

2020 Annual Report

Orange Grove Public School

Skill with Honour



2812

Introduction

The Annual Report for 2020 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 vision

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
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)
<p>Increase in number of students in top 2 bands in literacy and numeracy and the increase of number of students meeting or exceeding state growth in literacy/numeracy will continue to be a focus through our next planning cycle and the 2021 - 2024 School Improvement Plan via the SD1 Student Growth and Attainment.</p> <p>Due to COVID 19 NAPLAN 2020 was cancelled so reporting on this progress measure has been difficult. However, excellence in literacy and numeracy remains a school target and goal for our students.</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 through the use of success criteria and learning intentions across literacy as demonstrated through observations and teaching and learning programs. The inclusion of learning intentions and success criteria into our planning and programming policy assists us here as does our collaborative practice around programming for student success.</p> <p>At risk learners receive personalised learning accommodations through teaching and learning programs developed and evaluated by their teachers. Where appropriate, Personalised Learning Plans are developed in collaboration with parents.</p> <p>Student learning data collected as common practice and shared across stages to inform teaching practice. This will continue to be a focus in our 2021 - 2024 School Improvement Plan.</p>	

Process 2: Innovative Teaching Practices (Future Focused)

Progress towards achieving improvement measures

Process 2: 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)
<p>All stages using OneNote to program and collaborate. All stages have reported much success in this area and report the ease of evaluation and working together in teams to achieve student learning outcomes through shared documentation and programming which each teacher can personalise for their class.</p> <p>Co-teaching across ES1, Year 1 and trials being conducted in other stages, namely Stage 3. Co-teaching has allowed a greater focus on data skills and use and more flexibility around differentiation for students. Teachers have also reported feeling a greater sense of support and wellbeing in the co-teaching model.</p> <p>Digital technologies scope and sequence to be a focus in 2021.</p>	

Next Steps

2021 School Improvement Plan to address situational analysis including aspects included in this strategic direction planning cycle.

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)
<p>Some challenges were experienced in conducting meaningful professional learning during 2020 due to COVID 19. As a result, professional learning and practice will remain a goal for our next planning cycle, to ensure continued focus on increasing the number of students in top 2 bands in literacy and numeracy, the number of students meeting or exceeding state growth in literacy/numeracy and achieving above average value-added results compared to like schools.</p> <p>An increase in students achieving expected growth against internal measures will also be strengthened by a greater focus on the collection and analysis of internal data sources.</p> <p>Teachers are using formative assessment in literacy and numeracy demonstrated by observations and teaching and learning programs has been evident through programming practices and observations of teaching.</p>	

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)
<p>Formative assessment is used across all classrooms in literacy and numeracy and has been successful in providing teachers with a range of strategies to use to provide feedback to students. Further focus in the next planning cycle will be on giving students ownership of their learning by acting upon feedback and having personalised learning goals that they set in collaboration with teachers.</p>	<p>Embedding formative assesment (Efa) pack</p>

Next Steps

Ongoing professional learning for staff in assessment for learning (formative assessment). School based programming policy to include formative assessment strategies being evident in literacy and numeracy.

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.

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)
<p>While TTFM student survey data exceeded state average in connections to school there was some indication that a sense of belonging was down on previous years results, which could be attributed to a very disrupted year due to COVID 19.</p> <p>The survey indicated improved parent satisfaction survey data</p> <p>All teachers are implementing PB4L classroom systems as evidenced by classroom programs and walk throughs and PB4L continues to be a successful program across OGPS. Some refinement for Tier 1 students will be required across the next planning cycle where a focus on restorative practice will compliment out PB4L.</p>	

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)
<p>Unfortunately, COVID 19 presented challenges which meant that connecting with our community wasn't possible during 2020. We were able to have some virtual celebrations with families and some in person events for limited numbers at year's end.</p>	<p>Principal</p> <p>Assistant Principals</p> <p>Aspiring Leaders</p>

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funds expended	Gamilaraay Language program on hold due to COVID
English language proficiency	N/A	N/A
Low level adjustment for disability	Funds expended on School Learning and Support Officers and 0.6 Learning and Support Teacher	School underwent a learning and support review. New processes in place. Evaluation ongoing.
Quality Teaching, Successful Students (QTSS)	Funds expended	Assistant Principals released from class to impact teaching and learning programs using an instructional coaching method.
Socio-economic background	Funds expended	Student assistance as required.
Support for beginning teachers	Funds expended	Beginning teachers supported through additional release and mentoring to complete their accreditation at proficient level.

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	214	241	253	272
Girls	214	236	243	253

Student attendance profile

School				
Year	2017	2018	2019	2020
K	96.3	96.9	95.6	93.9
1	96.6	96	94	93.1
2	94.9	96.6	94.8	92.5
3	97	95.7	95	93.8
4	94.3	94.7	95.1	94.5
5	95.7	94.9	94.5	93.4
6	96.1	94.5	94.2	94.4
All Years	95.9	95.7	94.8	93.6
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	20.76
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
School Administration and Support Staff	5.16
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	871,412
Revenue	5,006,481
Appropriation	4,651,460
Sale of Goods and Services	-70,805
Grants and contributions	407,553
Investment income	3,173
Other revenue	15,100
Expenses	-5,007,730
Employee related	-4,411,337
Operating expenses	-596,393
Surplus / deficit for the year	-1,249
Closing Balance	870,163

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.

Financial summary - Equity loadings

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

	2020 Approved SBA (\$)
Targeted Total	103,377
Equity Total	150,433
Equity - Aboriginal	15,942
Equity - Socio-economic	8,291
Equity - Language	22,013
Equity - Disability	104,186
Base Total	3,796,830
Base - Per Capita	123,619
Base - Location	0
Base - Other	3,673,211
Other Total	549,582
Grand Total	4,600,223

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Parent/Caregiver, Student, Teacher Satisfaction

Each year valuable data is collected to provide insight into student engagement, wellbeing and learning, teacher satisfaction and parental awareness and involvement in the school.

The Tell Them From Me survey provides us with information to guide our school planning and help to identify school improvement initiatives.

The responses are summarised as follows:

Parents/Carers - highest areas of satisfaction

- school supports positive behaviour
- parents feel welcome
- safety at school
- school communication is clear

Students - highest areas of satisfaction (from 143 respondents in Years 4-6)

- positive relationships and behaviour
- high level of interest and motivation to learn
- encouragement to put in their best effort to succeed
- participation in extra-curricular activities
- participation in school sports

Staff - highest areas of satisfaction

- inclusive school environment supporting students with special needs
- a positive learning culture where teaching strategies are linked to student feedback and goals to promote increased student learning and engagement
- use of data and monitoring student growth to inform teaching practice
- setting of high expectations for learning and monitoring of individual student progress
- a whole school approach to student wellbeing with clearly defined behavioural expectations

Areas for future improvement and focus include:

- a need to focus on differentiation and personalised learning opportunities for students requiring extra support and or challenge
- teachers supporting students when using interactive technology for goal setting and monitoring
- students feeling a sense of belonging and a positive attitude to homework
- increased support for parents to assist learning at home by developing homework strategies for parents and students

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.