



ORANGE GROVE
Primary

Annual Report

2017



"Creating Global Citizens"



FROM THE PRINCIPAL

2017 was the final year of the first three years of Orange Grove Primary School as an Independent Public School with its first Business Plan. As part of the independent review of Independent Schools, we were reviewed in July 2017. The results of the review indicated that Orange Grove Primary School is operating as an effective school. The following is an extract from the Review Summary:

“The Orange Grove Primary School principal and staff together with the school community, local businesses and volunteers have continued to conserve the unique rural setting in which the school is situated. The quality of education is enhanced through a cooperative approach by all stakeholders to maximise student learning in an inclusive and safe environment. The collaborative school culture is supported by a dedicated, creative principal and committed staff who strive to provide an education suited to the diverse needs of students. Students have access to a robust core curriculum incorporating the latest approaches to technologies and specialist programs that are motivating and engaging. Staff are engaged in comprehensive reviews of student and their own performance and demonstrate a keen desire to adopt well researched, whole-school pedagogical approaches to improve student learning. There is acknowledgement and action surrounding the identification and remediation of students whose performance is below expected levels.

The principal and school staff have a traditionally strong relationship with students and their parents and have been instrumental in developing the sense of community that is evident in all activities. It is assisted by local businesses that support the school with additional resources enhancing educational programs offered under the proactive leadership of the principal. The engagement of the wider community in supporting the school to improve student learning is a key outcome contributing to meeting the school vision of “providing opportunities that challenge all students to achieve their personal best.”

The following recommendations were made by the Review Panel and supported the school’s strengths and areas for improvement:

- Continue the focus on improving student performance through planning that differentiates the learning programs for students needing support to achieve their best and aligns whole-school, well researched pedagogy to support improved learning.
- Continue to review and update teaching strategies to effect positive change in the early years.
- Continue the focus on differentiating the curriculum for individual students particularly boys, with identified below expected performance in early literacy and numeracy skills acquisition.
- Develop closer alignment of teacher assessments and achievement standards through moderation, professional learning and common assessment tasks.
- Engage all members in self-review of board operations, procedures and performance.
- Ensure all board members have access to training in school governance.
- Raise the profile of the school board in the community through communicating the roles, membership details and decision-making carried out by the board.

All of these recommendations have been possible due to the hard work of a dedicated and professional staff, as well as the assistance of a very supportive School Board, P&C, 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 of learning for our children.

In reflecting on our past achievements to present the School Annual Report for 2017, I am very privileged and proud to be the Principal of Orange Grove Primary School.

The School Annual Report for 2017 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

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.

The School Board

The School Board has been operating since March 2015 in line with the school becoming an Independent Public School. The 2017 School Board was made up of eight members and included Ms Carolyn Simmonds (Chairperson), Mrs Lesley Ghent (Principal), Mrs Vanessa Lennon (Parent), Ms Cindy Johnston (Parent), Mrs Clare Heffernan (Deputy Principal), Mr Aaron Bathols (Teacher), Dr Susan Beltman (Associate Professor, Curtin University) and Phillip Harris (Manager WA Quarries, Boral).

The School Board met once a term and twice in term 4 and is to be congratulated for their achievements in 2017:

- Approved School Contributions and Costs for 2018;
- Reviewed results from student assessment and accepted proposals from the Principal to achieve the school's ongoing targets;
- Reviewed and discussed the annual budget.
- assisted in the development of the School Business Plan decision making,
- assisted in school priority setting processes
- assisted in the preparation for the school performance review.

Sincere thanks are extended to everyone for their continuous support and contribution of their valuable time without which we would not have been able to achieve our goal towards making Orange Grove Primary School a successful school.

P&C

A fantastic effort was made throughout the year by the school community through the hard working P&C to raise funds for more school resources and activities which included Athletics for students from Pre-primary to year 6, Reading Eggs, School end of year Reward Day, subsidy for the 5/6 camp, subsidy for excursions and incursions, subsidy for the graduating students' lunch, half the cost of Chaplaincy services, provision of supper after the school concert, annual lapathon, mother's and father's day stalls, Easter raffle, cake stalls at Bickley Camp and Boral open days.

Other activities undertaken by the P&C throughout the year also included Student Banking and Scholastic Book Club.

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

I would like to add a very big thank you to all our volunteers who worked in classrooms to assist teachers by listening to reading, helping with excursions/incursions and with special events.

PROFESSIONAL LEARNING (PL)

Professional Learning in 2017 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 2017 was on quality practice in all classrooms and the following sessions were attended by staff:

- Brightpath assessment for writing
- Maddington/Cannington network conference
- Numero
- Phase 2 & 3 WA Curriculum
- Documented Plans
- Planning with SMART goals
- Independent Work Stations
- SCSA Curriculum Forum - HASS, English, Science, Health & PE,
- Kids Matter - All staff completed Component 3 Professional Learning for Kids Matter, Working with Parents and Carers
- Reading Eggs
- Records Management
- Leading Writing Improvement

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 2017 were:

- Mathematics
- English

In 2017, pre-primary to year 6 students were provided with a specialist program in Visual Art, Music, Drama, African Drumming and Physical Education. 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 join the school choir. Students from year 1 to 6 participated in interschool sports and entered 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.

All classes are equipped with Interactive White Boards and a number of school iPads are available for 1-1 access in year 2 and for small groups in the early childhood classes. Teachers use these resources to support students in their 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 has been planted over the years by students with plants native to the area and is decorated with mosaic pavers created by the senior students which depict the six seasons.

Our Classes

Kindergarten = 19	Pre-Primary = 17	Year 1 = 16
Year 2 = 18	Year3/4 = 29	Year 5/6 = 31

2017 ACHIEVEMENTS

STUDENT LEADERSHIP



Highlights

- Student Leaders attended the Halogen Young Leaders Conference at the Perth Convention Centre. During the day, the students heard from five motivational speakers.
- 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 2018.
- Develop a year 5 Student Leadership program.

CAMP



On the 22nd of March the year 5/6 class and some of our patient and awesome teachers all went to the Point Walter camp for three days. We did many exhilarating and fun activities including kayaking on the pristine Swan River, crate climbing in the fantastic high ropes area, doing the amazing flying fox and so many more great team building activities. Camp has been amazing and with the help of the tolerant teachers who supervised us through this memorable time, some great skills I have developed are teamwork, patience and persistence. By Imogen

On Wednesday the 22nd of March the Year 5/6 class and Mrs Reed, Mrs Van, Mr Bathols and Mr C got on the bus at 9.00am and left for camp at Point Walter. We stayed for two nights and got back on Friday. We did a lot of fun activities. They were based on water games, team games and a couple were with heights. My favourite activity was flying fox because it was really challenging but once you tried it you wanted to do it again and again. The skills we learnt were teamwork, leadership, tolerance, to not give up and listen to other's ideas. We had a lot of fun and I would rate it five out of five stars. By Nikita



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 4th Edition, Words Their Way Inventory, checklists, observations, teacher tests and NAPLAN.

MATHEMATICS - School Priority

Whole school simultaneous numeracy sessions are held in all classrooms with emphasis on explicit teaching using the iSTAR approach. Throughout 2017, teachers continued collecting data using the ACER Progressive Achievement Test (PAT) 4th edition, Westwood number fact assessment, On Entry Assessment for PP-2 and NAPLAN.

Highlights

- Whole school ongoing use of Mathletics and participation in Trinations Championships
- Use of 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.
- Initial use of Numero in specific classes

Recommendations

- Further consolidation of differentiated tasks and iSTAR explicit teaching.
- Continued implementation of numeracy blocks
- Implement trial of school wide use of Maths Tracker in Term 1 2018
- Analyse NAPLAN and On-Entry data to ascertain areas that need increased focus for 2018
- Formulate a school Scope and Sequence detailing essential benchmarks for each year level
- Integrated use of Numero in all classes
- Maths Activity Day 2018
- Use of Dot and Dash equipment for space and measurement in K-2
- Continued use of Mathematical vocabulary scope and sequence
- Participation in Numeracy MADCAN leadership group

ENGLISH - School Priority

'Planning for English' is used as a whole school approach in all classrooms with emphasis on guided reading, spelling, grammar and punctuation and writing. All teachers implemented 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 Book week activities.
- 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.
- Use of VCOP Pyramids for writing Year 1-6 (vocabulary, connectives, openers & punctuation).
- Visit to all classes by an author of children's books who is an ex-student.

Recommendations

- Continue to focus on a whole school approach "Planning for English", 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 Gosnells library competitions for Book Week.
- Continue with "Wonderful Writers" awards each fortnight.
- Use Brightpath across the school for writing assessment.

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 implemented 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 to set up a new garden and installed 'Maximus Moo' the ceramic cow supplied by the Dairy Industry which the children painted.
- Students were invited to the Boral Open Day to visit the local quarry and see and hear how a quarry is mined and managed.
- The whole school participated in a sustainability incursion provided by Bunnings Maddington. This included planting seedlings which were then given as gifts for family members.
- The year 5/6 class planted more than 1000 trees at the Bickley Recreation Camp. They then went either paddling in the river or zip lining over the river. They had a lot of fun helping the environment grow!
- Students participated in several waste wise lunches to encourage less use of plastic wrapping for lunches.
- The school was successful in receiving a grant to refurbish a spare classroom as a science lab.

Recommendations

- Continue to work with the 'Primary Connections' resources.
- Continue to work in partnerships with Boral and Conservation Volunteers to build possum boxes and develop a nature play area.
- Develop activities for Science week based on the curriculum.
- Make Science a priority in 2018.

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 2017 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 the Perth Concert Hall.
- Class Music - All classes from K-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 on Open Day and the School Concert.

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.
- Hold an Arts assembly.
- 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.
- Introduce an ensemble of ukulele players.
- Continue with the SIMS guitar lessons for year 5/6 students.

PHYSICAL EDUCATION and SPORT

Highlights

- Students participated in a number of sport clinics run by coaches from professional organisations in cricket, hockey and athletics.
- Students competed in Interschool competitions.
- 98% of students in the school were involved in swimming classes at Darling Range Sports College.
- The school received grants from the Sporting Schools Program.
- P&C fundraising event involving whole school lapathon in term 3.
- A fundamental movement program was implemented in pre-primary to year 2.

Recommendations

- Continue to apply for the Sporting Schools grants for 2018.
- 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.
- Recruit a qualified physical education teacher on a permanent basis.
- Provide leadership development to Faction Captains to enable to run lunchtime sporting activities.

HEALTH and WELLBEING

Highlights

- Values and Virtues program continued and supported by School Chaplain.
- Term 2 RAC incursion for Yrs 1-6 on road safety
- Term 2 Life Ed Van for students K-6 across two days
- Term 2 Walk to School day - Izzy from SDERA joined us and we held a raffle and a healthy breakfast
- Term 3 and 4 all children P- 6 had an excursion taking them to Constable Care safety house where they learnt about road safety.
- Term 4 - Snake bite incursion for all students P-6
- Ongoing use of PATHs in every classroom K-6
- Use of mindfulness apps e.g. Smiling Minds in all classrooms
- Participation in the Kleenex for schools program
- Participation in the Colgate program
- Healthy eating strategies such as weekly shared fruit days in early childhood classes and 'traffic light' identification of healthy foods were continued.
- 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.

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 senior children in need with the Chaplain in 2018.
- 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

- 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 implemented the WA Curriculum in HaSS and teacher leader attended the SCSA forum.

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.
- Students from Years 2 to 6 enjoyed an excursion to Canning River Eco Education Centre (CREEC). They participated in a program called ‘Djarlara Yarning - Canning River Stories’. The program was run by a Noongar Elder who demonstrated how the resources found on the land and in the river can be used. The students all participated in a number of activities which highlighted the Noongar people’s strong connection to the environment and the importance of imparting the history and traditions. Each child was able to learn about seasonal bush tucker, medicines, weapons, tools, hunting and fishing methods, clothing and the traditional gender roles and responsibilities.
- Formal NAIDOC assembly in which each class shared their reflections on what they had been learning about. These activities ranged from making damper for the whole school, reading Dreamtime stories and literature activities with younger classes, to helping to create a whole school art project on Turtles that will be displayed at CREEC.
- Our school choir learnt and performed a number of songs, some focused on reconciliation and others using Noongar words.
- Students also enjoyed an incursion run by SERCUL in which they learned about a variety of native mini beasts that live in our local area. All students then went out into our school environment and were engaged in finding and drawing as many mini beasts as they could find
- Constitutional Centre incursion - The younger years learned about prejudice and why it is important to accept everyone for who they are regardless of their differences and the older years learned about Federation and the importance of all the colonies coming together to ‘Build a Nation’. All years enjoyed this visit and learned a lot in the process.
- Operation Quadrangle - During week four of term one, the year five six class were lucky enough to have police officers and the City of Gosnells team visit the classroom to discuss graffiti. Students learnt a lot during this session and were surprised by the realisation that they can be held accountable for their actions from the early age of ten. Stamping out graffiti in our local community became the focus during this incursion will all students coming away with a sounder knowledge of what graffiti really is.



Recommendations

- Continue to celebrate special days and events such as NAIDOC and Harmony Day.
- Purchase of resources for Australian Curriculum Geography for all years
- Continue ANZAC Day service with local community members and RSL members
- Continue student leader elections to be run by the Constitutional Centre
- Continue with Constitutional Centre incursion
- Continue liaising with local police for incursions on civics and citizenship

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

- 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.

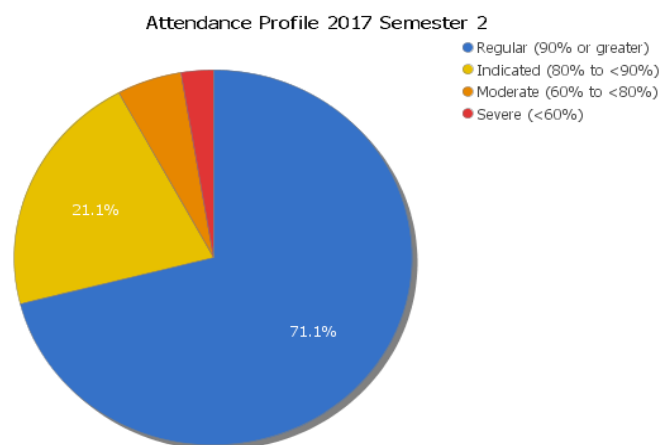
Recommendations

- Continue with Parent funded One to One iPad program for year 3 to 6.
- Staff to attend free Apple professional learning on the use of iPads in the classroom
- 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.
- All classes to create 'connect' classrooms
- To develop use of 'Connect' and 'Connect' app to communicate with the school community.

2017 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 had been improving over time. However at the end of 2017 regular attendance slipped to 71.1% from 76.5 % in first semester mainly due to two students with severe attendance issues.

Many students were catered for within the classroom setting. Assistance from within and outside the Department's resources was sought for the two students.



Attendance % - Primary Year Levels - Comparison with State & Like Schools

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 2017 the year 3 cohort had no students below the NMS which is an improvement on the 2016 cohort, however the year 5 cohort had more students below the National Minimum standard than the cohort in 2016 which is of major concern.

Proficiency Band Summary

Proficiency Band Summary

Band	NAPLAN Score Range	Numeracy							
		Year 3				Year 5			
		2016		2017		2016		2017	
		School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					12%	7%	8%	5%
7	530 - 581					29%	13%	31%	14%
6	478 - 529	0%	12%	0%	11%	29%	25%	23%	28%
5	426 - 477	31%	17%	0%	15%	12%	32%	8%	30%
4	374 - 425	15%	23%	6%	27%	12%	18%	8%	19%
3	322 - 373	23%	29%	53%	24%	6%	5%	23%	5%
2	270 - 321	15%	15%	41%	18%				
1	Up to 269	15%	4%	0%	5%				

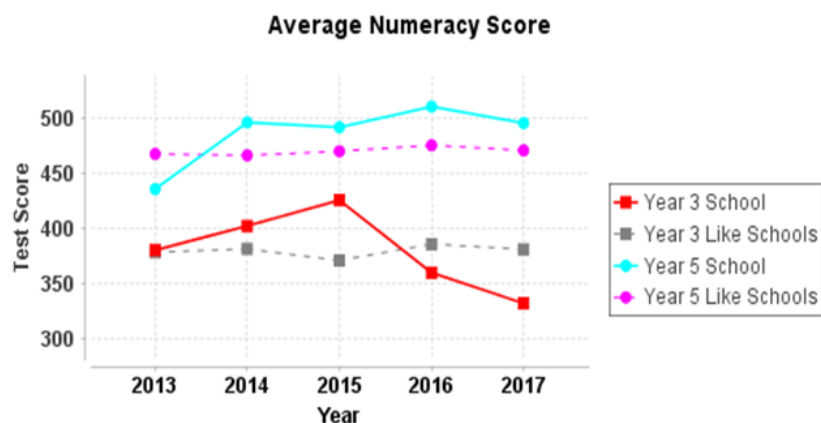
	Above National Minimum Standard
	At National Minimum Standard
	Below National Minimum Standard

Business Plan Targets

Year 3 - Maintain the longitudinal upward trend to perform equal to or above like schools - achieved

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

Naplan Longitudinal Summary Chart



Snapshot

- Year 5 has slightly increased the gap over the last 3 years over like schools and performed better than like schools over average scores.
- Year 3 performance has fallen away rather dramatically over the last two years below that of like schools possibly due to the number of students with learning difficulties in this cohort.

Recommendations:

- Part time additional teacher to be allocated to work in year 3 in semester 1 and year 4 in semester 2 with class teachers and students on targeted numeracy needs.
- Individual plans and case management of students in year 2 and 4, 2018.
- 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 and the language of maths. In 2018, there will continue to be whole school planning particularly in problem solving and language of maths.

Literacy

Reading

Proficiency Band Summary

Band	NAPLAN Score Range	Reading							
		Year 3				Year 5			
		2016		2017		2016		2017	
		School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					11%	8%	23%	8%
7	530 - 581					22%	18%	8%	18%
6	478 - 529	7%	19%	0%	15%	28%	26%	23%	27%
5	426 - 477	7%	23%	6%	21%	22%	25%	15%	23%
4	374 - 425	7%	20%	35%	21%	6%	15%	31%	17%
3	322 - 373	36%	21%	18%	21%	11%	8%	0%	8%
2	270 - 321	43%	11%	24%	12%				
1	Up to 269	0%	6%	18%	9%				

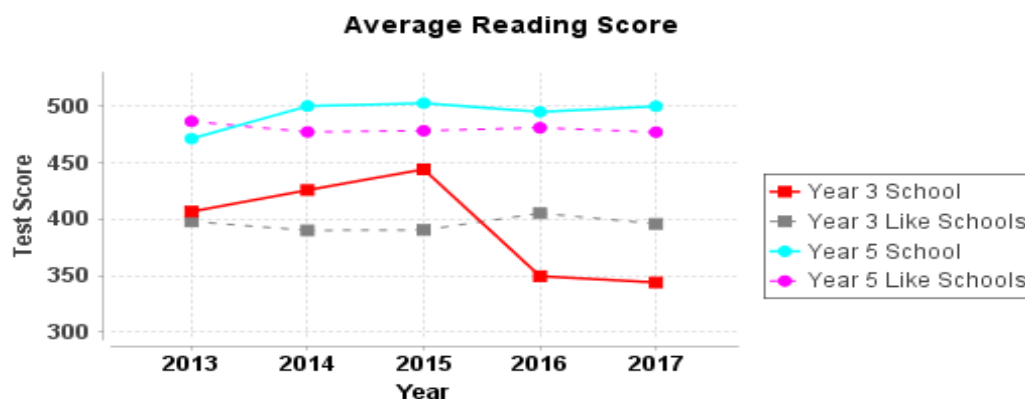
	Above National Minimum Standard
	At National Minimum Standard
	Below National Minimum Standard

In 2017 the year 3 cohort had more students below the NMS and double the number in like schools whilst Year 5 cohort had no students below the NMS which is an improvement on the 2016 cohort.

Business Plan Targets

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

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



Snapshot

- The 2017 year 5 cohort improved over the 2016 cohort and performed better than the like schools.
- The 2017 year 3 cohort performance was slightly worse than the 2016 cohort by an average 6 points and below that of like schools.

Recommendations

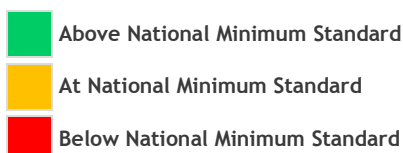
- Part time additional support teacher to be allocated to work in year 3 and 5 with class teachers and students on targeted literacy needs in semester one 2018 and year 2 and 4 in semester 2.
- Individual plans and case management of students in year 3 and 5 in 2018 semester 1 and year 2 and 4 in semester 2.
- Implementation of the English Tracker to monitor student progress in 2018.
- Focus on use of LITPRO and acknowledge achievements at assembly with prize books
- Continue with 'Reading Eggs' (K-2) and 'Reading Express' (years 3-6) in 2018.

Writing

In 2017 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	NAPLAN Score Range	Writing							
		Year 3				Year 5			
		2016		2017		2016		2017	
		School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					0%	2%	0%	1%
7	530 - 581					11%	10%	14%	6%
6	478 - 529	0%	9%	0%	3%	28%	27%	7%	23%
5	426 - 477	7%	33%	6%	30%	33%	37%	43%	44%
4	374 - 425	29%	32%	35%	27%	0%	16%	14%	15%
3	322 - 373	43%	15%	47%	31%	28%	7%	21%	10%
2	270 - 321	21%	7%	12%	6%				
1	Up to 269	0%	4%	0%	3%				



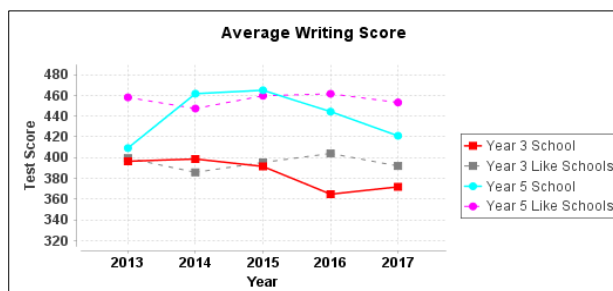
Year 3 Cohort - no student below the National Minimum Standard, however need to increase the number in the top band to at least 3% to equal like schools.

Year 5 Cohort - Number of students above the National Minimum standard decreased from that of the cohort in 2016, however, there is a greater number than that of the like schools.

Business Plan Targets

Year 3 - Reverse the downward longitudinal trend so as to perform as well as like schools - 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 2017 improved on that of the 2016 cohort but their performance is still below that of like schools.
- The performance of the year 5 cohort in 2017 continued to fall below that of the 2016 cohort and that of like schools.

Recommendations

- Teaching of explicit structured writing and scaffolding with support from an additional part time teacher for year 3 and 5 in semester 1 2018 and year 2 and 4 in semester 2.
- Implement the Brightpath writing assessment program across the school from K-6.

Spelling

Year 3 Cohort - There were no students in the 2017 cohort below the National Minimum Standard which is above that of like schools with 5%, however, there was also no students in the top band which is a concern.

Year 5 Cohort - There was a significant increase in the number of year 5 students who performed at below the National Minimum Standard compared to the 2016 cohort. This may be due to the number of students in the 2017 cohort with learning difficulties.

Proficiency Band Summary

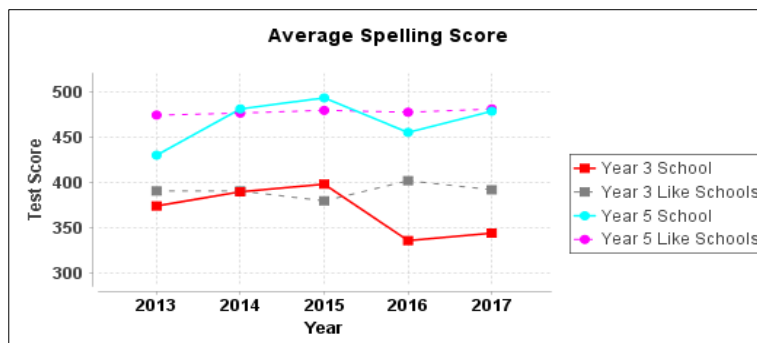
Band	NAPLAN Score Range	Spelling							
		Year 3				Year 5			
		2016		2017		2016		2017	
		School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10	686 & Above	-	-	-	-	-	-	-	-
9	634 - 685	-	-	-	-	-	-	-	-
8	582 - 633	-	-	-	-	6%	7%	7%	7%
7	530 - 581	-	-	-	-	11%	13%	14%	17%
6	478 - 529	0%	16%	0%	16%	17%	31%	43%	32%
5	426 - 477	7%	25%	18%	20%	33%	29%	14%	24%
4	374 - 425	7%	25%	0%	24%	28%	13%	7%	11%
3	322 - 373	50%	16%	47%	20%	6%	7%	14%	8%
2	270 - 321	21%	14%	35%	16%	-	-	-	-
1	Up to 269	14%	4%	0%	5%	-	-	-	-

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

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 equal to or better than like schools - achieved.



Snapshot

- The performance of the 2017 year 3 cohort improved over the 2016 cohort but was still below that of like schools.
- The performance of the 2017 year 5 cohort improved over the past year to that of the 2016 cohort and was equal to the performance of the like schools.

Recommendations

- Further Interrogate appropriate use of 'Words Their Way' inventory by teachers and provide professional learning in spelling strategies.
- Explicit teaching of spelling in different contexts and use of a variety of strategies.
- Allocate a part time teacher to year 3 and 5 in 2018 semester 1 and year 2 and 4 in semester 2, to assist with the teaching of spelling to target the needs of students.

Grammar and Punctuation

In 2017 the year 3 cohort had a greater number below the NMS than in 2016 and fewer number in the top three bands with more in the band just above the NMS. The 2017 year 5 had an increase in the number of students below the NMS but less than that of like schools. There was also a decrease in the top band.

Proficiency Band Summary

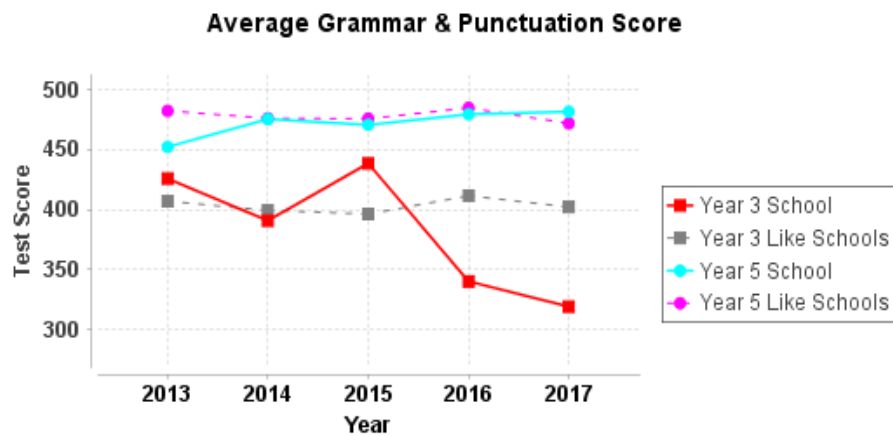
Band	NAPLAN Score Range	Grammar & Punctuation							
		Year 3				Year 5			
		2016		2017		2016		2017	
		School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					17%	13%	7%	10%
7	530 - 581					6%	14%	21%	10%
6	478 - 529	7%	23%	6%	21%	11%	24%	21%	26%
5	426 - 477	7%	18%	0%	25%	44%	28%	0%	21%
4	374 - 425	7%	22%	12%	17%	22%	17%	43%	21%
3	322 - 373	50%	24%	18%	14%	0%	4%	7%	10%
2	270 - 321	7%	6%	35%	13%				
1	Up to 269	21%	6%	29%	10%				

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

Business Plan Targets

Year 3 - To perform as well as or better than like schools - not achieved.

Year 5 - Maintain or improve on the 2016 cohort and that of like schools in 2017 - achieved.



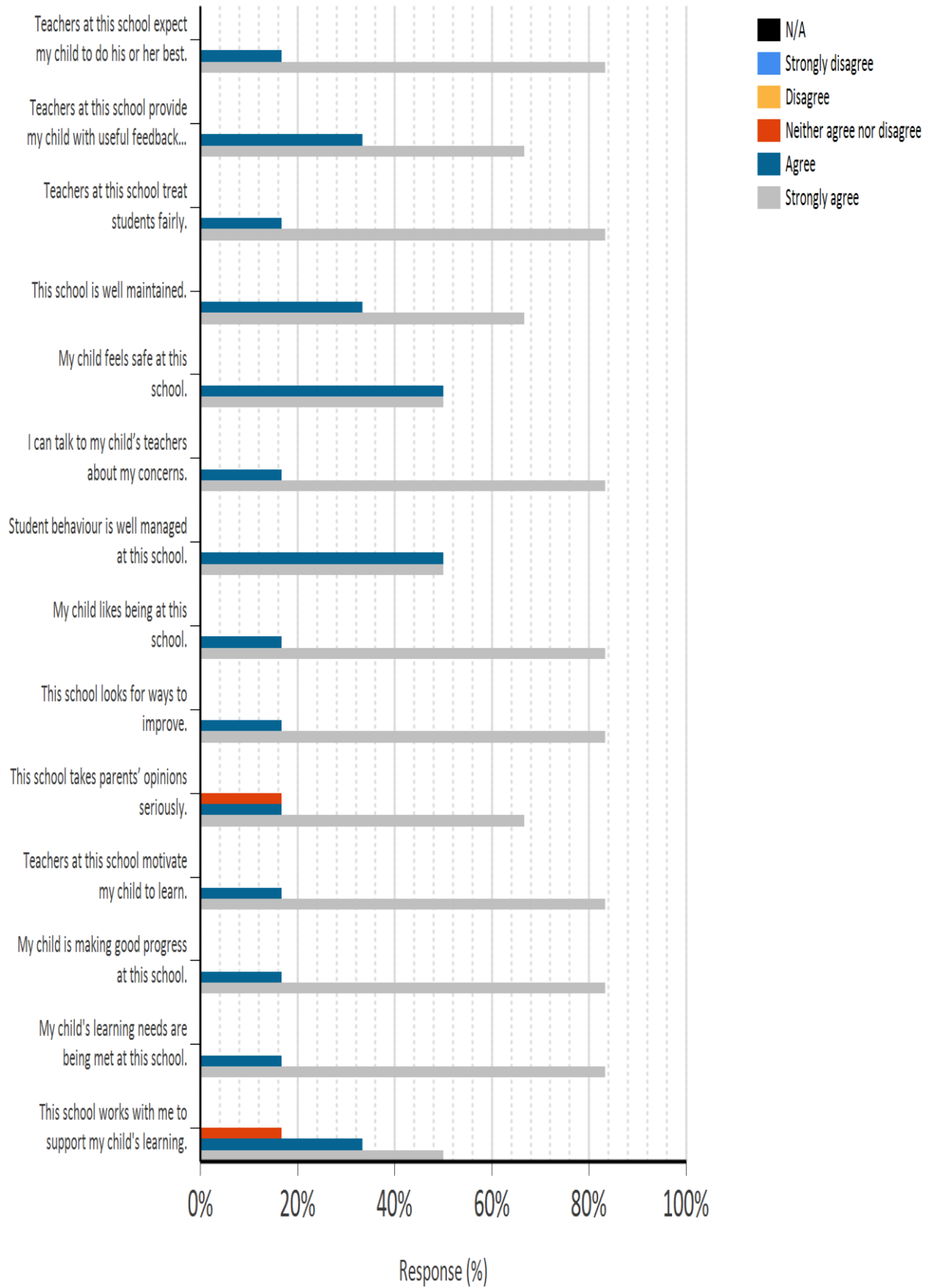
Snapshot

- The performance of the year 3 cohorts has been dropping over the past 2 years even with a focus on grammar and punctuation which is a major concern.
- The year 5 cohort's performance has improved slightly to be above that of like schools..

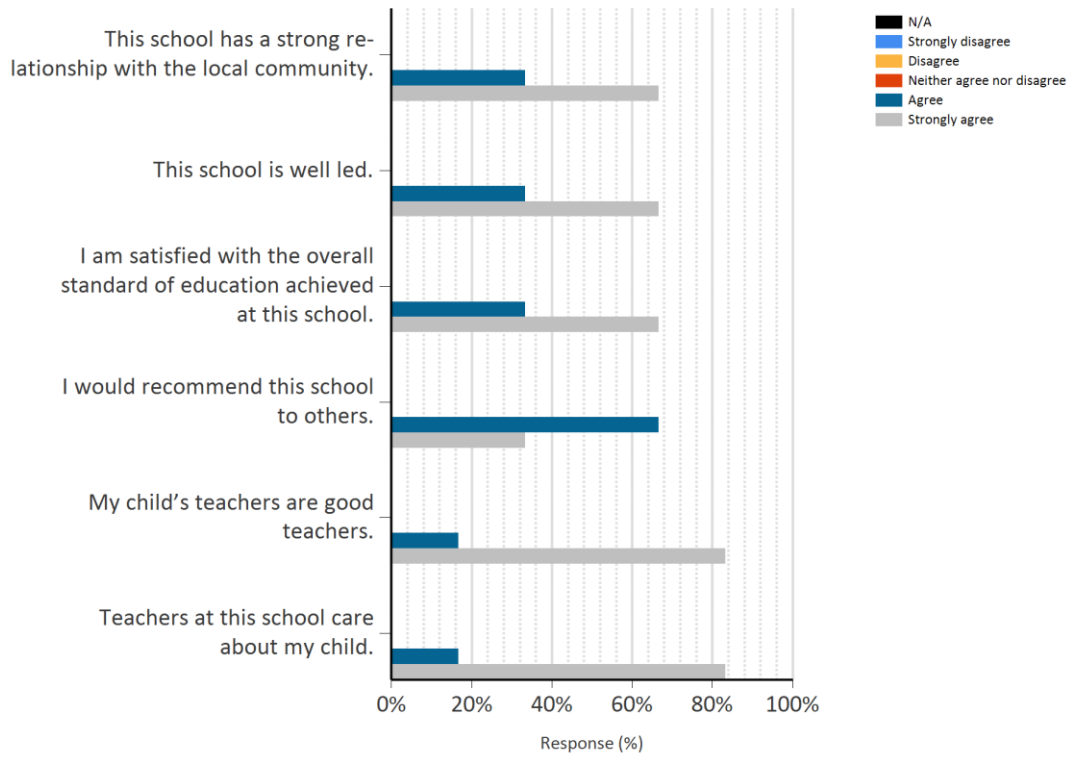
Recommendations

- Allocate a part time teacher to provide assistance with small group targeted teaching in year 3 and 5 in 2018 semester 1 and year 2 and 4 in semester 2.
- Work on improving the performance of capable students in year 2 and 4 in 2018.
- Focus on year 3 and year 4 ACER assessment on grammar and punctuation for targeted planning.
- Purchase grammar work books for students and align the focus of teaching grammar in writing with the practise of grammar through work books. Monitor closely.

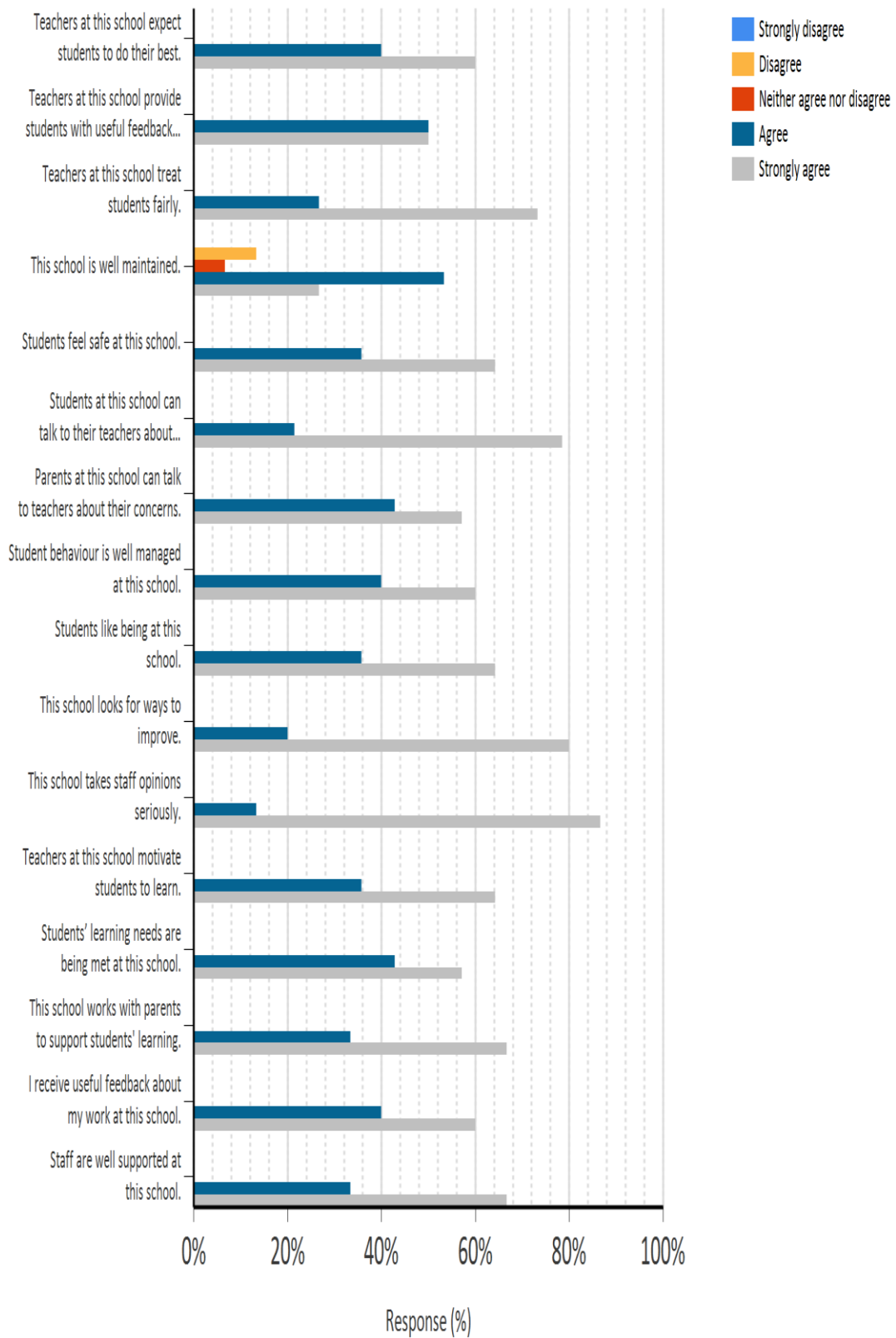
Orange Grove Primary School Parent Survey



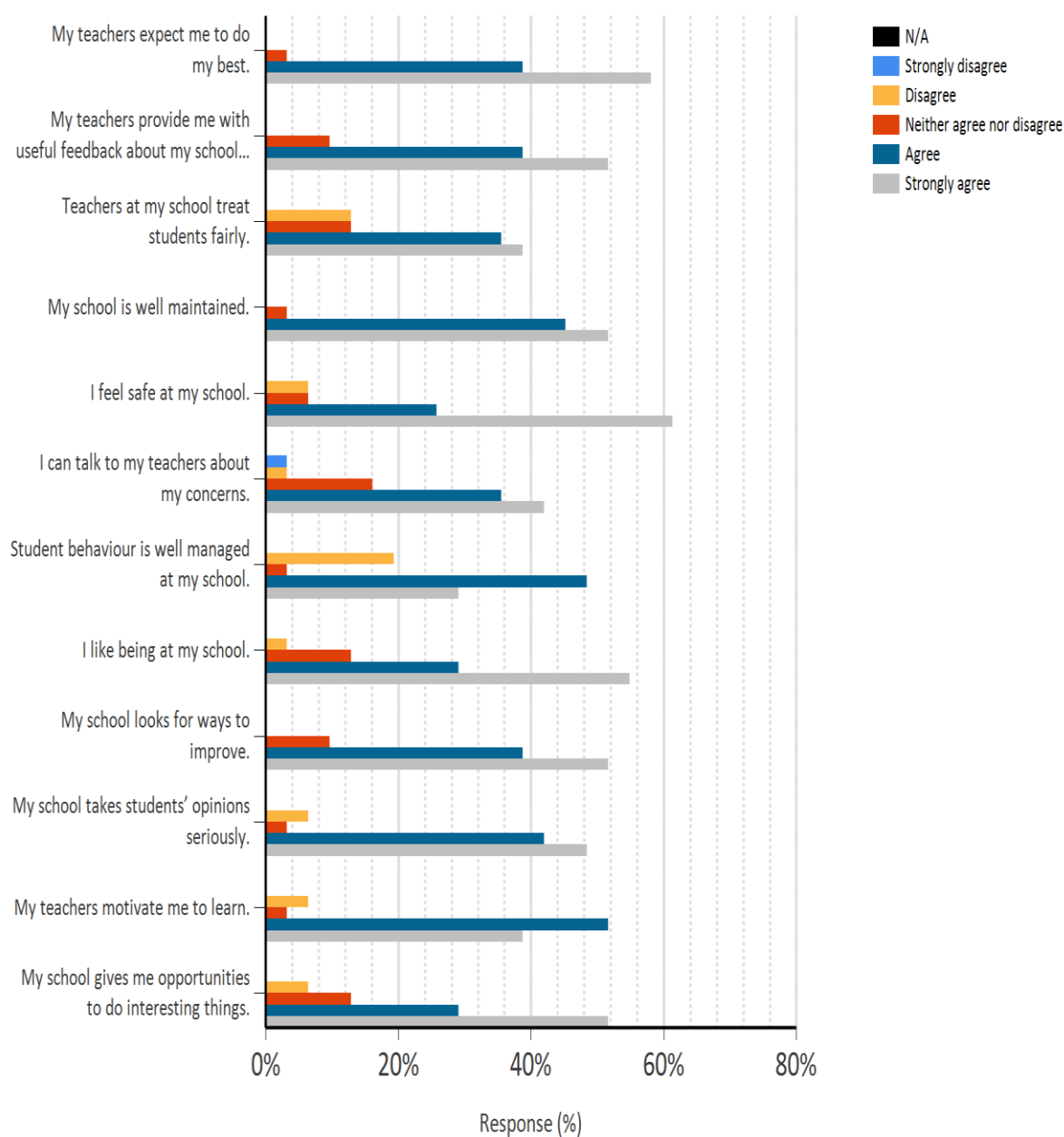
Orange Grove Primary School Parent Survey cont.



Orange Grove Primary School Staff Survey



Orange Grove Primary School Student Survey



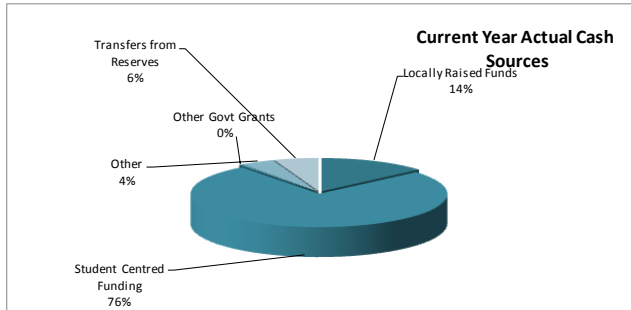
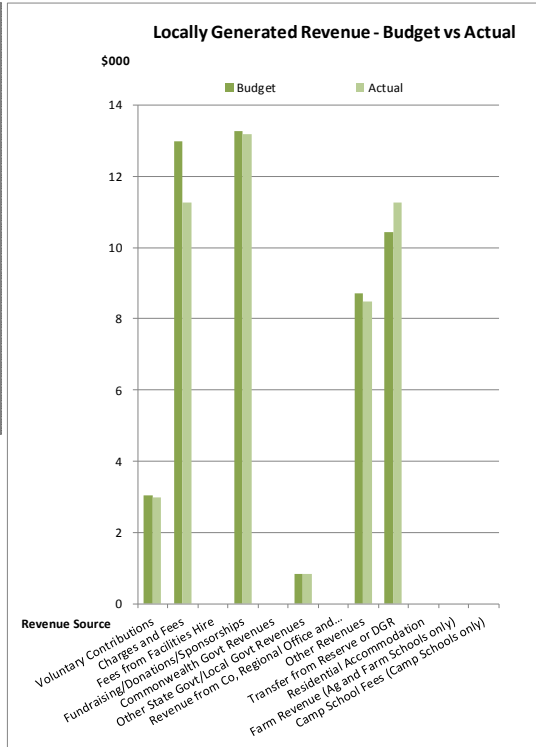
Recommendations:

- 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.

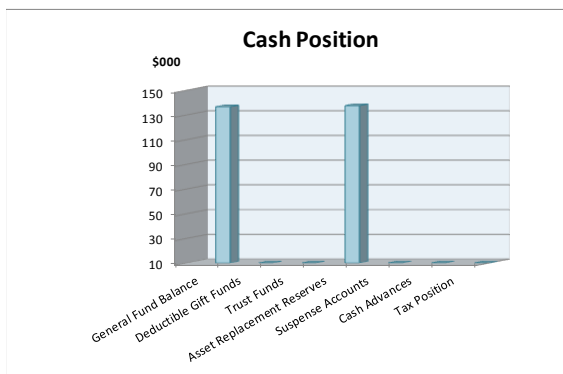
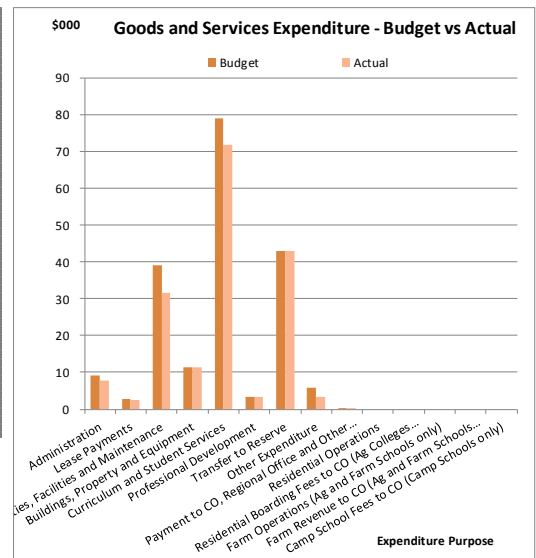


Orange Grove Primary School Financial Summary as at 31 December 2017

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 3,032.00	\$ 2,996.00
2	Charges and Fees	\$ 12,987.00	\$ 11,260.50
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 13,268.00	\$ 13,184.50
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 825.00	\$ 825.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 8,726.00	\$ 8,498.99
9	Transfer from Reserve or DGR	\$ 10,446.00	\$ 11,258.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds		\$ 49,284.00	\$ 48,022.99
Opening Balance		\$ 110,957.00	\$ 110,957.49
Student Centred Funding		\$ 152,239.00	\$ 152,239.26
Total Cash Funds Available		\$ 312,480.00	\$ 311,219.74
Total Salary Allocation		\$ -	\$ -
Total Funds Available		\$ 312,480.00	\$ 311,219.74



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 9,166.00	\$ 7,831.36
2	Lease Payments	\$ 2,648.00	\$ 2,429.23
3	Utilities, Facilities and Maintenance	\$ 38,946.00	\$ 31,605.58
4	Buildings, Property and Equipment	\$ 11,285.37	\$ 11,257.91
5	Curriculum and Student Services	\$ 79,016.55	\$ 71,856.56
6	Professional Development	\$ 3,186.00	\$ 3,186.36
7	Transfer to Reserve	\$ 43,000.00	\$ 43,000.00
8	Other Expenditure	\$ 5,942.00	\$ 3,426.15
9	Payment to CO, Regional Office and Other Schools	\$ 75.00	\$ 75.00
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		\$ 193,264.92	\$ 174,668.15
Total Forecast Salary Expenditure		\$ -	\$ -
Total Expenditure		\$ 193,264.92	\$ 174,668.15
Cash Budget Variance		\$ 119,215.08	



Cash Position as at:	
Bank Balance	\$ 272,085.32
Made up of:	\$ -
1 General Fund Balance	\$ 136,551.59
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 137,466.65
5 Suspense Accounts	\$ 466.92
6 Cash Advances	\$ 265.00
7 Tax Position	\$ 1,201.00
Total Bank Balance	\$ 272,085.32



For additional information please contact:

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