

2016 Annual Report to the School Community



School Name: Orrvale Primary School

School Number: 3805



Name of School Principal:	Adam Brennan
Name of School Council President:	Melissa Elliott
Date of Endorsement:	May 4 th , 2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.



Education
and Training



This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



About Our School

School Context

Orrvale Primary School, population 397.4, is situated amongst local orchards, 5 km south-east of Shepparton. The workforce consists of 20.53 equivalent full-time teaching staff, 2 Principal Class and 5 Education Support staff. The school also has a Chaplain, an English as an Additional Language (EAL) teacher and a Koorie Education Support Officer (KESO) also working at the school.

The school enjoys a positive reputation within the Shepparton area. It has all the benefits of a larger primary school in a rural setting in which community involvement is encouraged. A strong family atmosphere ensures students and staff are known and valued by each other.

As a school and community, our values strongly influence our decisions, behaviours and procedures. We demonstrate a strong commitment to: Responsibility, Respect, Courage, Personal Excellence and Empathy. These values are embedded in each student's learning practice to ensure they are sustained throughout life. The staff supports the agreed values of the school having high expectations of themselves, their peers and students.

At Orrvale Primary School we are committed to assisting students become responsible, confident and intrinsically motivated learners who are able to make positive contributions within local and global communities. We believe that students and staff alike are continuous learners and we strive to provide a supportive, yet challenging environment in which curiosity, innovation, personalised learning and strong personal relationships are highly valued. Our students are given the opportunity to take greater ownership and responsibility for their own learning through our Developmental Curriculum, goal setting and playing an active role in the reporting process through Student Learning Conferences with their parents and teachers.

Orrvale Primary School provides a range of specialist and extra-curricular programs. Physical Education, Art, Music and Performing Arts, Italian, Student Engagement Program, Reading Recovery, Sport Aerobics and many other sporting opportunities offer students a wealth of experience, challenges and joys.

School morale is generally high and this promotes a positive atmosphere, which results in a pride in the school and strong partnerships between staff, students and parents. A strong partnership with parents is developed and considered essential in our endeavor to ensure the successful learning environment for every child. We have active parent groups which includes a committed Parents and Friends Club and School Council whose roles are broad and varied. These active bodies support our school programs through participation and fundraising and it promotes social engagement and connectedness within our community.

At Orrvale, we pride ourselves on developing the social and emotional capacity of students so they are equipped with the skills needed to lead productive, healthy and fulfilling lives and develop healthy relationships. We understand that emotions matter! The principles of Emotional Intelligence form the basis of our social and emotional development skills program and underpin the culture of the school. This explicit teaching develops self-awareness, self-control, self-motivation, empathy and the ability to get along with others.

The school is proud that it continues to be at the forefront in the effective use of current learning technologies with access to knowledge provided through an advanced technological environment. Modern technologies are used daily in each classroom to engage students in their learning, the 1:1 iPad program for Grade 3-6 students is recognised as a best practice model across the region and Orrvale Primary School has supported many other schools with their implementation. Banks of six iPads are used in each of the junior classes.

Framework for Improving Student Outcomes (FISO)

The Annual Implementation Plan (AIP) highlights that excellence in teaching and learning has and will continue to be our key improvement priority. We have delivered strategic improvement initiatives that have enabled us to build practice excellence and curriculum planning and assessment. Our FISO priorities in 2016 were:

Orrvale Primary School has selected the following priorities & initiatives:

1. Excellence in teaching & learning ~ *Curriculum Planning and assessment*
2. Professional leadership ~ *Building leadership teams.*

These are aligned with recommendations from our Peer Review (2014) and our current Strategic Plan. Orrvale Primary School has an environment that values education at both school and home. The school has recently had pleasing levels of academic achievement in literacy and numeracy. This has been confirmed with the NAPLAN results.

Achievement

Orrvale Primary School continued to strive for improved student achievement which was successfully attained in all academic areas in 2016, which was an outstanding result and reward for the hard work and implementation of the Key Improvement Strategies by the staff.

The teacher assessed student learning at Orrvale Primary School for 2016 demonstrates that our students' achievements in English and Mathematics are similar to the state median of all Victorian Government schools. We are particularly proud of the 2016 relative



growth results in NAPLAN that are very high, with students across a wide range of abilities making excellent growth in literacy and mathematics learning between years 3 and 5. Relative Growth results show that high learning gain is at or above the state median in every academic area. These exceptional student results demonstrate that Orrvale Primary School is leading the way in the developmental growth our students make.

The staff at Orrvale Primary School regularly engages in reflective practices and is committed to improving student outcomes. We aim to achieve this by building the capacity of teachers and empowering students in their own learning.

Teacher teams plan collaboratively to ensure that the curriculum is effectively differentiated. This ensures that students are engaged, challenged and supported in their learning. Collaborative Teacher Teams are supported professionally through the establishment of Professional Learning Teams using a distributive leadership model that is dedicated to curriculum development, innovation and implementation. This focus on teacher collaboration and collective responsibility ensures that the teaching is responsive to the specific needs of our students.

In 2016, the following strategies guided our work towards our improved performance in student achievement:

*Gaining the services of Numeracy consultant, Rob Vingerhoets, to guide the Leadership team on the path to improved processes in planning for and teaching Numeracy.

* Our high expectations for student learning growth and achievement for every child. We ensure the learning program is appropriately challenging and differentiated to accommodate the point of learning need for each student.

* Professional learning for all staff as a means of enriching our collective capacity with a focus in 2016 on our writing and spelling programs. This included the implementation of Big Write/VCOP writing program.

* The use of Individual Learning Plans for every student who is typically working 12 months below the expected level or twelve months above. Individual Learning Plans (ILP) document the differentiated and personalised learning strategies required to meet the unique needs of the learner.

* Conducting Student-Led conferences that focus on student learning and strengthening home-school relationships in setting directions for future learning.

* Regular, scheduled Focused Observations in all curriculum areas by the Principal, Assistant Principal, Curriculum Coordinators and other teachers with a focus on the consistent implementation of our revised Literacy and Numeracy programs.

* Provide intervention programs for students 6-12 months below the expected level in Literacy, including Reading Recovery for students in Grade 1.

Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

Engagement

Orrvale prides itself on the emphasis it places on student engagement. The quality of relationships we are able to develop with students and their families as well as the programs we put in place are reflected in our attendance rates and results from the Students Attitudes to School and Parent Opinion surveys.

The school's attendance data shows that the average number of days of absence per student across the school continues to be well below the State Mean. We continue to foster solid attendance practices through regular Newsletter articles, adhering to our Attendance Policy and providing a special award to students with 100% attendance at the end of the year. These sustained strong results show that our students are connected, engaged and motivated to learn.

Engaging students in their learning is a major focus at Orrvale Primary School. The successful implementation of the 'VCOP Big Write' whole school writing program has provided an approach to instructional practice and an agreed instructional framework that has been positively embraced by both staff and students.

The enhancement of the school's Developmental Curriculum also occurred in 2016, with the development of an Investigations Policy that aimed to ensure there is consistency in the delivery and a developmental pathway from Foundation to Grade 6.

A restructure of the timetable and increased structured lunchtime activities ensured students belonged to a school environment that was conducive to good learning.

Student Voice and authentic leadership opportunities were offered through the Junior School Council, Young Leaders and 'Apple Genius' team, thereby taking ownership of enhancing the school.

The successful utilisation of a 1:1 iPad program for our students in Grade 3-6 and provision of a bank of iPads for our F-2 classes has ensured that Orrvale continues to be seen as a leader in the effective use of current learning technologies that engage our students and prepare them for the world they are growing up in.

The variety of valuable experiences that children at Orrvale PS are exposed to enhances their engagement with school. These include: Tournament of Minds, Sport Aerobics, weekend sports, camping program, music tuition, gardening and cooking with the Student Engagement group and scheduled lunchtime activities.



Wellbeing

At Orrvale, we pride ourselves on developing the social and emotional capacity of students so they are equipped with the skills needed to lead productive, healthy and fulfilling lives and develop healthy relationships. The principles of Emotional Intelligence form the basis of our social and emotional development skills program and underpin the culture of the school.

In 2016, school leaders and teachers from Orrvale Primary School were able to train under Doctor Marc Brackett, Ph.D. Doctor Brackett is the Director of the Yale Centre for Emotional Intelligence.

The staff returned to Orrvale with a plan to implement the RULER approach, firstly to develop the emotional intelligence skills of our whole staff and then, gradually, across the whole school population.

As the only accredited Victorian government school, the teachers at Orrvale are now armed with the knowledge and expertise to continue the implementation of RULER.

To complement this program, a team of teachers were trained in conducting meditation sessions in their classrooms.

Our school places great importance on ensuring new students to Orrvale are supported in a safe, caring and welcoming environment. We continue to perform above the state median in both the parent and student surveys that measure wellbeing.

The school prides itself on its comprehensive kindergarten to school transition program. Prospective Foundation students and their families are welcomed to our school at any time during the year to talk with the Principal and have a tour of the school.

Formal orientation activities run throughout the year and include:

- * Current students have sessions in rooms and with teachers from their up-coming grade level.
 - * The opportunity to experience a session with our Specialist Teachers (Music, Art, Physical Education and LOTE)
 - * Experiencing the multi-age Buddy system at a Foundation Picnic.
 - * Acclimatising to the classroom experience through a series of Friday afternoon sessions.
 - * Orientation Day.
 - * Each classroom has an EI (Emotional Intelligence Buddy) who conducts an Induction program for students entering that class mid-year.
 - * A School Community Library operates each week for all children younger than school age.
 - * Orientation session for students moving from Grade 1 to 6.
 - * In 2016, it was recognized that a focus was required on supporting students with the transition from Grade 2 to 3. The Junior School Council took on the project of creating a movie about life in Grade 3 that was distributed to Grade 2 students and their families prior to the school year. The Grade 3 teachers also facilitated an information evening for Grade 2 parents.
- Grade Six students and their teachers have regular contact with the coordinators of their chosen secondary school and individual transitions programs are established and conducted for students at risk.
- Students who require additional wellbeing support are provided with a range of services at school that cater to their individual wellbeing needs. This includes working with allied health professionals, our school chaplain and participation in our Student Engagement Program.

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



Performance Summary

The Government School Performance Summary 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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile	
<p>Enrolment Profile</p> <p>A total of 395 students were enrolled at this school in 2016, 198 female and 197 male. There were 8% of EAL (English as an Additional Language) students and 6% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Lower</p> <p> Lower</p> <p> Lower</p> <p> Lower</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Higher</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ■
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>8%</td> <td>60%</td> <td>31%</td> </tr> <tr> <td>Numeracy</td> <td>13%</td> <td>48%</td> <td>40%</td> </tr> <tr> <td>Writing</td> <td>33%</td> <td>42%</td> <td>25%</td> </tr> <tr> <td>Spelling</td> <td>26%</td> <td>46%</td> <td>28%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>32%</td> <td>36%</td> <td>32%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	8%	60%	31%	Numeracy	13%	48%	40%	Writing	33%	42%	25%	Spelling	26%	46%	28%	Grammar and Punctuation	32%	36%	32%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	8%	60%	31%																							
Numeracy	13%	48%	40%																							
Writing	33%	42%	25%																							
Spelling	26%	46%	28%																							
Grammar and Punctuation	32%	36%	32%																							



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Higher</p> <p> Higher</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Higher</p> <p> Higher</p>

How to read the Performance Summary

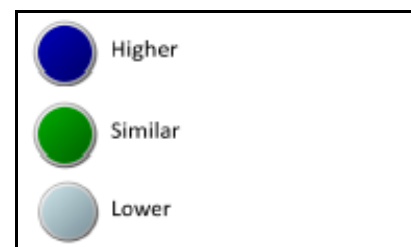
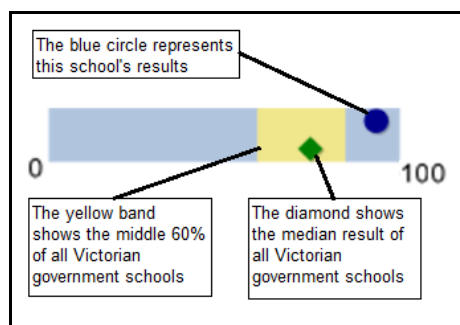
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

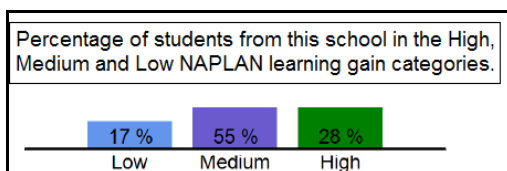
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What are the changes in student achievement?

The Victorian Curriculum F–10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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

What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial performance and position commentary

Orrvale Primary School finished 2016 with a large surplus. This is largely attributed to difficulties faced in staffing from the end of the previous year. Equity funding was hoped to be utilised through appointing a teaching and learning coach. This surplus has now been directed towards similar strategies to be implemented in 2017 as well as supplementing the works contained in the school's Masterplan.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016		Financial Position as at 31 December, 2016	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,567,346	High Yield Investment Account	\$142,556
Government Provided DET Grants	\$478,855	Official Account	\$11,968
Government Grants Commonwealth	\$4,403	Total Funds Available	\$154,524
Revenue Other	\$9,905		
Locally Raised Funds	\$257,256		
Total Operating Revenue	\$3,317,764		
Expenditure		Financial Commitments	
Student Resource Package	\$2,439,744	Operating Reserve	\$50,002
Books & Publications	\$1,112	Revenue Received in Advance	\$2,995
Communication Costs	\$8,044	School Based Programs	\$23,800
Consumables	\$108,394	DET Central Coordination	\$727
Miscellaneous Expense	\$109,814	Provision Accounts	\$7,000
Professional Development	\$23,619	Asset/Equipment Replacement > 12 months	\$20,000
Property and Equipment Services	\$214,287	Maintenance -Buildings/Grounds incl SMS>12 months	\$50,000
Salaries & Allowances	\$149,602	Total Financial Commitments	\$154,524
Trading & Fundraising	\$35,281		
Travel & Subsistence	\$3,877		
Utilities	\$31,320		
Total Operating Expenditure	\$3,125,093		
Net Operating Surplus/-Deficit	\$192,671		
Asset Acquisitions	\$15,000		

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

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.