

# 2016 Annual Report to the School Community



School Name: Park Orchards Primary School

School Number: 4854



Name of School Principal:

Georgina Daniel

Name of School Council President:

Melinda Frost

Date of Endorsement:

April 28 2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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.

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



Education and Training

## About Our School

### School Context

Park Orchards Primary School was established in 1962 and is set in Melbourne's outer east in a green environment surrounded by native vegetation and the remains of a pine plantation. The school is on the BARR (Bushfire at Risk Register). The school community has a high socio economic profile and over the past four years, the population has become culturally more diverse with families coming from a variety of cultural backgrounds. Students also come to the school from beyond the local Park Orchards area. In 2016, the student population was 322 with fourteen classes and five specialist and support programs.

The School Council and Parents' Association assist with school operations and provide the basis for a strong community partnership. Parents work in partnership with teachers and support staff to achieve school goals and improve the learning environment for all students.

In 2016 the Victorian Curriculum was referenced when developing all teaching and learning and covered the dimensions of English, Mathematics, Science, Geography, History, The Arts (Visual and Performing), LOTE (Mandarin and Italian) and Health and Physical Education. The teaching and learning programs of the school have a strong emphasis on developing each student's literacy and numeracy skills. The range of specialist and support programs provided enables all students to succeed; educationally and personally. The school has a shared belief that education is a partnership between all members of the community. Teachers, students and parents take responsibility for, and work together to enhance all students' personal development and educational success.

The school values of Excellence, Respect, Responsibility and Integrity are integral to the school ethos and central to how all members of the community interact with each other. Student wellbeing is supported through a number of specialist programs, policies, and in 2016 included a school wide Tribes approach.

The school has excellent facilities including a basketball stadium, a large performing and visual arts center, science room and refurbished classrooms. It is set in a unique and beautiful physical environment with extensive play areas, which support active and imaginative play, native gardens and a thriving vegetable garden and hen house. The school is very well resourced and all classrooms have access to laptops, iPads and Interactive Whiteboards or LED Smart TV. The school is a Science Specialist school and has a strong focus on inquiry learning and sustainability. In 2016, the school had 21.4 equivalent full time staff, 2 principal class, 16.4 teachers and 3.0 support staff. The school provides their students with a nurturing, high quality-learning environment within excellent facilities. The school motto; "The Future Starts Here", encapsulates the ethos and direction of Park Orchards Primary School.

### Framework for Improving Student Outcomes (FISO)

In 2016, the improvement priorities were excellence in teaching and learning and professional leadership, and the initiatives were building practice excellence and building leadership teams.

**The key improvement strategies in building practice excellence were:**

- Continue building teacher capacity in effective literacy and numeracy instruction and inquiry
- Continue developing and implementing an innovative ICT environment to enhance learning, engagement and motivation
- Enable students to be purposefully engaged and challenged in their learning

**The key improvement strategy in building leadership was:**

- Further strengthen the whole-school Professional Learning community (PLC) and Professional Learning Teams (PLT) across the school

Significant progress was made in all Key Improvement Strategies. The provision of high quality professional learning was very successful with six staff attending Bastow courses in Leading Literacy and Numeracy and then sharing their learning with their teams. The professional learning and sharing through the peer observation program was also very successful. In 2016 digital tracking of student progress and the implementation of the Victorian Curriculum began.

The provision of an innovative ICT environment across the school included auditing and purchasing hardware and software, gaining esmart accreditation and targeted professional learning around digital technologies in the classroom.

In 2016, the whole school Professional Learning Community (PLC) improved. All staff were involved in the leadership of a curriculum area or a leading a team and this distributed leadership model supported increased and deeper pedagogical discussions and shared learning. Developing and documenting clear and concise role and responsibility statements for Curriculum and Team leaders and whole school Professional Development Plans focused on Key Improvement Strategies were also successful in developing the school as a PLC.



## Achievement

Park Orchards Primary School is committed to continuous improvement and dedicated to ensuring that all students achieve at the highest level. We are proud of our high academic results in Numeracy and Literacy and our focus on meeting the educational needs of each student.

The data from 2016 in Victorian Curriculum and NAPLAN is excellent and demonstrates that school is a high performing school with data well above the state median and at an equal level when compared with similar schools in English and Mathematics. The NAPLAN data in reading in 2016 demonstrates that ninety-eight percent of students in year three performed in the top three bands. In NAPLAN numeracy data ninety-six percent of students in year three achieved in the top three bands and at a higher level when compared with similar schools. The NAPLAN student outcomes gain from year three to five is very positive and indicates increased percentage of high growth in Reading, Spelling and Writing with decreased percentage of low growth in Reading, Numeracy, Writing and Grammar and Punctuation.

Student learning needs are identified and their progress monitored closely and regularly. Lessons are developed with reference to the individual student data and are differentiated to allow students to improve their outcomes in Literacy and Numeracy. Parents are informed regularly of student progress and they work with teachers to achieve student goals. The provision of high quality professional development to develop teacher ability to challenge and meet each student's learning needs in Literacy and Numeracy is a crucial component in attaining the high levels of student achievement. The ongoing focus on developing the school as a strong Professional Learning Community with continual discussions on successful instructional models, student need and connection with schools with similar achievement levels also supports the high levels of student achievement. In 2017, the focus will be to refine and further embed the agreed instructional model across the school and to build teacher capacity to affectively access and use the evidence to teach students are their point of need.

### Curriculum Framework implemented in 2016

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

## Engagement

Park Orchards Primary School's attendance levels are high with a range of attendance between 92% and 95% and is below the state median and similar in the school comparison measure. The most common reasons for absences are illness and family holidays. The school continually promotes and values regular attendance. All absences are monitored closely, followed up expediently and teachers provide students with individual absence learning plans for any planned absences. The school tracks lateness and promotes being punctual and making every minute of learning time count.

The focus on personalised learning supports student engagement, as students are able to enter and exit learning tasks at their level. Literacy support programs also support student engagement and the specialist subjects and comprehensive array of enrichment programs available tap into student interest and ability.

The upgrading of hardware and software and teacher professional learning and planning has been instrumental in supporting an innovative ICT learning environment and student engagement. Online learning programs available at home and school and the BYO iPad (Y2-6) program has been successful at engaging students in their learning. Outlining success criteria and learning intentions for learning experiences and providing choice in learning tasks has supported engagement. School surveys (Y1-6) also indicate high levels of engagement and enjoyment in their learning.

In 2017, the focus will be on building the capacity of teachers to enhance active student engagement in their learning.



## Wellbeing

Students at Park Orchards have the opportunity to learn and play in a safe, nurturing and inclusive environment. They are encouraged to develop a strong sense of self. The data from the Attitudes to School Survey (ASS) for Y5-6 students indicates that the students are connected to the school and feel safe at school. The data indicates that the school is at, (Connectedness) and above, (Safety) on the state mean and similar in the similar schools comparison measure in both Connectedness and Safety. School survey data (Y1-6) indicates similar high levels of connectedness.

The school has zero tolerance for any form of bullying and uses a restorative practice model to solve differences of opinion, and behavior, which do not reflect school expectations and values.

The school has a range of student wellbeing and leadership programs including Community Circles, Peer Support, SRC, Active Travel, Clubs and Sustainability that have enabled high levels of student involvement and voice across the school. The year six students commit to and take great pride in their specific leadership roles.

In 2016, all teachers trained in the Tribes Community Learning approach. The school also reviewed its school values and vision to align with the Tribes Learning Community. The school values of Excellence, Respect, Responsibility and Integrity reflect the five Tribes agreements. The Tribes Learning Community has been highly successful in enhancing the inclusive and nurturing environment of the school and all students and teachers are now part of a Tribes group.

In 2017, the focus will be to continue developing the whole school approach to building a safe and inclusive learning community.

For more detailed information regarding our school please visit our website at  
[www.pops.vic.edu.au](http://www.pops.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.

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:

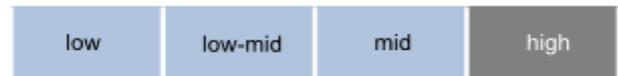
### School Profile

#### Enrolment Profile

A total of 322 students were enrolled at this school in 2016, 154 female and 168 male. There were 5% of EAL (English as an Additional Language) students and 0% ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.



#### Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



#### School Staff Survey

Measures the percent endorsement by staff on School Climate derived from the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.





## 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"> <li>English</li> <li>Mathematics</li> </ul> <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><b>NAPLAN Year 3</b></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><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p> | <p> Similar</p> <p> Similar</p> <p> Higher</p> <p> Similar</p>  |
| <p><b>NAPLAN Year 5</b></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><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p> | <p> Similar</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><b>NAPLAN Learning Gain<br/>Year 3 - Year 5</b></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>10%</td> <td>65%</td> <td>26%</td> </tr> <tr> <td>Numeracy</td> <td>27%</td> <td>43%</td> <td>30%</td> </tr> <tr> <td>Writing</td> <td>29%</td> <td>29%</td> <td>42%</td> </tr> <tr> <td>Spelling</td> <td>3%</td> <td>65%</td> <td>32%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>32%</td> <td>42%</td> <td>26%</td> </tr> </tbody> </table> | Domain            | Low  | Medium | High | Reading | 10% | 65% | 26% | Numeracy | 27% | 43% | 30% | Writing | 29% | 29% | 42% | Spelling | 3% | 65% | 32% | Grammar and Punctuation | 32% | 42% | 26% | <p>NAPLAN Learning Gain does not require a School Comparison.</p> |
| Domain   | Low  | Medium            | High |        |      |         |     |     |     |          |     |     |     |         |     |     |     |          |    |     |     |                         |     |     |     |   |
| Reading  | 10%  | 65%               | 26%  |        |      |         |     |     |     |          |     |     |     |         |     |     |     |          |    |     |     |                         |     |     |     |   |
| Numeracy   | 27%  | 43%               | 30%  |        |      |         |     |     |     |          |     |     |     |         |     |     |     |          |    |     |     |                         |     |     |     |   |
| Writing  | 29%  | 29%               | 42%  |        |      |         |     |     |     |          |     |     |     |         |     |     |     |          |    |     |     |                         |     |     |     |   |
| Spelling   | 3%   | 65%               | 32%  |        |      |         |     |     |     |          |     |     |     |         |     |     |     |          |    |     |     |                         |     |     |     |   |
| Grammar and Punctuation  | 32%  | 42%               | 26%  |        |      |         |     |     |     |          |     |     |     |         |     |     |     |          |    |     |     |                         |     |     |     |   |



## 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:

| Engagement   | Student Outcomes | School Comparison |      |      |      |      |     |      |      |      |      |      |      |      |   |                                 |
|--|------------------|-------------------|------|------|------|------|-----|------|------|------|------|------|------|------|---|---------------------------------|
| <p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p> <table border="1" data-bbox="560 824 1043 913"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>94 %</td> <td>93 %</td> <td>94 %</td> <td>92 %</td> <td>95 %</td> <td>95 %</td> <td>93 %</td> </tr> </tbody> </table> | Prep             | Yr1               | Yr2  | Yr3  | Yr4  | Yr5  | Yr6 | 94 % | 93 % | 94 % | 92 % | 95 % | 95 % | 93 % | <p><b>Results: 2016</b></p> <p>Low absences &lt;-----&gt; high absences</p> <p><b>Results: 2013 - 2016 (4-year average)</b></p> <p>Low absences &lt;-----&gt; high absences</p> | <p> Similar</p> <p> Similar</p> |
| Prep   | Yr1              | Yr2               | Yr3  | Yr4  | Yr5  | Yr6  |     |      |      |      |      |      |      |      |   |                                 |
| 94 %   | 93 %             | 94 %              | 92 % | 95 % | 95 % | 93 % |     |      |      |      |      |      |      |      |   |                                 |



## 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><b>Students Attitudes to School - Connectedness to School</b></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> Similar</p> <p> Similar</p> |
| <p><b>Students Attitudes to School - Student Perceptions of Safety</b></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> Similar</p> <p> Similar</p> |

# How to read the Performance Summary

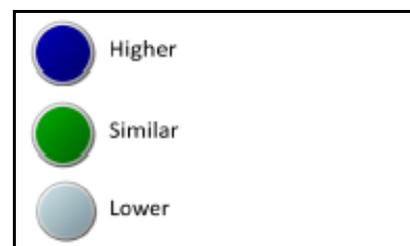
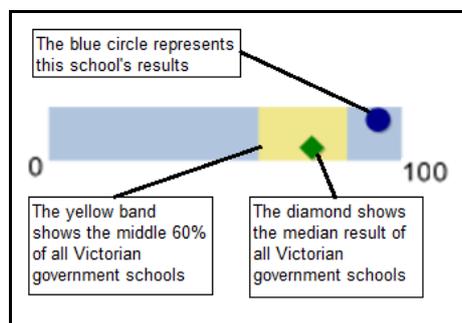
## What are student outcomes?

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.

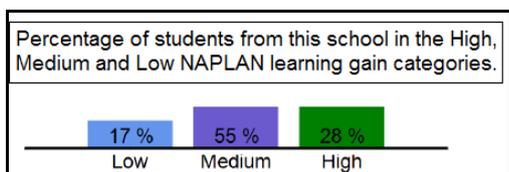
You can see these results for the latest year, as well as the average of the last four years (where available).

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

#### Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

| Revenue                        | Actual             |
|--------------------------------|--------------------|
| Student Resource Package       | \$2,318,751        |
| Government Provided DET Grants | \$252,522          |
| Government Grants Commonwealth | \$9,661            |
| Revenue Other                  | \$24,536           |
| Locally Raised Funds           | \$470,353          |
| <b>Total Operating Revenue</b> | <b>\$3,075,823</b> |

| Expenditure                     |             |
|---------------------------------|-------------|
| Student Resource Package        | \$2,002,746 |
| Books & Publications            | \$3,046     |
| Communication Costs             | \$5,666     |
| Consumables                     | \$69,035    |
| Miscellaneous Expense           | \$244,858   |
| Professional Development        | \$16,166    |
| Property and Equipment Services | \$234,866   |
| Salaries & Allowances           | \$114,473   |
| Trading & Fundraising           | \$64,735    |
| Travel & Subsistence            | \$40        |
| Utilities                       | \$32,996    |

**Total Operating Expenditure**      **\$2,788,627**

**Net Operating Surplus/-Deficit**      **\$287,196**

**Asset Acquisitions**      **\$0**

#### Financial Position as at 31 December, 2016

| Funds Available               | Actual           |
|-------------------------------|------------------|
| High Yield Investment Account | \$176,055        |
| Official Account              | \$6,404          |
| Other Accounts                | \$304,759        |
| <b>Total Funds Available</b>  | <b>\$487,218</b> |

| Financial Commitments                              |                  |
|--|------------------|
| Operating Reserve                                  | \$117,234        |
| Capital - Buildings/Grounds incl SMS<12 months     | \$25,000         |
| Maintenance - Buildings/Grounds incl SMS<12 months | \$16,000         |
| Revenue Received in Advance                        | \$26,653         |
| School Based Programs                              | \$42,666         |
| Provision Accounts                                 | \$70,000         |
| Other recurrent expenditure                        | \$24,728         |
| Capital - Buildings/Grounds incl SMS>12 months     | \$85,000         |
| Maintenance -Buildings/Grounds incl SMS>12 months  | \$79,937         |
| <b>Total Financial Commitments</b>                 | <b>\$487,218</b> |

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

In 2016, the school funded a rich specialist program of LOTE (Mandarin and After School Italian), Visual and Performing Arts, Physical Education Junior and Senior Literacy Support. An extensive external professional learning was funded with a focus on Literacy and Numeracy teaching. The school has sound financial management processes in place to monitor and maximize school funds. Continued strategic use of available financial resources will be necessary to enable the school to sustain and improve the high quality-learning environment of Park Orchards Primary School.

*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.*