



ORANGE GROVE

Primary

Est 1923

FRIENDSHIP & ACHIEVEMENT

ANNUAL
REPORT
2020

2020 ORANGE GROVE PRIMARY SCHOOL ANNUAL REPORT

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PRINCIPAL'S REPORT

It is a privilege to present the Orange Grove Primary School's Annual Report. It is an honour to have joined this wonderful school and have the opportunity to review the progress and achievements of the school in 2020. This is a city school with a country feel, strong community support, and one of the most special and spectacular natural learning environments for the students, teachers and parents/carers to share.

I extend my sincere thanks to the parent community, school administration, School Board, the Parents and Citizens Association, and the highly dedicated staff for the warm welcome I have received in Term 4 and their tireless effort in supporting the school to provide for our students.

Our School Board has achieved a great deal over the course of 2020 and continues to passionately advocate for the school, represent the community's aspirations and contribute to the enactment and success of our school's Business Plan. I acknowledge all of our members and Associate Professor Susan Beltman – School Board Chair, who so ably leads this parent body and our meetings.

I thank the P&C President – Ms Aimee Troy for her commitment and passion for leading a small group of dedicated volunteers that represent and advocate for Orange Grove Primary School.

I also would like to acknowledge the outstanding support shown by our parents and carers throughout the course of 2020. This has been a unique and challenging year where schools have needed to be highly flexible and adaptable to react to the COVID-19 situation. Through this came many opportunities to rethink the way schools operate and establish new routines, some that we were happy to see go again, but others that were very positive. One of the most commendable and amazing positives was how our children responded and the resilience they showed as the world turned upside down. I continue to be impressed with the level of independence they have shown and take great joy seeing many of our younger Orange Grove students saying their goodbyes in the Kiss n Drive and making their own way to the classroom each morning.

I would like to show our gratitude to the school community for the support and trust you showed towards public schools this year – thank you!



The Annual Report provides parents, carers and the wider community with information about our school, its' achievements and successes, the learning programs we provide and the performance of the student population. It also reviews our progress towards achieving our areas of focus and the targets set in our Business Plan 2019 – 2021, and outlines our future actions to be taken in 2020 to improve student achievement and further enhance the school's effectiveness.

It is important to note that the Annual Report is only one component of the total reporting process that the school undertakes. To contextualise the school's purpose and its operation, the Annual Report should be read in conjunction with other documents such as the Business Plan and information booklets and policies – all of which can be located on the school's website.

The achievements of our students in 2020, both in academic and non-academic arena have been impressive. We continue to work towards further improvement with a focus on high quality teaching and learning programs as cornerstones to future success.

As the leader of Independent Public Schools, I look forward to 2021 and the further success we can achieve through a strong focus on working together and aspiring to providing a dynamic school, innovative students and a nurturing community.

Sheri Evans – Principal

OUR VISION

Our vision is to provide opportunities that challenge all students to achieve their personal best.

OUR VALUES

Excellence

We strive to do our personal best and pursue excellence.

Honesty & Integrity

We are honest, sincere and seek the truth. We act in accordance with moral and ethical principles, ensuring consistency between words and deeds

Responsibility

We are accountable for our own actions, resolving differences in constructive, peaceful ways. We contribute to society and take care of the environment.

Respect & consideration

We treat all people fairly with consideration and regard and respect their views. We protect and support each other for the benefit of all. We look after ourselves and care for one another.

Tolerance & Inclusion

We accept diversity by being aware of others and their differences. We strive to be included and include others.



SCHOOL CONTEXT

Orange Grove Primary School is a small metropolitan school set in a beautiful rural setting located on the edge of the Darling Escarpment near Bickley Reservoir. Our school has a long and proud history from 1923 and while tradition is an important part of our culture, our focus is on preparing children for the future.

Orange Grove's reputation for inclusivity, quality educational programs, use of technology, unique environment and smallness attracts students from a variety of areas. We offer a diverse range of subjects including music, drama, art and crafts, African drumming, physical education and guitar which are taught by specialist teachers.

Our school caters for up to 140 children from Kindergarten to Year 6. We have a strong ethos of being a warm, caring and friendly community where every child is treated as a valued individual as guided by our motto of 'Friendship and Achievement'. Our school will give children a good solid start to their educational journey. Research shows that children are likely to have a number of careers in their life and we want to ensure that they have the skills and confidence to face whatever challenges come their way.

Orange Grove Primary School became an Independent Public School in 2015. Our educators are very professional and have a strong sense of pastoral care, engage in all educational initiatives, work closely with each other and parents, aiming to provide programs which meet individual needs and produce results that are very positive.

The sense of community that exists between parents, staff and students is an integral part of Orange Grove and a source of pride for all. A strong community support has been a feature of this school and the community has worked actively towards providing additional resources for the school.



SCHOOL BOARD REPORT

The council or board of a public school works with the school community to achieve the best outcomes for students. It plays an important role in contributing to good school governance so that school resources are used efficiently and community expectations and the school's priorities reflect the needs of students.

As chair of the Orange Grove Primary School Board, I am delighted to share some of our activities and achievements in 2020. It has certainly been a tumultuous year as we have all experienced the COVID-19 pandemic and its consequences. Our first meeting of the year was cancelled as everything was just closing down and schools were busy preparing for online teaching and learning. Since then our June, October and December meetings have been able to occur as planned.

The other important event for Orange Grove in 2020 has been the retirement of Principal Lesley Ghent after a long and successful contribution to schools and education. I first met Lesley many years ago when we both worked at the same school – she was the Deputy Principal and I was the School Psychologist. I remember then admiring her work ethic, her passion for the students who were experiencing difficulties and her determination to achieve high standards for all. I have seen these characteristics evident again at Orange Grove, and admired her energy, enthusiasm and creativity as she instigated and supported numerous events, activities and programs in the school and for the school community. We all wish her a wonderful, well-earned retirement. We also look forward to the future with the appointment of a new Principal in 2021.

I would like to acknowledge the members of our School Board and thank them for their contribution in 2020. We have been privileged to have three Principals: Lesley Ghent, and Clare Heffernan and Sheri Evans as Acting Principals. We were delighted to welcome a new parent representative, Justin Joseph, to join Henry Ulgen. Community representatives include myself from Curtin University and Sharon Hardy from Boral. Clare was already on the Board as a school representative along with Aaron Bathols. Di McHugh, as an ex-officio member, organised agendas, minutes and various reports for our meetings. A huge thanks to everyone for their commitment to Orange Grove School Board.

As well as derailing our first Board meeting for the year, the pandemic presented many challenges for individuals and families, and the cancellation of date at our meetings with these, but also unexpected positives such as children's increased independence as a result of the Kiss and Drive procedures, and

staff (and students and parents) becoming more skilful and confident in the online teaching environment.

As well as derailing our first Board meeting for the year, the pandemic presented many challenges for individuals and families, and the cancellation of regular school activities. We have been kept up to date at our meetings with these, but also unexpected positives such as children's increased independence as a result of the Kiss and Drive procedures, and staff (and students and parents) becoming more skilful and confident in the online teaching environment. At our meetings, staff have provided interesting and informative updates on programs and curriculum activities related to our Business Plan and school priorities. These have included on-entry assessment (Clare Heffernan), student wellbeing program (Aaron Bathols), HASS and NAIDOC (Julie Reed), and science and STEAM (Jess Sparre). Their input has kept us up to date and added greatly to the quality of our meetings.

Connecting more with the school community was one of the areas the School Board 2019-member survey indicated was needed. One way we decided to do this was to hear from teachers about their programs and activities. Individuals also noted that they would like more training and access to online training and face-to-face workshops has been provided. We also revisited our roles and responsibilities. Sheri Evans has had much experience in this area so we have been glad of her initiative in developing a three-year agenda plan for the Board which will include input into a new Business Plan and a 2021 School review. The School Board has oversight regarding budget and school planning, input into updating policies such as School Dress Code and Mobile Phone Use, and we have approved the proposed costs of 2021 contributions, charges and personal items.

So as we conclude an unusual year, I would like to thank everyone again for their support and look forward to another enjoyable and productive year for Orange Grove Primary School community in 2021.

Susan Beltman 2020 (Associate Professor, Curtin University)



SCHOOL PROFILE 2020

Student Numbers (Semester 1, 2020)

| Primary | Kin | PPR | Y01 | Y02 | Y03 | Y04 | Y05 | Y06 | Total |
|-----------|------|-----|-----|-----|-----|-----|-----|-----|-------|
| Full Time | (10) | 21 | 13 | 12 | 17 | 14 | 17 | 15 | 118 |
| Part Time | 20 | | | | | | | | |

Student Numbers (Semester 2, 2020)

| Primary | Kin | PPR | Y01 | Y02 | Y03 | Y04 | Y05 | Y06 | Total |
|-----------|------|-----|-----|-----|-----|-----|-----|-----|-------|
| Full Time | (10) | 21 | 14 | 12 | 18 | 14 | 16 | 15 | 120 |
| Part Time | 20 | | | | | | | | |

Gender (Semester 1, 2020)

| Primary | Kin | PPR | Pri | Total |
|---------|-----|-----|-----|-------|
| Male | 11 | 11 | 44 | 66 |
| Female | 9 | 10 | 43 | 62 |
| Total | 20 | 21 | 87 | 128 |

Aboriginality (Semester 1, 2020)

| Primary | Kin | PPR | Pri | Total |
|----------------|-----|-----|-----|-------|
| Aboriginal | 1 | 2 | 11 | 14 |
| Non-Aboriginal | 19 | 19 | 77 | 114 |
| Total | 20 | 21 | 88 | 128 |

Orange Grove Primary School is not a local area intake school and therefore determines enrolment based on proximity to the school. There is a lot of interest in the school from families who live in the catchment areas of other local schools and this is due to our strong reputation, beautiful learning environment and small community feel. However, the school has reached capacity and therefore the number of students we accept from out of area is limited.

Our school numbers are gradually growing due to a larger number of students enrolling in our early childhood programs and continuing at the school into the senior years. If this pattern continues by 2026 the school will have approximately 180 students.

ATTENDANCE PRIMARY YEAR LEVELS

| Overall attendance percentages comparable to like schools | | | | | | | | | |
|---|-----|-----|-----|-----|-----|-----|-----|----------------|----------------------|
| | PPR | Y01 | Y02 | Y03 | Y04 | Y05 | Y06 | Average School | Average Like schools |
| 2017 | 91% | 91% | 96% | 95% | 95% | 90% | 90% | 92.6% | 92.7% |
| 2018 | 92% | 94% | 93% | 95% | 93% | 95% | 88% | 93.0% | 92.6% |
| 2019 | 87% | 88% | 91% | 90% | 93% | 91% | 91% | 90.2% | 91.6% |
| 2019 Like schools | 91% | 91% | 92% | 92% | 92% | 92% | 92% | | |



With a global pandemic attendance rates for 2020 were anomolous to previous years. As the pandemic hit in March 2020 families made decisions, for various reasons, whether their student would attend school. At the end of Term 1 school was closed for two weeks to all but essential workers children. Return to school in Term 2 was welcomed by all but families took health advice throughout the year and kept students at home even with the slightest symptoms of cold or flu.

Key Strategies

- Establish and maintain a positive school culture, with high expectations for student attendance
- Twice termly analysis of student attendance
- Reinforce thorough monitoring of attendance by classroom teachers
- Coordination through case management of students with severe attendance issues
- Comments on attendance in semester reports to ensure parents are aware of the concern

Future Recommendations

- To follow up unexplained absences by sending out regular reminders for parents to explain and give reasons when their child is away
- Promote community messages via school communication platforms to reinforce key messages and the effect extended absences have on social and academic development

Our major achievement are that we have reduced the number of *Unexplained Absences* and strong proactive case management of students with attendance issues.

LITERACY TARGETS

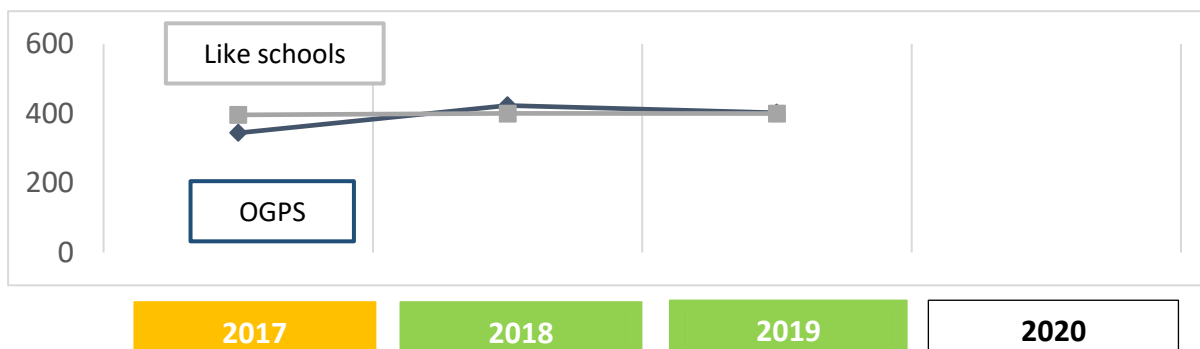
ACHIEVEMENT COLOUR KEY: At or Above target Near target Below target

NUMBER OF STUDENTS IN YEAR 3: 2017: 17 2018: 17 2019: 15

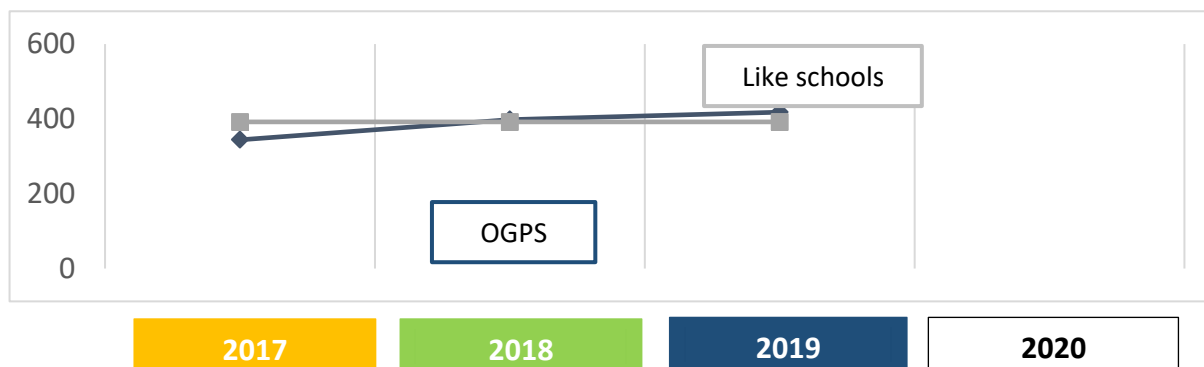
Target

Year 3 – During 2018, 2019 and 2020, the school aims to equal or exceed above like schools mean in the areas of reading, writing, spelling, grammar and punctuation in NAPLAN assessments.

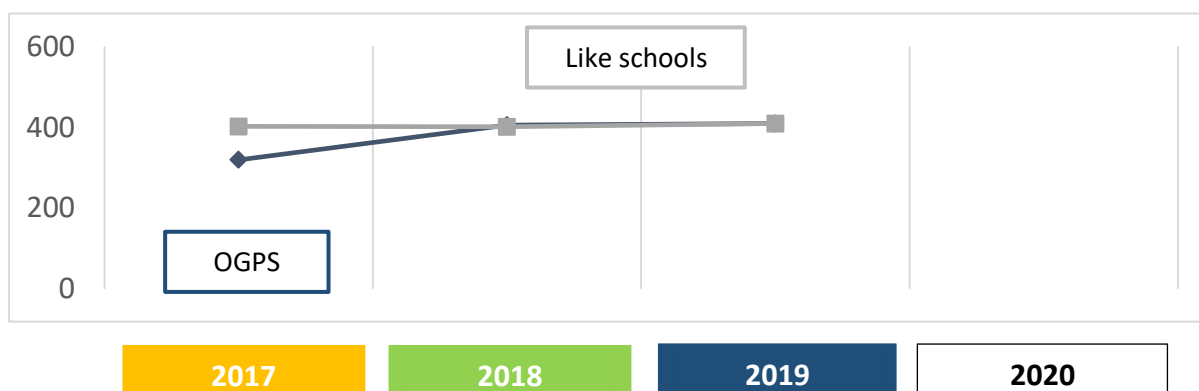
READING



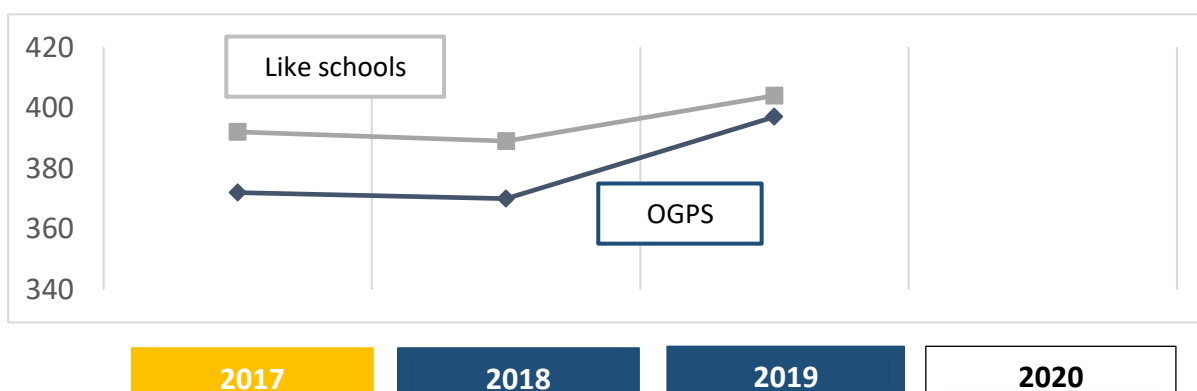
SPELLING



GRAMMAR & PUNCTUATION



WRITING

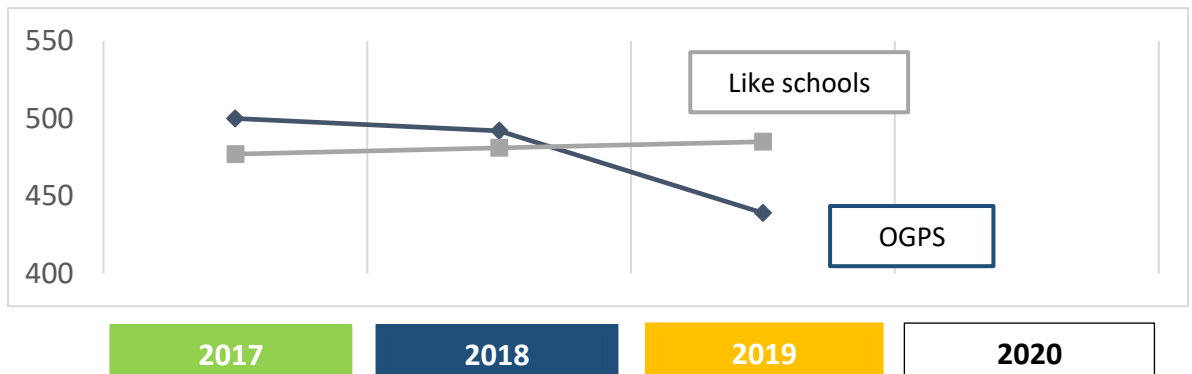
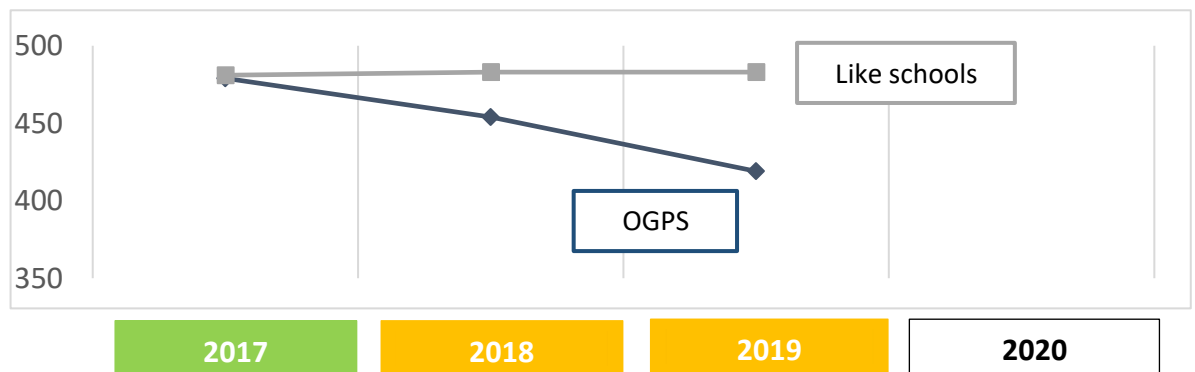
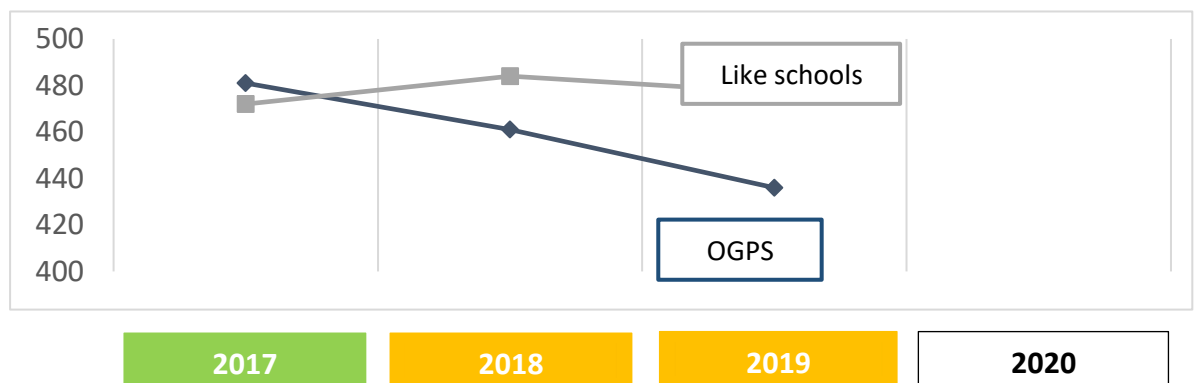
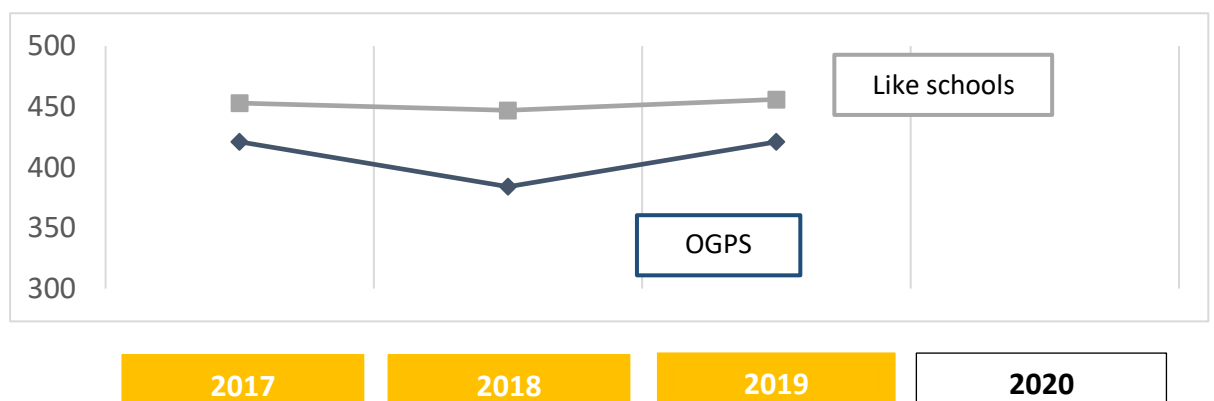


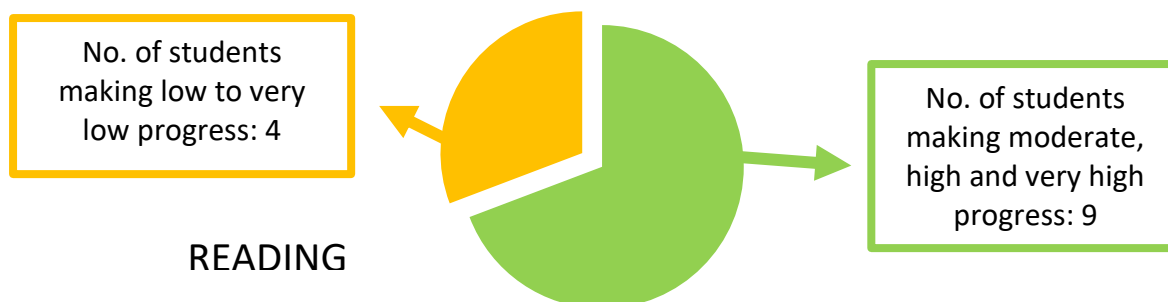
Target

Year 5 - Year 5 - During 2018, 2019 and 2020, the school aims to equal or exceed above like schools mean in the areas of reading, writing, spelling, grammar and punctuation in NAPLAN assessments

ACHIEVEMENT COLOUR KEY: At or Above target Near target Below target

NUMBER OF STUDENTS IN YEAR 5: 2017: 13 2018: 13 2019: 16

READING**SPELLING****GRAMMAR & PUNCTUATION****WRITING**



Note: Progress data for spelling, grammar and punctuation, and writing is not available at this point due to NAPLAN moving online.

The percentage of Year Three students in Band 5 or above, and Year Five students in Band 7 or above in Reading either declined or stayed the same. This means that we have further work to do in terms of differentiating our reading programs to cater for and extend students at different levels

There are pleasing results in writing, and grammar and punctuation, where across all targets we can see our trend line has an upward trajectory from 2018. Our challenge is to maintain or increase this upward trajectory.

Key Strategies that have supported success include:

- Teachers engage in moderation of student work each term to validate assessment data as being accurate, transparent and relevant to inform teaching and learning decisions.
- Improved accuracy of grade alignment in Maths and English comparable to NAPLAN data.
- Use of disciplined dialogue approach to analyse data in collaborative teaching teams.

Literacy - Future Recommendations

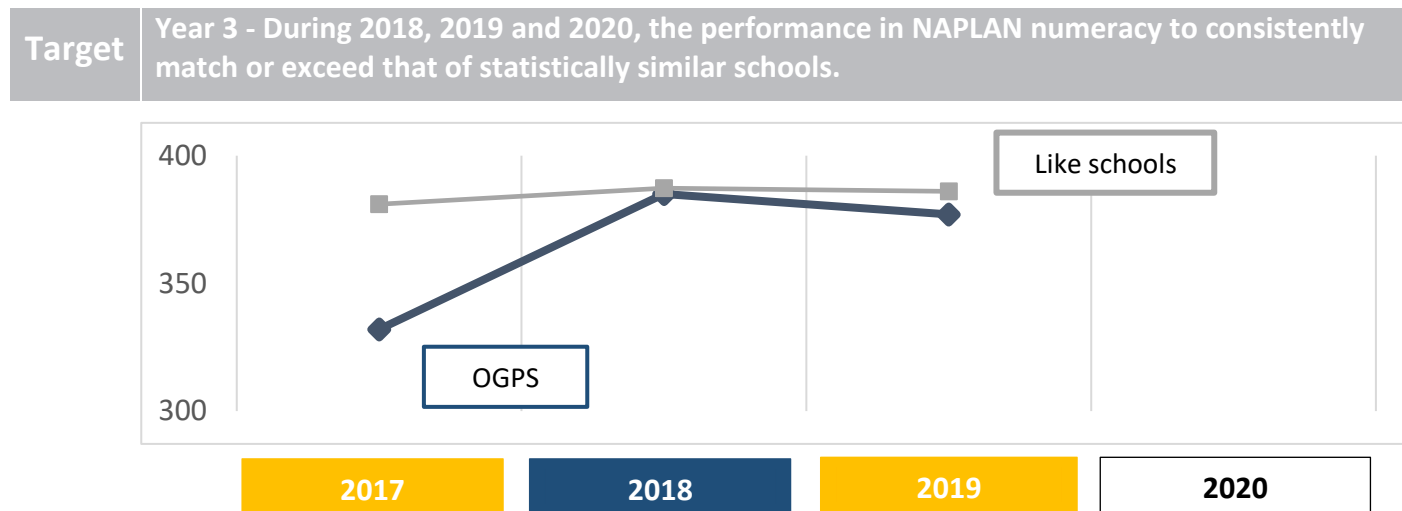
- Our data demonstrates an upward trend from 2018 in Writing, and Grammar and Punctuation. To maintain this upward trend over a number of years, in 2020 we will be developing a whole school approach that clearly articulates which components of the program will be taught in which year levels.
- Embed digital tracking of student achievement data to enable more robust approach to analysis.
- Developing a consistent approach to the 'Literacy Block' that demonstrates how to balance programs we are using in Literacy.
- In 2020, there will be a greater focus on *Guided Reading Groups* to enable the top students to be extended, whilst catering for the range of skill levels in each class.



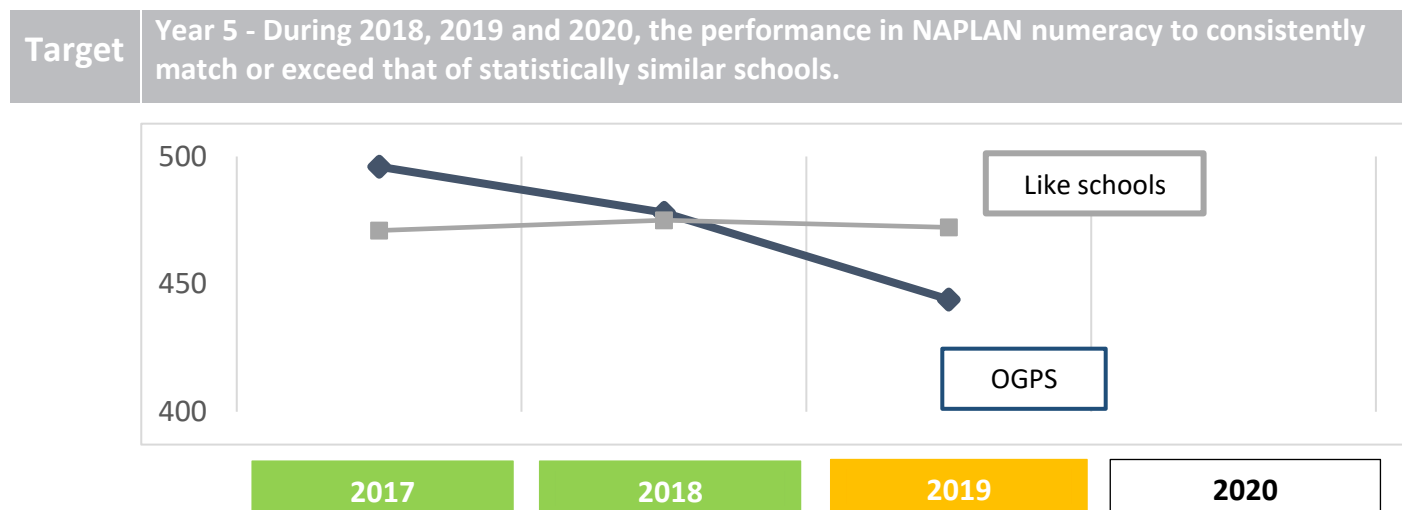
NUMERARY TARGETS

ACHIEVEMENT COLOUR KEY: At or Above target Near target Below target

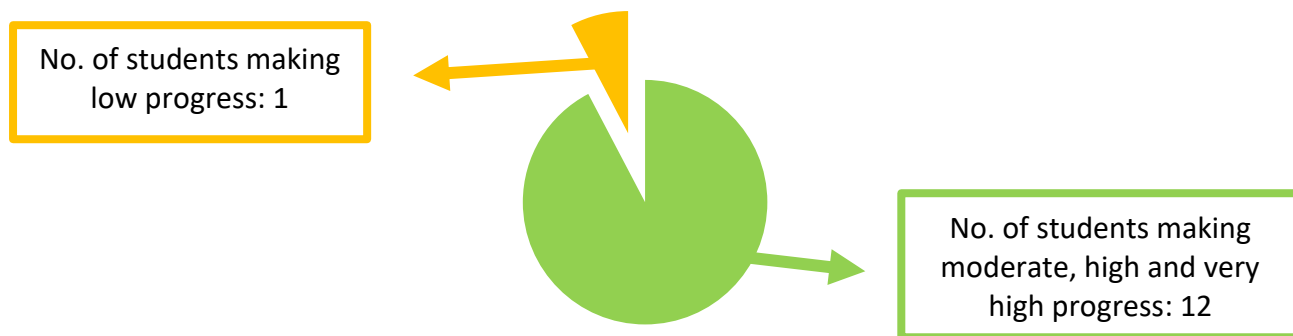
NUMBER OF STUDENTS IN YEAR 3: 2017: 17 2018: 17 2019: 15



NUMBER OF STUDENTS IN YEAR 5: 2017: 13 2018: 13 2019: 16



| Target | Stable cohort from years 3 to 5 to make moderate progress in NAPLAN numeracy assessments. |
|--------|---|
|--------|---|



Our trend lines in both Year Three and Year Five NAPLAN Numeracy both show that we have more work to do in terms of ensuring the average score of the students at Orange Grove Primary School matches or exceeds that of like schools. While the mean score is only 10 points below like schools for Year 3, the difference in mean scores grows to approximately 30 points by Year 5.

Pleasingly, a large majority of students in our stable cohort for Year 5 in 2019 (Year 6 students in 2020) made moderate, high or very high progress. Only one students made low progress.

Note: Data has not been provided to demonstrate student achievement or progress in 2020 as the NAPLAN testing was cancelled due to COVID-19.

Key Strategies

- Numeracy blocks in all classrooms
- Use of iPads to integrate teaching and learning in the classroom
- Use of interactive whiteboards in all classes to utilise programs on the internet. This enables instant whole class teaching and demonstration
- Mathematics Mental strategiplicity taught
- Scope and Sequence for mental maths
- Scope and Sequence for problem solving strategies
- Whole school vocabulary sequence explicity taught
- PAT Maths data used for formative and summative assessment of student's learning in Mathematics
- Westwood and Ballard 1 minute basic facts used to assess fluency in Mathematics
- Participation in Network mathematics termly meetings
- Mathematics integrated into all classrooms 1-6

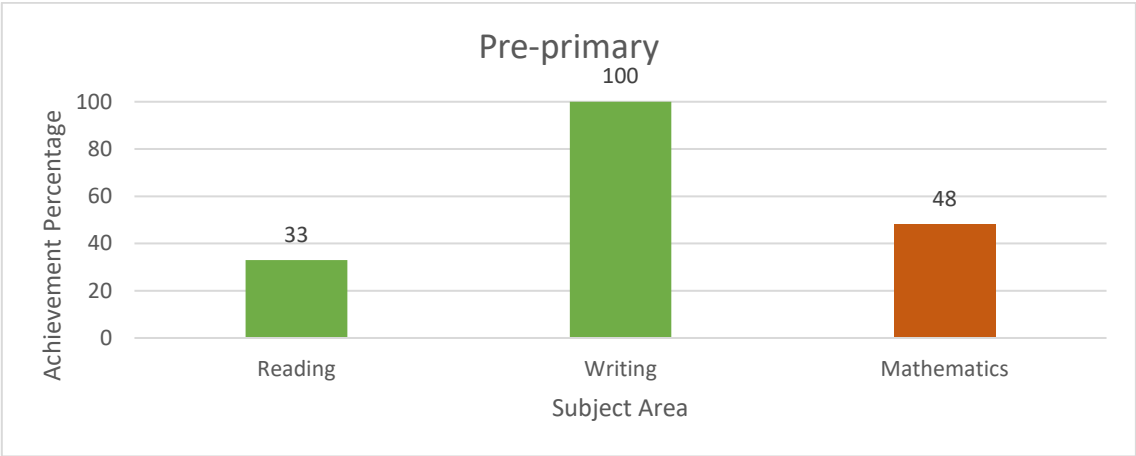
Future Recommendations

- Further consolidation of differentiated tasks and explicit teaching
- Use of daily reviews to revise previously taught concepts in Mathematics
- Further analysis of On Entry and NAPLAN data
- Displays of mathematical vocabulary throughout school
- Reinstatement of termly whole school mathematical activity days
- Promotion of whole scool problem solving activities

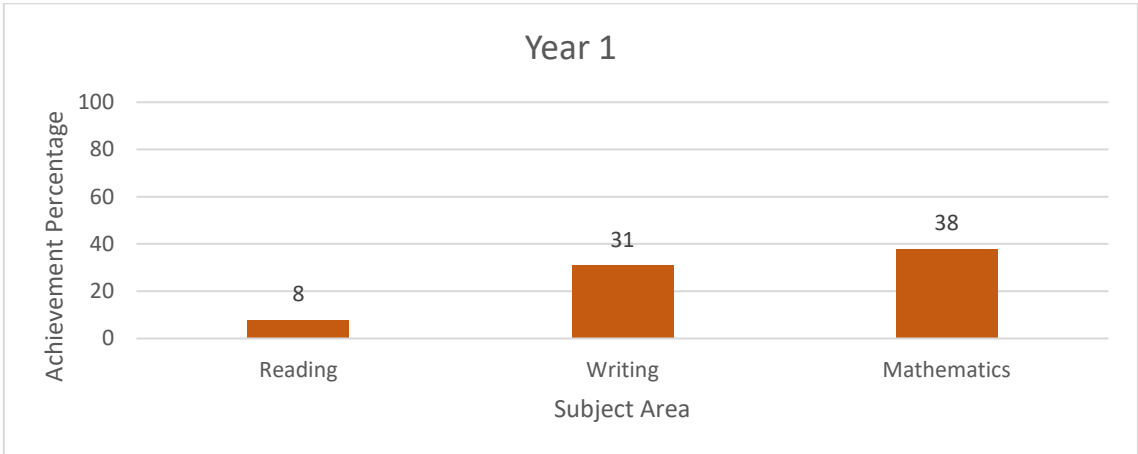
Numeracy is important for individuals to develop logical thinking and reasoning strategies in their everyday activities. We need **numeracy** to solve problems and make sense of numbers, time, patterns and shapes for activities like cooking, reading receipts, reading instructions and even playing sport. At Kelmscott Primary School, students participate in a 'Numeracy Block' three times a week to ensure they develop the skills needed to be successful in Mathematics in High School.

THE EARLY YEARS, PRE PRIMARY TO YEAR 2 TARGETS

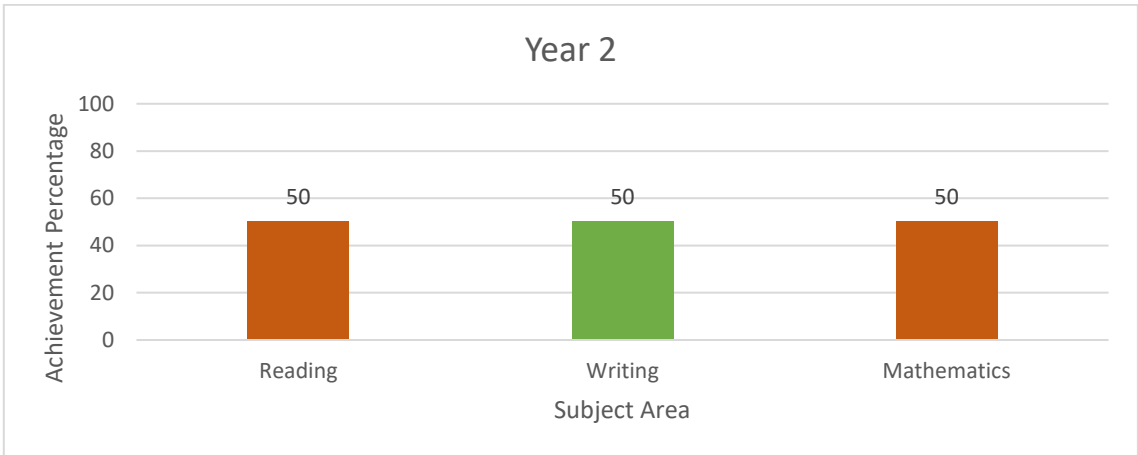
| | |
|--------|--|
| Target | In 2020, 25% of Pre-primary students to achieve 462 or more in reading. 50% of students to achieve 210 in writing and 80% of students to achieve 422 in mathematics. |
|--------|--|



| | |
|--------|---|
| Target | In 2020, 25% of Year 1 students to achieve 519 or more in reading, 50% of students to achieve 430 in writing and 80% of students to achieve 498 in mathematics. |
|--------|---|



| | |
|--------|---|
| Target | In 2020, 60% of Year 2 students to achieve 550 or more in reading, 20% of students to achieve 541 in writing and 90% of students to achieve 588 in mathematics. |
|--------|---|



NQS Verification

| | |
|----------------------------------|-----------------|
| Educational program and practice | Working towards |
| Children's health and safety | Meeting |
| Physical Environment | Working towards |
| Staffing arrangements | Working towards |
| Relationships with children | Meeting |
| Collaborative partnerships | Meeting |
| Governance and leadership | Working towards |

Key Strategies

- Utilise the West Australian Curriculum and Early Years Learning Framework to plan, assess and report.
- Engage and reflect using the standards and elements of the National Quality Standards (NQS) to measure the actions of the school.
- Analyse ON Entry data to identify students for early intervention.
- Provide opportunities for families to attend both educational sessions and family sessions.

Achievements

- Incursions for Early Years students including Constable Care, Police incursion, Animal Farm morning
- Participation of Kindy's in Athletics Carnival
- Purchase of home readers for Pre-primary and Year 1
- Purchase of new reading assessment tool for Pre-primary to Year 2
- Establishment of kitchen garden
- Outside NQS verification
- Bright, engaging classrooms
- Establishment of Phase of Learning Meetings

Future Recommendations

- Establishment of Daily Reviews in English and Mathematics blocks
- Explicit teaching of times tables
- Development of a play policy

Future Recommendations from NQS verification

- Develop strategies to scaffold play opportunities that maximize opportunities for learning
- Develop opportunities for play based learning at recess and lunch e.g. nobs and bobs station
- Increasing opportunities for Early Educators to collaborate and share information, developing connected practice



Physical Education

Key strategies

- Appointment of Physical Education specialist teacher to teach Pre Primary to year 6 classes one session a week.
- Sporting Schools Grant applications each term.
- Strong focus on Fundamental Movement Skills (FMS) for early childhood classes.
- Increased focus on game play strategies, inclusivity, and fair play in middle and upper primary classes.
- Continued use of Stay in Step assessment tool which is used to track student FMS progress each year.
- Two hours of mandated physical activity per week.

Achievements

- Attainment of multiple Sporting School grants which provided us with access to National Sporting Organisational (NSO) coaches, enabling students to experience a variety of sports. These grants also allowed the school to upgrade a variety of sports equipment including new soccer goals.
- Implementation of before school Running Club in term 3 with the use of a ‘running license’ barcode system which enables staff to track each students progress.
- Success in the Inter-School Carnival with our school finishing in second place which is our best result in recent history.
- Sports Education in Physical Education Program (SEPEP) run across a five-week period for year 4, 5, and 6. Students were split into five separate teams to run their own AFL competition. Each week four teams competed whilst the fifth team became umpires, team managers, and coaches. Round robin style competition culminating in a grand final in week 10 of term 2.
- Improvement in Stay in Step assessment scores across the school, with a continued decrease in ‘low’ and ‘very low’ scores (see graph below).

Stay in Step FMS Assessment whole school results from Pre-Primary to Year 2 across a three-year period.

| | 2018 | 2019 | 2020 |
|-----------|------|------|------|
| Very High | 15% | 15% | 22% |
| High | 20% | 17% | 19% |
| Medium | 33% | 44% | 40% |
| Low | 15% | 12% | 10% |
| Very Low | 17% | 12% | 9% |

Future Recommendations

- Continue to apply for Sporting School grants to support the Physical Education program.
- Look at the possibility of school representation at State Cross Country event in 2021.

Bradley Suriani, Physical Education Specialist

Italian Studies

Key Strategies

At Orange Grove Primary School students learn Italian as a second language from Year 3 to Year 6 for an hour and a half per week.

Italian program is based on The Western Australian Curriculum for Languages, which has two Strands: Communicating and Understanding. The aim of the Languages Curriculum is to develop the knowledge, understanding and skills to ensure that students:

- communicate in the target language;
- extend their literacy repertoires;
- understand language, culture, learning and their relationship, and thereby develop an intercultural capability in communication;
- develop an understanding of and respect for diversity and difference, and an openness to different experiences and perspectives;
- develop an understanding of how culture shapes worldviews and extend their understanding of themselves, their own heritage, values culture and identity;
- strengthen their intellectual, analytical and reflective capabilities, and enhance their creative and critical skills.

Achievements

All students at Orange Grove PS from Years 3-6 were introduced to the Italian language in 2020. The implementation of the New WA Languages Curriculum is rolled out in accordance with SCSA requirements.

During Italian lessons students are immersed in Italian through classroom instructions, viewing and listening activities and reading stories, which reinforces students’ comprehension of the language and confidence. Students also participated in a variety of activities and interactive tasks including singing and actions, role play games and projects. I pad are used for listening exercise speaking tasks and the Italian Apps Languages Online and Due Lingo. Students were encouraged to take risks in speaking the Italian language, as well as coach and praise each other.

Students also had the opportunity to make pizza and to dress up with the Italian flag colours for the Italian day.

95% of students achieved a grade of A, B or C in Languages. To have an equal to or greater percentage of students given satisfactory (A, B and C) grades in Languages compared to like schools.

Future Recommendations

- To continue to increase whole school participation in the languages program.
- To continue to generate opportunities for students to have exposure to the Italian language and authentic interactions.
- To further develop our intercultural understandings as a whole school.
- Developing a network of Italian teachers.

Signora Mary Gerges, Specialist Italian Teacher

Humanities and Social Sciences

Key strategies 2019

- whole school and wider community ANZAC Service (School Board Members, RSL representatives, local council and local members present).
- PALS Grant 2019 - Whole school (with parental support) excursion to Canning River Eco Education Centre (CREEC). Purpose: to participate in activities that encouraged and developed a better understanding of Aboriginal culture, specifically about how indigenous peoples connect to land.
- Celebrating NAIDOC Week with community and school activities, culminating in a whole school assembly.
- Whole school Harmony Day celebration.
- ANZAC whole school small service and acknowledgement.
- Introduction of Noongar Seasons at the start of each Noongar season. Leadership students read out information during assemblies – at the appropriate calendar time.
- “Acknowledgement of Country” read by Leadership students at the start of each assembly, and other special events held at school.

Achievements 2019

- Two Year 6 representatives from OGPS on the Children’s Advisory Group ‘Kids in Gosnells’ Group run by City of Gosnells.
- Term 4 – in conjunction with Principal, Mr Glen Duffield - started a whole school approach to HASS with the development of a planning document, “Traffic Light System”, and a two year HASS plan moving forward. Purpose: to ensure all HASS content areas are taught.
- Introduction of whole school approach to HASS teaching through the instigation of the “Inquisitive” website. “Inquisitive” provides an interactive approach to teaching the HASS Curriculum for all year groups, and is an excellent resource and assessment tool for teachers.



Key strategies 2020

- PALS Grant 2020 - Visual Story Telling through ‘Collective Canvas’, with a local Indigenous Artist. It is part of OGPS’s NAIDOC Celebrations, and aligns with the PALS grant received by OGPS.
- NAIDOC Week 2020 – whole school approach with targeted, age-related, and relevant lessons celebrating Aboriginal Culture (activities provided to staff from HASS Committee).
- HASS Week 2020 – whole school approach – targeted, age-related, and community involvement lessons celebrating where our community cultures come from (activities provided to staff from HASS Committee).
- Electoral Education Centre resources to aid in School Leadership Elections and education for Years 2 – 6 on the democratic process during elections.

Achievements 2019

- Year 5/6 2020 Bickley Tree Planting – making a positive impact on our changing environment.
- One Year 6 representatives from OGPS on the Children’s Advisory Group ‘Kids in Gosnells’ Group run by City of Gosnells.
- Stay in Step FMS Assessment whole school results from Pre-Primary to Year 2 across a three-year period.

Recommendations

- Parliament House visit for senior classes only (Years 5 and 6) – was scheduled for 2020 but plans were postponed due to Covid-19 global crisis.
- Red Cross – “In Search of Safety” incursion for senior classes only (Years 5 and 6) – was scheduled for 2020 but plans were postponed due to Covid-19 global crisis.
- Purchase of Noongar Seasons posters for all classes (not approved on 2020 HASS budget).
- Purchase of updated resources celebrating Indigenous Culture as we have a 19% Indigenous student population at OGPS (not approved on 2020 HASS budget).
- The OGPS school community embraces many cultures - purchase of resources celebrating different cultures from around the world for inclusivity.
- Celebrating HASS Week 2021 – March 27th to April 1st ‘Celebrating the New Normal’.
- Celebrating NAIDOC Week 2021 – Date TBA.
- Apply for PALS Grant 2021.
- Commemorating ANZAC and Remembrance Day as a whole school.
- Whole School fundraiser for two extra flag poles so we can fly the Australian, Western Australian, and Aboriginal Flags together.
- Continued use of the Electoral Education Centre in OGPS’s Leadership Elections - including their resources demonstrating the role democracy plays in determining leadership.
- Continue to have Year 6 representatives from OGPS on the Children’s Advisory Group ‘Kids in Gosnells’ Group run by City of Gosnells.

Julie Reed, Humanities and Social Societies Coordinator

STEAM

Key strategies

- Ongoing development of a functioning science room to help support teachers in their delivery of science lessons.
- Implementation of STEAM strategies into science lessons.
- Supporting teachers to embed literacy and numeracy skills into science lessons.
- Supporting students in developing their STEAM skills through science clubs and hands on projects.
- Continuing to develop Waste Wise initiatives and promoting the reduction of waste throughout the school.

Achievements

- Conversion of the art room into a multifunction STEAM/science room with correct safety requirements.
- Set up science/art store room and replenished consumable supplies.
- Obtained a range of resources in all strands of the science curriculum to assist with delivery of content.
- Obtained technology in the form of laptops and microscopes to assist with science lessons.
- Held network meeting to assist local schools and teachers in delivering science content.
- Whole school participation in National Science Week 2019 – Destination Moon.
- Obtained STEAM resources and e-books to be used alongside primary connections,
- Completion of annual waste audit in 2020.
- Achieved ongoing Wastewise accreditation for 2019 and 2020.
- Completion and furnishing of maker space area in CAVE.

Future Recommendations

- Establish a lunchtime science club and makerspace club to encourage students interest in science and technology.
- Look at establishing coding and technology into a term project for older students.
- Incorporate an investigation table and informational books into the STEAM room based on science strand being taught.
- Build a list of community members employed in STEAM occupations and invite to speak to the classes about their roles.
- Set up an annual 'Scientist Day' where students can complete experiments and discover different areas of science.
- Continue to increase awareness of Wastewise by providing incentives such as reward picnic at end of year.

Jessica Sparre, STEAM Coordinator



FINACIAL SUMMARY

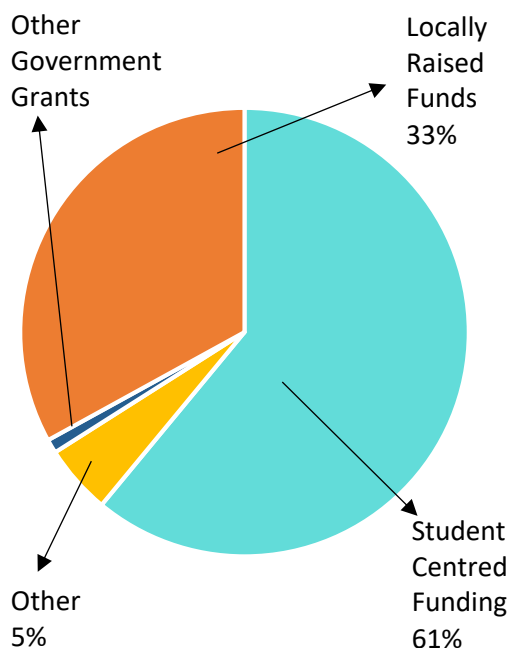


| Year | Enrolment Numbers | Per Student Funding | Voluntary Contributions |
|------|-------------------|---------------------|-------------------------|
| 2019 | 135 | \$ 176,853.76 | \$ 3,420.00 |
| 2020 | 128 | \$ 39,769.13 | \$ 2,172.00 |

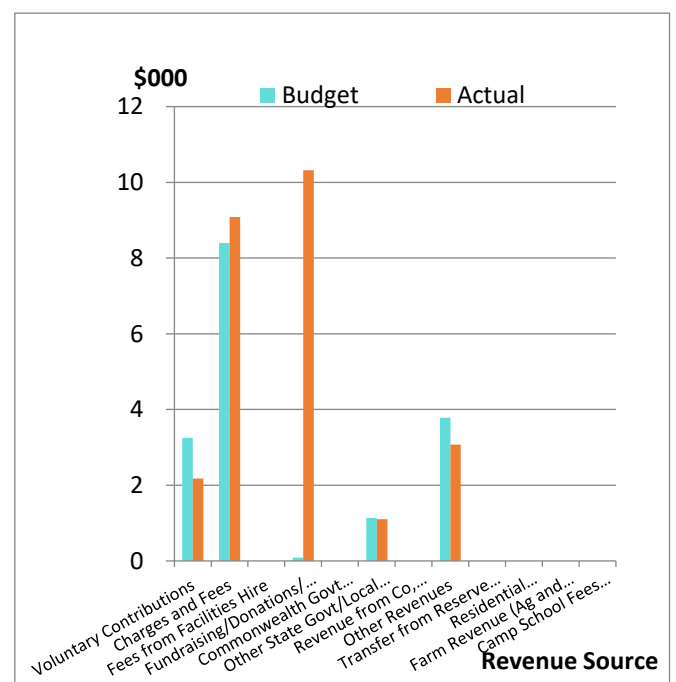
Assets and Resources at 31 December 2020

| Revenue – Cash & Salary Allocation | | Budget | Actual |
|------------------------------------|--|---------------|---------------|
| 1 | Voluntary Contributions | \$ 3,252.00 | \$ 2,172.00 |
| 2 | Charges and Fees | \$ 8,402.00 | \$ 9,082.00 |
| 3 | Fees from Facilities Hire | \$ | \$ |
| 4 | Fundraising / Donations / Sponsorships | \$ 90.00 | \$ 10,317.40 |
| 5 | Commonwealth Govt Revenues | \$ | \$ |
| 6 | Other State Govt / Local Govt Revenues | \$ 1,137.00 | \$ 1,100.00 |
| 7 | Revenue from Co, Regional Office and Other Schools | \$ | \$ |
| 8 | Other Revenues | \$ 3,781.00 | \$ 3,075.25 |
| 9 | Transfers from Reserve or DGR | \$ | \$ |
| 10 | Residential Accommodation | \$ | \$ |
| 11 | Farm Revenue (Ag and Farm Schools only) | \$ | \$ |
| 12 | Camp School Fees (Camp Schools Only) | \$ | \$ |
| Total Locally Raised Funds | | \$ 16,662.00 | \$ 25,747.42 |
| Opening Balance | | \$ 266,247.00 | \$ 266,247.20 |
| Student Centred Funding | | \$ 38,069.00 | \$ 39,769.13 |
| Total Cash Funds Available | | \$ 320,978.20 | \$ 331,763.75 |
| Total Salary Allocation | | \$ | \$ |
| Total Funds Available | | \$ 320,978.20 | \$ 331,763.75 |

Current Year Actual Cash Sources



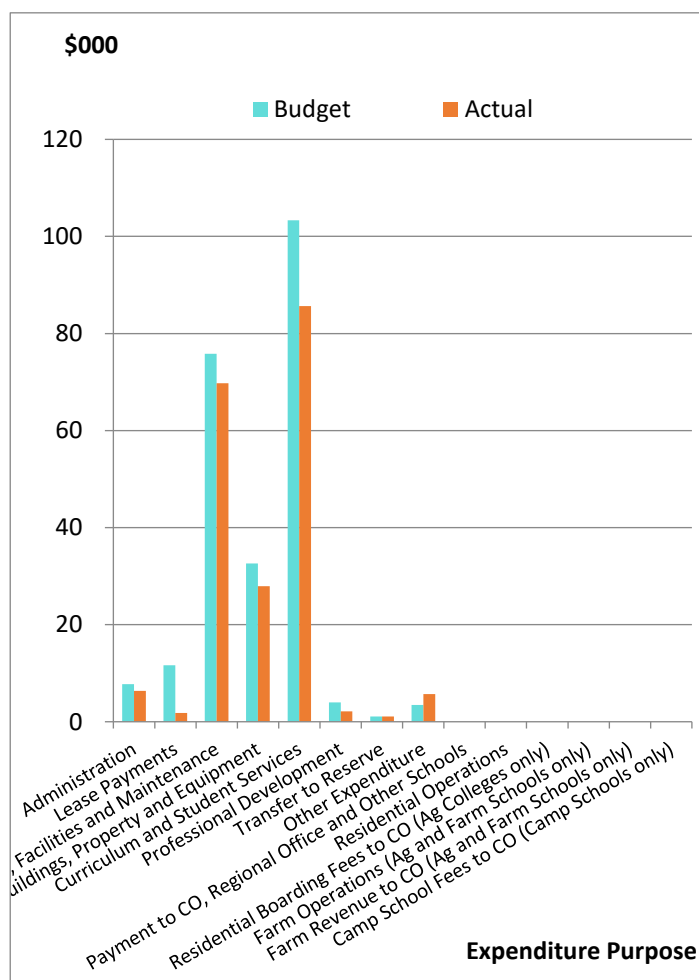
Locally Generated Revenue – Budget vs Actual Sources



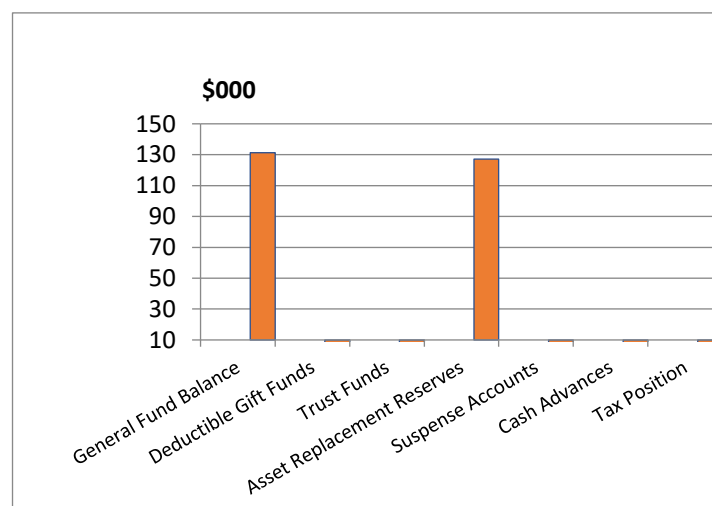
Assets and Resources at Expenditure – Cash and Salaries 31 December 2020

| | Expenditure – Cash and Salary | Budget | Actual |
|----|--|---------------|---------------|
| 1 | Administration | \$ 7,773.00 | \$ 6,341.17 |
| 2 | Lease Payments | \$ 11,647.00 | \$ 1,821.92 |
| 3 | Utilities, Facilities and Maintenance | \$ 75,845.00 | \$ 69,723.95 |
| 4 | Buildings, Property and Equipment | \$ 32,637.00 | \$ 27,960.53 |
| 5 | Curriculum and Student Services | \$ 103,349.00 | \$ 85,655.51 |
| 6 | Professional Development | \$ 4,000.00 | \$ 2,135.76 |
| 7 | Transfer to Reserve | \$ 1,101.00 | \$ 1,101.00 |
| 8 | Other Expenditure | \$ 3,476.00 | \$ 5,733.82 |
| 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) | \$ | \$ |
| | Tax Goods and Services Expenditure | \$ 239,828.00 | \$ 200,473.66 |
| | Total Forecast Salary Expenditure | \$ | \$ |
| | Total Expenditure | \$ 239,828.00 | \$ 200,473.66 |
| | Cash Budget Variance | \$ 81,150.20 | |

Goods and Services Expenditure – Budget vs Actual



Cash Position



| | Cash Position as at: | Actual |
|---|----------------------------|---------------|
| | Bank Balance | \$ 252,627.82 |
| | Made up of: | \$ |
| 1 | General Fund Balance | \$ 131,290.09 |
| 2 | Deductible Gift Funds | \$ |
| 3 | Trust Funds | \$ |
| 4 | Asset Replacement Reserves | \$ 127,235.65 |
| 5 | Suspense Accounts | \$ (412.92) |
| 6 | Cash Advances | \$ (530.00) |
| 7 | Tax Position | \$ (4,955.00) |
| | Total Bank Balance | \$ 252,627.82 |





ORANGE GROVE PRIMARY

Est 1923

FRIENDSHIP & ACHIEVEMENT

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