

2022 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).
- 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 of the previous calendar year 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.

Attested on 28 March 2023 at 03:52 PM by Michelle Ogilvie (Principal)

- This 2022 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

Attested on 30 March 2023 at 03:18 PM by Kate Halford (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

About Our School

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. We have 45 equivalent full-time staff members including 3 Principal Class Officers, 37 teachers, and 15 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. Our academic achievements continue to be a highlight, 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. 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. We are incredibly proud of our camping program, which begins in Year 1 with an afternoon at school and culminates with our Year 6 Canberra camp. Students stay onsite overnight at school in Year 2, have 3-night camps in Years 3 and 4, and have a 5-night camp in Year 5.

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. 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.

Progress towards strategic goals, student outcomes and student engagement

Learning

At Orchard Grove Primary School 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-balanced 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.

In 2022 we continued to work on our ability to deliver high-quality Mathematics lessons for the students. Our curriculum days were used to further develop the teacher's skills in Mathematics instruction. Our learning results show that this work is making a difference, especially with our Year 5 results. We continued to work on teachers planning engaging lessons to enable students to learn at their point of need, focussing on shared planning within teams of teachers to ensure consistency across classes within a year level. Our learning results show this dedication to ensuring lessons are well-planned and consistently implemented results in high outcomes for our students. We refined our reading programs to align with new research and pedagogies, with a focus on years 3-6, to ensure our students continue to build on the strong reading foundations we have in our junior school.

Wellbeing

Orchard Grove Primary School provides a range of well-being programs that allow values-based learning experiences from Foundation to Year 6. 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. Transition is a very important part of our student wellbeing program, with our Foundation transition program enabling both students and parents to feel comfortable and familiar with our school. 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 holidays. This approach facilitates a very smooth beginning to each school year.

In 2022, we focussed on developing our Smiling Minds program which is now used in classrooms to help students regulate and be ready to learn. The shared and consistent language of the program has been beneficial to all students. We were also able to bring back our parent-helper programs across the school, which was fantastic for the students' learning as well as our sense of school community.

Engagement

At Orchard Grove PS we believe 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.

Other highlights from the school year

One of the key highlights of 2022 was being able to finally put on our production of Shrek Junior (which was scheduled for 2019) onto the stage. Along with our circus skills shows this allowed our students and the wider community to gather together to celebrate the performing arts achievements of our students. Our camping program continued in 2022, including our Year 6 camp to Canberra which was rescheduled to November.

Financial performance

Orchard Grove Primary School has managed the budget most responsibly, finishing the year with a surplus. We also used our Tutor Learning Initiative funding to hire 2 tutors to run programs across the school. Local fundraising activities in 2022 were the Trivia Night and our school performances. We continued to be diligent with building maintenance, with several areas requiring work and hiring out spaces during the week and on weekends to local community groups. Various staffing challenges impacted the budget, with the CRT budget being larger due to illness and isolating periods for staff with illness. We also had unplanned staffing changes throughout the year which impacted the operating costs across the year.

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

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 652 students were enrolled at this school in 2022, 307 female and 345 male.

29 percent of students had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

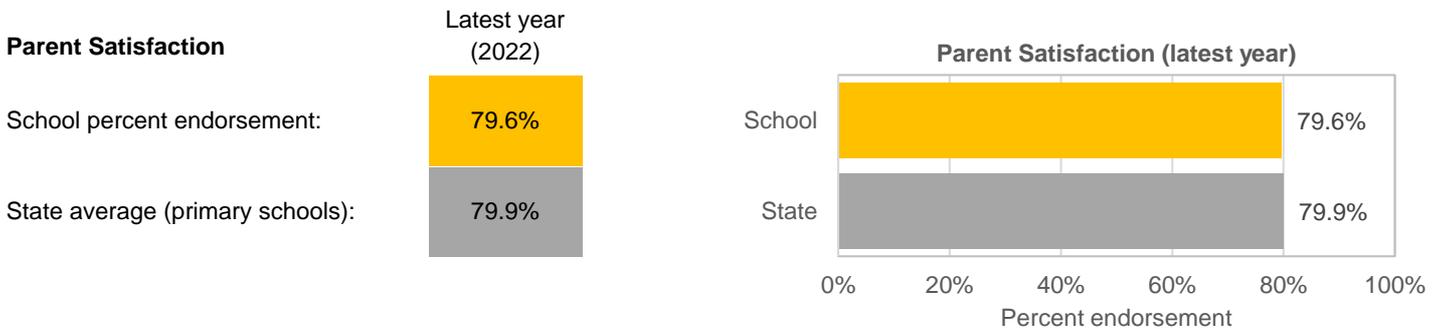
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

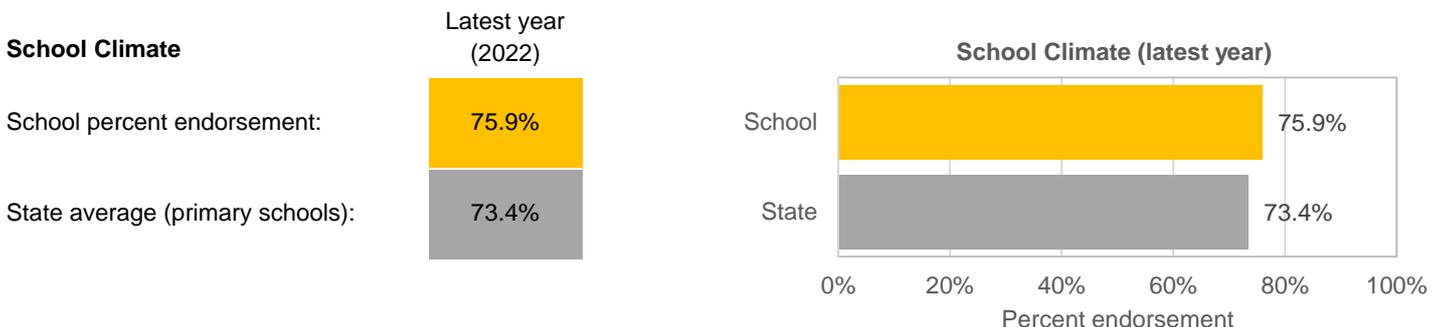


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



LEARNING

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

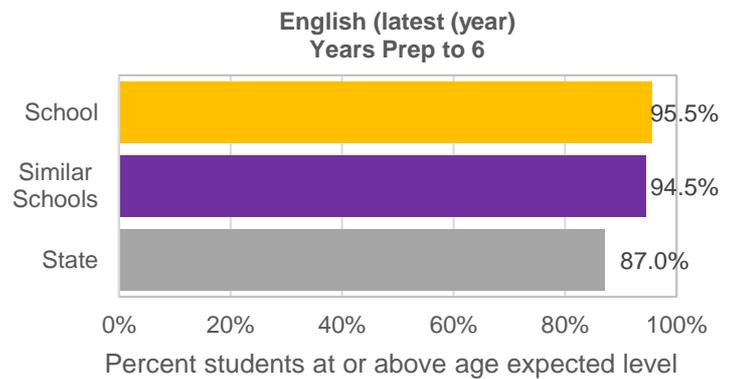
95.5%

Similar Schools average:

94.5%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

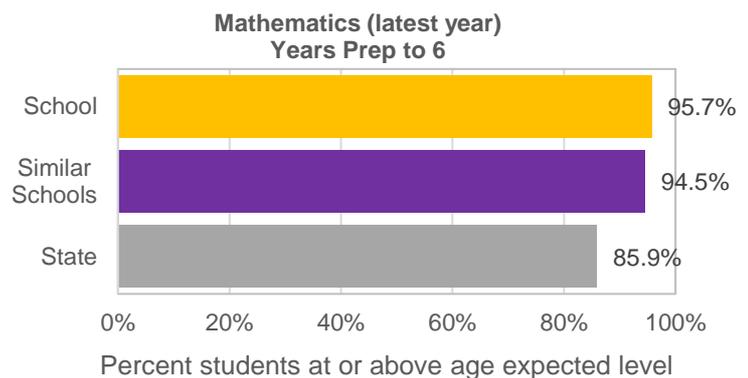
95.7%

Similar Schools average:

94.5%

State average:

85.9%



LEARNING (continued)

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

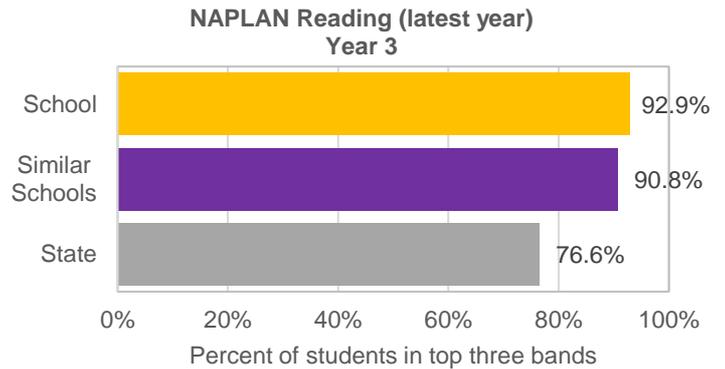
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

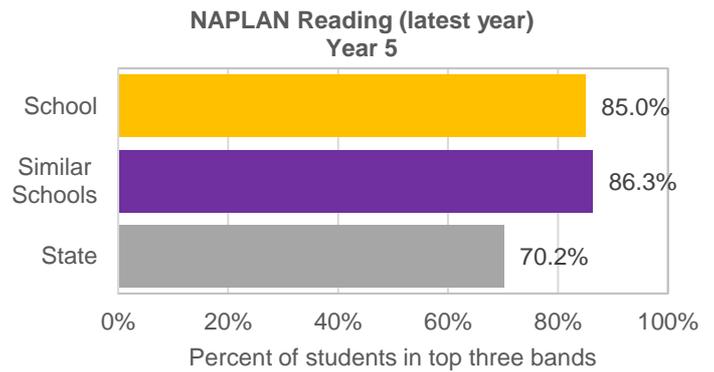
Reading Year 3

| | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 92.9% | 93.8% |
| Similar Schools average: | 90.8% | 90.0% |
| State average: | 76.6% | 76.6% |



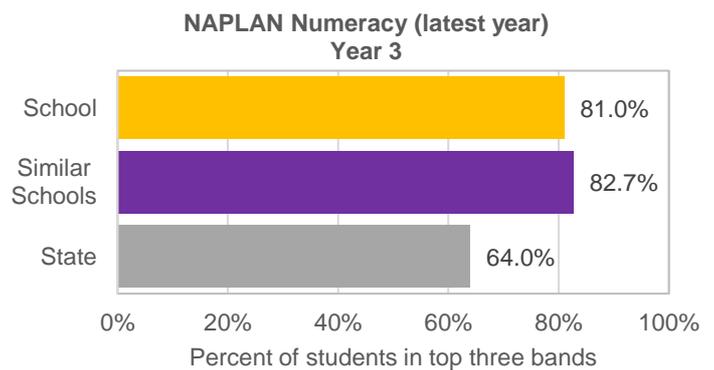
Reading Year 5

| | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 85.0% | 87.1% |
| Similar Schools average: | 86.3% | 85.3% |
| State average: | 70.2% | 69.5% |



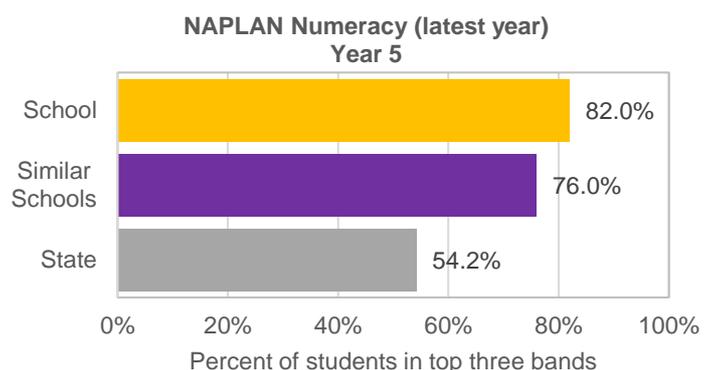
Numeracy Year 3

| | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 81.0% | 85.2% |
| Similar Schools average: | 82.7% | 83.6% |
| State average: | 64.0% | 66.6% |



Numeracy Year 5

| | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 82.0% | 82.7% |
| Similar Schools average: | 76.0% | 78.9% |
| State average: | 54.2% | 58.8% |



WELLBEING

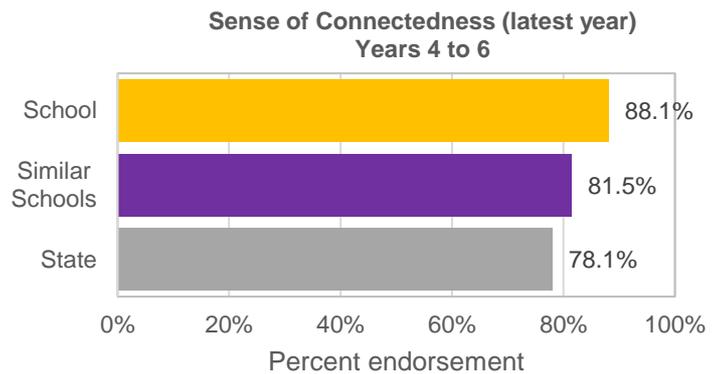
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6

| | Latest year (2022) | 4-year average |
|-----------------------------|--------------------|----------------|
| School percent endorsement: | 88.1% | 93.0% |
| Similar Schools average: | 81.5% | 82.1% |
| State average: | 78.1% | 79.5% |

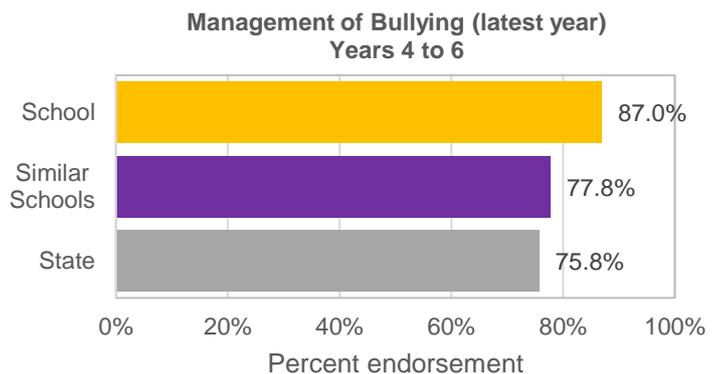


Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6

| | Latest year (2022) | 4-year average |
|-----------------------------|--------------------|----------------|
| School percent endorsement: | 87.0% | 92.9% |
| Similar Schools average: | 77.8% | 79.7% |
| State average: | 75.8% | 78.3% |



ENGAGEMENT

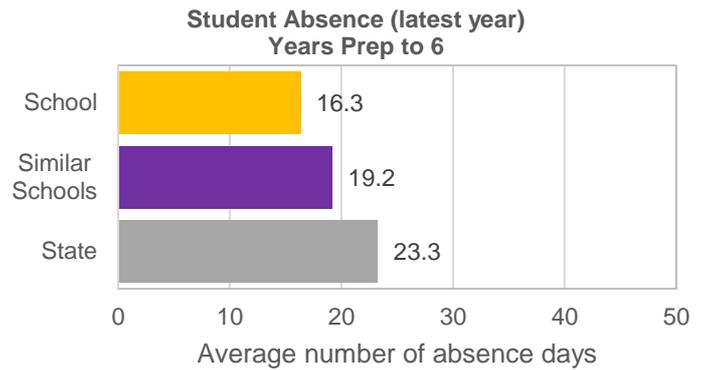
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6

| | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School average number of absence days: | 16.3 | 12.6 |
| Similar Schools average: | 19.2 | 13.2 |
| State average: | 23.3 | 17.0 |



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

| | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------------------------------|------|--------|--------|--------|--------|--------|--------|
| Attendance Rate by year level (2022): | 92% | 92% | 92% | 92% | 93% | 90% | 91% |

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$6,170,646 |
| Government Provided DET Grants | \$653,412 |
| Government Grants Commonwealth | \$13,170 |
| Government Grants State | \$0 |
| Revenue Other | \$30,418 |
| Locally Raised Funds | \$802,233 |
| Capital Grants | \$20,000 |
| Total Operating Revenue | \$7,689,879 |

| Equity ¹ | Actual |
|---|-----------------|
| Equity (Social Disadvantage) | \$27,892 |
| Equity (Catch Up) | \$0 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$27,892 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$5,171,503 |
| Adjustments | \$0 |
| Books & Publications | \$7,491 |
| Camps/Excursions/Activities | \$322,124 |
| Communication Costs | \$6,454 |
| Consumables | \$139,739 |
| Miscellaneous Expense ³ | \$47,898 |
| Professional Development | \$6,460 |
| Equipment/Maintenance/Hire | \$185,121 |
| Property Services | \$332,769 |
| Salaries & Allowances ⁴ | \$295,694 |
| Support Services | \$142,943 |
| Trading & Fundraising | \$108,555 |
| Motor Vehicle Expenses | \$0 |
| Travel & Subsistence | \$0 |
| Utilities | \$63,811 |
| Total Operating Expenditure | \$6,830,563 |
| Net Operating Surplus/-Deficit | \$839,317 |
| Asset Acquisitions | \$129,811 |

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

| Funds available | Actual |
|-------------------------------|--------------------|
| High Yield Investment Account | \$138,249 |
| Official Account | \$262,709 |
| Other Accounts | \$861,097 |
| Total Funds Available | \$1,262,055 |

| Financial Commitments | Actual |
|---|--------------------|
| Operating Reserve | \$225,314 |
| Other Recurrent Expenditure | \$214 |
| Provision Accounts | \$10,000 |
| Funds Received in Advance | \$136,545 |
| School Based Programs | \$191,436 |
| Beneficiary/Memorial Accounts | \$0 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$8,294 |
| Repayable to the Department | \$0 |
| Asset/Equipment Replacement < 12 months | \$90,826 |
| Capital - Buildings/Grounds < 12 months | \$824,741 |
| Maintenance - Buildings/Grounds < 12 months | \$0 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$1,487,370 |

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.