

2016 Annual Report





"Creating Global Citizens"

FROM THE PRINCIPAL

At Orange Grove Primary School, all students are valued and included and we continue to focus on student achievement in all curriculum areas, academic and non-academic. Our vision is to provide opportunities that challenge all students to achieve their personal best. Through our teaching and learning programs, all staff members support all students to engage so that they can realise their true potential and achieve their personal best.

We believe that any child can achieve in a field based on their multiple intelligences and offer a diverse range of opportunities in the fields of the arts with drama, music (guitar, African drumming and choir), in visual arts and crafts and in physical education which are taught by specialist teachers. We also provide opportunities in the sporting arena with coaching in different sports through grants from "Sporting Schools" and to compete at school faction and interschool carnivals.

The 2016 school year was one of many achievements with the school choir participating in the Mass Choir at Winthrop Hall, all classes setting up their vegetable gardens with help from Earth Assist, Orange Grove Primary School becoming a safe zone in protecting WA's three species of endangered black cockatoos (Carnaby's, Baudin's, and Forest Red-Tailed Black Cockatoo) which all visit the school and we have built nesting boxes in several trees with assistance from our industry partner Boral and Conservation Volunteers. The school also received a ceramic cow from the Dairy Industry which students painted and it was displayed at the Canning Show.

A shared ethos helps us to work as a team to achieve our purpose. Our ethos is to provide a positive, safe environment where the school community values, promotes respect for diversity and makes provision for all to achieve optimal success and empower all to become tolerant, active and reflective members of the community.

All of these have been possible due to the hard work of a dedicated and professional staff, as well as the assistance of a very supportive P&C, School Board, school community and collaborative partnerships with the local industry Boral and Conservation Volunteers. I am very grateful for all their support to make our school a wonderful place for our children.

We believe that children's social and emotional development is paramount in enabling them to achieve and provide pastoral care programs in collaboration with our Chaplain using the Promoting Alternative Thinking Strategies (PATHS) program under the umbrella of Kidsmatter.

Although it is time to reflect on our past achievements, it is also the time when we are looking forward to 2017 and beyond. We will continue our implementation of strategies to prepare our students for learning in the 21st century.

I am pleased to be presenting the School Annual Report for 2016 which is a summary of our school's achievements over the past year, as well as directions for the future. The report contains information also found on Schools Online and My School, but provides other information about our school, its community, student achievements and progress in the priorities and other learning areas.

Lesley Ghent
Principal

PROFESSIONAL LEARNING (PL)

Professional Learning in 2016 for all staff was prioritised according to the school's Business Plan. Professional Learning was sourced from a combination of external providers, from our own staff members or the Maddington/Cannington (MADCAN) network staff with specific expertise. Teachers and non-teaching staff members attended sessions in their own time or on School Development Days. The school allocated \$15,000 to professional learning. The focus of professional learning in 2016 was on quality practice in all classrooms and the following sessions were attended by staff:

- Catering for the diverse-ability of students in inclusive classrooms
- ISTAR (*Inform, Show, Try, Apply and Reflect*)
- Phase 2 & 3 WA Curriculum
- Sustainability with Canning River Eco Education Centre
- Code of Conduct with Standards and Integrity
- SEN reporting group plan
- Snake handling – two staff members
- Peer Lesson Observation & Feedback
- First Steps Maths Tracker
- Kids Matter
- All staff completed Component 2 Professional Learning for Kids Matter. We learnt about school communities and the best way to provide for a positive school culture.

The staff were also involved in the Maddington Cannington (MADCAN) Network professional learning and year level teacher networks.

OUR CURRICULUM

Our priorities and focus areas for 2016 were:

- Mathematics
- English

In 2016, pre-primary to year 6 students were provided with a specialist program in Visual Arts and Drama. Students with musical aptitude in Year 5 and 6 were offered the opportunity to learn to play the guitar through the School of Instrumental Music. Students in year 3 to 6 were offered the opportunity to play djembes (African drums), to join the school choir and to participate in interschool sports, attend student leadership seminars and enter various competitions run by the City of Gosnells and other agencies.

The teachers at Orange Grove are very experienced and highly skilled, engaging students in an education that is adjusted to support the needs of all students whether it is to provide additional assistance or to extend and challenge.

RESOURCES

At Orange Grove Primary School, the Parent funded iPad Program for students in years 3 to 6 has been in place since 2015 to facilitate student learning. In 2016, the school purchased more iPads with matched funding from the Department of Education under the Primary Schools Device Program to provide all year 2 students with 1-1 school funded iPads. This will assist in familiarising these students with the use of iPads in their learning and prepare them for the use of these in future NAPLAN assessments in year 3.

All classes are equipped with Interactive White Boards and a limited number of school iPads are available in the early childhood classes which teachers and students use to support their teaching and learning.

The school's bush environment provides the students with the opportunity to be involved in nature play in terms 2 and 3; students are encouraged to play cooperatively in the bush by building cubby houses. The students have also developed a Peace Garden which incorporates the six seasons of the Noongar Culture. The garden is decorated with mosaic pavers depicting the six seasons created by the senior students.

2016 ACHIEVEMENTS

STUDENT LEADERSHIP

Highlights

- Student Leaders attended a Student Leadership Conference at the Perth Convention Centre. Eight Orange Grove Young Leaders attended the Hallogen Foundation Young Leaders Conference where they gathered with 1500 other like-minded primary age students. During the day the students heard from inspirational speakers who all promoted the message of 'Little Things Matter' and focused on the importance of what you think may be a small act or decision can lead to big and great things.
- Student Leaders raised funds for various charities as part of their community service.

Recommendations

- Student Leaders to continue to attend the Young Leaders conference in March 2017.
- Start year 5/6 Peace Kids training in first term in collaboration with the Chaplain.

LEARNING AREAS

In order to make judgements regarding students' achievement in each of the following learning areas, teachers used a myriad of data collection methods including PAT-R, PAT MATHS PLUS, Words Their Way Inventory, checklists, observations, teacher tests and NAPLAN.

MATHEMATICS - School Priority

Numeracy Blocks are used in all classrooms with emphasis on explicit teaching using the iSTAR approach. All teachers worked towards implementing the West Australian Curriculum in their classrooms.

Highlights

- Whole school ongoing use of 'Mathletics' and participation in 'World Mathletics Day.'
- Bebras Challenge - In March, 2016 a group of four, five and six students participated in the Bebras Challenge which saw over 18,814 students participate internationally. The challenge consisted of 15 computational problems varying in difficulty for students to work through within a sixty minute time limit. Students either participated individually or in small teams which saw OGPS students receiving some outstanding results including three high distinctions, two distinctions and nine credits.
- Professor Maths incursion for the whole school.
- Use of laptops and iPads to integrate online teaching and assessment in the classrooms.
- Use of Interactive Whiteboards in all classes to utilise programs on the Internet. This enables instant whole class teaching and demonstration.

Recommendations

- Further consolidation of differentiated tasks and iStar explicit teaching.
- Continued implementation of numeracy blocks.
- Book Professor Maths 2017
- Investigate use school wide use of Maths Tracker
- Analyse NAPLAN data to ascertain areas that need increased focus for 2017.
- Formulate a school Scope and Sequence detailing essential benchmarks for each year level.

ENGLISH - School Priority

Literacy Blocks used in classrooms with emphasis on guided reading, spelling, grammar and punctuation. All teachers worked towards implementing the West Australian Curriculum in their classrooms and the use of iSTAR for all lessons.

Highlights

- Children took part in National Simultaneous Story Time.
- Book Fair run at school during "Book Week".
- Displays in library to promote reading.
- Children dressed up as their favourite book characters and worked on activities based on Children's Book Week Theme- Australia: Story Country during Book Week.
- Children took part in Drop Everything and Read.
- Whole school use of Lit Pro from PP to 6. Use of online books: TrueFlix & BookFlix. Principal awards, certificates and book prizes presented at each assembly for reading.
- "Wonderful Writers" awards were given out to selected students in each class every fortnight at Friday Morning Meetings.
- Introduction of VCOP Pyramids for writing Year 1-6 (vocabulary, connectives, openers & punctuation).

Recommendations

- Continue to focus on a whole school approach using Integrated Literacy Block, underpinned by guided reading, explicit teaching, teacher modelling and challenging tasks.
- Implement year 3 to year 6 ACER assessment in grammar and punctuation and develop scope and sequence for whole school focused explicit teaching.
- Continue using "Words Their Way" inventory across the school from pre-primary to year 6 to determine gaps in students' spelling.
- Continue with the use of the iSTAR approach to teaching and learning.
- Continue to enter competitions.
- Continue with "Wonderful Writers" awards each fortnight.

SCIENCE

Teachers teach students to become critical thinkers by encouraging them to use evidence to evaluate the use and application of Science in daily life. Teachers worked towards implementing the West Australian Curriculum Science in their classrooms and continued to use 'Primary Connections' resources throughout the school.

Highlights

- Collaborated with Conservation Volunteers and Boral and set up nest boxes in the trees at school for the endangered Black Cockatoos.
- Year 1, 3 and 4 students visited Scitech to study 'space'.
- Students were invited to the Boral Open Day to visit the local quarry and see and hear how a quarry is mined and managed.
- Year 5/6 students - excursion to Kelmscott School Farm.
- In Collaboration with Conservation Volunteers Australia and our business partner Boral and Rio Tinto Earth Assist all classes developed their own vegetable gardens.
- Students participated in several waste wise lunches to encourage less use of plastic wrapping for lunches.

Recommendations

- Continue to work with the 'Primary Connections' resources.
- Investigate funding opportunities for school environmental project and continue to work with Have a 'Mad Scientist Day' during Science Week.
- Organise a whole school science excursion with Scitech.
- Make Science a priority in 2017.

THE ARTS -Music/Visual Arts

Highlights

- Selected year 5 and 6 students with musical aptitude received guitar lessons through the School of Instrumental Music (SIM) and performed at school events.
- Students in years 3 to 6 participated in the City of Gosnells Book Cover and Festival of Lights competitions.
- The school choir increased in numbers to 48 in 2016 with the inclusion of the year 3s. The children rehearsed during the allocated choir time of 45 minutes and practised the songs during class time. The highlight of the year was the performance at the W.A. Massed Choir Festival at Winthrop Hall. For this event the children had to learn eleven songs, some of which were quite challenging. Many parents from Orange Grove P.S attended, along with staff and admin.
- Class Music - All classes from year 1-6 had one music lesson per week. The continued development of the curriculum included Ideas, Skills, Performance and Responding.
- African Drumming - This program has continued in strength with Teacher Aaron Bathols leading it. Students from Year 3-6 rehearsed once a week, and the group has performed amazingly on a number of occasions including Open Day and the School Concert.
- Next year the program is to be extended to include all classes.

Recommendations

- Maintain Visual Arts and Music programs where possible by employing specialist teachers.
- Continue with drama lessons to students in K to year 6 by a specialist teacher.
- Effective use of the student iPads in Visual Art and Music.
- A future Arts Festival incorporated into Orange Grove PS Open Day.
- Continue to maintain choir, guitar ensemble and African drumming.
- Employ a specialist teacher to work with students and parents on painting more murals around the school.
- Encourage students to participate in visual art competitions and festivals.
- Extend the African Drumming program to include all classes.

PHYSICAL EDUCATION and SPORT

Highlights

- Students participated in a number of sport clinics run by coaches from professional organisations in football, fencing and athletics.
- Students competed in Interschool competitions, Interschool football and netball carnival and the Swan Valley/Hills Interschool Athletics Carnival. Students put in a fantastic effort with Orange Grove having the Junior Champion Girl and also the Intermediate Champion Boy.
- 98% of students in the school were involved in swimming classes at Darling Range Sports College.
- The school received a grant from the Sporting Schools Program. In Term 1 all children from PP to Year 6 took part in a Tee Ball clinic to improve their skills with an expert coach. Our participation in the 'Sporting for Schools' program has hugely benefited our school.
- P&C fundraising event involving whole school lapathon in term 3.
- A fundamental movement program was implemented in pre-primary to year 2.

Recommendations

- Apply for the Sporting Schools grants for 2017.
- Continue to liaise with Sporting organisations to run clinics during sport periods.
- Continue to mirror School Faction Athletics Carnival to the Interschool Carnival to improve student's participation and competitiveness.
- Continue to implement assessment of Fundamental Movement Skills for K to 2 students.

HEALTH and WELLBEING

- Values and Virtues program continued and supported by School Chaplain.
- Healthy eating strategies such as weekly shared fruit days in early childhood classes and 'traffic light' identification of healthy foods were continued.
- Whole school participated in 'Cycle to School' and 'Walk to School Days'.
- Continuation of implementation of Promoting Alternative Thinking Strategies (PATHS) as a whole school program.
- First Aid Focus Program - All classes took part in a free St John First Aid incursion in the library to train and equip school age children with the necessary skills to assess and respond to first aid situations and develop strategies to seek help for themselves or others.
- The Child Parent Centre in East Maddington organised speech therapist visits to provide students with needs with therapy on site.
- Snake Bite Incursion to equip children with the skills to deal with a snake bite was held Term 4.
- Constable Care came to the school in Term 2 to speak to students from K-6 about cyber bullying and staying safe.

Recommendations

- Continue implementing PATHS in all classes with support from the Chaplain and train new staff. Put up signage around the school.
- Continue with values and "Aussie of the Month" program with Chaplain.
- Focus on the Rainbows Program with the particular children in need with the Chaplain in 2017.
- Continue to promote the Child Parent Centre in East Maddington to parents for workshops and services.
- Participate in "walk to school" and "ride to school" days and involve the school nurse if possible.
- Register with Foodbank for supply of breakfast for particular healthy school events and to run a breakfast program with support from volunteers and the Chaplain.
- Extend the establishment of vegetable gardens for all years and worm farms for interested classes. Students to hold a market day to sell produce to parents to purchase more seedlings.
- Organise healthy lunch days for students to make class lunches with produce they grow.
- Organise a whole school "Constable Care" incursion.
- Continue to work towards recognition as a Kidsmatter School.
- Use the ACER Social and Emotional assessment for year 3 to 6 in order to gather base line data for PATHS training.

HUMANITIES and SOCIAL SCIENCES (HaSS)

Teachers worked towards implementing the WA Curriculum in HaSS which is a new area released at the end of 2015 in their classrooms. 2016 was a familiarisation year when teachers reported on History and were exploring the Australian Curriculum in Geography.

Highlights

- Harmony Day Celebrations: Students dressed in national dress and participated in a parade at assembly.
- Anzac Service held in the Heritage Garden at the school with assistance from the Gosnells RSL.
- Carnaby Black Cockatoos and Parrot Nesting Boxes Project - A talk was given to all students on the Carnaby black cockatoos which are an endangered species and other birds. After the talk, the children in year 5/6 made nesting boxes with help from the Conservation Volunteers. The nesting boxes were then placed in the appropriate trees around the school by a professional tree climber.
- We celebrated NAIDOC week by involving students and the broader school community in a wide variety of activities that encouraged inclusivity and celebrated the history, art and culture of Aboriginal and Torres Strait Islander people. Our activities were based upon the 'West Australian Curriculum'. By taking a cross curricular approach we endeavoured to enhance our knowledge and understanding of indigenous cultures.

- Activities that students enjoyed included:
 - * Sercul 'Turtleology' incursion
 - * Planting native bush tucker plants in our school season gardens
 - * Tasting damper to eat with different toppings
 - * Learning indigenous songs to perform to the school community
 - * Rock painting
 - * Boomerang throwing
 - * Making an Aboriginal tool
 - * Listening to dreamtime stories in the classrooms
 - * Participating in a football clinic

Our celebrations were concluded with a special NAIDOC Week assembly where we reflected upon all of the week's activities. Many members of the school community attended this assembly. The assembly was opened by an Aboriginal elder. We had special performances by the school choir performing some traditional Aboriginal songs. Some of our Aboriginal students made and presented a Noongar Dictionary. Every classroom received a copy of this.

Recommendations

- Continue to celebrate special days and events such as NAIDOC and Harmony Day.
- Develop HaSS as an integrated learning area with scope and sequence in 2017.
- Apply for PALS grant.

TECHNOLOGIES

The West Australian Curriculum Technologies comprises two subjects:

- Digital technologies
- Design and Technologies

Both technologies are an ongoing focus for the school, with an emphasis on using digital technologies to enhance student learning across all curriculum areas.

Highlights

Digital Technologies

- Cyber bullying workshop years 3-6. In term 3, the year 3/4 and 5/6 classes participated in a series of webinars about cyber bullying. It was run by Greg Gebhart, a senior Outreach trainer and one of Australia's leading cybersafety experts. The students learned to identify ways to: manage and prevent cyberbullying behaviour, seek support if they are experiencing cyberbullying, be 'good' bystanders if they witness cyberbullying, recognise bullying online and use strategies to deal with cyberbullying behaviour. It was a very informative webinar and the students gained a lot from the experience.
- Students showcased their use of iPads and MacBooks to visitors on Open Day.
- Students in years 3 to 6 learnt to use the Department of Education's "Connect" program to communicate with each other and their teachers and to save and receive work.

Design and Technologies 2016 around the classrooms

- The year 5/6 class designed and made Sphero Chariots. This involved making our class pet 'Sphero' a chariot that could carry three large Tic Tac Minions (weighing 98grams each) across the largest distance. There were many adjustments made and designs streamlined but most chariots managed to carry at least one Tic Tac Minion across the basketball court.
- Semester two saw the year 5/6 class making 'Sock Bears' out of a single sock. The design process meant that there were many variations of the final product due to different materials used, different measurements used when cutting out arms, legs and heads but overall most students managed to produce their own sock bear.
- The year 3/4 class made their own proto type bird feeders out of recycled products. This design application came about after students saw how the cockatoo nesting boxes benefited the local wildlife and they wanted to do the same for their local bird population.
- The year 2 class designed beaded necklaces for their mothers for Mother's Day earlier in the year and then created flying creatures using ping pong balls as the base.
- The year 1 class used recycled products to make their own musical instruments and the Pre-primary class continued with the recycling theme and made papier mache 'hot air balloons' to reuse newspapers around the school.

Recommendations

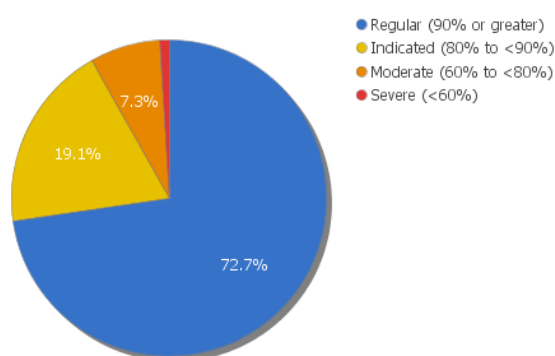
- Continue with Parent funded One to One iPad program for year 3 to 6.
- Succession planning and sharing of Digital Technologies knowledge and skills with all staff.
- Budget to replace aging interactive whiteboards in the school including more power points in classrooms.
- Improve use of the school's website by uploading class activities including photos and videos and developing a blog on the Carnaby Black Cockatoos project.

2016 Attendance Overall - Orange Grove Primary

Attendance continues to be a concern; however, we have shown great improvement with our compulsory school students. Regular Attendance of students at Orange Grove over time since 2011 has been improving from 64% in 2011 to 72% at the end of 2016.

Many students have been catered for within the classroom setting though outside help was sought for one student.

Attendance Profile 2016 Semester 2 Compulsory



Attendance % - Primary Year Levels - Comparison with State

Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth. %	Unauth. %
Kin	90.4%	10	6	3	1	55%	45%
PPR	88.1%	8	4	3		71%	29%
Yo1	95.3%	16	2			82%	18%
Y02	94.3%	15	4			98%	2%
Y03	93.6%	11	1	1		59%	41%
Y04	91.1%	9	4	1		59%	41%
Y05	88.1%	13	3	1	1	58%	42%
Y06	88.9%	8	3	2		92%	8%
Compulsory	91.5%	80	21	8	1	73%	27%

Primary Attendance Rates		
	Attendance Rate	
	School	WA Public Schools
2014	93.3%	92.1%
2015	93.5%	92.7%
2016	92.8%	92.6%

Attendance % - Primary Year Levels								
	Attendance Rate							
	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Y07
2014	93%	94%	93%	95%	95%	94%	N/A	N/A
2015	95%	93%	96%	93%	94%	90%	92%	
2016	90%	95%	94%	96%	93%	91%	89%	
WA Public Schools 2016	92%	92%	93%	93%	93%	93%	93%	

STUDENT PERFORMANCE DATA

National Assessment Program Literacy and Numeracy (NAPLAN)

NAPLAN testing is conducted in May each year. This information serves to provide a snapshot of the learning levels, progress and achievements made by year 3 and year 5 students.

NAPLAN data gives us limited information about the impact of our teaching and learning programs and some indication of the strengths and areas requiring attention for the cohort of students who sat the tests. This information will be used with our whole school assessments in literacy and numeracy to develop a richer picture of our students' learning which will inform our planning for the whole school.

Numeracy

In 2016 the year 3 and 5 cohort had more students below the NMS than in 2015 which is a concern. A major concern is for the year threes where the number of students below the NMS doubled.

Proficiency Band Summary

Band	Numeracy							
	Year 3				Year 5			
	2015		2016		2015		2016	
	School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10								
9								
8					8%	5%	12%	7%
7					23%	12%	29%	13%
6	36%	7%	0%	12%	23%	24%	29%	25%
5	7%	16%	31%	17%	31%	31%	12%	32%
4	29%	26%	15%	23%	15%	24%	12%	18%
3	7%	27%	23%	29%	0%	4%	6%	5%
2	14%	17%	15%	15%				
1	7%	7%	15%	4%				

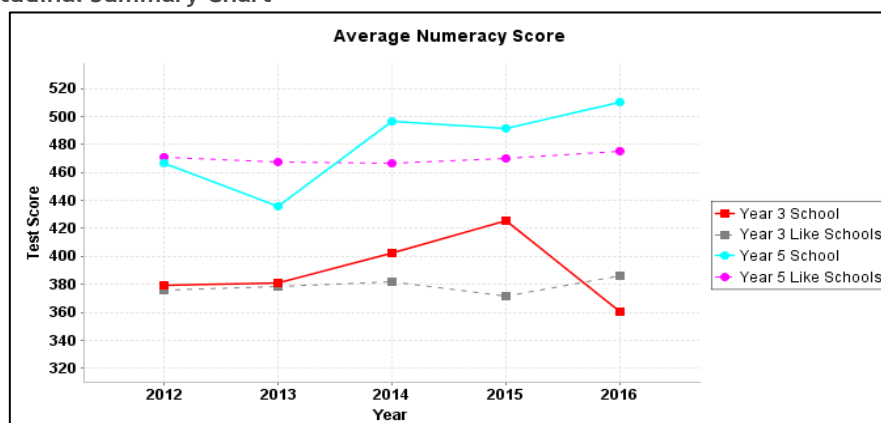
	Above National Minimum Standard
	At National Minimum Standard
	Below National Minimum Standard

Business Plan Targets

Year 3 - Maintain the longitudinal upward trend to perform above like schools - not achieved

Year 5 - Maintain the longitudinal trend to perform above like schools - achieved

Naplan Longitudinal Summary Chart



Snapshot

- Year 5 has increased the gap over the last 3 years over like schools.
- Year 3 performance has fallen away rather dramatically over the last year possibly due to the number of students with learning difficulties in this cohort compared to 2015.

Recommendations:

- Part time additional teacher to be allocated to work in year 1 and 2 with class teachers and students on targeted numeracy needs.
- Individual plans and case management of students in year 4, 2017.
- Implementation of the Maths Tracker to monitor student progress.
- On closer analysis of the questions students answered, it showed that students were having difficulties with problem solving. In 2017, there will continue to be whole school planning particularly in problem solving.

Literacy Reading

Proficiency Band Summary

Band	Reading											
	Year 3				Year 5							
	2015		2016		2015		2016		2015		2016	
	School	Like School	School	Like School	School	Like School	School	Like School	School	Like School	School	Like School
10												
9												
8												
7												
6												
5												
4												
3												
2												
1												

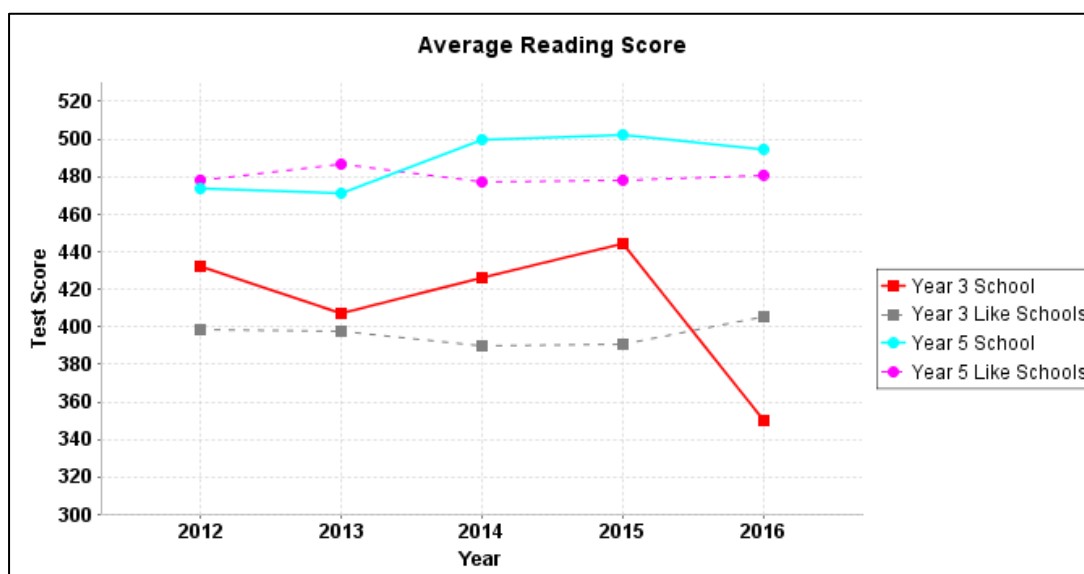
	Above National Minimum Standard
	At National Minimum Standard
	Below National Minimum Standard

In 2016 Year 3 had no students below the NMS whilst Year 5 increased the number of children below the NMS which is concerning. The number of students at benchmark in year 3 also increased but the year 5 students decreased.

Business Plan Targets

Year 3 - Maintain the longitudinal upward trend to perform above like schools - not achieved

Year 5 - Maintain the longitudinal upward trend to perform above like schools - achieved



Snapshot

- Year 5 was improving over the past two years but dipped slightly in 2016.
- Year 3 performance has fallen away significantly from like schools in 2016 possibly due to the number of students in this cohort who have learning difficulties.

Recommendations

- Part time additional teacher to be allocated to work in year 1 and 2 with class teachers and students on targeted literacy needs.
- Individual plans and case management of students in year 4, 2017
- Implementation of the English Tracker to monitor student progress in 2017.
- Focus on use of LITPRO and acknowledge achievements at assembly with prize books
- Invest in 'Reading Eggs' (K-2) and 'Reading Express' (years 3-6).

Writing

In 2016 Year 3 had no students below the NMS a significant improvement on 2015 but also had no students in the top band which was a decrease from 2015. The year 5 had a big increase in students below the NMS which is a concern and no students in the top band although there was an increase in students in band 7 which was an improvement.

Proficiency Band Summary

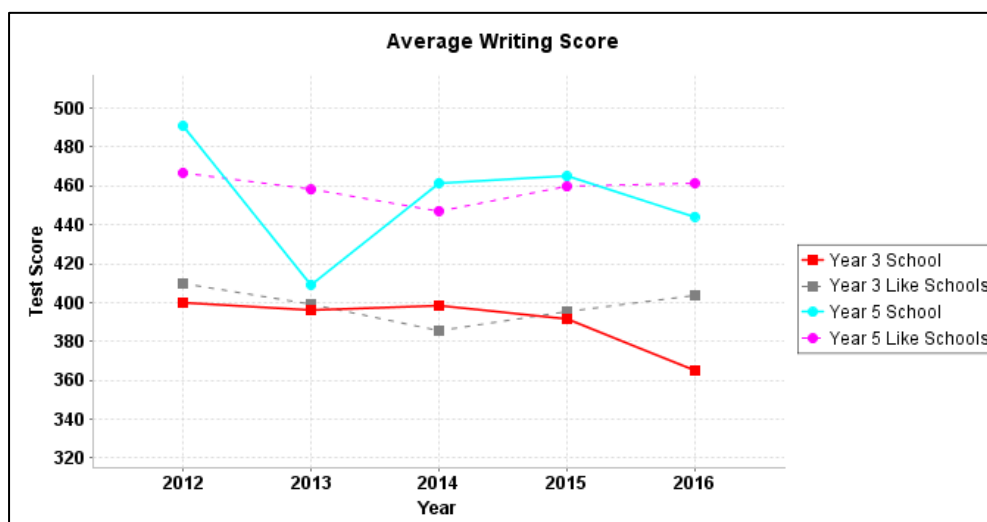
Band	Writing							
	Year 3				Year 5			
	2015		2016		2015		2016	
	School	Like School	School	Like School	School	Like School	School	Like School
10								
9								
8					0%	2%	0%	2%
7					0%	10%	11%	10%
6	14%	5%	0%	9%	23%	24%	28%	27%
5	29%	32%	7%	33%	69%	43%	33%	37%
4	14%	28%	29%	32%	8%	11%	0%	16%
3	21%	23%	43%	15%	0%	10%	28%	7%
2	7%	7%	21%	7%				
1	14%	4%	0%	4%				

	Above National Minimum Standard
	At National Minimum Standard
	Below National Minimum Standard

Business Plan Targets

Year 3 - Reverse the downward longitudinal trend so as to perform as well as like schools - not achieved.

Year 5 - Maintain the longitudinal trend to perform above or equal to like schools - not achieved.



Snapshot

- The performance of the year 3 cohort in 2015 and 2016 continued to slide significantly below that of like schools.
- The performance of the year 5 cohort in 2016 fell below that of like schools with like schools improving in 2014 and 2015 and closing the gap on the school cohorts which showed that the school cohorts in 2014 and 2015 did not progress much.

Recommendations

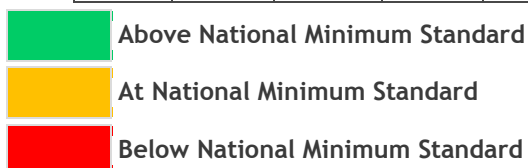
- Teaching of structured writing and scaffolds
- Allocate a part time teacher to year 1 and year 2 to assist classroom teachers to target writing needs of students in small groups.
- Put in expression of interest to be part of the Brightpath writing assessment program.

Spelling

There was a doubling in the number of year 3 students in 2016 that performed at below the NMS from the cohort in 2015. There was also an increase in the number of year 5 students who performed at below the NMS compared to the 2015 cohort. This may be due to the number of students in the 2016 cohort with learning difficulties.

Proficiency Band Summary

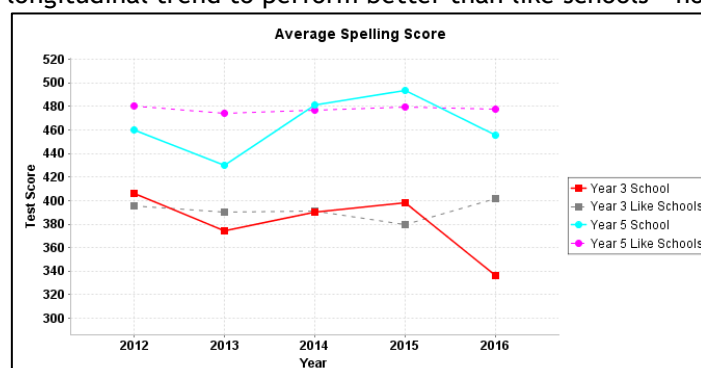
Band	Spelling							
	Year 3				Year 5			
	2015		2016		2015		2016	
	School	Like School	School	Like School	School	Like School	School	Like School
10								
9								
8					0%	5%	6%	7%
7					15%	22%	11%	13%
6	36%	11%	0%	16%	54%	24%	17%	31%
5	7%	19%	7%	25%	23%	27%	33%	29%
4	21%	21%	7%	25%	8%	16%	28%	13%
3	7%	25%	50%	16%	0%	7%	6%	7%
2	21%	15%	21%	14%				
1	7%	8%	14%	4%				



Business Plan Targets

Year 3 - Maintain the longitudinal trend to perform equal to or better than like schools - not achieved.

Year 5 - Maintain the longitudinal trend to perform better than like schools - not achieved.



Snapshot

- The performance of the year 3 cohorts improved over the past two years but fell significantly below that of like schools in 2016.
- The performance of the year 5 cohorts was improving over the past two years above like schools but the 2016 cohort fell below that of like schools.

Recommendations

- Interrogate appropriate use of 'Words Their Way' inventory in classrooms.
- Explicit teaching of spelling in different contexts and use of a variety
- Allocate a part time teacher to year 1 and 2 to assist with the teaching of spelling to target the needs of students.

Grammar and Punctuation

In 2016 the year 3 had a greater number below the NMS than in 2015 and fewer number in the top three bands with more in the band just above the NMS. The year 5 had an increase in the number of students in the top two bands with more at NMS which is an improvement.

Proficiency Band Summary

Band	Grammar & Punctuation							
	Year 3				Year 5			
	2015		2016		2015		2016	
	School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10								
9								
8					8%	8%	17%	13%
7					0%	16%	6%	14%
6	29%	20%	7%	23%	15%	21%	11%	24%
5	21%	18%	7%	18%	69%	27%	44%	28%
4	36%	23%	7%	22%	8%	17%	22%	17%
3	7%	17%	50%	24%	0%	10%	0%	4%
2	7%	14%	7%	6%				
1	0%	9%	21%	6%				

 Above National Minimum Standard

 At National Minimum Standard

 Below National Minimum Standard

Business Plan Targets

Year 3 - Maintain the improvement in 2015 to perform as well as or better than like schools - not achieved.

Year 5 - Improve on the dip in performance in 2015 - achieved.

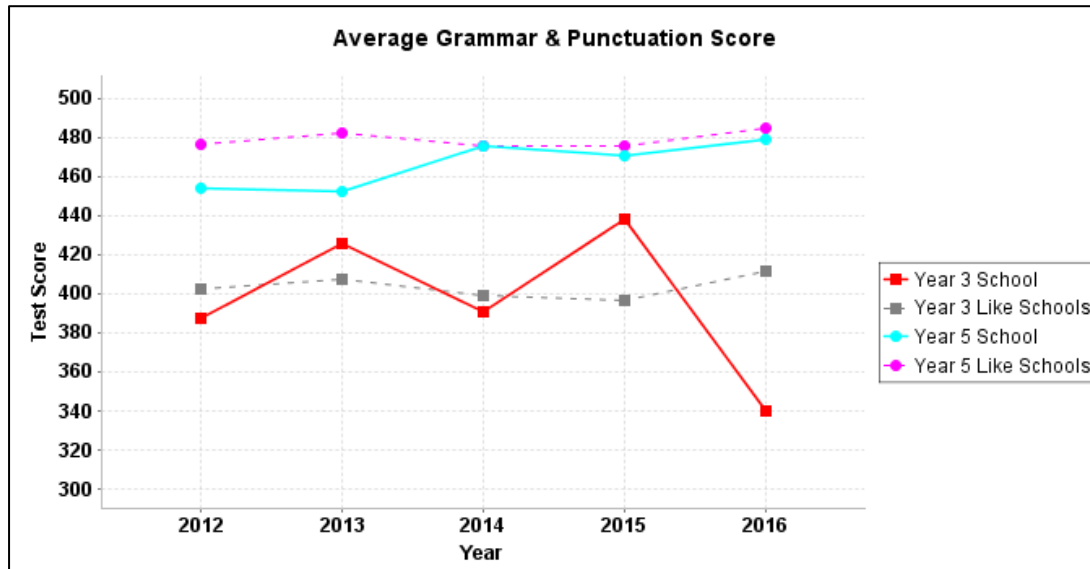
Snapshot

- The performance of the year 3 cohorts has varied significantly over the past 3 years.
- Year 5 performance has improved slightly.

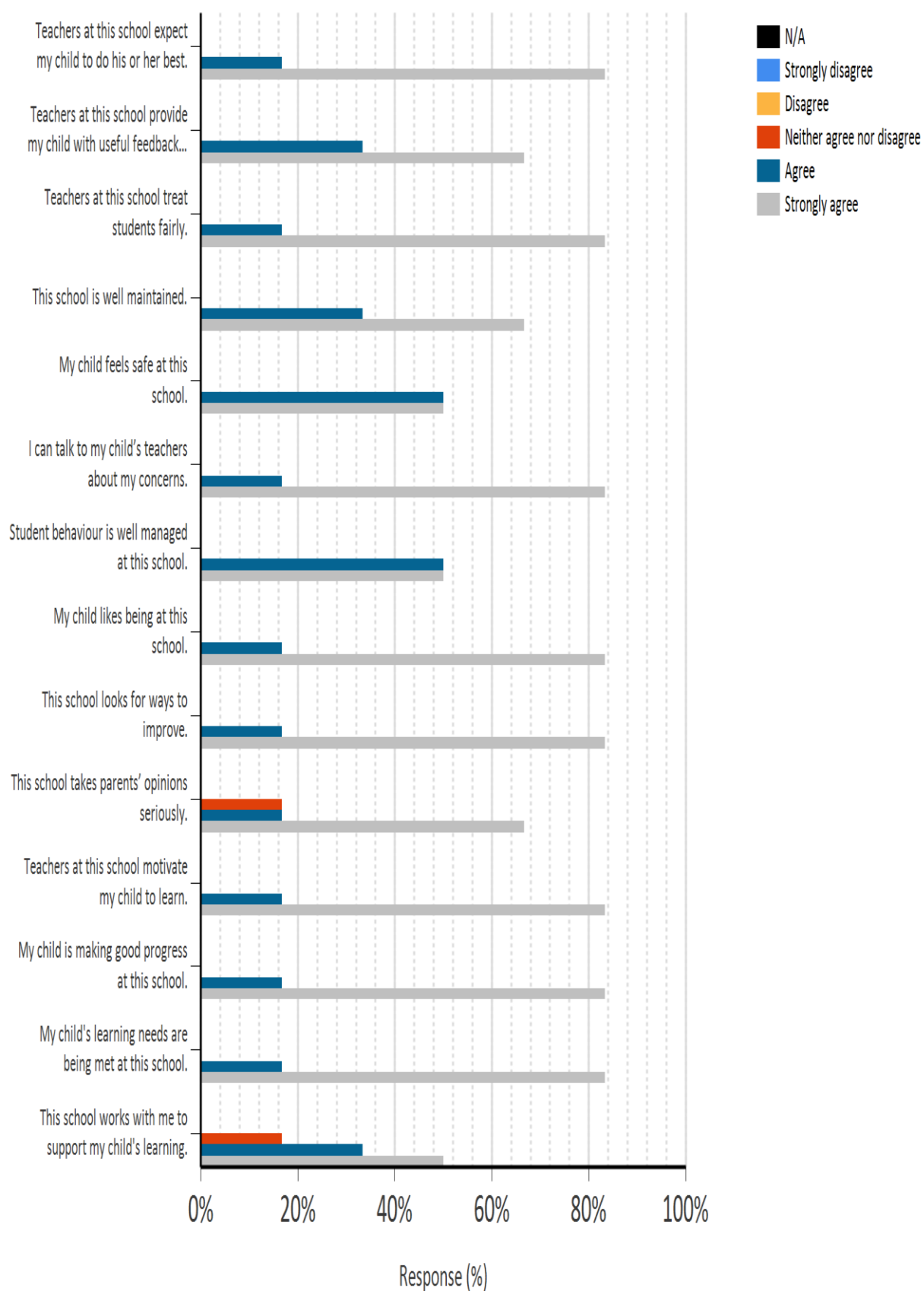
Recommendations

- Allocate a part time teacher to provide assistance with small group targeted teaching in year 1 and 2 to provide better foundations.
- Work on improving the performance of capable students in year 4 in 2017.
- Focus on year 3 ACER assessment on grammar and punctuation.

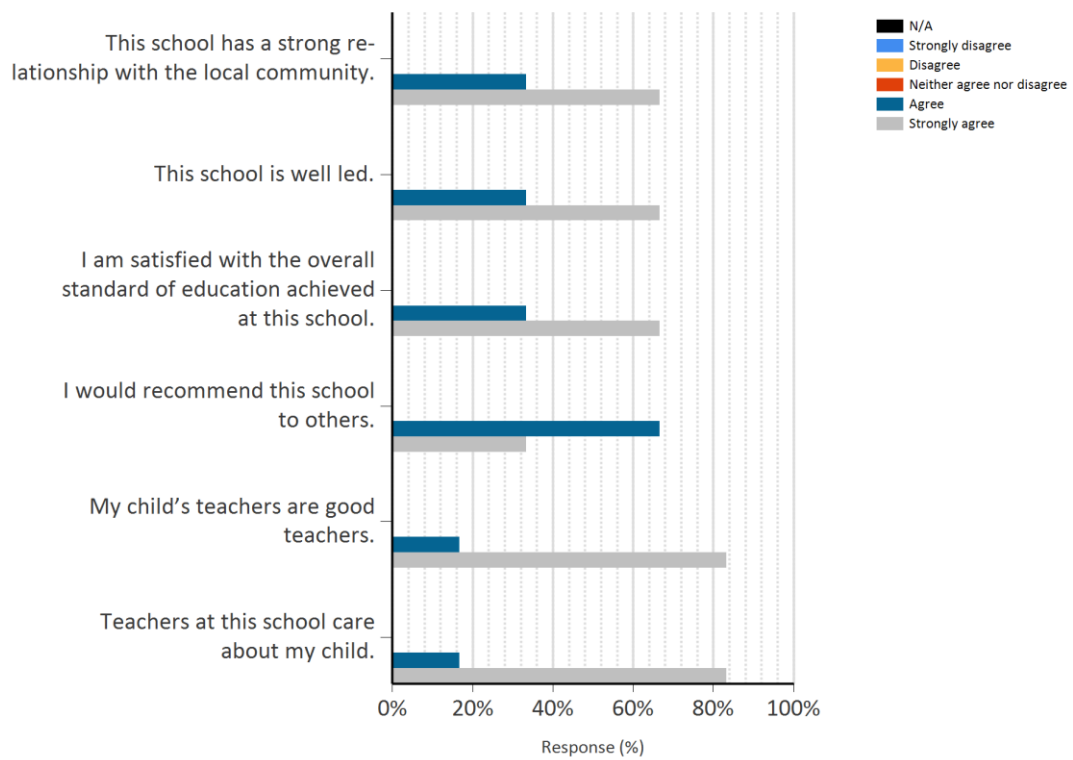
Average Grammar & Punctuation Score



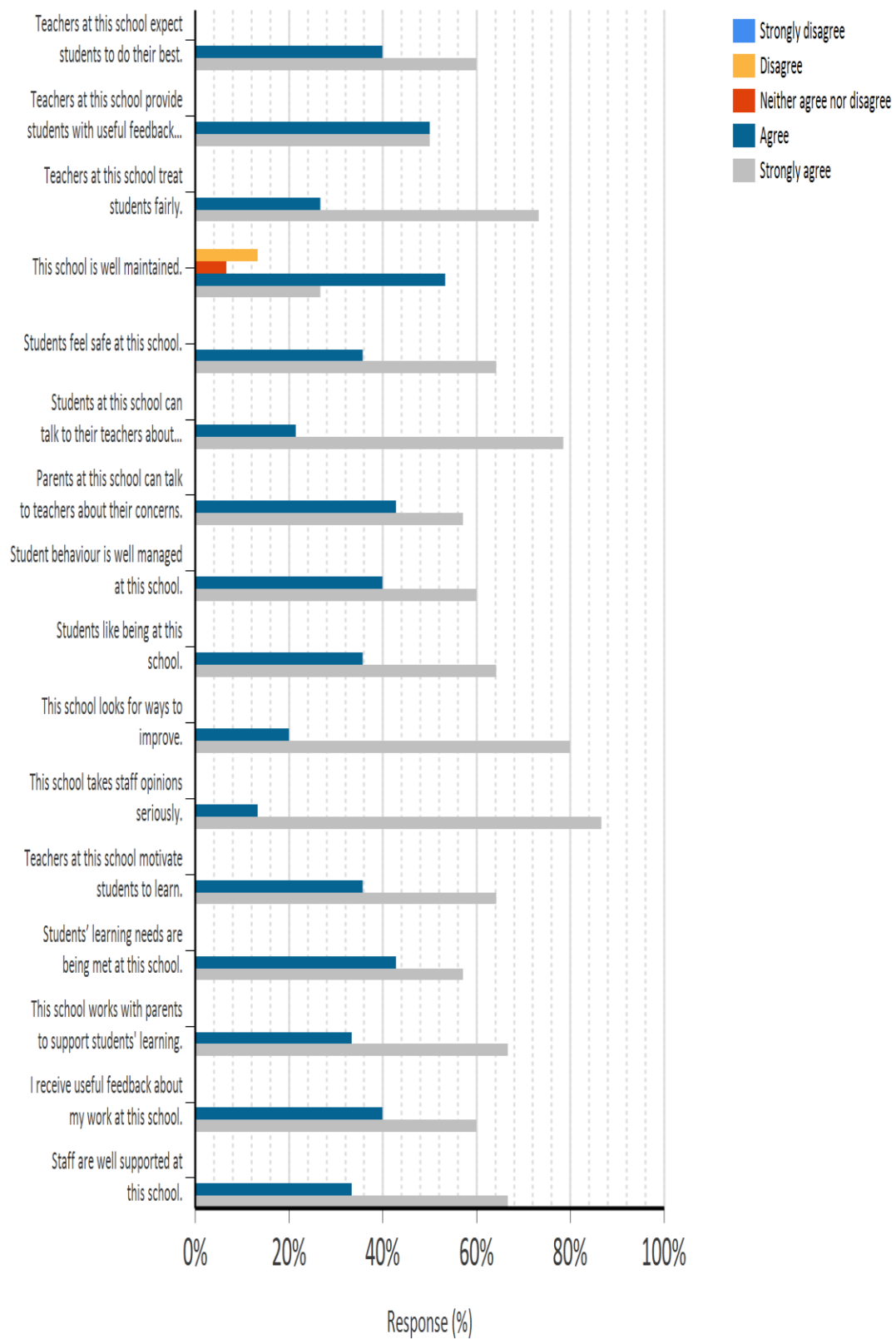
Orange Grove Primary School Parent Survey 2016



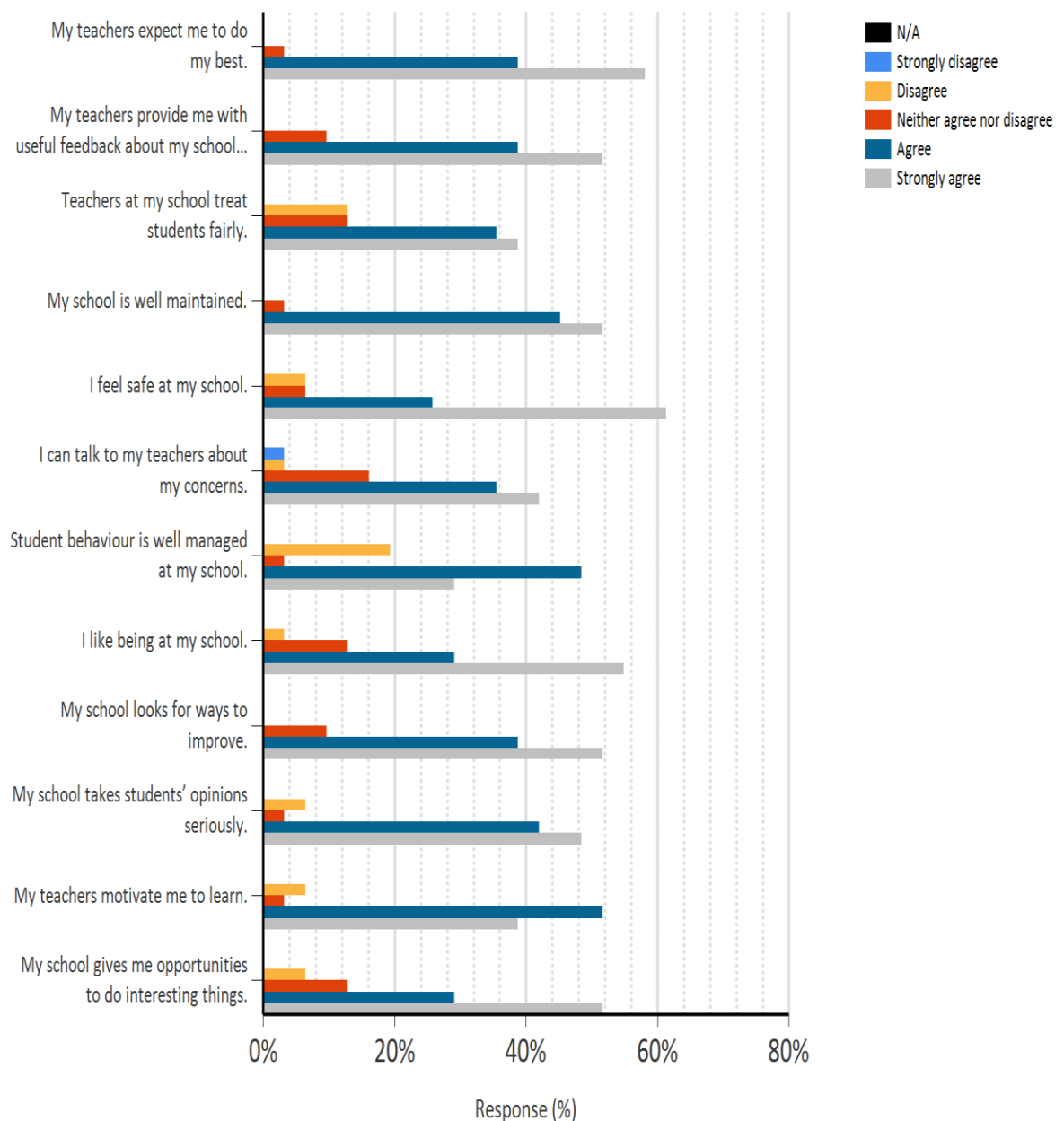
Orange Grove Primary School Parent Survey 2016 cont.



Orange Grove Primary School Staff Survey 2016



Orange Grove Primary School Student Survey 2016



Recommendations:

- Provide more information through open days, newsletters and school website about teachers' work in classes.
- Implement early intervention strategies to support students at risk in literacy and numeracy.
- Continue to refine and embed a consistent whole-school behaviour management approach and publish on school website and inform parents through various avenues.
- Increase strategies to enhance early childhood development and learning.
- Continue to build capacity of staff and enhance shared leadership.
- Provide lifelong learning experiences for an unpredictable and demanding future.
- Maximise provision of opportunities for all students.
- Provide more opportunities to develop resilience in students through PATHS.

THE SCHOOL COMMUNITY

Highlights

- Open Day and Grandparents Day - This was a lovely day in term 4 when the school community including grandparents and friends came together to visit classrooms to see the wonderful work children had been working on throughout the year.
- School Concert - This was a fantastic event when all classes, choir, guitar ensemble and the African drummers performed magnificently.

P&C

A fantastic effort was made by the school community through the hard working P&C to raise funds for more school resources and activities:

- Athletics for students from pre-primary to year 6.
- A giant water slide for the school reward day at the end of the year.
- Subsidy for the 5/6 camp.
- Subsidy for excursions.
- Subsidy for the graduating students' lunch.
- Half the cost of Chaplaincy services
- Provision of supper after the school concert

Thank you all for your support and particularly all the ladies on the P&C committees who put in so much of their time to ensure that all the children at the school have access to as many resources as they need.

Volunteers

A very big thank you to all our volunteers:

- Working in classrooms to assist teachers
- Help with excursions
- Special events
- Book Club
- School Banking

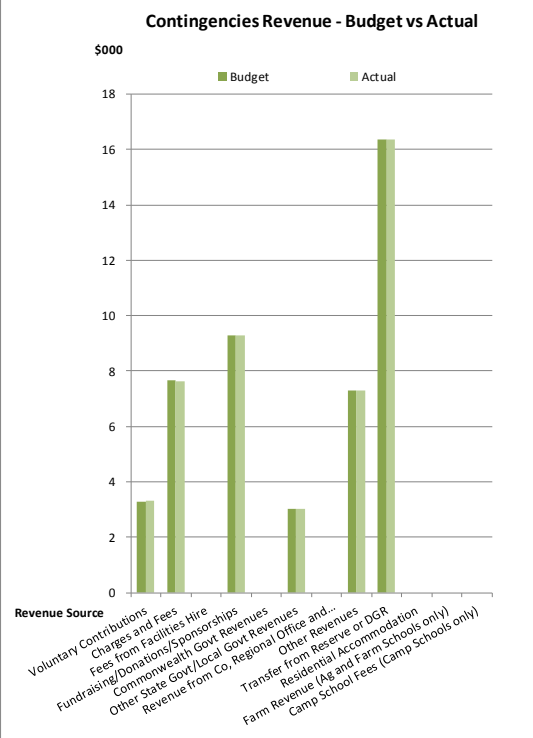
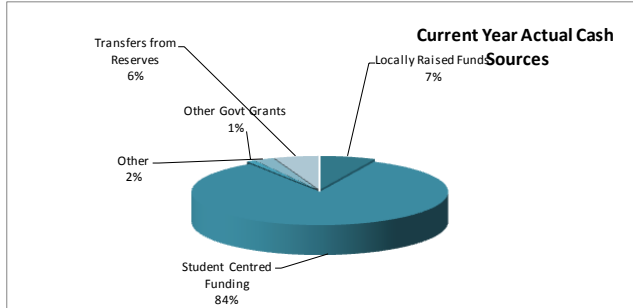
The School Board

The School Board is to be congratulated for their achievements in 2016.

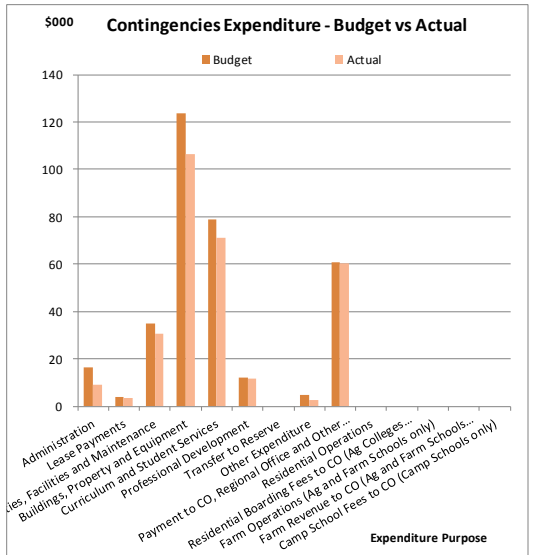
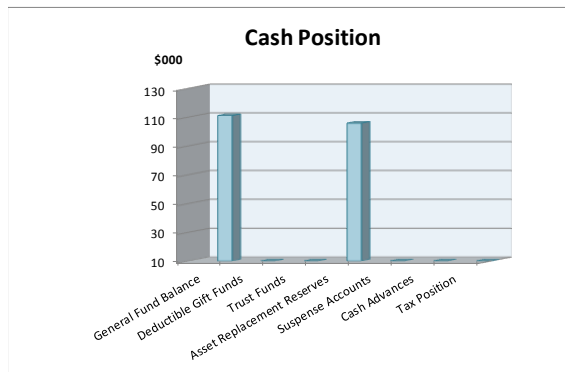
Members include Carolyn Simmonds (Chairperson), Lesley Ghent (Principal), Vanessa Lennon (Parent), Cindy Johnston (Parent), Cass Cole (Deputy Principal), Clare Heffernan (Teacher), Aaron Bathols (Teacher), Sue Beltman (Associate Professor, Curtin University), Phillip Harris (Manager WA Quarries, Boral). Members of the School Board have assisted in the development of the School Business Plan decision making, school performance review and priority setting processes. Sincere thanks are extended to everyone for their continuous support, without which we would not be able to achieve all that we do.

Orange Grove Primary School
Financial Summary as at
31st December 2016

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 3,273.00	\$ 3,316.50
2	Charges and Fees	\$ 7,666.00	\$ 7,621.80
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 9,273.00	\$ 9,272.50
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 3,045.00	\$ 3,025.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 7,296.00	\$ 7,286.01
9	Transfer from Reserve or DGR	\$ 16,364.00	\$ 16,364.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 46,917.00	\$ 46,885.81
	Opening Balance	\$ 115,801.79	\$ 115,801.79
	Student Centred Funding	\$ 243,520.00	\$ 243,520.31
	Total Cash Funds Available	\$ 406,238.79	\$ 406,207.91
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 406,238.79	\$ 406,207.91



	Expenditure	Budget	Actual
1	Administration	\$ 16,300.00	\$ 9,212.20
2	Lease Payments	\$ 3,711.00	\$ 3,554.11
3	Utilities, Facilities and Maintenance	\$ 34,681.00	\$ 30,525.00
4	Buildings, Property and Equipment	\$ 123,572.00	\$ 106,420.21
5	Curriculum and Student Services	\$ 78,976.00	\$ 71,001.88
6	Professional Development	\$ 12,080.00	\$ 11,671.73
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 4,767.00	\$ 2,710.29
9	Payment to CO, Regional Office and Other Schools	\$ 60,655.00	\$ 60,155.00
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 334,742.00	\$ 295,250.42
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 334,742.00	\$ 295,250.42
	Cash Budget Variance	\$ 71,496.79	



Cash Position as at:	
Bank Balance	\$ 210,729.13
Made up of:	
1 General Fund Balance	\$ 110,957.49
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 105,724.65
5 Suspense Accounts	\$ 691.01
6 Cash Advances	\$ 265.00
7 Tax Position	\$ 4,997.00
Total Bank Balance	\$ 210,729.13

For additional information please contact:

Principal: Mrs Lesley Ghent

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Boyle Lane
Orange Grove WA 6102
Phone: 9459 3601 Fax: 9459 5859

Email address: orangegrove.ps@education.wa.edu.au

School web site: www.ogps.wa.edu.au