Reading



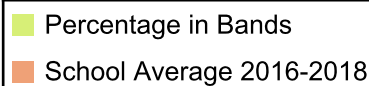
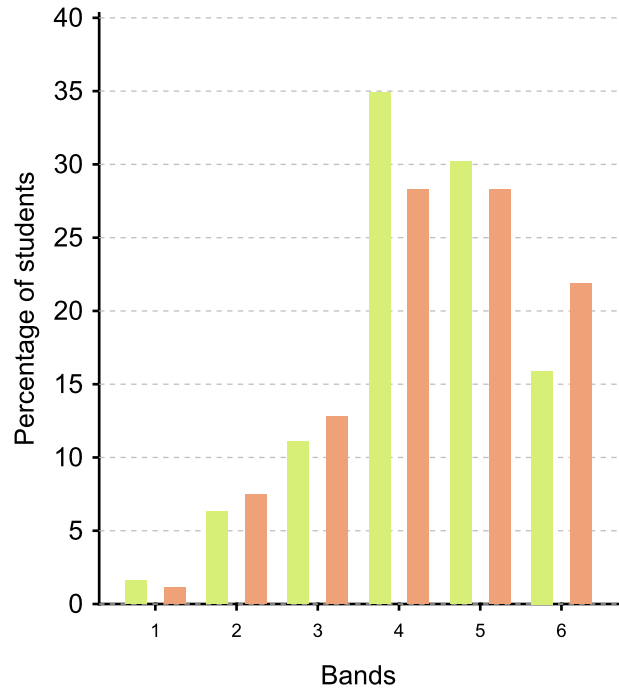
Percentage in bands:

Year 3 Grammar & Punctuation

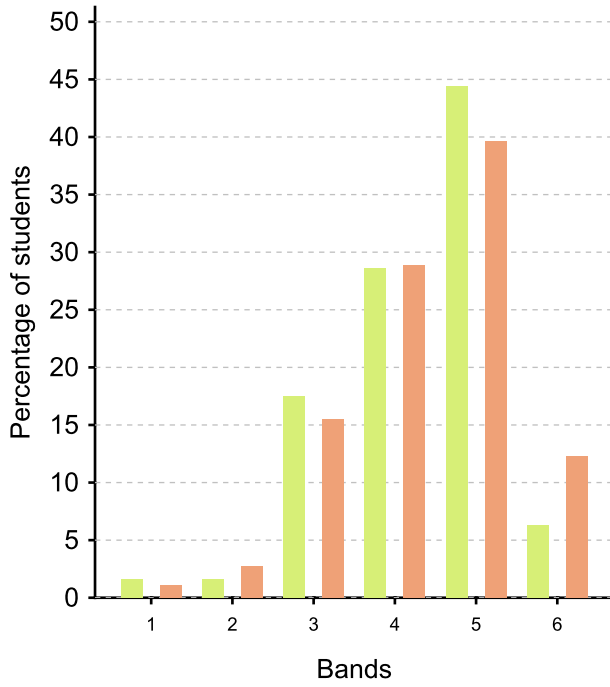


Percentage in bands:

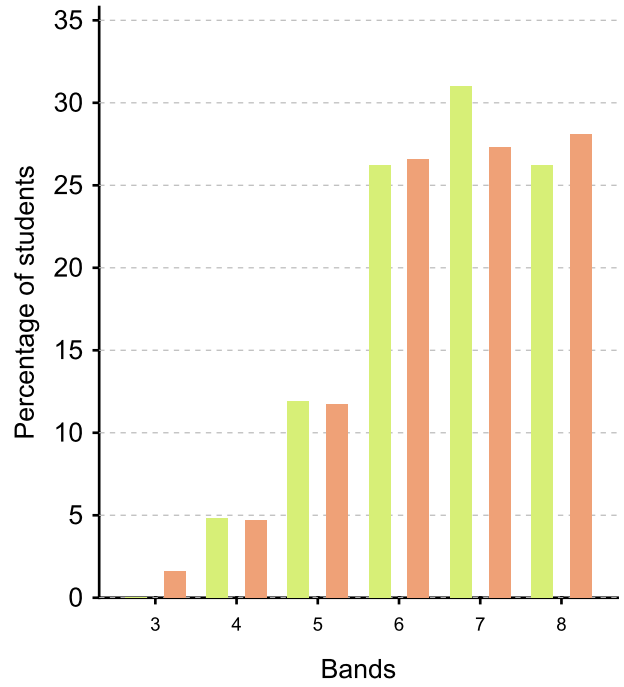
Year 3 Spelling



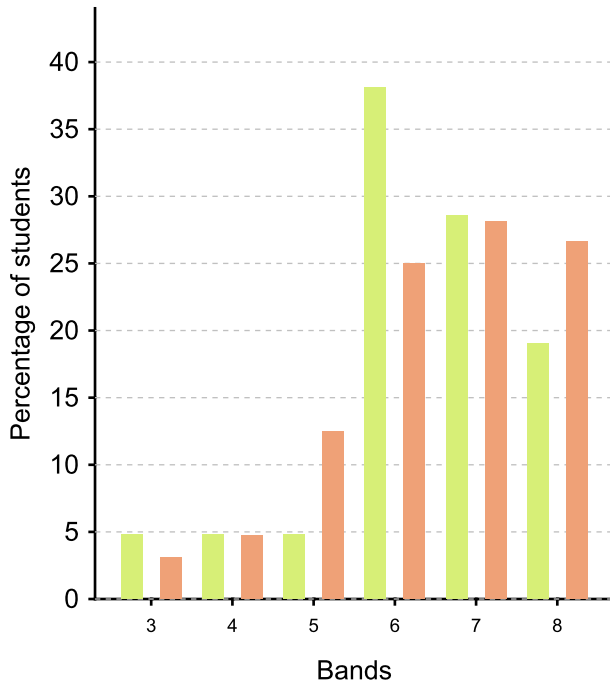
Percentage in bands:
Year 3 Writing



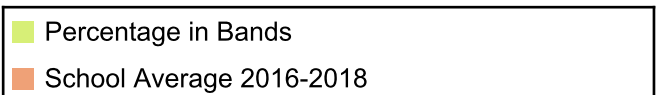
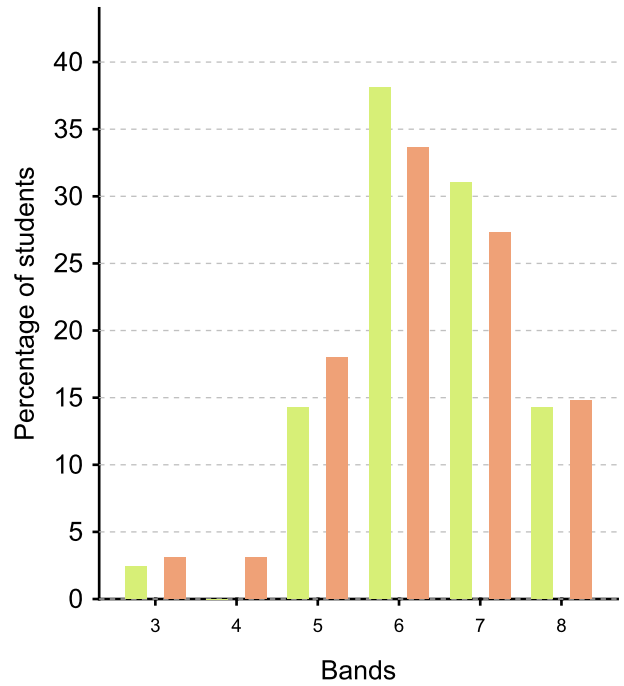
Percentage in bands:
Year 5 Reading



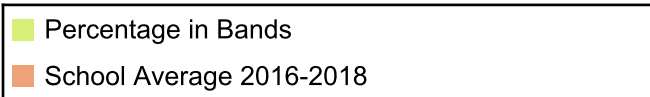
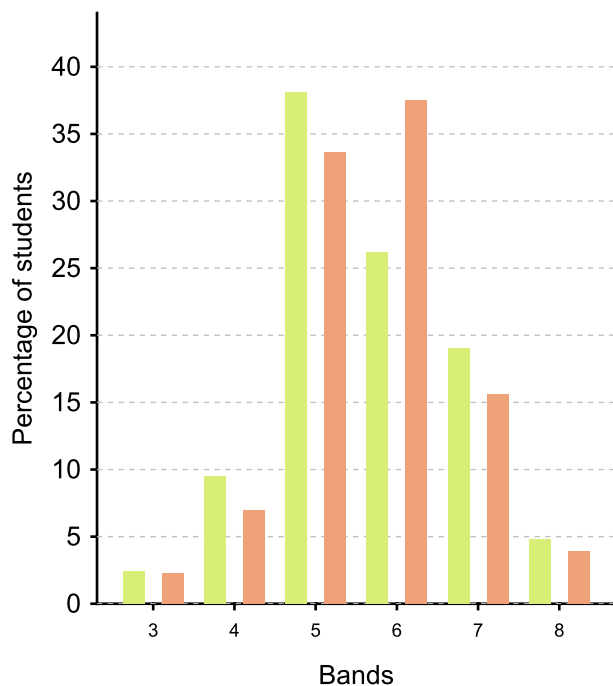
Percentage in bands:
Year 5 Grammar & Punctuation



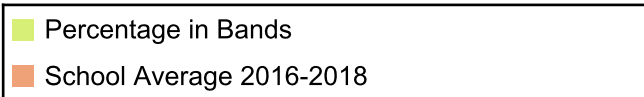
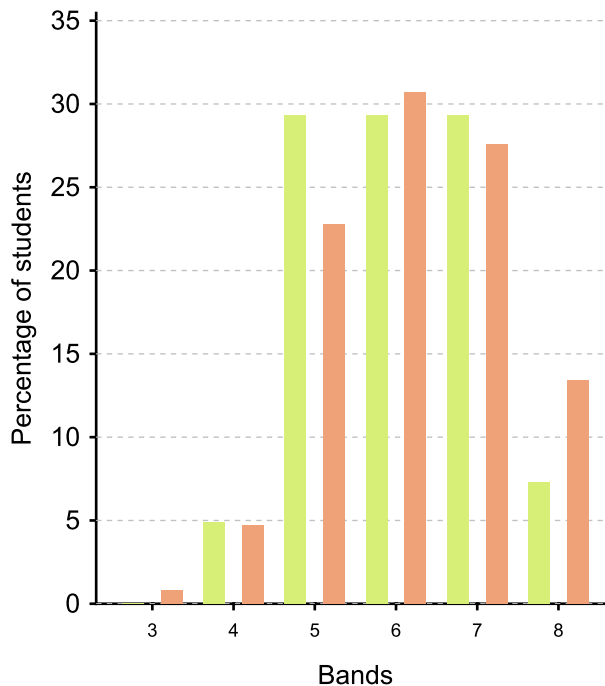
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



Numeracy:

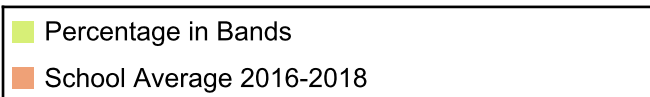
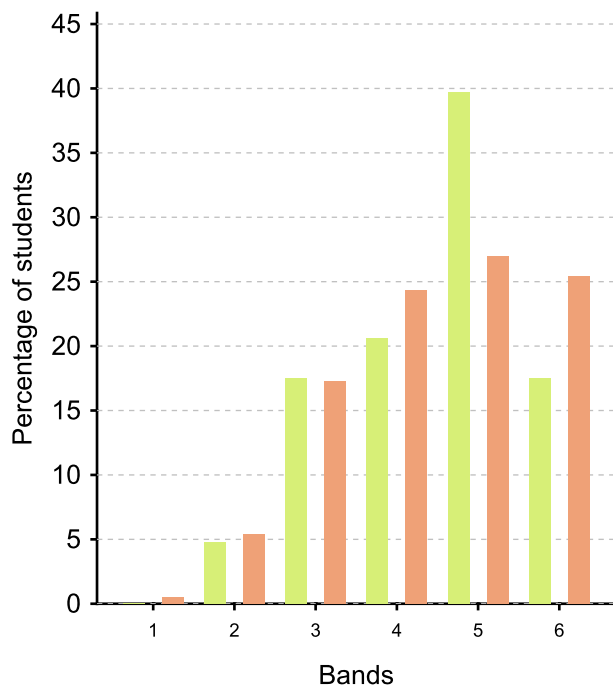
Year 3: 39.6% in Band 5

Year 5: 29.3% in Band 5, Band 6 and Band 7

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.>

Our Aboriginal and Torres Strait Islander students are supported by personalised learning plans to assist them in being successful learners.

Percentage in bands:
Year 3 Numeracy



Parent/caregiver, student, teacher satisfaction

The school sought the opinions of parents/carers and students about the school using the Tell Them From Me surveys.

The surveys measure indicators based on the most current research on school and classroom effectiveness.

Their responses are summarised as follows:

Parents/Carers – highest areas of satisfaction

- * welcoming, inclusive and positive school culture
- * well-informed about school activities
- * school communication is clear
- * school supports positive behaviour

Students – highest areas of satisfaction (from 155 respondents in Years 4–6)

- * development of positive relationships and behaviour

- * strong sense of belonging and inclusion at school
- * high level of interest and motivation
- * encouragement to put in their best effort

Staff – highest areas of satisfaction

- * a whole school approach to student wellbeing with clearly defined behavioural expectations
- * embedded and explicit systems facilitating teacher collaborative practice and collegial support within and across grades/stages
- * school resources to creatively meet a broad range of student learning interests and needs
- * setting of high expectations for learning

Areas for future improvement and focus include:

- * a need to focus on differentiation and personalised learning opportunities for high achieving students
- * the use of formative assessment strategies and data to inform teaching practice and as evidence of impact on student learning
- * capacity building in the development of future focused pedagogies and learning environments
- * enhancing social skills and emotional wellbeing

Policy requirements

Aboriginal education

Aboriginal perspectives are embedded into teaching and learning programs. Personalised learning pathways were devised, implemented and reviewed. Literacy and numeracy are the key components of personalised plans. Every assembly item begins with a Acknowledgement of Country delivered by an Aboriginal student.

Our Gamilaraay Language program led by Ms Frederiksen, Ms Comino and Ms Keane and taught by Miss Walford allowed our Aboriginal students the opportunity to develop leadership skills, a connection to country and forming links with the wider community such as local Elder groups was highly evident throughout the program. The students were also involved in a Through the Window segment on Playschool. They wrote and filmed the segment which was about transition to school for little emus (kindergarten students).

NAIDOC Day was celebrated with a whole day incursion that the children enjoyed and helped them extend their knowledge of Aboriginal culture.

Culture Day was held attended by Iron Cove Network and Marrickville Network students. It was a very successful day and allowed the opportunity for a

connection to be made with the Sydney Secondary College.

Multicultural and anti-racism education

100% of students from mainstream K–4 participated in weekly Italian lessons as part of the community language program.

The Anti–Racism Community Officer (ARCO) was consulted if any conflict between students was linked to a lack of understanding of cultural differences. Where appropriate the ARCO seeks to bring the victim and perpetrator together to resolve the matter and restore the relationship.