

2019 Annual Report to The School Community



School Name: Park Orchards Primary School (4854)

Park Orchards
Primary School



- 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 2019 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 08 September 2020 at 03:29 PM by Georgina Daniel (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 09 September 2020 at 11:40 AM by Kynan Yep (School Council President)

About Our School

School context

Park Orchards Primary School was established in 1962 and is set in Melbourne's outer east in an 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 2019, the student population was 355, 9 percent were EAL (English as an Additional Language) and ATSI (Aboriginal and Torres Straight Islander) students. In 2019 the school conducted fifteen 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 and carers work in partnership with teachers and support staff to achieve school goals and improve the learning environment for all students.

In 2019 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, support Student Wellbeing including a school-wide Tribes approach.

The school has excellent facilities including a basketball stadium, a large performing and visual arts centre, science room and refurbished classrooms. It is set in a unique and beautiful physical environment with extensive play areas, native gardens, a thriving vegetable garden and hen house, which support active and imaginative play. In 2018, a new junior playground area was constructed and the lower oval resurfaced with natural grass and an irrigation system was put in. 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 2019, the school provided high quality literacy and numeracy program with an emphasis on differentiation of learning to enable each student to engage with learning and achieve at their highest possible level. In 2019 the school had 23.6 equivalent full-time staff, 2 principal class, 17.4 teachers and 4.2 support staff.

The school provides its 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 2019, the improvement priorities were excellence in teaching and learning and positive climate for learning, and the initiatives were building practice excellence and empowering students and building school pride.

Key improvement strategies implemented to build practice excellence across the school to maximise the learning growth for every student included:

1. Continue embedding the agreed writing and numeracy instructional model across the school
2. Build teacher capacity to effectively assess and use evidence to teach students writing and numeracy at their point of need

Key improvement strategies implemented to empower students included:

1. Build the capacity of students to identify, articulate, and inform their own learning growth

The development of literacy and numeracy Professional Learning Community (PLC) Teams led by the Learning Specialist and the Numeracy and Literacy team leaders, allowed teachers to collaboratively develop a whole school approach to investigate strategies for targeting writing and numeracy teaching to every student's point of need. Through the Peer Observation program, colleagues visited each other's classrooms with the collective focus of improving student learning outcomes in writing and numeracy. Staff involvement in the FISO group continued to develop a community of practice with colleagues from similar schools. The strengthening of the Learning Specialist role enabled modelling of best practice and continuous support of teacher identified problems of practice in writing and numeracy teaching. 2019 data indicated that the number of students achieving above the age expected Victorian Curriculum level and NAPLAN for reading, writing and number remained similar to 2018. The school's overall achievement in the domain of numeracy indicates a static performance over time. This possibly indicates that teacher capacity to ensure students maintain high growth in NAPLAN number needs further development. With similar results to 2018, a 2020 focus will be to monitor and evaluate the effectiveness of the agreed writing and numeracy instructional model to continue improving student outcomes in writing and numeracy.

Incorporating personal choice in writing, reading, and regular student conferences are evident in all classes. With recourse to more student data, teachers are giving more accurate and timely feedback to students through learning journal rubrics, conferences and online assessment tools. Teachers began using 'Bump it Up' charts to provide explicitly and levelled benchmarks for students to refer to and track learning. The Attitudes to School Survey indicate pleasing results in all components. The specific focus for 2020 will be to increase student involvement and voice in the organisation of learning tasks.

Achievement

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

The Victorian Curriculum data was excellent with ninety-eight percent of students performing at or above the expected level for English and ninety eight percent of students performing at or above the expected level for Mathematics. Year 3 and 5 NAPLAN results demonstrate that our students continue to perform well above the state median and are also higher when compared with similar schools for English and Mathematics. The Year 5 NAPLAN learning gain results indicated that the distribution for low learning gain across all domains is twenty-three percent or lower and the distribution for high learning gain was twenty-seven percent or higher for Numeracy, Writing, Spelling and Grammar and Punctuation. The high learning gain for reading was twenty-three percent.

Actions for 2020 include:

- Continue using the Victorian Teaching and Learning Model to embed the agreed writing and numeracy instructional model
- Continue formalise and strengthen the Peer Observation and Walk Through program
- Develop teacher knowledge and capacity to work as effective teams utilising a PLC process, to improve writing and numeracy outcomes through collaborative planning and assessment practices, including moderation
- Continue developing collective ownership of whole school data through collaborative planning and assessment practices
- Continue developing teacher capacity to analyse and use student data to plan for effective learning and teaching in writing and numeracy

Engagement

Park Orchards Primary School's attendance levels remain high with a range of attendance between ninety-two and ninety-four percent which is lower than the state median and above in the school comparison measure. The most common reasons for absences are illness and family holidays. The school continually promotes and values regular attendance.

The 2019 Year 4-6 Student Attitude to School Survey data indicates an increase in student sense of connectedness to

our school (2018- 88%, 2019- 91%) and is above in the school comparison measure. Parent survey data indicates an increase to eighty- six percent of parents surveyed endorse our school. Staff survey data demonstrates that the school climate measure is significantly higher than the state median.

Actions for 2020 include:

- Continue developing teacher capacity to provide regular feedback to students on their progress against individual learning goals and curriculum
- Continue building teacher capacity to co-design aspiration goals with students
- Continue building teacher capacity to assist students to monitor and evaluate their progress and achievement

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 and community. The 2019 Year 4-6 Student Attitude to School Survey data indicates a significant increase in student sense of connectedness to our school and is similar in the school comparison measure. The percentage of student endorsement of the management of bullying has increased and is above to comparable schools.

The school has zero tolerance for any form of bullying and uses a restorative practice model to solve differences of opinion, and behaviour, 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. The school uses a Tribes Community Learning approach in their classrooms and has been highly successful in enhancing the inclusive and nurturing environment of the school.

Actions for 2020 include:

- Continuing to use Tribes Community Learning approach for inclusive schools
- Using restorative practices approach to managing bullying at school
- Continuing to embed a school wide behaviour management approach
- Continuing to use the Zones of Regulation to foster self-regulation and emotional control

Financial performance and position

In 2019, the school funded a rich specialist program of LOTE (Mandarin), Visual and Performing Arts, Science, Physical Education Junior and Senior Literacy Support and class programs of literacy, numeracy and humanities. A leadership team comprising Principal, Assistant Principal and Learning Specialist focussed on maximising classroom teacher expertise and capability. Extensive professional learning was provided to teachers with a focus on differentiated Literacy and Numeracy teaching, data analysis and student goal setting. The school has sound financial management processes in place to monitor and maximize school funds and parents support the school programs with fundraising. Surplus funds are all committed for future expenditure including a school funded building project. Equity funding was used to fund the delivery of a spelling program (Toe by Toe) for senior students with extra literacy needs. The strategic use of available financial resources is necessary to continue to enable the school to sustain and extend the extensive classroom and specialist curriculum and high standard of teaching and leadership provided at Park Orchards Primary School.

For more detailed information regarding our school please visit our website at www.pops.vic.gov.au

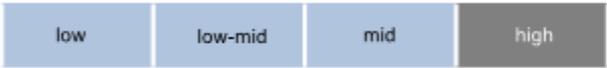
Performance Summary

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 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 355 students were enrolled at this school in 2019, 156 female and 199 male.</p> <p>9 percent were EAL (English as an Additional Language) students and ND 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>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</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>	

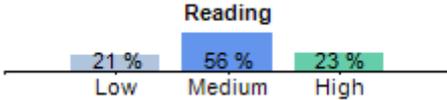
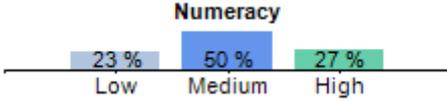
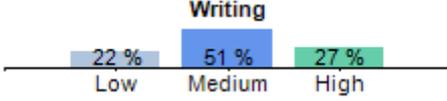
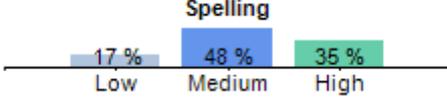
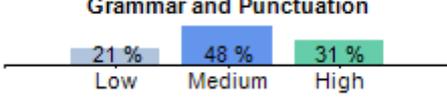
Performance Summary

Achievement	Student Outcomes	Similar 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 School Comparison</p> <p>● Above ● Similar ● Below</p> <p>Above ●</p> <p>Above ●</p>

Performance Summary

Key:		Key:		
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison		
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar	 Below
Achievement	Student Outcomes	Similar 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>Above </p> <p>Above </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>Above </p> <p>Above </p>		

Performance Summary

Achievement	Student Outcomes	Similar 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>	<p>Reading</p>  <p>Numeracy</p>  <p>Writing</p>  <p>Spelling</p>  <p>Grammar and Punctuation</p> 	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p>  <p>Statewide Distribution of Learning Gain (all domains)</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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar 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>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Above ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="width: 100%; text-align: center;"> <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>93 %</td> <td>93 %</td> <td>92 %</td> <td>93 %</td> <td>94 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	93 %	93 %	92 %	93 %	94 %	94 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	93 %	93 %	92 %	93 %	94 %	94 %										

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: ◆ Similar School Comparison: ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar 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: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Above ●</p>
<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: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Above ●</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,712,359	High Yield Investment Account	\$498,850
Government Provided DET Grants	\$370,450	Official Account	\$1,444
Government Grants Commonwealth	\$7,118	Other Accounts	\$8,126
Government Grants State	\$1,000	Total Funds Available	\$508,421
Revenue Other	\$14,853		
Locally Raised Funds	\$439,398		
Total Operating Revenue	\$3,545,179		
Equity¹			
Equity (Social Disadvantage)	\$6,002		
Equity Total	\$6,002		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,383,119	Operating Reserve	\$113,541
Books & Publications	\$1,137	Other Recurrent Expenditure	\$35,355
Communication Costs	\$3,626	Provision Accounts	\$6,000
Consumables	\$96,195	Funds Received in Advance	\$26,085
Miscellaneous Expense ³	\$215,862	School Based Programs	\$90,739
Professional Development	\$21,118	Asset/Equipment Replacement < 12 months	\$15,000
Property and Equipment Services	\$184,748	Maintenance - Buildings/Grounds < 12 months	\$55,000
Salaries & Allowances ⁴	\$117,708	Capital - Buildings/Grounds > 12 months	\$111,000
Trading & Fundraising	\$96,090	Maintenance - Buildings/Grounds > 12 months	\$60,000
Utilities	\$35,031	Total Financial Commitments	\$512,720
Total Operating Expenditure	\$3,154,634		
Net Operating Surplus/-Deficit	\$390,545		
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 26 February 2020 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.

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)

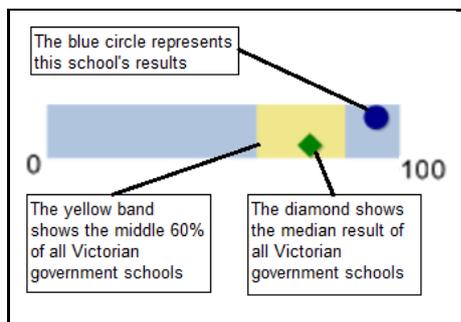
Engagement

- 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).

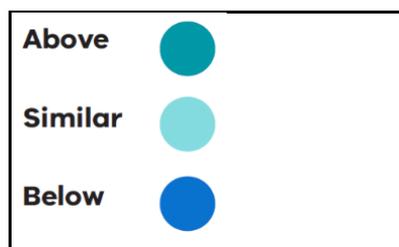


What does *School Comparison* refer to?

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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



What does '*Data not available*' or '*ND*' 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').