

# 2021 Annual Report to The School Community



**School Name: Orchard Grove Primary School (5285)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

«PrincipalSignDescription»

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

«PresidentSignDescription»

## About Our School

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### School context

Orchard Grove Primary School is committed to providing a safe, nurturing environment that engages curiosity and promotes learning, personal growth and well-being for all students.

Our core values of Integrity, Respect, Valuing Diversity, Working Together and Fostering Growth underpin the expected behaviours and attitudes of our students, staff and school community. As a result, we have a common language that we share, with a strong buy-in and an expectation that promotes a united community, of which we are proud.

We have 45 equivalent full-time staff members including three Principal Class Officers, 38 teachers and 14 support staff.

Orchard Grove Primary School has 29 classes and 5 Specialist classes: including Physical Education, Performing Arts, Visual Arts, Spanish and Library. We strive to offer excellence in all aspects of primary education. One of the key highlights of our 2021 School Review was our Wellbeing program, on which the panel commented 'The underlying premise of wellbeing at OGPS was that students have collective responsibility for the environment that prevails in the classroom and at the school'; another was our work as a Professional Learning Community link school, supporting other schools in this area of teacher professional development. We are also a high achieving school with the majority of our students achieving results in the top two NAPLAN bands in Years 3 and 5. An emphasis on literacy and numeracy has resulted in excellent academic performance, while providing quality learning programs that engage and inspire our students in all other curriculum areas. This was clearly evidenced in our highly-successful four-year School review in 2021.

We have a 1:1 iPad program in Years 4,5 and 6, allowing for continual improvements in our ICT infrastructure and an increase in devices available for student use. This has enabled the school, while supported by dedicated teachers, to provide excellent learning and teaching opportunities that engage our students and support their learning at their individual points of need.

Our community boasts a range of diverse backgrounds which gives us all the opportunity to learn from others around us. We encourage our community to help through volunteering for camps and supporting within classrooms as parent helpers. Our camping program begins with an overnight camp in Year 2 and ends with a 5-day trip to Canberra in Year 6. We look forward to community events, such as School Performances this year, to bring our community together.

We are nestled within parklands and sporting grounds which allows us multiple play spaces and room for multiple pods of classrooms where students can work collaboratively in shared spaces. In addition, Orchard Grove Primary School has excellent facilities that are continually being upgraded, including our refurbished Performing Arts Centre and Gymnasium, complete with a 250-seat auditorium, full-sized basketball court, children's kitchen, large meeting room and an additional three office spaces for allied educational professionals. Our expansive grounds and excellent relationships within our community make for a very united, purposeful and well-resourced school, supported by outstanding staff and an engaged and highly functional school council and parent body.

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### Framework for Improving Student Outcomes (FISO)

At Orchard Grove Primary School we have continued our work on improving and refining our ability to provide stimulating, differentiated, and relevant teaching and learning programs that maximise student engagement in their learning. We quickly adapted to an Online Program for the period of Remote Learning and changed and adapted to the

needs of our community to ensure our students remained connected and learning. Our whole school programs, and effective teaching teams use of the Professional Learning Communities model, meant we were able to have a whole-school approach to Remote Learning in which students felt supported and were able to maintain their learning. The consistent use of 'best practice', with a strong emphasis on the use of data to inform teaching, the use of rubrics, pre- and post-testing in particular learning areas to better cater for individual needs, and the use of flexible learning groups to help students meet their learning targets, is now common practice at Orchard Grove.

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## Achievement

At Orchard Grove Primary we place emphasis on achievement and growth in student learning. We achieve significantly above the state average in all areas of the curriculum. Our very good reading results are due to well-defined programs and consistent, strong teacher practice. We are also encouraged by the growth in our Writing results which can be attributed to our work in upskilling teachers and a whole-school approach. Our Numeracy data reflects the emphasis on building teacher capacity and a learner-centred, targeted Maths program.

A strong emphasis is placed on team planning, ensuring consistency between classes, with our aim being to minimise between class differences and for students to have the same learning opportunities within each level. The teachers differentiate the curriculum within their classrooms to cater to the range of abilities and learning styles. Our Remote Learning program followed this emphasis of team planning, whole level differentiated work designed to engage and teach all students, with teachers following up with families as needed to provide support or small group tuition.

Further support for children who need extra assistance is provided by a well-structured and well-delivered special needs program. Support Group Meetings are held as needed with an emphasis on the whole child, including academic skills and wellbeing. Individual Education Plans continued for both online and remote learning throughout 2021. This also includes our Tutor Learning Program, where students work in small groups, and is complemented by our Mini Lit and EAL programs. Flexible groupings as a method of classroom lesson delivery have enabled a much more successful strike rate in catering to each student's appropriate level of learning.

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In 2021, our strong focus on meaningful curriculum delivery across all areas of the curriculum using appropriate technology allowed us to once again transition to Remote Learning using known platforms. Our mixture of live face to face lessons, followed up with set work and diligence to ensure all areas of the curriculum were met where possible allowed our students to continue their learning in all aspects of school. This included a robust Specialist program that evolved and adapted to meet the needs of the community during this time.

Orchard Grove has continued to be recognised as one of three PLC (Professional Learning Communities) Link Schools within the Inner East Region reflecting our strong planning, systems and structures, teacher collaboration, data literacy, and student-focused goals and outcomes.

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## Engagement

In the 2021 COVID environment, we had excellent engagement levels. Our constant presence online, using 'Google Meets', allowed for constant communication between students and teachers and helped to ensure a high level of engagement and support.

Our Attitudes to School Survey results have always been outstanding and well above that of similar schools, which demonstrates our students' engagement and enjoyment of school. This strong base was evident during 'Learning from Home'. This also reflects the commitment of our staff to embed into their teaching pedagogy that children learn best when their learning engages them, they experience success, and they feel supported. We strive to provide learning opportunities that meet the needs of individuals and are appropriately scaffolded to maximise student learning. Our very good results in the area of student relationships are particularly pleasing and reflect the strong emphasis on

our school values and the way we see ourselves as a caring, engaged and harmonious school community. We are pleased that our school's attendance rates continue to be strong; however, it is our aim to continue to keep the number of absences to a minimum, by constant follow-up with, and support of, parents in getting their children to school and, in particular, encouraging parents to take family holidays during the term breaks, although this was not an issue with the COVID backdrop.

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## Wellbeing

Orchard Grove Primary School provides a range of well-being programs that allow values-based learning experiences from Foundation to Year 6. This is teamed with proactive student welfare, discipline, anti-bullying and harassment procedures and policies, undergirded by our achievements as an eSmart school.

Our Buddies Program runs across the school and helps develop a strong foundation of community spirit and a sense of belonging for the students. Behaviours and activities, which reflect our school values, are encouraged and promoted by the whole school, and our school community and students consistently use the language of our values. Our Buddies program was interrupted due to COVIDsafe procedures, with outdoor lunch sessions replacing shared activities; however, these were highly anticipated and helped to strengthen connections across the school.

Once again, our School Therapy Dog Program has proved highly successful. It has made a tangible impact on our student body and is appreciated by our staff and parent body. Ruby, our 9-year-old Labradoodle, is very much a part of school life, spending time in classrooms, in the yard and with our School Social Worker and First Aid Officer. Ruby is timetabled each day in order to have as much contact with the students as possible. During Remote Learning, Ruby supported students attending on-site supervision, as settling in with unfamiliar students and teachers was challenging for some students. Ruby proved a friendly face to greet and settle students into their day at school.

Transition is a very important part of our student wellbeing program, with our Foundation transition program beginning in August and continuing through to December. This enables both students and parents to feel comfortable and familiar with our school and we are well known throughout the local community for our excellent Foundation transition program. This was more difficult in 2020, as we were unable to run our usual program on-site. Switching to the Zoom platform was well received and, as soon as was allowed, the transitioning Foundation students for 2022 were invited for sessions on site. We also gave OGPS-enrolled preschoolers a t-shirt, with our logo, to help them feel a sense of belonging.

All of our students are supported in their transition from year to year within the school, with families being informed well in advance of their child's class for the following year. Students are given a number of opportunities to meet with their new teacher and classmates before they go on summer vacation. This approach facilitates a very smooth beginning to each school year. Once again, we managed to have some whole-school transition days, later than usual but, once again, these allowed students to gain a sense of familiarity with their new class.

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## Finance performance and position

Orchard Grove Primary School has managed the budget most responsibly, finishing the year with a surplus. 'Equity' money of \$26,910 allowed the school to provide a part-time teacher for literacy intervention, and this program continued to run online during Remote Learning. We also used our Tutor Learning Initiative funding to hire 4 tutors to run programs across the school. On our return to school, our COVIDSafe practices saw our Casual Relief Teacher budget impacted as we were covering all teacher absences rather than combining classes.

Local fundraising activities in 2021 were once again compromised, only raising \$4579 with our major fundraising events, the trivia Night and Fiesta were cancelled once again. Our facility hiring was also impacted by lockdowns. Late in the year, we received funding of \$498,627.00 in the Minor Capital Works Fund 2021 Round 2, which we will use to build a new toilet block. We are still awaiting the building project, approved by both the VSBA and School Council in 2021, to gain the appropriate council permits so work by DM Craftline can begin.

**For more detailed information regarding our school please visit our website at**  
**<http://www.orchgveps.vic.edu.au/>**