

2023 Annual Report

Orange Grove Public School

Skill with Honour



2812

Introduction

The Annual Report for 2023 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 Strategic Improvement 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 a dynamic, responsive and collaborative school community focused on creating an inclusive, engaging and challenging environment where all students reach their full potential. Students, teachers and parents work in partnership to maintain high expectations and positive school culture.

School context

Orange Grove Public School is situated in the Iron Cove Network of schools in the Inner West of Sydney. The school supports the learning of 570 students from Preschool to Year 6. The school has strong relationships with parents and caregivers and the wider community. Orange Grove Public School has a strong reputation in the Creative and Performing Arts and in sport. All students are encouraged to be respectful, responsible, active learners.

The school, in consultation with the community and staff, has completed a situational analysis that has identified three areas of focus for the 2021-2024 School Improvement Plan. The focus areas build on our previous school planning cycle and directly address the results of our external validation in 2020.

Our analysis has identified the following areas of focus:

*** Improved Student Learning Outcomes in Reading and Numeracy:**

Increasing the percentage of students in the top 2 bands in NAPLAN and the number of students achieving expected growth in both reading and numeracy. This area will focus on the School Excellence Framework components of effective classroom practice, assessment and data skills and use. Further work will be required on how teachers can successfully plan for and deliver quality differentiated instruction for all students including those identified as high potential and gifted.

*** Collaborative Practice and Critical and Creative Thinking:**

After extensive consultation with staff, collaborative practice was identified as a major theme for school improvement. With an understanding that teachers have the greatest influence on student performance, staff identified the building of a collaborative culture to improve student learning outcomes as a key to success. This will focus on SEF elements of learning culture, student performance measures, curriculum, assessment, effective classroom practice and data skills and use.

Developing the skills of our students in critical and creative thinking was a focus in our last planning cycle and one that our parents strongly support. This planning cycle we will be working on creating a critical and creative learning culture for students and staff.

*** Wellbeing/Sense of Belonging and Community Engagement**

Our wellbeing data and feedback from families and students has identified the need for our school plan to focus on building a culture of support, respect and accountability with a focus on building healthy relationships across our community.

Strong community connections are the cornerstone of Orange Grove Public School. Our 2021 School Improvement Plan will focus engaging our community through parent workshops, activities and providing an opportunity to give our parents a greater understanding of what we do as a school.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
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: Student growth and attainment

Purpose

Improve student learning outcomes in reading and numeracy through a focus on best practice and evidence-informed strategies.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Learning Excellence: Curriculum
- Learning Excellence: Pedagogy

Resources allocated to this strategic direction

Professional learning
AP Curriculum & Instruction
QTSS release

Summary of progress

As of 2023, our primary emphasis has shifted towards the evolving educational landscape, aligning with the latest curriculum changes. This initiative encompasses a comprehensive examination of school-wide literacy and numeracy programs aimed at enhancing student performance school wide. Executive members and aspiring leaders facilitated professional development sessions, highlighting adjustments in teaching and learning methods with a specific emphasis on student advancement. Collaborative Planning Meetings took place throughout the year, engaging all teaching staff in meaningful discussions on modifications to the mathematics curriculum, further refined in Semester 2, with Numeracy as the focal point based on our data analysis.

Leadership under Strategic Direction 1 convened with representatives from each stage to explore the integration of new pedagogies into the teaching and learning programs of respective stages. Discussions were held to address concerns and strategies the seamless implementation of progressions. Subsequently, representatives brought forth the devised strategies to stage meetings for initial implementation.

All stages reported successful integration of the new curriculum into their mathematics programs, facilitating improved differentiation for students. While acknowledging progress, many teams expressed the need for ongoing professional development and time to enhance their understanding and application of these progressions, this will be a focus on 2024. The implementation of the new K-2 (and 3-6 in 2024) English syllabus was recognised as a pivotal point, requiring additional professional learning to ensure continued effective utilisation of existing data.

Devoting time to crafting a long-term plan for 2023 enabled the executive team to establish a well-structured professional learning timeline, focusing on the new curriculum reform. The plan entails upskilling K-2 teachers for the new syllabus while preparing 3-6 teachers for the impending implementation of the new 3-6 curriculum in 2024.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
• An increase in the average score in Reading Check In Assessment for Year 4, 5 and 6 for 2023 compared to Year 4, 5 and 6 in 2022.	• The Check-in Assessment mean scale score indicates the percentage of Year 6 students achieving growth in reading has increased by 5.9%; Year 5 has increased by 5.2% and Year 4 has increased by 2.8%.
• An increase in the average score in Numeracy Check In Assessment for Year 4, 5 and 6 for 2023 compared to Year 4, 5 and 6 in 2022.	• The Check-in Assessment mean scale score indicates the percentage of Year 6 students achieving growth in numeracy has increased by 3.5%; Year 5 has increased by 9% and Year 4 has increased by 4.2%.

• Sustaining and Growing in the elements of Learning Culture, Curriculum, Assessment and Student Performance of the Learning Domain.
• Sustaining and Growing in the elements of Effective Classroom Practice and Data Skills and Use in the Teaching Domain.

• Self-assessment against the School Excellence framework shows the theme of Learning Culture, Curriculum, Assessment and Student Performance of the Learning Domain to be Sustaining and Growing.
• Self-assessment against the School Excellence framework shows the theme of Effective Classroom Practice and Data Skills and Use in the Teaching Domain to be Sustaining and Growing.

Strategic Direction 2: Collaborative, Creative and Critical Learners

Purpose

Further develop a culture of authentic, innovative collaboration that aims to enhance teacher practice and student outcomes. Teachers facilitate and mentor students with critical and creative thinking skills in all learning areas to best prepare them for a dynamic, changing world.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Excellence in Collaborative Practice
- Excellence in Critical and Creative Thinking

Resources allocated to this strategic direction

QTSS release

Professional learning

AP Curriculum & Instruction

Summary of progress

2023 saw all stakeholders at Orange Grove PS continue their journey on Collaborative Practice and Critical and Creative Thinking. To achieve excellence in Collaborative Practice, staff had goals that reflected the school's Strategic Improvement Plan, a variety of professional learning models were utilised so that teachers could share their expertise and collaborative planning and data days, as well as observation/feedback sessions, were strategically planned throughout the year to enhance student outcomes in literacy and numeracy. Teachers at Orange Grove PS participated in professional learning to upskill their knowledge and understanding of critical and creative thinking routines, followed by ongoing professional reading throughout the year. Staff trialled and implemented a variety of thinking routines across learning areas.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none">• Performance and Development goals of all staff reflect the school's Strategic Improvement Plan.• 80% of staff demonstrate improvement in their practice through evaluation of a sequence of lesson observations that focus on the school's Strategic Improvement Plan.• 20% increase in staff presenting to colleagues at a professional learning session on an area of expertise.• Sustaining & Growing in the themes of Data Analysis and Data• All staff engage in the new class preference structure to facilitate collaborative, cohesive teams and enable co-teaching.	<p>* In 2023, Orange Grove PS has continued to embed the systems introduced last year. All staff had 2 goals that reflected the school's Strategic Improvement Plan. The first, which was a whole school goal, focused on developing an understanding of the new curriculum in order to plan, assess, teach, and evaluate quality differentiated programs. Stage goals differed across K-6, however still linked to Strategic Direction 1 and the new curriculum. These goals were set at the beginning of the year, with executive and curriculum hub leaders supporting teachers to achieve these goals.</p> <p>*The observation documentation that was developed last year, was utilised to its full capacity in 2023 by all staff members. Our Assistant Principal, Curriculum and Instruction, worked with K-2 staff on the successful implementation of teaching through decodable texts. There were structured lesson observation and feedback sessions throughout the entire year, with 100% of K-2 staff participating and improving their practice. K-6 staff engaged in a sequence of lesson observations with a focus on number talks. All staff improved in their knowledge, understanding and ability to plan and teach number talks, as evident in the dialogue which occurred during curriculum hub sessions.</p> <p>* Teacher expertise was shared in multiple ways in 2023. This was done via stage meetings, through observation/feedback sessions, co-teaching evaluative and planning meetings, as well as through the Aspiring Leaders</p>

<ul style="list-style-type: none"> • Performance and Development goals of all staff reflect the school's Strategic Improvement Plan. • 80% of staff demonstrate improvement in their practice through evaluation of a sequence of lesson observations that focus on the school's Strategic Improvement Plan. • 20% increase in staff presenting to colleagues at a professional learning session on an area of expertise. • Sustaining & Growing in the themes of Data Analysis and Data • All staff engage in the new class preference structure to facilitate collaborative, cohesive teams and enable co-teaching. 	<p>mentoring program.</p> <ul style="list-style-type: none"> * Collaborative planning days took place once per term under the leadership of the Assistant Principals, focusing on lifting student outcomes through data analysis in Literacy and Numeracy. Additionally, Data Days under the leadership of the APCI, took place twice per term to also analyse student data to determine where to next. Executive planning days also took place once a week with a focus on improving student outcomes. * The class preference form, which was developed in 2022, was successfully used to form collaborative and cohesive stage teams, as well as well-balanced co-teaching partnerships across K-6.
<ul style="list-style-type: none"> • 2 stage team programs are reflective of critical and creative thinking skills from the Critical and Creative Thinking Continuum • All staff are aware of and have access to the Critical and Creative Thinking Continuum • 85% of students in the 2 stage teams that are trialing the Critical and Creative Thinking Continuum use the language • 50% of students in the 2 stage teams that are trialing the Critical and Creative Thinking Continuum are able to articulate what each element entails and transferring those ideas across the curriculum. 	<ul style="list-style-type: none"> * 2 Executive staff members provided professional learning with a focus on the Critical and Creative Thinking Continuum (CCT). One professional learning session was targeted for new staff to introduce them to critical and creative thinking in the classroom. The other session catered for established teachers, allowing them to build on their previous knowledge with a shift from theory to practice. * In addition to staff having access to the Critical and Creative Thinking Continuum, staff engaged in professional dialogue using the focus text 'The Thinking Classroom'. Students in K-2 were exposed to a variety of thinking routines to develop their critical and creative thinking, and in turn, with teacher support, began to articulate the routines being utilised in various lessons. * The use of critical and creative thinking routines will be a focus across K-6 in 2024.

Strategic Direction 3: Respectful Relationships

Purpose

Develop a culture of support, respect, and accountability to build healthy relationships community-wide. Provide opportunities for parents to work authentically with the school to enhance and facilitate student learning.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Excellence in Wellbeing: Community Partnerships
- Excellence in Wellbeing: PB4L and Restorative Practice

Resources allocated to this strategic direction

Per capita

Summary of progress

Throughout 2023 the school was able to provide numerous opportunities for community members to be engaged in Excellence in Wellbeing: Community Partnerships. Information evenings on online safety, and literacy were well attended. The community support for the Biggest Morning Tea and Mental Health Month was heartening. This year we invited parents to the school for a picnic recess for Mental Health Month, this initiative was supported by a majority of families. The success of these events will ensure they become part of the school calendar going forward.

84 families responded to the BeYou Community Survey. With support from a Be You Clinical Consultant, members of the school executive have reviewed the data, and identified the focus areas for the remainder of 2023 and 2024 as Early Support and Responding Together. During the Mental Health Month activity day we provided Be You information fact sheets for parents to collect. The community is also receives valueable information via the school newsletter and eNews.

2023 saw a refocus on our Positive Behaviour for Learning (PB4L) expectations. This allowed new staff to develop an understanding of how PB4L operates at Orange Grove PS. It also allowed for discussion around any changes and updates that may need to be made.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none">• Maintain or improve Tiered Fidelity Inventory results at 95% for Tier 1 and Tier 2.• Apply improvements based on feedback with full implementation of Student Advocacy Program across K-6.• 5% increase in the percentage of students attending school more than 90% of the time.• Implementation of Restorative Practice following the 2-year time frame.	<p>The strategic direction team continues to work on an inventory for PB4L to ensure it is being consistently implemented across the school and community. This inventory will be conducted in 2024.</p> <p>The Student Advocacy Program across K-6 will not be implemented. The school Learning Support Team will oversee the needs of all students.</p> <p>Overall student attendance for 2023 was 92.24%. This attendance is 1.63% above NSW Primary School average. All classes attendance for the year was above 90%. The range was from 90.01% to 93.77%. This will be our baseline data going forward as the previous years attendance was impacted by COVID health order restrictions.</p> <p>Staff have undertaken professional learning through our Real Schools Restorative Practices mentor. These have been around effective conversations with students and community members. Staff have also received in class support and stage groups have been involved with our mentor through online sessions. These sessions have been around managing behaviours and communication.</p>
<ul style="list-style-type: none">• Maintain and extend Community Hub	<p>A variety of workshops were provided for the school community during</p>

and parent workshops as part of Key Dimensions: Participate.

- Maintain and extend initiatives as part of Key Dimensions: 2022.
- Implement and maintain initiatives based on Be You survey data.

2023. These workshops saw approximately 30 community members attending. Information provided at these sessions ranged from online safety, reading, Kindergarten and Preschool orientation and information sessions and mental health. The strategic direction committee will conduct a survey to ascertain the areas the community are interested hearing about. A plan will be created from this information.

The school undertook the BeYou Community Survey and have analysed the results. 83 families responded to the survey and have identified Early Support and Responding Together as focus areas. With support from the BeYou Clinical Consultant a plan has been developed to improve these results. Relevant fact sheets from the BeYou site have been distributed to the community via the school newsletter and eNews. These strategies will continue moving forward.

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$1,178.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Orange Grove Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in the following impact: Specialist teacher supported students to engage in English language learning at school, allowing greater access to the curriculum.</p> <p>After evaluation, the next steps to support our students will be: continuing to provide the relevant support to students as required.</p>
<p>Integration funding support</p>	<p>Integration funding support (IFS) allocations support eligible students at Orange Grove Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact: School Learning and Support Officers were employed to support students with their learning at school and in the playground, allowing students greater access to the curriculum and safety in the playground.</p> <p>After evaluation, the next steps to support our students will be: continuing the allocation for students to support their learning and social development.</p>
<p>Socio-economic background</p> <p>\$7,916.91</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Orange Grove Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • providing students with economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: equity was ensured across the school for particular students and their families.</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>Socio-economic background</p> <p>\$7,916.91</p>	<p>continuing to ensure that students are able to participate in the full range of activities offered at school.</p>
<p>Aboriginal background</p> <p>\$7,678.57</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Orange Grove Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Pathways <p>The allocation of this funding has resulted in the following impact: Yarning Circles were held at intervals to connect with our Indigenous families, to discuss culture and important dates for our families. These were added to the school calendar for celebration/commemoration. Iron Cove Network Culture Day was planned with our families and was very successful. Personalised learning plans were developed for our Indigenous students.</p> <p>After evaluation, the next steps to support our students will be: continuing to connect with families and the wider network of Indigenous families from across the network, through our Culture Day which is so capably led by Ms Susan Frederiksen. Her dedication and commitment is to be admired.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Orange Grove Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • additional staffing intensive support for students identified in beginning and emerging phases <p>The allocation of this funding has resulted in the following impact: additional staff were employed to support students to achieve proficiency in literacy and numeracy and English Language proficiency.</p> <p>After evaluation, the next steps to support our students will be: continuing to support students to achieve their English Language proficiency as required.</p>
<p>Low level adjustment for disability</p> <p>\$142,923.98</p>	<p>Low level adjustment for disability equity loading provides support for students at Orange Grove Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>Low level adjustment for disability</p> <p>\$142,923.98</p>	<ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • targeted students are provided with an evidence-based intervention MiniLit/MacqLit to increase learning outcomes <p>The allocation of this funding has resulted in the following impact: increased staffing allows targeted support for identified students in literacy and numeracy.</p> <p>Withdrawal of small groups to allow for intensive support.</p> <p>After evaluation, the next steps to support our students will be: continuation of the increased staffing to support identified students.</p>
<p>Professional learning</p> <p>\$34,929.61</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Orange Grove Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Learning Excellence: Curriculum • Learning Excellence: Pedagogy • Excellence in Collaborative Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: an increase in teacher collaboration and upskilling in the new curriculum and the use of evidence based pedagogies. Aspiring leaders had their capacity built through leading professional learning hubs in the new curriculum across the school and in their stage teams.</p> <p>After evaluation, the next steps to support our students will be: continue to enhance teacher practice through collaborative practice and data days with our APCI, to directly impact student learning. Continue our learning hubs, led by aspiring leaders, to upskill staff in the new curriculum and the differentiation of units.</p>
<p>Beginning teacher support</p> <p>\$53,691.39</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Orange Grove Public School during their induction period.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • reduced responsibilities or teaching loads sufficient to support the development of their skills • mentoring structures and collaborative practices within the school or across a cluster of schools • teacher mentors access specific training and flexibility in their teaching responsibilities to support classroom observation and provide structured feedback <p>The allocation of this funding has resulted in the following impact: beginning teachers were supported to undertake the requirements to become proficient teachers, supported most capably by teacher mentors.</p>

<p>Beginning teacher support</p> <p>\$53,691.39</p>	<p>The teacher mentors were in turn, mentored by our Deputy Principal Mrs Zak Jovevski.</p> <p>After evaluation, the next steps to support our students will be: continuing to support beginning teachers in this way.</p>
<p>QTSS release</p> <p>\$103,216.90</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Orange Grove Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Learning Excellence: Curriculum • Excellence in Collaborative Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: increased expertise and collaboration amongst staff about the new curriculum.</p> <p>After evaluation, the next steps to support our students will be: foster a culture of collaboration, and encourage students to engage in observation of teaching practice to share skills.</p>
<p>COVID ILSP</p> <p>\$20,650.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: increased learning outcomes in literacy as a result of participating in MiniLit and MacqLit.</p> <p>After evaluation, the next steps to support our students will be: continuation of this evidence based program.</p>
<p>Per capita</p> <p>\$135,074.97</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Orange Grove Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Excellence in Wellbeing: Community Partnerships <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Mental Health Month Picnic • Preschool Orientation/Kindy Orientation and enrolment interviews <p>The allocation of this funding has resulted in the following impact: parents and community were able to visit the school with a focus on mental health and wellness. Targeted flyers were available to support parents to help their children with mental health and wellness.</p>

<p>Per capita \$135,074.97</p>	<p>After evaluation, the next steps to support our students will be: continue to focus on community wellness through these initiatives.</p>
<p>AP Curriculum & Instruction \$124,070.40</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Learning Excellence: Curriculum • Excellence in Collaborative Practice <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • lead evaluative practice where a range of data supports the analysis of literacy and numeracy teaching and learning across the school • collaborate effectively with school leaders to develop structures and routines to collect, analyse and use data on the learning needs of teachers and students regarding literacy and numeracy through the curriculum • develop the capability of middle leaders and teachers to use formative and summative assessment strategies and tools effectively when identifying and monitoring progress of students in literacy and numeracy • coordinate differentiated professional learning that builds teacher and leader expertise to understand and implement explicit, evidence informed teaching strategies for student literacy and numeracy improvement across the curriculum • lead the implementation of evidence-informed literacy and numeracy teaching strategies through mentoring, team teaching and demonstration in classrooms alongside teachers • strategically plan for and engage in professional conversations about teaching practices to enhance literacy and numeracy instruction in classrooms <p>The allocation of this funding has resulted in the following impact: working shoulder to shoulder, in classrooms, has shown incredible impact across our student learning data. Classroom practice is being transformed through the work of our APCI, Ms Quynh Bui. In turn, executive Curriculum Reform Days have allowed the exec team to work together on the curriculum reform, looking at data and trends and working on strategies to support our staff to best cater for our students.</p> <p>After evaluation, the next steps to support our students will be: to support our APCI to continue her work and the incredible impact she and our Assistant Principals are having across the school and their teams.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	272	278	254	258
Girls	253	245	245	261

Student attendance profile

School				
Year	2020	2021	2022	2023
K	93.9	94.9	92.6	91.7
1	93.1	94.8	91.3	93.8
2	92.5	95.5	90.2	93.3
3	93.8	94.3	91.3	92.0
4	94.5	92.8	90.3	92.0
5	93.4	94.9	89.5	91.4
6	94.4	91.3	89.5	90.9
All Years	93.6	94.2	90.8	92.2
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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 2020. 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.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- * Families evacuating and relocating due to NSW floods
- * Sick students staying at home until a negative COVID-19 test was returned
- * Household members testing positive to COVID-19
- * The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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)	4.8
Classroom Teacher(s)	20.74
Learning and Support Teacher(s)	0.9
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 2023, 2.5% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	1,342,870.56
Revenue	5,847,887.07
Appropriation	5,314,819.29
Sale of Goods and Services	18,697.05
Grants and contributions	456,104.21
Investment income	58,266.52
Expenses	-5,942,749.38
Employee related	-5,207,613.15
Operating expenses	-735,136.23
Surplus / deficit for the year	-94,862.31
Closing Balance	1,248,008.25

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.

	2023 SBAR Adjustments (\$)
Targeted Total	72,404
Equity Total	160,919
Equity - Aboriginal	7,679
Equity - Socio-economic	7,917
Equity - Language	2,400
Equity - Disability	142,924
Base Total	4,023,958
Base - Per Capita	135,075
Base - Location	0
Base - Other	3,888,883
Other Total	733,640
Grand Total	4,990,922

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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.

Parent/caregiver, student, teacher satisfaction

Annually, we gather valuable data to gain insights into student engagement, well-being, learning, teacher satisfaction, and parental involvement in the school. The Tell Them From Me (TTFM) survey offers crucial information that guides our school planning and aids in identifying improvement initiatives.

The responses are summarised as follows:

Parents/Carers - highest areas of satisfaction

- School Supports positive behaviour
- Parents feel welcome
- School supports learning.
- Students encouraged to do their best
- Teachers supporting extra-curricular activities

Students - highest areas of satisfaction (Years 4-6)

- Participation in school sports
- Positive Sense of Belonging
- Positive relationships and behaviour
- Students valuing school outcomes

Staff - highest areas of satisfaction

- Inclusive school environment supporting students with special needs
- Learning Culture, setting high expectations and monitoring student progress through data informed practices
- Collaboration with colleagues, parents and students
- Inclusive school culture supporting all students

Areas for possible future improvement and focus include:

- Increased communication and support for student's social and emotional development
- Students motivation for learning and a positive attitude to homework
- Increase use of technology to support learning

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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.