

2017 Annual Report to the School Community



School Name: Park Orchards Primary School

School Number: 4854

Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.





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 2017, the student population was 319 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 2017 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 achieve the educational and personal development success of everyone.

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. A number of specialist programs, policies, support Student Wellbeing including 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, native gardens, thriving vegetable garden and hen house, which support active and imaginative play. In 2017, all asphalt areas were upgraded and a new junior playground will be constructed in for term 12018. The school is very well resourced and all classrooms have access to laptops, iPads and interactive TVs. The school is a Science Specialist school and has a strong focus on inquiry learning and sustainability. In 2017, 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 2017, 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

Our school is moving in the right direction, many key improvement strategies have been introduced this year to improve student outcomes, for example, developing the curriculum folders, consistent planners, using student data and collaborative planning. However, 2017 student year 5 NAPLAN literacy results indicate high low growth especially in the area of writing. Staff survey data indicates that trust in colleagues and collective efficacy is lower than 2016. Student survey results indicate that stimulating learning and teacher concern are areas that can be focused on in 2018. Ioping curriculum folders, consistent planners, using student data and collaborative planning.

Achievement



All 2017 AIP yr 3 NAPLAN targets were met. None of the 2017 AIP yr 5 NAPLAN targets were met, specifically the percentage of students achieving Bands 7+ for reading, writing and number. Of note, in the area of writing, the results highlighted that 47.5% of yr 5 students made low growth between yrs 3-5 and only 10% of students made high growth.

Building Practice Excellence:

Professional Learning: In the dimension of building practice excellence it states that effective schools are learning communities. In order to improve student outcomes, we must develop a culture of collaboration and collective responsibility to develop effective and consistent teaching practices. In 2018 we need to develop professional learning opportunities that are collaborative, inquiry focused, embedded in teaching practice and aligned with AIP areas for school improvement and our teachers' individual learning needs. We will continue embedding the work we have done this year with using student outcome data to evaluate the impact of professional learning on teaching practice and student achievement. We will also continue building a Professional Learning Community within our school and with our FISO schools to build capacity and focus on reflective learning. rds] FISO High Impact Improvement initiatives selected for 2018: Building Practice Excellence and Empowering Students and Building School Pride

All 2017 AIP yr 3 NAPLAN targets were met. None of the 2017 AIP yr 5 NAPLAN targets were met, specifically the percentage of students achieving Bands 7+ for reading, writing and number. Of note, in the area of writing, the results highlighted that 47.5% of yr 5 students made low growth between yrs 3-5 and only 10% of students made high growth. Parent survey results indicated that 91% believe teachers and the school have high expectations for success and their children are provided with a stimulating learning environment (89%) and area that could be a focus is effective teaching and specifically, teachers providing useful feedback and respond to individual learning needs (66%). Staff survey data indicate that work around teacher collaboration and developing trust in colleagues is required.

Engagement

2017 Student Attitude to School Survey results indicated that whilst our yr 4-6 students have high expectations for success (92%), have a very positive attitude to attending school (89%) and are confident learners (80%), they do not believe that their learning is as stimulating as it could be (68%), that there is enough effective teaching time (72%) and there are enough differentiated learning challenges (78%). Parent survey results indicated that 91% believe teachers and the school have high expectations for success and their children

Wellbeing

[200 words]

For more detailed information regarding our school please visit our website at
[enter web address here]



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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 319 students were enrolled at this school in 2017, 153 female and 166 male.</p> <p>6 percent were EAL (English as an Additional Language) students and 0 percent 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>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement 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 Annual Report</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 Schools:
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

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>● Similar</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>○ Lower</p> <p>● Similar</p> <p>● Similar</p> <p>● Similar</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>33%</td> <td>43%</td> <td>25%</td> </tr> <tr> <td>Numeracy</td> <td>15%</td> <td>58%</td> <td>28%</td> </tr> <tr> <td>Writing</td> <td>48%</td> <td>43%</td> <td>10%</td> </tr> <tr> <td>Spelling</td> <td>38%</td> <td>43%</td> <td>20%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>35%</td> <td>55%</td> <td>10%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	33%	43%	25%	Numeracy	15%	58%	28%	Writing	48%	43%	10%	Spelling	38%	43%	20%	Grammar and Punctuation	35%	55%	10%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	33%	43%	25%																							
Numeracy	15%	58%	28%																							
Writing	48%	43%	10%																							
Spelling	38%	43%	20%																							
Grammar and Punctuation	35%	55%	10%																							



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</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</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1010"> <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>93 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> <td>94 %</td> <td>95 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	94 %	93 %	93 %	94 %	95 %	93 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	94 %	93 %	93 %	94 %	95 %	93 %										



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Lower

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

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

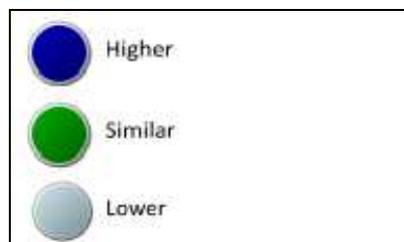


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure 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 shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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 a disability or students who may have additional learning needs.

'Levels A to D' 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').



Financial Performance and Position

Financial performance and position commentary

[Please refer to the 2017 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,329,275	High Yield Investment Account	\$131,379
Government Provided DET Grants	\$340,521	Official Account	\$964
Government Grants Commonwealth	\$8,700	Other Accounts	\$315,151
Revenue Other	\$18,602	Total Funds Available	\$447,495
Locally Raised Funds	\$420,581		
Total Operating Revenue	\$3,117,679		
Equity¹			
Equity (Social Disadvantage)	\$6,279		
Equity Total	\$6,279		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,070,110	Operating Reserve	\$112,856
Books & Publications	\$1,749	Capital - Buildings/Grounds incl SMS<12 months	\$26,000
Communication Costs	\$5,174	Maintenance - Buildings/Grounds incl SMS<12 months	\$91,000
Consumables	\$82,168	School Based Programs	\$56,230
Miscellaneous Expense ³	\$188,361	Provision Accounts	\$70,000
Professional Development	\$12,449	Other recurrent expenditure	\$25,192
Property and Equipment Services	\$262,492	Capital - Buildings/Grounds incl SMS>12 months	\$40,000
Salaries & Allowances ⁴	\$132,413	Maintenance -Buildings/Grounds incl SMS>12 months	\$26,217
Trading & Fundraising	\$89,187	Total Financial Commitments	\$447,495
Utilities	\$36,027		
Total Operating Expenditure	\$2,880,131		
Net Operating Surplus/-Deficit	\$237,548		
Asset Acquisitions	\$0		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.

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

(4) 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.