



2018 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 2018 school year was one of many achievements with the school drummers and choir participating in the Stirkfest held at Gooseberry Hill Primary School, A yarning circle with limestone blocks donated by the local industry company Boral was built by a team of Conservation Volunteers in the nature play area, All students at the school also revegetated the area by planting donated native seedlings. A special memorial garden to commemorate the centenary of ANZAC and the First World War has been created around the flagpole with donated rosemary bushes including three rose bushes named "National Pride", "We Will Remember Them" and Veteran's Honour".

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 2019 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 2018 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 the "My School" website, 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 2018 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 and at collaborative meetings. The school allocated \$25,000 to professional learning. The focus of professional learning in 2018 was on quality practice in all classrooms, pastoral care and technology. The following sessions were attended by staff:

- Ethical Decision Making with Standards and Integrity.
- All staff completed Component 3 Professional Learning for Kids Matter.
- New staff completed PAtHs (Promoting Alternative Thinking Strategies) training.
- Guided Reading.
- Apple professional learning on using iPads in the K-2 and 3-6 classrooms.
- Maths Proficiencies
- Maths Problem Solving
- Numero
- "Connect" Classes
- Analysing NAPLAN & On Entry Data
- How to deal with Anxiety in Children
- CMS for some staff
- MTS Online
- Litpro and implementation in classes
- Anaphylaxis Practical Training
- Brightpath
- NQS Update
- SDERA
- Team Building at Bickley Camp
- Aboriginal Cultural Standards Framework

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

OUR CURRICULUM

Our priorities and focus areas for 2018 were:

- Mathematics
- English
- Science

In 2018, 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 from K to 6 had the opportunity to play djembes (African drums), the year 3-6 were invited to join the school choir and selected students 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. All year 2 students are provided 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 number of school iPads are available for group work 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 also have the use of the 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.

In 2018, the school received a Science grant to refurbish the art room into a dual purpose art room/science lab. The old canteen alongside the new science lab was refurbished with school funds as a storage room for art/science equipment.

One of the unused verandas of the assembly building (CAVE) was enclosed with school funds to create a new storeroom for PE equipment and a design and technology (maker space) centre. The old PE shed was refurbished into a kitchen for use by students for cooking classes and by the P&C.



2018 ACHIEVEMENTS

STUDENT LEADERSHIP

Highlights

- Student Leaders attended a Student Leadership Conference at the Perth Convention Centre. Eight Orange Grove Young Leaders and their teacher attended the Halogen Foundation Young Leaders Conference where they gathered with other like-minded primary age students. During the day the students heard from inspirational speakers such as Fiona Wood, John Coutis, Andrew Embley and Rick Ardon who all promoted the message about making a difference and the best way to do that to 'Lead by Example' and to 'Always Being Kind'.
- 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 2019.
- 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, NAPLAN and NAPLAN Science.

MATHEMATICS - School Priority

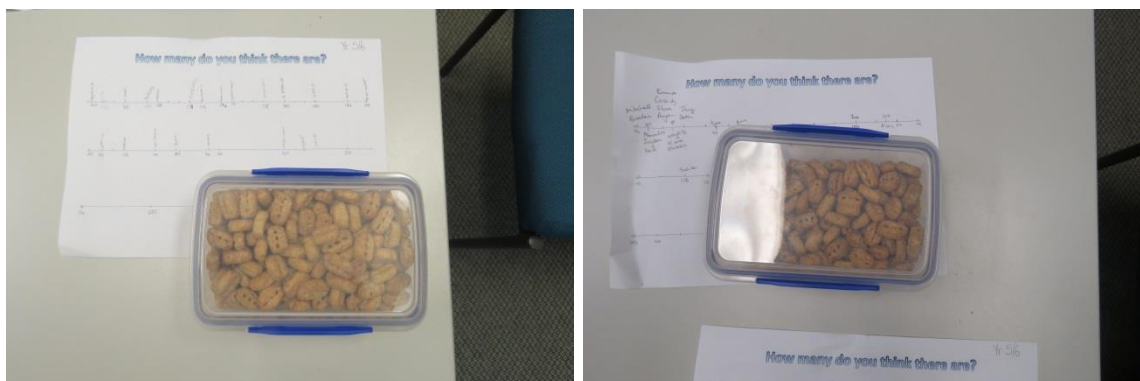
Numeracy Blocks are used in all classrooms with emphasis on explicit teaching using the WALT/WILF approach. All teachers implemented the West Australian Curriculum in their classrooms.

Highlights

- Whole school ongoing use of 'Mathletics'.
- 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.
- Whole School activities such as surveys of favourite football team displayed with a bar graph of data; estimation of the number of nutrigrain in a box; measurement of circumference of trees, height of sandcastles, distance of how far a toy is thrown, how long children can stand on one leg.
- The "Start Smart" financial literacy incursion for all classes.

Recommendations

- Further consolidation of differentiated tasks and explicit teaching.
- Continued implementation of numeracy blocks.
- Further consolidate the explicit teaching of the language of maths.
- Analysed NAPLAN data showed areas that need increased focus for 2019 - use of money.
- Continue to formulate a school Scope and Sequence detailing essential benchmarks for each year level.
- Consider booking "Start Smart" financial literacy incursion for years 1 - 6 in 2019.



ENGLISH - School Priority

Literacy Blocks used in classrooms with emphasis on guided reading, writing, spelling, grammar and punctuation. All teachers implemented the West Australian Curriculum in their classrooms and the use of WALT/WILF 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- ‘Find the Treasure’ during Book Week.
- Children took part in Drop Everything and Read.
- Whole school use of “Reading Eggs” from K to Year 6 and Lit Pro from 3 to 6 with its use by selected students for extension in PP to Year 2. Use of online books.
- “Wonderful Writers” awards were given out to selected students in each class every fortnight at Friday Morning Meetings.
- Author visit organised by Gosnells City Council Library who visited all classes and told stories dressed as a pirate

Recommendations

- Continue to focus on a whole school approach using Integrated Literacy Block, underpinned by guided reading & writing, 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 WALT/WILF approach to teaching and learning.
- Continue to enter writing competitions.
- Continue with “Wonderful Writers” awards each fortnight.

SCIENCE - School Priority

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

- Students were invited to the Boral Open Day to visit the local quarry and see and hear how a quarry is mined and managed.
- In Collaboration with Conservation Volunteers Australia, a yarning circle with limestone blocks was installed in the new nature play area.
- Students participated in several waste wise lunches to encourage less use of plastic wrapping for lunches.
- Science Week - Informed the community via assembly presentation by whole school on the conservation of black cockatoos; each class researched an area of interest in regards to the endangered birds and how the community can assist; students learnt how the Aboriginal Culture integrates with science in the building of mia mias and boomerang throwing.
- On Open Day, the school community was invited to participate in science activities with their children in the new science lab.

Recommendations

- Continue to work with the ‘Primary Connections’ resources.
- Investigate funding opportunities for school environmental projects
- Have a ‘Mad Scientist Day’ during Science Week in 2019.

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 competition.
- The highlight of the year was the performance at the Stirkfest held at Gooseberry Hill Primary School. 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 K-6 have classes once a week and the 3-6 choir/drumming group performed amazingly on a number of occasions including Open Day, the School Concert and at Stirkfest.

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.
- An Arts assembly with visual art displays, choir, Year 5 & Year 6 guitar ensembles and African Drumming to be held once a year.
- Continue to maintain choir, Year 5 and Year 6 guitar ensembles 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.
- Participate in Stirkfest in 2019
- Choir to visit the Orange Grove Retirement Village to perform for the residents

PHYSICAL EDUCATION and SPORT

Highlights

- Students participated in a number of sport clinics run by coaches from professional organisations in athletics and gymnastics.
- Students competed in the Interschool competition, the Swan Valley/Hills Interschool Athletics Carnival held at Orange Grove. Students put in a fantastic effort with Orange Grove narrowly getting third place and also receiving the Intermediate Girl, Intermediate Boy and Senior Boy Championship medals.
- 98% of students in the school were involved in swimming classes at Darling Range Sports College.
- P&C fundraising event involving whole school lapathon in term 3.
- A fundamental movement program was implemented from pre-primary to year 2.

Recommendations

- Continue to apply for the Sporting Schools grants for 2019.
- 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

Highlights:

- 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 social/emotional program.
- First Aid Focus Program - All classes took part in a free St John First Aid incursion in their classes 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 and teachers to encourage students to use the PATHS "Twiggle" boards around the school.
- Continue with values and "Aussie of the Month" program with Chaplain.
- Trial the "Highway Heroes" Program with particular children in need to be run by employing a specialist part time teacher who has experience with the program in collaboration with the Chaplain in 2019.
- 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.
- Extend the establishment of vegetable gardens for all years and worm farms for interested classes. Use produce grown in cooking classes in the new kitchen and consider holding 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 Life Education Van 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 areas of need.

HUMANITIES and SOCIAL SCIENCES (HaSS)

Teachers implemented the WA Curriculum in HaSS. Teachers reported on History and 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.
- 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. A Noongar Whadjuck elder was invited to the school to run activities which highlighted the ancient culture. Students were involved in learning about the different implements used in hunting and gathering, building mias, throwing boomerangs and rock painting. The elder also performed a smoking ceremony which involved the whole school.

Recommendations

- Continue to celebrate special days and events such as NAIDOC and Harmony Day.
- Apply to apply for a PALS grant to consider an excursion to CREEC in 2019 to continue to learn more about the Aboriginal Culture.
- Student leaders to read out the acknowledgement to country at every assembly and special events.
- To involve our senior Aboriginal students in explaining each of the six seasons as they change at assemblies in 2019.



TECHNOLOGIES

The West Australian Curriculum Technologies comprises two subjects:

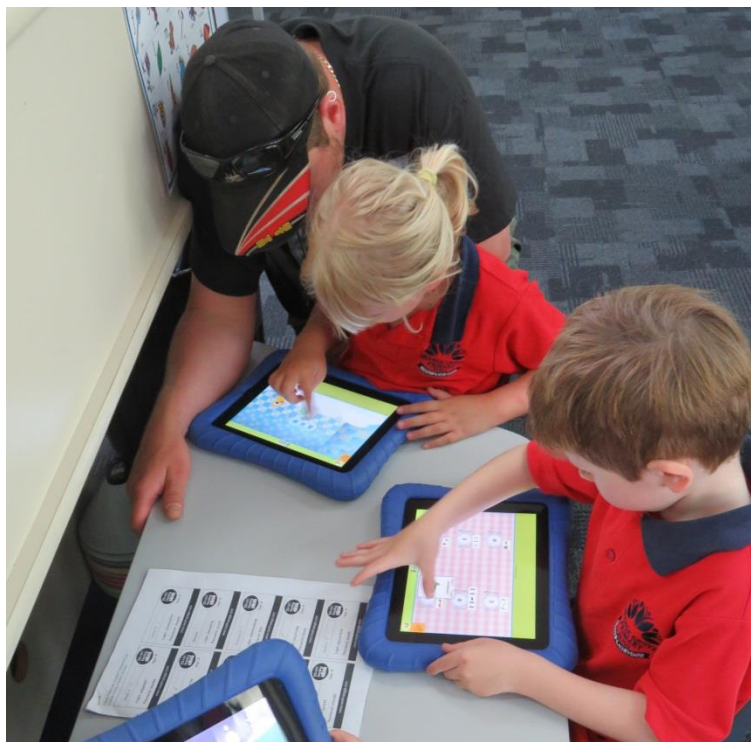
- Digital technologies
- Design and Technologies

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 to visitors on Open Day.
- Teachers in years K to 6 set up their classes to use the Department of Education's "Connect" program. This enabled communication with parents in the early years and for the 3-6 students to save and receive work and communicate with their teachers. It also allowed parent communication with teacher of senior students.
- iPads were used by students to create movies and for visual art and drama.



Design and Technologies

- All classes were involved in design and construction activities.
- A new Maker Space was set up for use by all classes.

Around the classrooms in 2018

- The year 3/4 and 5/6 classes were involved in an incursion with Bunnings in making tool boxes.

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.
- Engage a provider to update the school website to include individual class and specialist class pages and improve use of the school's website by uploading class activities including photos and videos.

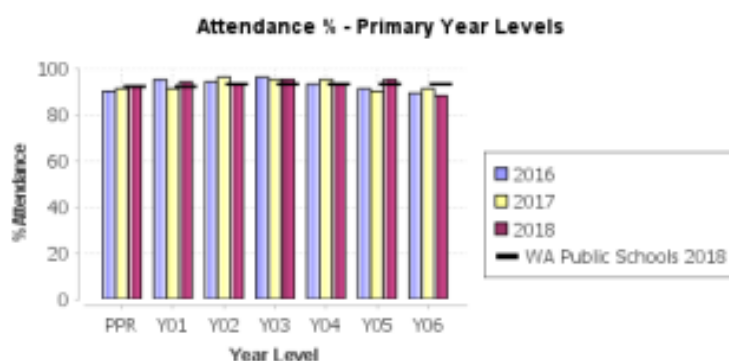
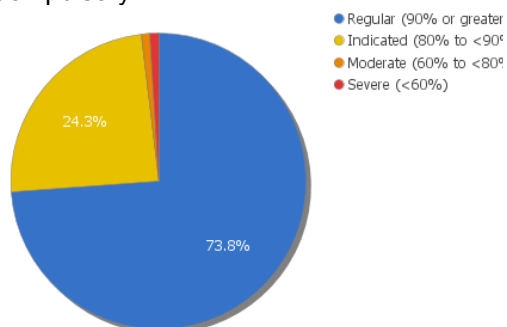


2018 Attendance Overall - Orange Grove Primary

Regular Attendance of students at Orange Grove over time since 2016 has slightly improved from 2016 to 2018 and is just above like schools and WA Public Schools.

Many students were catered for within the classroom setting though outside help was sought for one student who was at severe risk with attendance.

Attendance Profile 2018 Semester 2
Compulsory



Attendance Overall Primary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2016	92.8%	93.7%	93.7%	92.6%	83.2%	80.7%	92.8%	93.1%	92.6%
2017	92.7%	93.2%	93.8%	91.6%	85.4%	81.2%	92.6%	92.6%	92.7%
2018	93%	92.8%	93.7%	92.7%	83.7%	80.8%	93%	92.1%	92.6%

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2016	76.7%	18.1%	5.1%	0.0%
2017	76.5%	14.8%	6.1%	2.6%
2018	83.0%	8.0%	6.3%	2.7%
Like Schools 2018	72.9%	18.4%	6.7%	2.1%
WA Public Schools	77.0%	15.0%	6.0%	2.0%

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 and 2018 the year 3 cohorts had no students below the NMS and the year 5 cohort had no students below the NMS in 2018, an improvement on the 2017 cohort.

The year 3 cohort in 2018 improved on the 2017 cohort in reducing the % of students at NMS and increasing the number of students above NMS including 12% in band 6 where there were none in 2017. A concern is for the year five cohort where the number of students although there were none below the NMS there were also none in band 6 which is less than in 2017 when 8% of the cohort were in band 6.

Proficiency Band Summary

Band	NAPLAN Score Range	Numeracy							
		Year 3				Year 5			
		2017		2018		2017		2018	
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					8%	5%	0%	5%
7	530 - 581					31%	14%	23%	14%
6	478 - 529	0%	11%	12%	8%	23%	28%	15%	27%
5	426 - 477	0%	15%	24%	21%	8%	30%	46%	32%
4	374 - 425	6%	27%	18%	30%	8%	19%	15%	19%
3	322 - 373	53%	24%	24%	22%	23%	5%	0%	3%
2	270 - 321	41%	18%	24%	14%				
1	Up to 269	0%	5%	0%	3%				

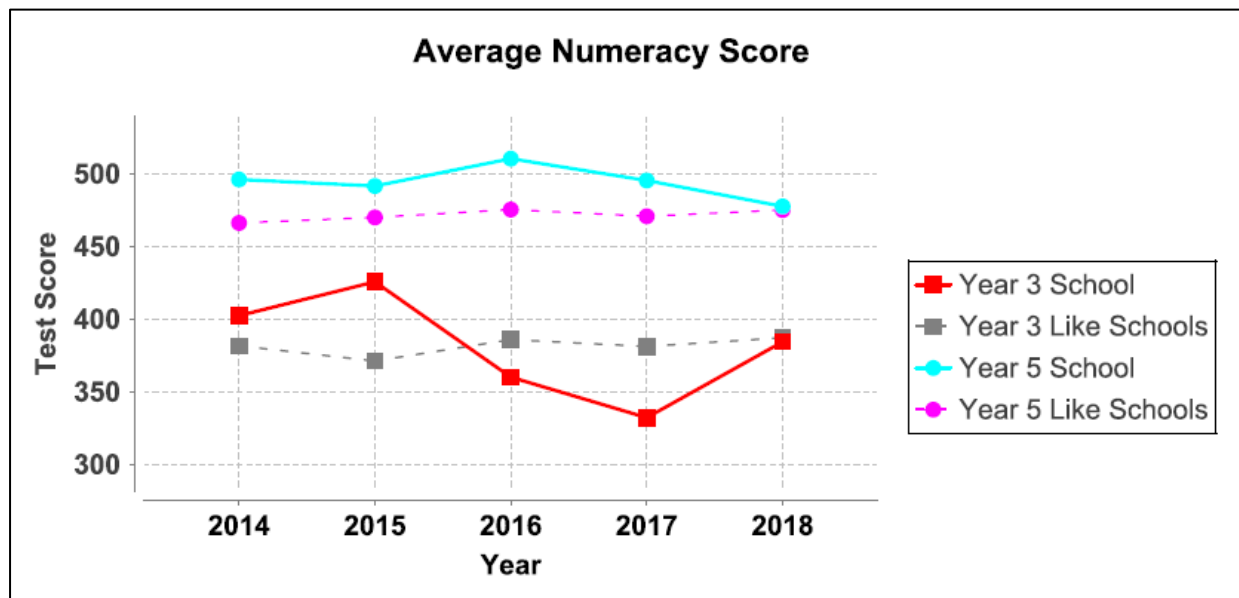
	Above National Minimum Standard
	At National Minimum Standard
	Below National Minimum Standard

Business Plan Targets

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

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

NAPLAN Longitudinal Summary Chart



Snapshot

- Year 5 average score has decreased over the last 3 years and is the same as like schools in 2018
- There was a downward trend in performance by the year 3 cohorts from 2015 to 2017, however, the Year 3 performance has improved rather dramatically over the last year and is at the same average score as like schools in 2018.

Recommendations:

- Individual plans and case management of students in year 4, 2018 to continue in year 5, 2019.
- On closer analysis of the questions students answered, it showed that students were having difficulties with problem solving and money. In 2019 there will continue to be whole school planning particularly in problem solving and money.
- A specialist teacher in numeracy be employed to work with the year 5 cohort in 2019.

Literacy
Reading

Proficiency Band Summary

Band	NAPLAN Score Range	Reading							
		Year 3				Year 5			
		2017		2018		2017		2018	
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					23%	8%	15%	8%
7	530 - 581					8%	18%	8%	18%
6	478 - 529	0%	15%	18%	17%	23%	27%	23%	25%
5	426 - 477	6%	21%	35%	23%	15%	23%	31%	23%
4	374 - 425	35%	21%	24%	24%	31%	17%	23%	15%
3	322 - 373	18%	21%	6%	16%	0%	8%	0%	10%
2	270 - 321	24%	12%	12%	12%				
1	Up to 269	18%	9%	6%	8%				

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

The 2017 Year 3 cohort had 18% of students below the NMS whilst in 2018 this reduced to 8% below NMS. The number of students performing at band 6 increased from 0% in 2017 to 18% in 2018 which is an improvement.

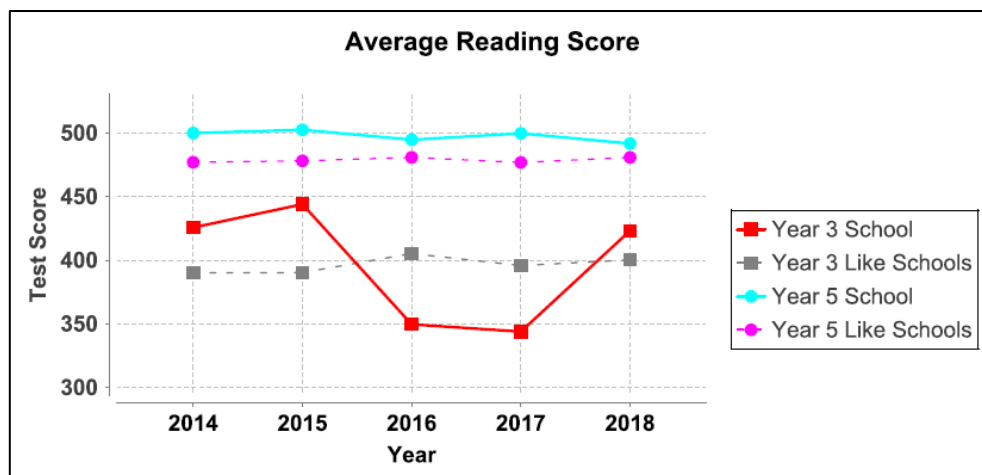
The Year 5 cohort in 2017 and 2018 had no one below the NMS, However, the number of students in band 8 reduced from 23% in 2017 to 15% in 2018 which showed that there were less students performing at band 8 in 2018 although this was better than like schools.

Business Plan Targets

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

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

NAPLAN Longitudinal Summary Chart



Snapshot

- The Year 5 cohort improved in 2017 but the 2018 cohort dipped slightly although performed better than like schools.
- Year 3 cohort performance improved significantly from 2017 and is above like schools in 2018.

Recommendations

- Part time additional teacher to be allocated to work in 5, 2019 with class teachers and students on targeted literacy needs.
- Individual plans and case management of students in year 5, 2019
- Focus on use of LITPRO and acknowledge achievements at assembly with prize books
- Continue with subscription to 'Reading Eggs' (K-2) and 'Reading Express' (years 3-6).
- Purchase some basic readers for K-Year 1 students.
- Focus on sight words and vocabulary.
- Continue to track Year 3 to 6 students on the ACER vocabulary assessment.

Writing

In 2017 the Year 3 cohort had no students below the NMS and this continued in 2018, however there were still no students who performed in band 6 in 2018, although the number performing in band 5 doubled in 2018 from that in 2017 but is still less than that of like schools. The year 5 cohort had a big increase in students below the NMS which is a concern but there were 8% of students performing at band 8 which is more than the 0% in 2017 and better than like schools which is an improvement. The 2018 year 5 result also shows a big gap in the ability level of students with 46% below NMS and 0% at NMS.

Proficiency Band Summary

Band	NAPLAN Score Range	Writing							
		Year 3				Year 5			
		2017		2018		2017		2018	
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					0%	1%	8%	2%
7	530 - 581					14%	6%	0%	6%
6	478 - 529	0%	3%	0%	5%	7%	23%	8%	22%
5	426 - 477	6%	30%	12%	31%	43%	44%	38%	41%
4	374 - 425	35%	27%	24%	25%	14%	15%	0%	15%
3	322 - 373	47%	31%	53%	23%	21%	10%	46%	15%
2	270 - 321	12%	6%	12%	11%				
1	Up to 269	0%	3%	0%	5%				

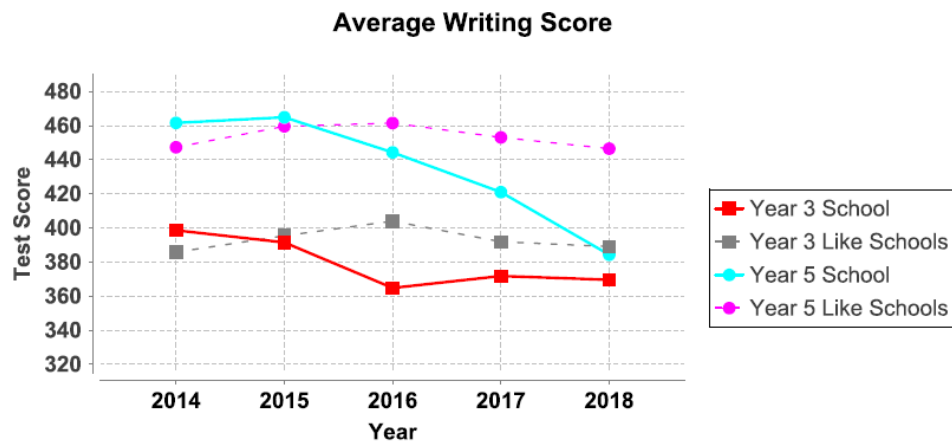
	Above National Minimum Standard
	At National Minimum Standard
	Below National Minimum Standard

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.

NAPLAN Longitudinal Summary Chart



Snapshot

- The performance of the year 3 cohort in 2018 continued to slide slightly below that of the 2017 cohort and below like schools.
- The performance of the year 5 cohort in 2018 fell well below that of like schools and below the Year 3 like schools cohort which is of a major concern.

Recommendations

- Teaching of structured writing and use of scaffolds for writing.
- Allocate a part time teacher to year 5 to assist classroom teachers to target writing needs of students in small groups.
- Implement use of the Brightpath writing assessment program across the school.
- Writing as a major focus across the school.
- Implement forms of writing continuum across the school from K-6 with different teaching focus for the year levels.
- Set a whole school plan for the assessment of different forms of writing over the year.
- Build capacity of teachers to teach writing explicitly.

Spelling

There were more year 3 students in 2018 that performed below the NMS from that of the cohort in 2017 but there were more students performing at band 6 in 2018. There was also an increase in the number of year 5 students who performed at band 8 in 2018 and less who performed below the NMS compared to the 2017 cohort.

Proficiency Band Summary

Band	NAPLAN Score Range	Spelling							
		Year 3				Year 5			
		2017		2018		2017		2018	
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685								
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4	374 - 425	0%	24%	18%	25%	7%	11%	46%	15%
3	322 - 373	47%	20%	12%	17%	14%	8%	8%	7%
2	270 - 321	35%	16%	18%	12%				
1	Up to 269	0%	5%	6%	9%				

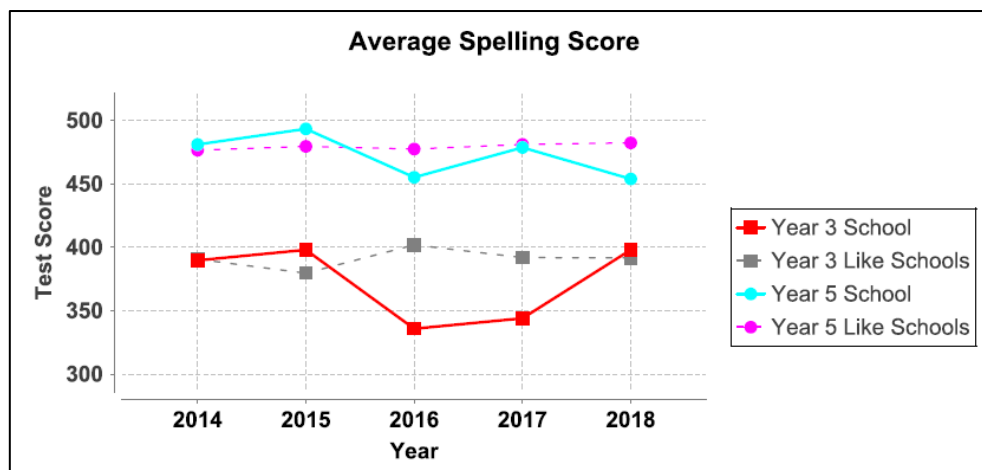
	Above National Minimum Standard
	At National Minimum Standard
	Below National Minimum Standard

Business Plan Targets

Year 3 - Maintain the longitudinal trend to perform equal to or better than like schools - achieved.

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

NAPLAN Longitudinal Summary Chart



Snapshot

- The performance of the year 3 cohorts improved over the past two years, significantly in 2018 and the cohort performed better than like schools.
- The performance of the year 5 cohort improved in 2017 to that of like schools but fell in 2018 to 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 of strategies.
- Allocate a part time teacher to year 5 in 2019 to assist with the teaching of spelling to target the needs of students.

Grammar and Punctuation

In 2018 the year 3 cohort had less number of students performing below the NMS than in 2017 and more students performing in the top three bands with significantly more performing in band 6 just below that of like schools. The year 5 had an increase in the number of students performing below the NMS in 2018 than in 2017 and none performing in band 8 which is below that of 2017 and like schools.

Proficiency Band Summary

Band	NAPLAN Score Range	Grammar & Punctuation							
		Year 3				Year 5			
		2017		2018		2017		2018	
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					7%	10%	0%	13%
7	530 - 581					21%	10%	31%	16%
6	478 - 529	6%	21%	24%	25%	21%	26%	8%	27%
5	426 - 477	0%	25%	12%	15%	0%	21%	23%	19%
4	374 - 425	12%	17%	29%	22%	43%	21%	15%	18%
3	322 - 373	18%	14%	24%	16%	7%	10%	23%	8%
2	270 - 321	35%	13%	0%	13%				
1	Up to 269	29%	10%	12%	9%				

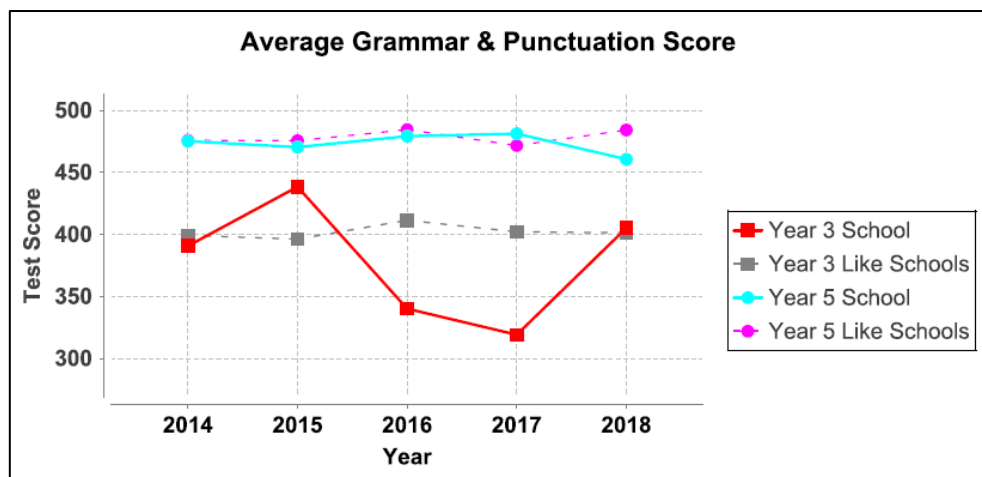
	Above National Minimum Standard
	At National Minimum Standard
	Below National Minimum Standard

Business Plan Targets

Year 3 - Maintain the improvement in 2018 to perform as well as or better than like schools - achieved.

Year 5 - Improve on the dip in performance in 2017 - not achieved.

NAPLAN Longitudinal Summary Chart



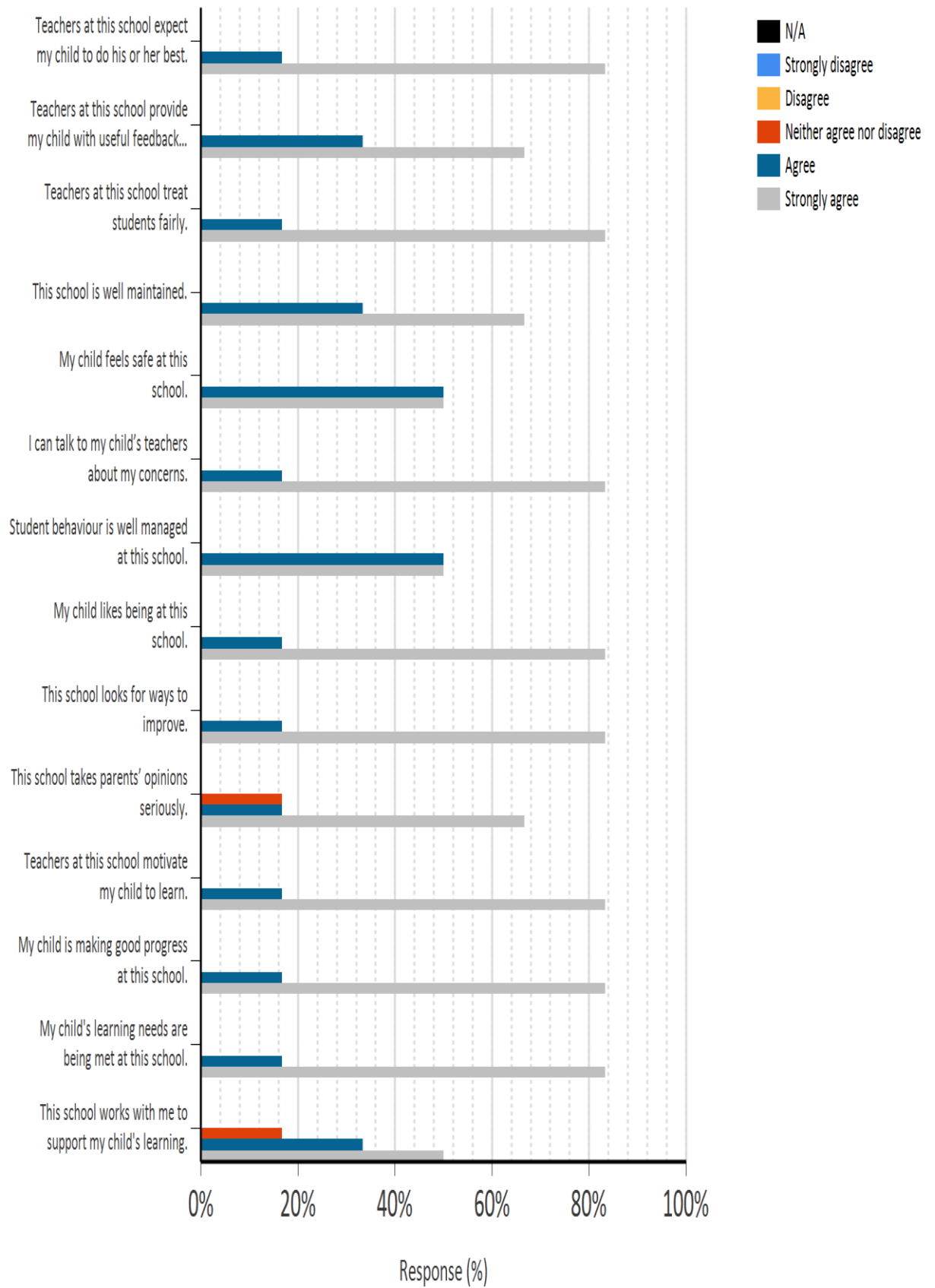
Snapshot

- The performance of the year 3 cohort has improved significantly in 2018 over that of 2017 and is on par with like schools.
- The 2018 Year 5 cohort performance has fallen to below that of 2017 and that of like schools.

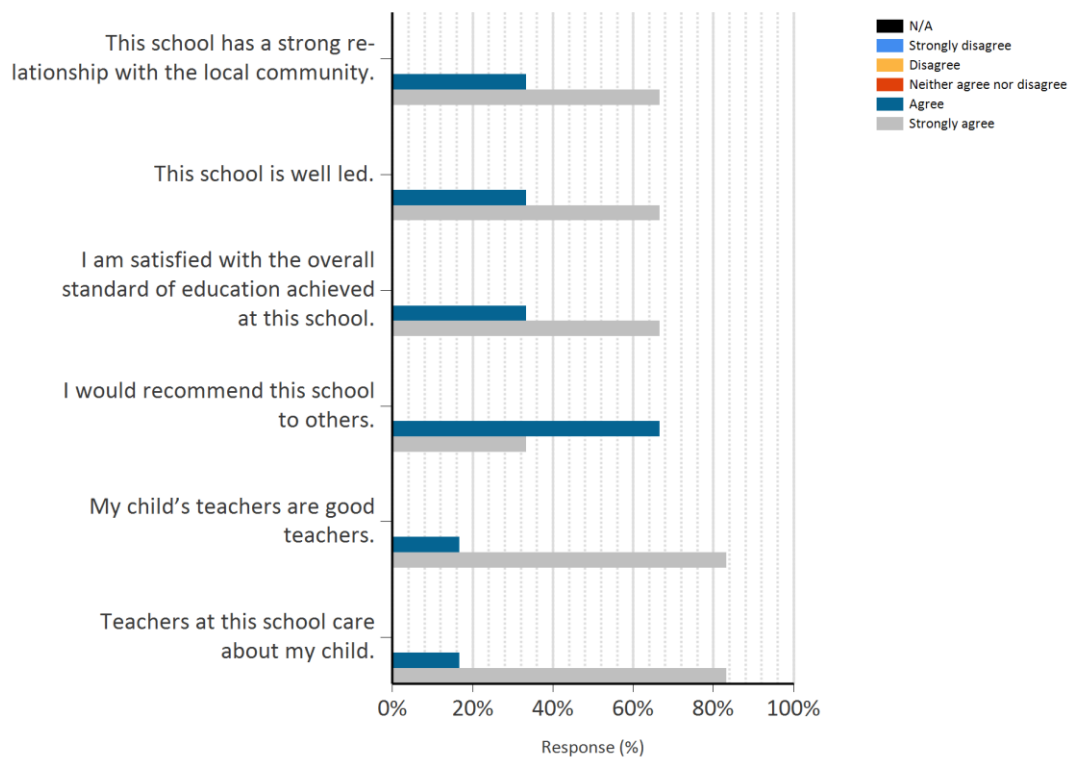
Recommendations

- Allocate a part time teacher to provide assistance with small group targeted teaching in year 5 in 2019.
- Work on improving the performance of capable students in year 5 in 2019.
- Focus on year 4 2018 ACER assessment on grammar and punctuation to assess needs of students for targeted teaching.
- Review use of grammar texts to decide whether to continue use in 2019.

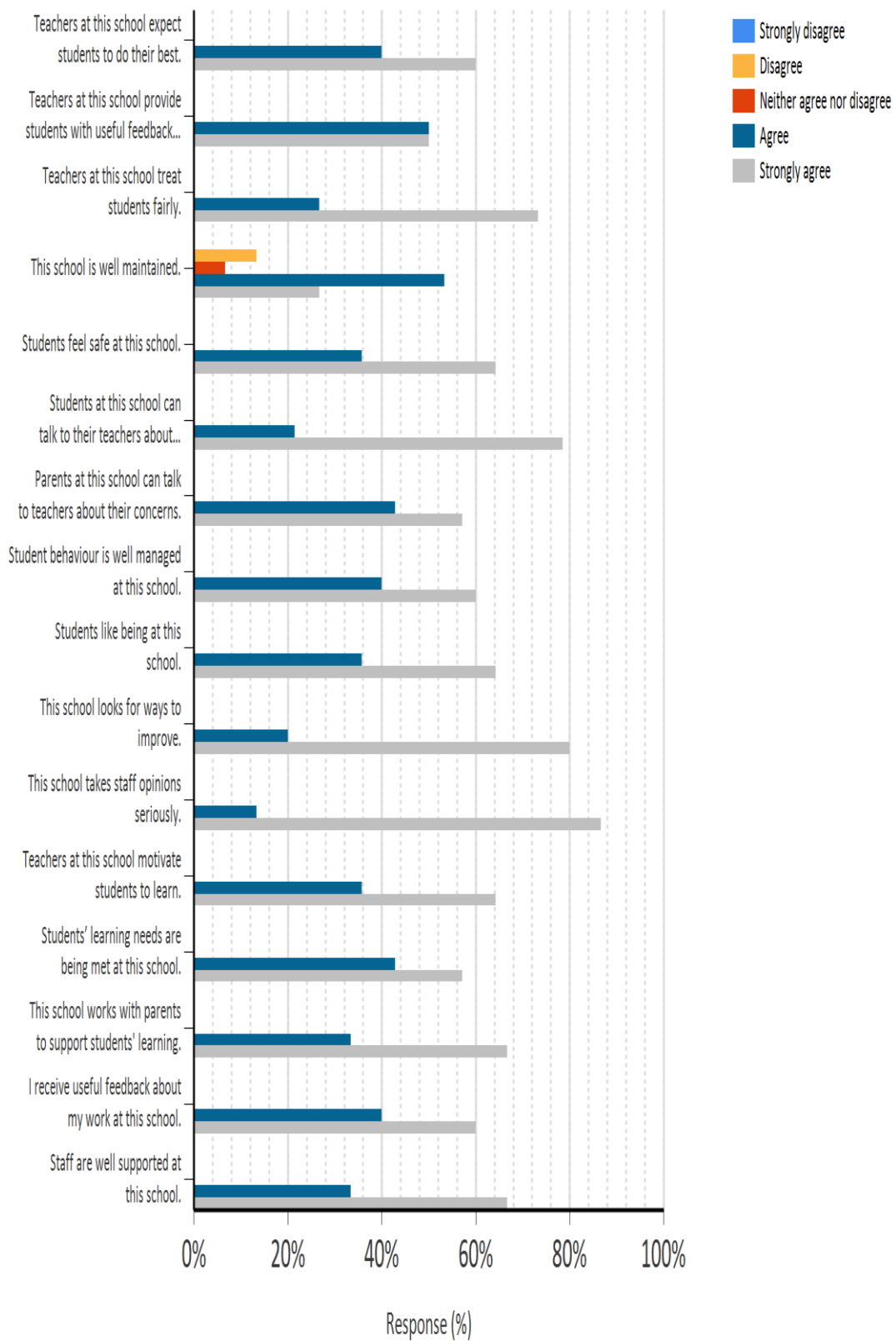
Orange Grove Primary School Parent Survey 2017



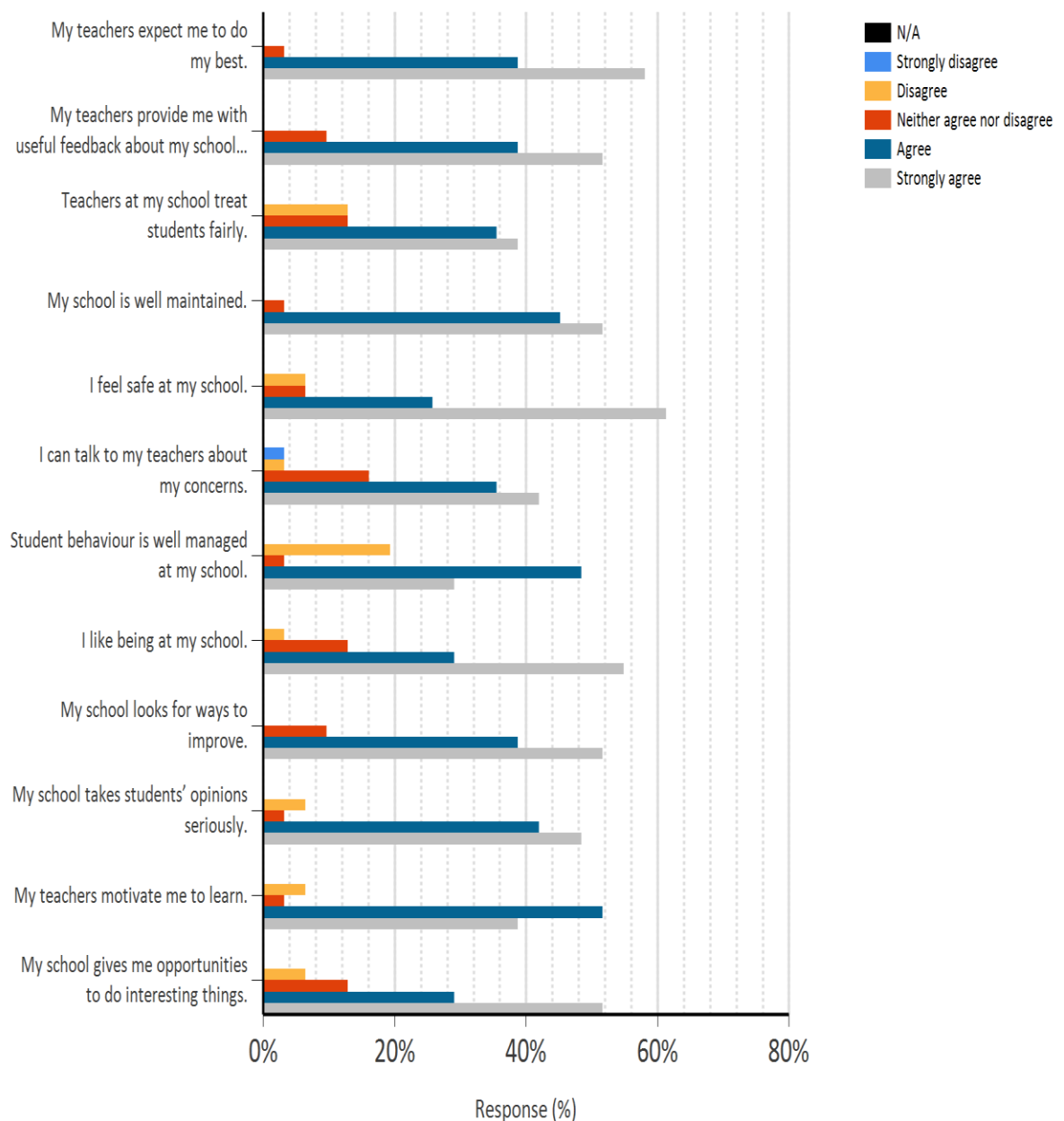
Orange Grove Primary School Parent Survey 2017 cont.



Orange Grove Primary School Staff Survey 2017



Orange Grove Primary School Student Survey 2017



Recommendations:

- Provide more information through open days, newsletters and school website about teachers' work in classes.
- Employ a website developer for a new up to date school website.
- 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 and Highway Heroes programs.
- Continue to apply for a School Chaplain.

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 community was involved in the Bickley Camp and Boral open days.

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.
- Reading Eggs for students in K-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 the shortfall for Chaplaincy services
- Purchase of marquees for faction bays and for parents.

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 2018.

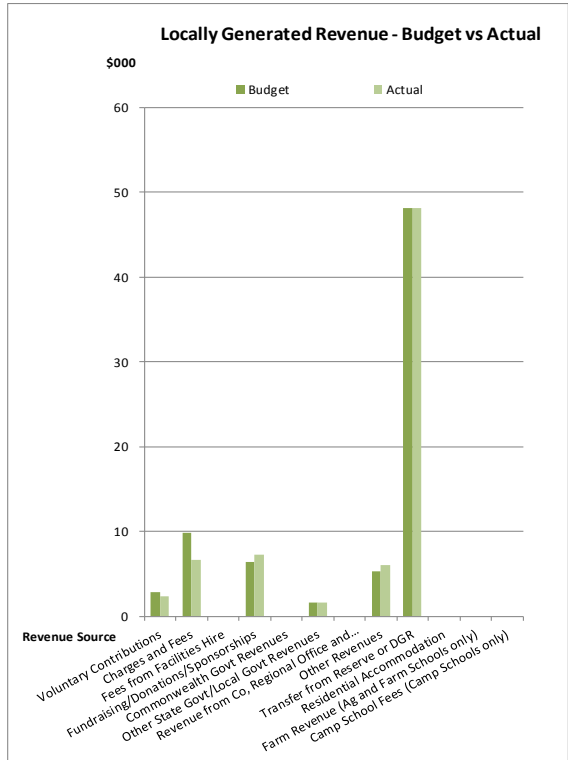
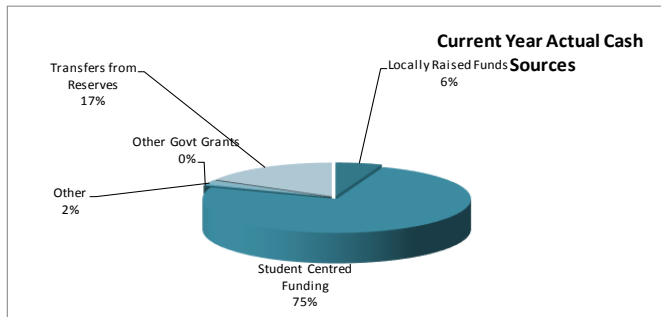
Members include Dr Susan Beltman (School Board Chair, community member, Curtin University), Lesley Ghent (Principal), Cindy Johnston (Parent), Henry Ulgen (parent), Aaron Bathols (Teacher), Sharon Hardy (community member, Boral). Members of the School Board have assisted in the development of the School Business Plan decision making, school self-assessment reviews, school annual report, approval of voluntary contributions and charges 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 at Orange Grove Primary School.

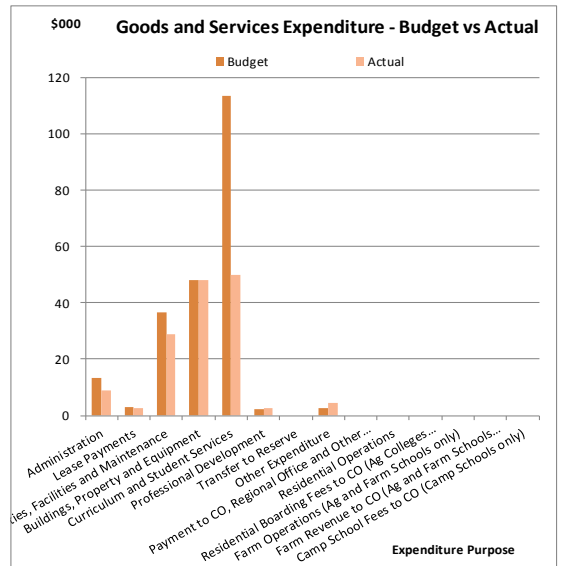
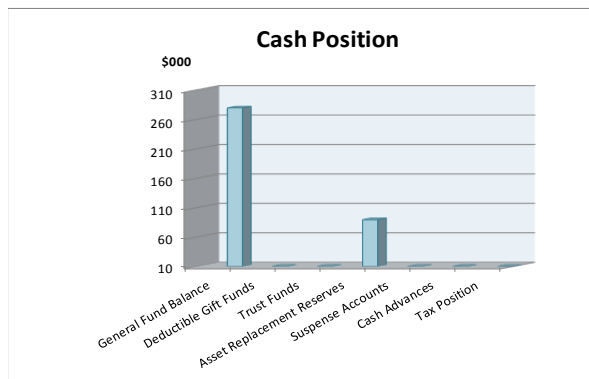


Orange Grove Primary School Financial Summary as at 31 December 2018

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 2,845.00	\$ 2,299.05
2 Charges and Fees	\$ 9,870.00	\$ 6,618.70
3 Fees from Facilities Hire	\$ -	\$ -
4 Fundraising/Donations/Sponsorships	\$ 6,459.00	\$ 7,286.45
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ 1,655.00	\$ 1,654.81
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ 5,314.00	\$ 6,043.60
9 Transfer from Reserve or DGR	\$ 48,102.00	\$ 48,102.00
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 74,245.00	\$ 72,004.61
Opening Balance	\$ 110,957.49	\$ 136,551.59
Student Centred Funding	\$ 215,851.23	\$ 215,851.23
Total Cash Funds Available	\$ 401,053.72	\$ 424,407.43
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 401,053.72	\$ 424,407.43



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 13,274.00	\$ 8,934.01
2 Lease Payments	\$ 2,770.00	\$ 2,769.24
3 Utilities, Facilities and Maintenance	\$ 36,412.00	\$ 28,841.40
4 Buildings, Property and Equipment	\$ 48,102.00	\$ 48,103.13
5 Curriculum and Student Services	\$ 113,367.00	\$ 49,684.89
6 Professional Development	\$ 2,242.00	\$ 2,422.39
7 Transfer to Reserve	\$ -	\$ -
8 Other Expenditure	\$ 2,619.00	\$ 4,406.37
9 Payment to CO, Regional Office and Other Schools	\$ -	\$ -
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	\$ 218,786.00	\$ 145,161.43
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 218,786.00	\$ 145,161.43
Cash Budget Variance	\$ 182,267.72	



Cash Position as at:	
Bank Balance	\$ 367,029.73
Made up of:	
1 General Fund Balance	\$ 279,246.00
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 89,364.65
5 Suspense Accounts	\$ 365.92
6 Cash Advances	\$ 265.00
7 Tax Position	\$ 950.00
Total Bank Balance	\$ 367,029.73

For additional information please contact:

Principal: Mrs Lesley Ghent

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

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

