Orange Grove Public School

2019 Annual Report

2812

Introduction

The Annual Report for 2019 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.

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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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school–excellence

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

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

Tell Them From Me (TTFM) student survey data exceeds state average in engagement and high skills/high challenge

Teachers demonstrate future–focused pedagogy across literacy as demonstrated through observations and teaching and learning programs

At risk learners receive personalised learning accommodations

Progress towards achieving improvement measures

Process 1: Personalised Learning – Teaching and Learning Cycle

Embed effective systems, strategies and processes for assessment, data analysis, reflection and evaluation to inform classroom programs and current and future school directions.

Evaluation	Funds Expended (Resources)
Evaluation of Term 4 Learning Sprint and Assessment Timelines – staff have reported success with the assessment timelines and learning sprint philosophy. Handover and transition notes – the introduction of handover folders and included transition notes have meant we are able to start each year with a greater knowledge of our students. This allows us to get started on learning quickly. Development of English Scope and Sequence – in progress.	Time: staff meetings

Process 2: Innovative Teaching Practices (Future Focused)

Deliver future focused teaching practices that enable students to collaborate and communicate effectively, think critically and creatively (online platform K–6 for sharing/ showcasing/collaborative work, STEAM, ICT)

Evaluation	Funds Expended (Resources)
on hold	on hold

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.

Improvement Measures

Increase the number of students in top 2 bands in literacy and numeracy

Increase the number of students meeting or exceeding state growth in literacy/numeracy

The school achieves above average value–added results compared to like schools

Increase in students achieving expected growth against internal measures

Teachers are using formative assessment in literacy and numeracy demonstrated by observations and teaching and learning programs

Progress towards achieving improvement measures

Process 1: Collaborative, High Impact Teaching Practices

Embed a culture of shared responsibility for student learning, engagement, development and success through effective observation, feedback, reflection and professional dialogue. Staff reflect on own practice through the What Works Best document and evidence guide.

Evaluation	Funds Expended (Resources)
This year Teaching Sprints was implemented K–6 as a way to make incremental changes to teaching practice, for big impact over time. Each stage wound undertake a 'sprint' that allowed a collaborative approach to looking at data and understanding ways to improve teaching programs to improve outcomes for all students. This process was highly successful with data throughout the school showing student gains in multiple key learning areas. Data collected through Sentral and semester reports was used to gauge student understanding and interest and we identified areas to improve practice within each stage group. Each stage used the Teaching Sprints cycle as a way of collectively improving practice in areas of need evaluated each term. The key to the Teaching Sprints cycle was a shared responsibility and ownership over the teaching and learning within each stage. All teachers P–6 have ownership of the reflective teaching cycle in each stage.	Stage Assessment Result Full day professional learning for 2 members of executive: Teaching Sprints

Process 2: Impactful, Evaluative Practices – Formative Assessment

Embed an Assessment for Learning culture with responsive curriculum delivery, assessment and teacher/self/peer feedback which enables students to set and achieve their learning goals.

Evaluation	Funds Expended (Resources)
In 2019 the school executive initiated the Assessment for Learning program as a program to provide quality feedback to students that moves learners forward. Nine 1 hour workshops were held throughout the year that focused on the 6 key elements of formative assessment.	Four casual teachers so aspiring leaders could attend one day internal training in the Assessment for Learning program.

Progress towards achieving improvement measures	
As a school staff we concluded first year of the Assessment for Learning program with a review phase underway in early 2020. The success of this program is demonstrated with formative assessment embedded in 100% of classrooms P–6. The second year of the program will begin early in 2020. 100% of staff P–6 feel more comfortable using formative assessment strategies in their classroom as a way to gauge student interest and understanding. This will be continued to be built upon in 2020 with the second year of the Assessment for Learning program.	Nine afternoon professional learning workshops for all staff P–6 **Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($0.00)

Next Steps

- Continue with the second year f the AfL program while continuing to embed formative assessment into school culture.
- Continued use of Teaching Sprints K–6
- Engage in quality literacy programs such as the Writing Process in K–2 classrooms
- Engage in quality numeracy programs such as TEN in K–2 classrooms

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 in students, staff and community members feeling supported and able to connect, succeed and thrive in our school environment.

Improvement Measures

TTFM student survey data exceeds state average in connections to school

KidsMatter survey data indicates increase in positive attitudes to schooling

Improved parent satisfaction survey data

All teachers are implementing PB4L classroom systems as evidenced by classroom programs and walk throughs

Decrease in the percentage of students referred to Orange Room

Wellbeing Self –Assessment indicates growth towards the school delivering successful wellbeing initiatives

Progress towards achieving improvement measures

Process 1:   Social/ Emotional Wellbeing – KidsMatter/PB4L

Further embed a continued whole–school approach to PB4L classroom systems and community wellbeing in which students, staff and the community can connect, succeed and thrive. Mindfulness, gratitude, kindness embedded into classroom practice.

Evaluation	Funds Expended (Resources)
Positive Behaviour for Learning (PB4L), an evidence–based whole school systems approach that addresses the diverse academic and social needs of every student, played a pivotal role in 2019. A redesign of the school merit awards took place and was launched in April. The new awards were reflective of the whole school expectations of respect, responsibility and active learning. The Encouraging Expected Behaviour policy was updated and the staff participated in professional learning led by the PBL mentor coach in preparation for a successful implementation of the Responding to Problem Behaviour policy. Positive Behaviour for Learning flags and banners were purchased for a consistent look and to reflect the language from the whole school matrix. An Assistant Principal wrote and featured PB4L in a fortnightly column in each newsletter and also delivered a refresher on the school's Behaviour Continuum. A preschool PB4L matrix was developed and successfully implemented in 2019. Toby the Tiger, the PB4L mascot assisted all students P–6 to be respectful, responsible and active learners across all settings. The implementation of 'Kindness, Gratitude and Wellbeing Week' proved to be an outstanding success in 2019. The purpose of this project, was to have a week for students, teachers and the community to put social and emotional wellbeing at the forefront, once per term. Activities and events were developed by a team of teachers, allowing all stakeholders to 'pay it forward', participate in random acts of kindness and engage in activities with a focus on mental health. In addition to this, staff continued to teach the 'You Can Do It! Socio–emotional wellbeing program and were upskilled on the 'Be You' framework, a national initiative for educators, aimed at promoting and protecting positive mental health in children and young people. Once again, the values of social and emotional wellbeing were highlighted at the start of Term 4, as Orange Grove acknowledged Mental Health Month with a school	PB4L redesign of awards PB4L tokens PB4L flags and banners Schoolzine Electronic board YCDI online platform Wellbeing breakfast eNews **Funding Sources:** • ($0.00)

Progress towards achieving improvement measures	
breakfast and morning of activities.	

Process 2: **Partnerships and Connections for Learning**

Develop effective partnerships and connections across the community and wider agencies that enhance student learning, progress and achievement.

Evaluation	Funds Expended (Resources)
Orange Grove Public School continued to promote positive and collaborative partnerships with the community. Our classroom teachers worked together with all stakeholders and used parent expertise in a variety of areas, including sustainability and environmental initiatives and student–centred Indigenous projects. Community members, in collaboration with the teaching staff, also led Project Based Learning sessions across curriculum areas. After conducting a number of parent workshops throughout the year, parent expertise was utilised in Literacy and Numeracy activities in the classroom, especially in Kindergarten to Year 2. Our Assistant Principals were integral members of the Iron Cove Executive network and collaborated with local schools, meeting twice per term. The Stage 3 teaching team worked closely with local high schools to ensure a consistent transition from Year 6 to 7. There was also a strong focus on partnerships for learning with our preschool and Early Stage 1 team. Social media continued to be a focus for Orange Grove Public School to enhance parent engagement and communication. All members of the executive staff utilised Twitter to its full capacity with The Department of Education Twitter account retweeting a number of Orange Grove events. The school Facebook page proved to grow in popularity throughout the year and proved to be another successful platform for parent connection and interaction. Both forms of social media were linked to our school website, enabling a strong connection for learning. Fortnightly newsletters, beginning in Term 2, were presented via SchoolZine. This enabled the school to showcase photos and videos in a friendly, interactive manner. ENews continued to be successful amongst the parent community and was utilised as the main platform for communication. A replacement electronic board was purchased for the corner of Perry Street and Balmain Road and this again, enabled the parent community to be 'in the know' of upcoming events on the school calendar. Feedback from parents has continued to be positive via the 'Tell Them From Me' Partners in Learning Survey. Pleasingly, survey results are consistently above state norms.	

Next Steps

- Revamp of Scope and Sequence in line with PDHPE syllabus and YCDI program
- Digital tracking of Merit Awards on Sentral
- Reflection Room data on Sentral reflective of Behaviour Continuum
- Engage in Be You online modules based on staff and school needs
- Continued organisation of Wellbeing initiatives for all stakeholders
- Implementation of parent workshops on curriculum based on needs
- Monitoring of OGPS social media accounts, such as Facebook and Twitter
- Continued use of SchoolZine and eNews as platforms for communication
- Coordination of media opportunities with Department of Education

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$15000 (includes $9591 targeted funding)	Classes were well attended and students enjoyed showcasing what they were learning to the broader community
English language proficiency	Staffing allocation 0.4 and $20112 flexible funding	Students displayed improved language skills as reflected in class and stage assessments.
Low level adjustment for disability	0.6 Staffing Allocation and equity funding. Creation of second position 118K.	Students were supported through the Learning and Support Program via building teacher expertise in differentiation, withdrawal programs as appropriate and in–class support by SLSOs.
Quality Teaching, Successful Students (QTSS)	0.9 staffing allocation	School leaders were successful in coaching and mentoring their teams, with timetables fully booked for the year. Focus included literacy, numeracy and STEM.
Socio–economic background	$7594	All students were able to participate in activities.
Support for beginning teachers	Beginning Teacher Funding	Extra RFF and mentoring provided to allow teacher to complete their accreditation.

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	193	214	241	253
Girls	188	214	236	243

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	96.4	96.3	96.9	95.6
1	95.4	96.6	96	94
2	95.5	94.9	96.6	94.8
3	94	97	95.7	95
4	96.2	94.3	94.7	95.1
5	96	95.7	94.9	94.5
6	95.8	96.1	94.5	94.2
All Years	95.6	95.9	95.7	94.8
State DoE				
Year	**2016**	**2017**	**2018**	**2019**
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non–attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	20.52
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
School Administration and Support Staff	4.98
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student–free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non–teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 **Actual** ($)
Opening Balance	1,011,350
Revenue	4,763,484
Appropriation	4,332,025
Sale of Goods and Services	-51,265
Grants and contributions	468,135
Investment income	12,464
Other revenue	2,125
Expenses	-4,903,422
Employee related	-4,117,254
Operating expenses	-786,167
Surplus / deficit for the year	-139,938

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 **Approved SBA** ($)
Targeted Total	66,710
Equity Total	133,977
Equity - Aboriginal	9,591
Equity - Socio-economic	7,594
Equity - Language	20,112
Equity - Disability	96,679
Base Total	3,479,304
Base - Per Capita	114,245
Base - Location	0
Base - Other	3,365,059
Other Total	539,279
Grand Total	4,219,270

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Parent/caregiver, student, teacher satisfaction

Parent/caregiver, student, teacher satisfaction

The Tell Them From Me survey is designed to provide us with insight to guide our school planning and help to identify school improvement initiatives. Each year valuable data is collected providing an insight into student engagement, wellbeing and learning, teacher satisfaction and parental perception and involvement in the school.

The 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 168 respondents in Years 4–6)

* development of positive relationships and behaviour

* high level of interest and motivation to learn

* encouragement to put in their best effort to succeed

* classroom instruction relevant to everyday life

* participation in school sports

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

* teaching strategies linked to student feedback that promote increased student learning and engagement

* setting of high expectations for learning and monitoring of individual student progress

Areas for future improvement and focus include:

* increased support for parents to assist learning at home by developing homework strategies for parents and students

* building the students' technology capabilities to track own learning goals

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

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