



**ORANGE GROVE**  
*Primary School*

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annual  
school  
report  
2024





Introduction -	2
ACKNOWLEDGEMENT OF COUNTRY	
Our Vision	2
Our Values	2
<b>One: School Overview</b>	
School Board Chair Report	3
Principal Report	4
School Business Plan	5
Student Numbers and Characteristics	6
High School Destinations	7
2024 Highlights	7
Workforce Composition Data	8
Staff Profiles	8
Student Attendance	8
Financial Report	9
<b>Two: School Data</b>	
On Entry Data	10
On Entry Assessment Analysis	11
NAPLAN Data Yr 3	12
NAPLAN Data Yr 5 1	13
NAPLAN Assessment Analysis	14
<b>Three: School Improvement process</b>	
Changes for best practice strategies to improve student performance	15
In Other Areas	15
Moving Forward	16
Financial Report	18



## ORANGE GROVE Primary School

### Our Vision

Our vision is to create and foster friendly and respectful members of the community who achieve their potential!

### Our Values

At Orange Grove Primary School we encourage our students to go F.A.R., that is students who are Friendly, Achievers, and Respectful.

## ACKNOWLEDGEMENT OF COUNTRY

We respectfully acknowledge the past and present traditional owners of the land on which we work and live, the Wadjuk people of the Noongar nation. We also acknowledge the contributions of Aboriginal Australians and non-Aboriginal Australians to the education of all children and people in this country we all live in and share together – Australia.





# Annual Orange Grove Primary School Board Chair Report 2024

The 2024 Annual Report for Orange Grove Primary School reflects a year of consolidation and continued growth. The School Board's membership has largely remained stable throughout 2024, comprising of parent members, community representatives, teachers, and the Principal.

Key endorsements and initiatives from 2024 include:

- The school's Business Plan 2024-2026
- Updated front boundary fencing and signage
- The introduction of the Crunch&Sip program into classrooms

In alignment with the Business Plan, the Board has supported the ongoing implementation of whole school based academic and social-emotional approaches, such as Brightpath Writing and Pivot Wellbeing for Learning. The consistent and continuous application of these approaches provides staff, parents, and the wider school community with vital longitudinal data about student progress and development, as well as important evidence about program effectiveness, which can inform future decisions.

We look forward to the opportunity to reflect upon and share the school's ongoing progress and achievement during the scheduled Public School Review early next year.

Thank you to all of our School Board Members for 2024:

Kristen Rodić  
***School Board Chair/ Parent Representative***

Stephen Boon  
***Principal***

Rebecca Anderton  
***Teacher Representative***

Melissa Brodie  
***Community Representative***

Caren Baayens  
***Parent Representative***

Benita Koop  
***Parent Representative***

Rebecca Van Leeuwen  
***Parent Representative***

Thank you also to Tania Seath, Manager Corporate Services, who has provided financial information and reports as required, and has acted as minute taker during meetings.

A special thank you needs to be extended to outgoing Principal, Stephen Boon, whose leadership over the last four years has been transformational for the school and its students. I wish you all the very best in your well-deserved retirement, Stephen.



**Kristen Rodić • School Board Chair**



# Principal's Report: Overview 2024

Dear Orange Grove Primary School Community

I am delighted to present to you the 2024 Annual Report. 2024 was a year building on strength and introducing new initiatives to support our school community further. This report aims to highlight the achievements of the school.

As always, I would like extend my sincere thanks to all the staff at Orange Grove who work tirelessly to strive for excellence whether it be in our physical environment or our learning environment. It is a privilege to lead such a group of dedicated professionals. I would also like to acknowledge our strong community. The support we receive as we work in partnership with you to educate your children is vital for success. I am also incredibly grateful to the Parents and Citizens Association, a small group of hard working, committed individuals who continue to collaborate with the community to raise funds for the school. These funds allow us to enhance the educational opportunities for our students.

Building on strength has occurred in various areas in 2024 with highlights being the implementation of a Tier 2 intervention programs to support students in their understanding of phonics and phonemic awareness and the installation of the fence and sign which has protected our school from vandalism and theft.



At the end of 2024 we farewelled Stephen Boon, first to Long Service Leave and then to retirement. Stephen was with us for four years. In that time, he transformed our school with energy and strategic direction. He instilled a mandate of explicit learning and whole school programs that have seen student achievement results steadily improve. Above that he developed a whole school positive culture making “Orange Grove a Great Place to Be” for the whole community. He led us through a Public School Review where the change agenda

we were on was highly commended. The achievements of his leadership are significant and impressive particularly given the time frame. The school owes him a debt of gratitude and while we are immensely sorry to see him leave, we wish him all the very best for his retirement and are comfortable in the knowledge that he left us on a strong and clear pathway for continued success.

2024 has been an outstanding success with gains in Friendliness, Achievement and Respect. Culminating in a year where the school has gone FAR and I would like to thank, once again, every member of the Orange Grove Community for your unwavering commitment to our shared vision of excellence.

Warm regards  
**Clare Heffernan**  
Principal



# School Business Plan

The school remains steadfast in its commitment to integrating explicit instruction in its teaching methodology, which encompasses the development of clear learning intentions, success criteria, and adherence to the “I do, we do, you do, plenary framework in lessons. Over the course of the year most staff continued to actively participate in various professional development that underscored the importance of explicit instruction and daily reviews, with a specific focus on mathematics and literacy.

2024 saw the commencement of our next Business plan (2024-2026). This Business plan reaffirms our commitment to explicit teaching and data informed practice. In 2024 we have also worked to clearly identify and implement differentiated practice. As part of this goal, we cemented our commitment to the Intervention program for students in Years 1-6. In addition, the school has published its commitment to supporting student wellbeing and to acknowledging the variety of cultures in the school community. We also continue to invest heavily in digital technologies as we prepare our students for 21st Century learning.

We will continue to reflect on the commitments and targets set in this Business plan as we strive to provide high quality teaching and learning for our students. A copy of our Business Plan is accessible on our website at [www.ogps.wa.edu.au](http://www.ogps.wa.edu.au), inviting all stakeholders to stay informed and engaged in the school’s strategic planning process.





# Student Numbers

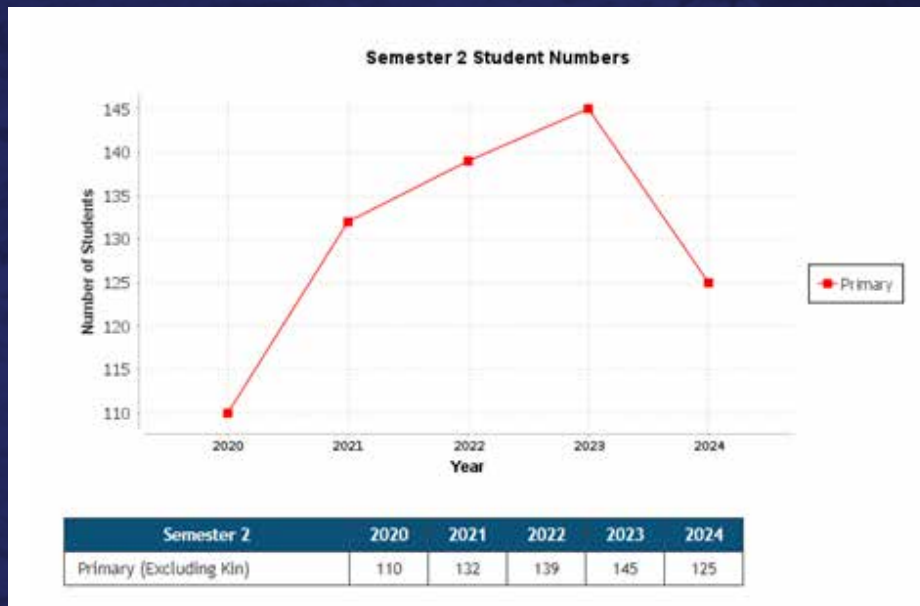
(as of 2024 Semester 2)

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(10)	16	23	17	21	19	15	14	135
Part Time	20								

Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

	Kin	PPR	Pri	Sec	Total
Male	13	6	61		80
Female	7	10	48		65
Total	20	16	109		145

## Student Numbers - Trends



The school population in 2024, comprising 145 students ranging from Kindergarten to Year 6, represents a vibrant tapestry of diversity. Our students hail from various ethnic backgrounds, contributing to a rich and inclusive learning environment at Orange Grove Primary School.

# Destination Schools

Destination Schools	Male	Female	Total
Cannington Community College		1	1
Darling Range	1		1
Lesmurdie	1	1	2
Lumen Christie	2	1	3
Lynwood	1	1	2
Mazenod		1	1
Southern River College	2		2
Yule Brook College	4		4

Our graduates of 2024, continue to transition to a variety of independent and government schools. The array of schools highlights the range of opportunities open to our students and the number of educational choices available. The majority of the Year 6 cohort took the opportunity to engage in a transition program to their chosen high school and were excited by the new prospects open to them.

We thank this cohort for the full way in which they have engaged in their time at Orange Grove Primary School, particularly in their final year as leaders. We hope that their time here has given them the skills, knowledge, and friendship to set foot confidently into the next chapter of their journey. As they have left us with many happy memories, no doubt, they will have many joyful memories of their time here. We wish them the very best as they embrace their new environments and navigate the change and challenges ahead with enthusiasm.



- Easter Hat Parade
- ANZAC Parade
- Athletics Carnival
- Interschool Sports Carnival
- Harmony Day
- Significant dates diary published for every classroom
- Fence at the front of school
- Protective Behaviours Professional Learning
- Lego Spike/ Sphero purchased
- RAP finalised
- Sercul Incursion
- Lexile Legends and Millionaires Club badges introduced to recognise regular readers
- Duty Vests purchased acknowledging PBS values
- Colour Run
- Scholastic National Reading - Bowerbird blues
- Book Week Parade
- Moderation tasks created in Maths for students in Pre primary to Year 6
- Marks Book created to support data analysis
- Implementation of PIVOT to support student wellbeing
- Establishment of Wellbeing committee
- 3x Maths Day
- Live Mathletics Challenge
- Timestable Day
- 100 Days of school
- World of Maths
- Money Day
- Establishment of Multicultural Committee
- Colour run



# Staff Profiles

Workforce Composition 2024 (source: Schools Online)

Orange Grove Primary School has a staff of thirteen teaching and nine allied professionals in addition to the Principal and Associate Principal. The teaching staff includes both full-time and part-time roles with 92% being female and 8% male. The school has an Associate Principal with significant leadership responsibilities, overseeing professional learning communities and whole school initiatives. Specialist teaching staff cover areas such as Physical Education, Auslan, Art, Music and Digital Technologies. All staff are registered with the Western Australian Teacher Registration Board and possess the required qualifications and clearances, ensuring experience and capability among the team.

	No	FTE	ABTL
<b>Administration Staff</b>			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	1	1.0	0
<b>Total Administration Staff</b>	<b>2</b>	<b>2.0</b>	<b>0</b>
<b>Teaching Staff</b>			
Other Teaching Staff	13	8.0	0
<b>Total Teaching Staff</b>	<b>13</b>	<b>8.0</b>	<b>0</b>
<b>Allied Professionals</b>			
Clerical / Administrative	2	1.8	0
Other Allied Professionals	7	3.7	0
<b>Total Allied Professionals</b>	<b>9</b>	<b>5.5</b>	<b>0</b>
<b>Total</b>	<b>24</b>	<b>15.5</b>	<b>0</b>

# Student Attendance

(source: Schools Online)

Primary Attendance Rates

	Attendance Rate	
	School	WA Public Schools
2022	86.0%	86.6%
2023	88.2%	88.9%
2024	89.5%	89.4%

Attendance % - Primary Year Levels

	Attendance Rate						
	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2022	89%	87%	90%	87%	80%	84%	82%
2023	89%	91%	89%	88%	84%	90%	86%
2024	90%	90%	90%	90%	88%	90%	90%
WA Public Schools 2024	89%	89%	90%	90%	90%	89%	89%



In the given table, it is pleasing to note that not only was our attendance up from 2023 it was also above the average attendance rate of WA Public Schools. This reflects a focus on attendance by the school and a number of processes that were introduced to improve attendance, as stipulated in our Business plan.

The school continues to strive for a whole school attendance rate above 90% and in doing this a systematic approach is employed to monitor and address attendance. Students' attendance is recorded twice a day and analysed regularly. The school aims to work with families of serial non-attenders, in a variety of ways, to understand and address the problems they face thereby supporting a return to regular attendance. Students with attendance rates above 95% and below 90% receive attendance comments in their reports.





# Financial Report

Throughout 2024, the school continued to maintain a strong financial position providing a solid foundation for various initiatives and improvements. The allocation of Student-Centred Funding, approved by the School Board and endorsed by the Schools Finance Committee, played a crucial role in financing several projects aimed at enhancing the learning environment for Orange Grove learning community.

**P&C Fundraising:** Financial assistance from the Parent and Community (P&C) fundraising efforts contributed significantly to the available resources for the school's projects.

**Sports Grants:** Sports grants continued to be utilized to broaden and deepen student knowledge and ability to play a variety of sports e.g. rugby.

**Projects & Improvements:** Intervention was engrained to support students who were identified as struggling in English. Resources were provided and an Intervention teacher was funded for two and a half days a week.

**Digital Infrastructure and iPads:** Additional digital infrastructure was introduced with specific coding resources being purchased enhancing technological resources for students.

**Literacy and Numeracy Resources:** A continued commitment was made to acquiring valuable resources to support key literacy and numeracy concepts, aiding teachers and students in their educational endeavours.

**Student Health and Well-being:** Increased funding was directed towards resources aimed at supporting student health and well being; particularly towards a survey that allowed students to monitor their own wellbeing and reach out for support if needed.

**Continued Focus on Community Improvement:** The financial stability enabled the school to continue its commitment to enhancing the overall learning environment and community experience. The prudent allocation of financial resources in 2024 reflects the school's dedication to providing a well-rounded and supportive educational experience for the Orange Grove learning community.





# Section 2 - School Data

## On-Entry - Achievement Targets

	Pre primary	Year 1	Year 2
<b>Reading</b>	70% of students to be in the middle to top bracket when compared to like schools	70% of students to be in the middle to top bracket when compared to like schools	80% of students to be in the middle to top bracket when compared to like schools
<b>Writing</b>	80% of students to be in the middle to top bracket when compared to like schools	80% of students to be in the middle to top bracket when compared to like schools	80% of students to be in the middle to top bracket when compared to like schools
<b>Maths</b>	70% of students to be in the middle to top bracket when compared to like schools	75% of students to be in the middle to top bracket when compared to like schools	75% of students to be in the middle to top bracket when compared to like schools

## On-Entry - Progress Targets

	PP-Yr 1	Yr 1-Yr 2
<b>Reading</b>	85% of students to show moderate to very high progress	80% of students to show moderate to very high progress
<b>Writing</b>	70% of students to show moderate to very high progress	75% of students to show moderate to very high progress
<b>Maths</b>	80% of students to show moderate to very high progress	85% of students to show moderate to very high progress



# On Entry Analysis

On Entry testing is carried out at OGPS between Week 3 and 7 of Term 1 for students in Pre primary, Year 1 and Year 2. Due to our success in On Entry we increased our targets for Pre primary and year 1 this year. Year 1 Achievement results were particularly pleasing as was the progress students showed from Pre primary to Year 1.

Achievement results demonstrated consolidated improvements. A particular highlight was the Maths results that demonstrated at least 75% of students placing in the middle or top bracket when compared to like schools. Students in Year 1 achieved pleasing results in all three domains of Reading, Writing and Maths. The results in writing have provided data for reflection and staff took time to look at areas of writing that needed development to inform their planning for 2024.

The percentage of students demonstrating progress from Pre primary to Year 1 was particularly pleasing in reading and writing and a cause for celebration. We now aim to maintain that success and to increase the target to 75% by the end of the next Business Plan cycle. Progress from Year 1 to year 2 was disappointing and provided opportunity of reflection of practise. Although it is worth noting that the cohort is very small and consequently percentages do not necessarily demonstrate an accurate representation of the results.

Overall, it was pleasing to see further consolidation of practice and the target set in our Business plan achieved in Reading and nearly in Maths and writing with 77% and 75% respectively of students demonstrating progress. It is worth noting the considerable increase in this target from our last Business plan which set the target at 60% (Business Plan 2020-2023)

Moving forward in 2025 we will be moving to PLD to support students learning of phonics as this will improve writing results. This will support our commitment to continuous improvement and allow us to set higher standards for student progress.



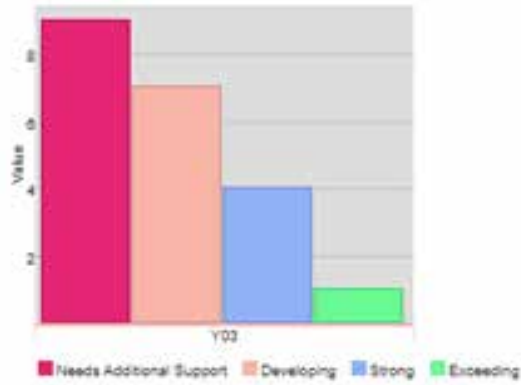


# NAPLAN

## Year 3

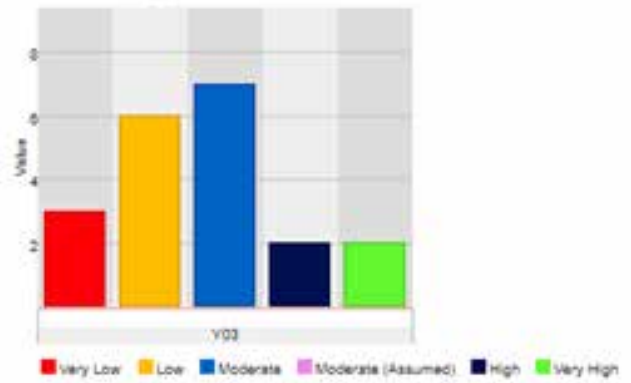
### NAPLAN - Reading

Results including data from other schools



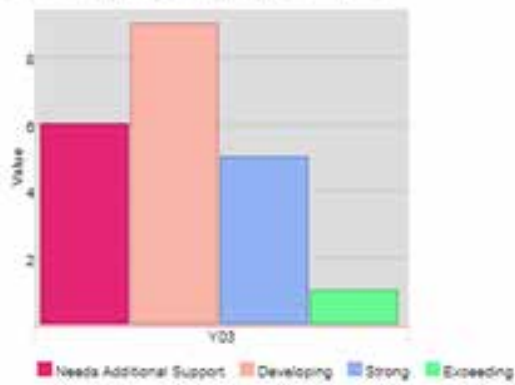
### On-entry to NAPLAN - Reading

Results including data from other schools



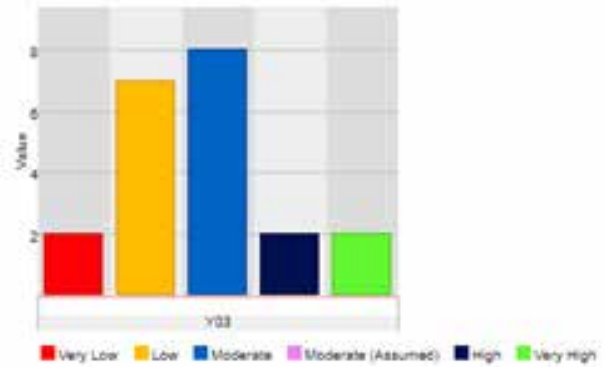
### NAPLAN - Numeracy

Results including data from other schools



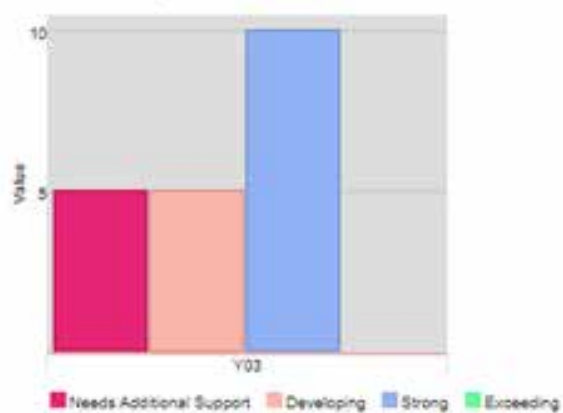
### On-entry to NAPLAN - Numeracy

Results including data from other schools



### NAPLAN - Writing

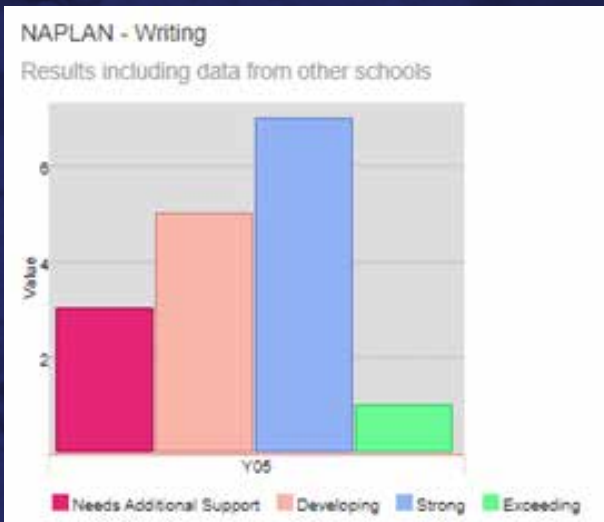
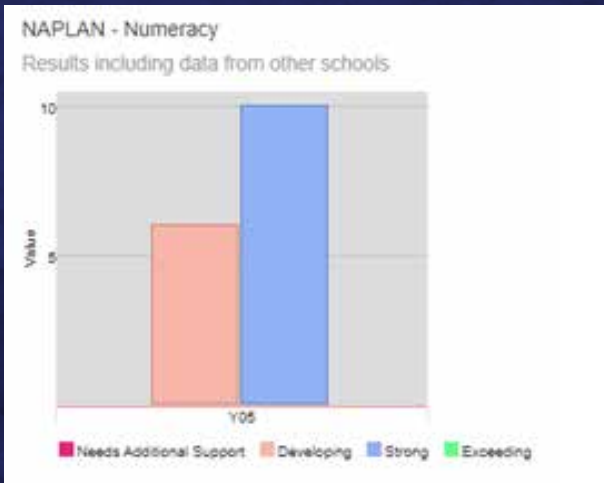
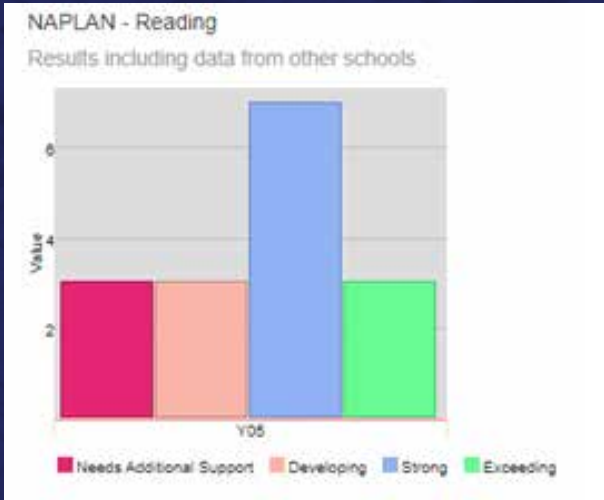
Results including data from other schools





# NAPLAN

## Year 5





# Analysis

The National Assessment Program-Literacy and Numeracy (NAPLAN) is a literacy and numeracy assessment that students in Years 3, 5, 7 and 9 sit each year. It is the only national assessment all Australian students have the opportunity to undertake. As students progress through their school years, it is important to check how well they are learning the essential skills of reading, writing and numeracy.

Achievement in the Year 3 cohort was disappointing in Reading and Maths. However, the numbers of students achieving “strong” in writing was pleasing. Results in Year 5 were very much more favourable in all three domains with many students achieving “Strong” or “Exceeding” results.

In 2023 the reporting matrix of NAPLAN was changed so direct mapping of progress of current Year 5s against their Year 3 achievements has been challenging. Progress in Year 3 NAPLAN was mapped back to student achievement in Pre-primary On Entry. And although achievement had been disappointing progress was far more positive with a large number of students falling in the moderate to very high progress bands.

The progress of our Year 3 students and the achievement of our Year 5 students is attributed to our ongoing dedication to comprehensive school initiatives in English and Mathematics, including programs such as LitPro and iMaths. The strong results in writing is credited not only to the professional learning of a NAPLAN marker who clearly articulated the NAPLAN criteria in writing but also our sustained implementation of the 7 steps for Writing program and our investment in whole school moderation tasks. The ongoing commitment to intervention for our students identified as needing additional support continues and we will be able to further acknowledge the impact on this from the 2025 NAPLAN results following 18 months of sustained intervention.

Moving forward we plan to continue to our commitment to the Intervention program. Additionally, we are moving to PLD to further support our students development and application of phonics knowledge. This will also mean reviewing our reading program in the younger years to confirm its effective implementation. We are also introducing an oral assessment in Junior Primary which will support teachers to gather better data to inform their planning.





## Section Three: School Improvement Process

Changes for best practice strategies to improve student performance have included:

- Continuation of dedicated Literacy and Numeracy blocks
- Continuation of Daily Reviews embedded in literacy and numeracy lessons for Kindy to Year 6 students
- Peer reviews of Daily reviews
- Focus on explicit, targeted teaching
- Continuation of explicit pedagogical practice across the school
- Continuation of Soundwaves Pre primary to Year 6
- Continuation of 7 steps for writing program
- Consolidation of whole staff moderation of writing and Maths
- Continuation of Handwriting program
- Continuation of Curriculum teams in English, Maths, Aboriginal Culture and WA Positive Behaviour Strategies
- Continuation of iMaths Pre primary to Year 6
- Continuation of Cars and Stars Year 1 to 2
- Continuation of Fitzroy readers Kindy to Year 1
- Continuation of Heggerty program Kindy to Year 1
- Consolidation of intervention programs
- Continuation of Educational Assistant time increased to provide for intervention.
- Admin observations of Reading in classrooms
- Introduction of Mark book to support the tracking and support of student learning
- Establishment of Multicultural Committee
- Implementation of PIVOT to support student wellbeing
- Establishment of Wellbeing committee

## In Other Areas

### Aboriginal Culture

In 2024 there was a continued acknowledgement of Aboriginal Culture, as stated in our Business plan. Collaboration with Aboriginal families was instrumental to several actions. Actions included

- The finalisation of a whole school Reconciliation Action Plan
- The continuation of students delivering Acknowledgment of Country at School Assemblies
- Continuation of Our Land Our Stories Program
- Sercul Incursion on bush Tucker
- Noongar Language Incursion from Gina Williams and Guy Ghouse

### Multicultural Community

In 2024 there was an emphasis on acknowledging our Multicultural Community, as stated in our Business plan. A committee was established and actions achieved included

- A whole school Harmony Day with students dressing in traditional dress or Orange
- A parent survey sent to every family to identify key multicultural celebrations
- A Significant dates diary published to inform students of days for acknowledgement



# Moving Forward

Identified school Priority	Progress against priority	Planned actions
<b>Relationships &amp; Partnerships</b>		
An engrained program focussing on student wellbeing.	<ul style="list-style-type: none"> <li>• Yr 2-6 engaging in PIVOT allowing tracking of student wellbeing and identification of students struggling with their wellbeing</li> <li>• Established Wellbeing committee</li> <li>• Positive Behaviour Support Program implemented</li> <li>• Chaplain</li> <li>• PATHS</li> </ul>	<ul style="list-style-type: none"> <li>• Engaging students in Year 1 in PIVOT program</li> </ul>
Clear restorative justice processes with identified practices for students demonstrating the core values.	<ul style="list-style-type: none"> <li>• Continuation of Positive Behaviour Support program.</li> <li>• Active committee to ensure implementation of PBS.</li> <li>• Engrained reward system matched to school values.</li> <li>• Visuals of PBS matrix goals</li> <li>• Purchase of duty vests with values printed</li> </ul>	<ul style="list-style-type: none"> <li>• Consistency of behaviour expectations across the whole school</li> <li>• Clear restorative justice processes ingrained in practices</li> <li>• Review of Behaviour Management Plan ensuring clear understanding of the good standing policy</li> </ul>
<b>Teacher Quality</b>		
Embedded classroom observations of all staff.	<ul style="list-style-type: none"> <li>• Staff identified to participate in classroom observations</li> <li>• Admin observations part of regular practise</li> <li>• Student books reviewed by Admin</li> <li>• Reflective conversations between staff about classroom practice</li> </ul>	<ul style="list-style-type: none"> <li>• All staff to engage in peer reviews</li> </ul>
<b>Student Achievement &amp; Progress</b>		
An embedded understanding amongst staff of data literacy to ensure systematic monitoring of student achievement.	<ul style="list-style-type: none"> <li>• Professional Learning focussed on increasing staff capacity of data literacy.</li> <li>• Data driven school with staff analysing data to inform decision-making processes</li> <li>• Creation of Marksbook to track student results</li> <li>• Embedded writing moderation</li> <li>• Establishment of Maths moderation tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Embedding of moderation in Maths</li> </ul>
Students achievement in NAPLAN is at or above the expected range relative to ICSEA	<ul style="list-style-type: none"> <li>• Programs in English and Maths ingrained for all students K-6</li> <li>• Embedding of daily reviews for Maths and English</li> <li>• Clear use of assessment data to inform planning.</li> <li>• Classroom observations by Admin</li> <li>• Exposure of students to NAPLAN style questioning</li> <li>• Integration of Tier two programs</li> <li>• Heggerty assessment undertaken twice a year to identify progress made</li> <li>• Scope &amp; Sequence for Daily Reviews developed in English and Maths</li> </ul>	<ul style="list-style-type: none"> <li>• Embedding of Tier 2 intervention.</li> <li>• Move to PLD for phonics.</li> <li>• Introduction of OxEd to assess speech and language in the Early years</li> <li>• Continuation of data analysis</li> <li>• Continuation of classroom observations by Admin</li> <li>• Embedding of peer reviews in Maths and English</li> </ul>
80% of students to show progress in On Entry from Pre primary to Year 1	<ul style="list-style-type: none"> <li>• Review target to 80%</li> <li>• Embedding of programs in English and Maths</li> <li>• Whole Staff Professional Learning based on assessment data</li> <li>• Clear use of assessment data to inform planning</li> <li>• Embedding of daily reviews for Maths and English</li> </ul>	<ul style="list-style-type: none"> <li>• Move to PLD for Phonic teaching and learning</li> <li>• Introduce OxEd to assess speech and language in the Early Years</li> <li>• Continuation of data analysis</li> <li>• Continuation of classroom observations by Admin</li> <li>• Embedding peer reviews in Maths &amp; English</li> </ul>



Identified school Priority	Progress against priority	Planned actions
<b>Learning Environment</b>		
A focus on student attendance with an average school attendance rate of 90%	<ul style="list-style-type: none"> <li>• Implementation of a clear tracking tool</li> <li>• Implementation of clear process to address recurrent non-attenders</li> <li>• introduction of an individualised case managed approach</li> </ul>	<ul style="list-style-type: none"> <li>• Embedding of a clear process to address recurrent non attenders</li> <li>• embedding of individualised case management approach</li> </ul>
A clear identification process of students at Educational risk	<ul style="list-style-type: none"> <li>• Implementation of intervention program for Tier 2 students</li> <li>• Clear process of students at educational risk from NCCD data</li> <li>• Data-informed practice to provide individualised learning for students at educational risk</li> <li>• Introduction of Heggerty assessments twice a year to track progress</li> </ul>	<ul style="list-style-type: none"> <li>• Embedding of intervention program for Tier 2 students</li> <li>• Continuation of data informed practice to provide individualised learning for students at educational risk.</li> <li>• Introduction of OxEd to assess speech and language in the Early years</li> <li>• Continuation of Heggerty assessments twice a year to track progress</li> <li>• Embedding use of Marksbook to monitor student achievement.</li> </ul>
<b>Leadership</b>		
An integrated and visible awareness of multicultural communities within our school	<ul style="list-style-type: none"> <li>• whole school acknowledgement of harmony day</li> <li>• parent survey to identify cultural celebrations of the OGPS community</li> <li>• a significant dates diary published to inform students of days for acknowledgement</li> </ul>	<ul style="list-style-type: none"> <li>• a “Welcome wall” acknowledging the variety of languages spoken at Orange Grove</li> <li>• Harmony Day with various student activities developed</li> </ul>
A strong responsive focus on performance management	<ul style="list-style-type: none"> <li>• Staff identified professional development supported by the school</li> </ul>	<ul style="list-style-type: none"> <li>• development of clear performance management process</li> <li>• clearly identified school and individual performance criteria addressed &amp; supported</li> </ul>
<b>Resourcing</b>		
A well-informed balanced budget with strategic resourcing that matches the key focus areas of the school.	<ul style="list-style-type: none"> <li>• funded intervention program 2 days a week</li> <li>• fence erected outside the school</li> <li>• Resourced digital technology to support teaching and learning of digital technology</li> <li>• resourced move to PLD</li> </ul>	<ul style="list-style-type: none"> <li>• Consolidation of funding for intervention</li> <li>• Development of Early childhood yard</li> <li>• Development of outside play equipment</li> <li>• Continued funding for various assessments</li> <li>• Purchase of engaging decodables</li> </ul>



# Finance Report

The school continues to build on a solid position in 2024 and invest in various improvements for the Orange Grove learning community. The allocation of

Student-Centred Funding, supported by the School Board and endorsed by the Schools Finance Committee, demonstrates a strategic approach to enhancing the learning environments. The financial assistance from P&C fundraising and Sport Grants further contributed to the successful implementation of several projects.

Funds were used for several initiatives in 2024. These included the external fencing, to protect our car park and kiss and drop from vandalism and the investment of additional digital coding resources continuing to reflect a commitment to staying technologically current.

We were also able to introduce a clearly structured Tier 2 intervention program to support students in English and this included funding a staff member for additional days to run the program. This is in addition to the investments the school annually earmarks for programs and professional learning reflecting our commitment to academic success of every student.

Social- emotional wellbeing of our students continues to be of paramount importance and as such we are extending our engagement with PIVOT surveys to Year 2-6. This has allowed us to align supports from our School Chaplain and focus our health program on the needs of our students.

We have made thoughtful partnerships with outside contractors that have allowed us to focus energy on ensuring a beautiful physical environment at reasonable costs.

Overall, the investments made in 2024 demonstrate a comprehensive and thoughtful approach to improving various aspects of the learning environment, ensuring well-rounded development of students.





**ONE LINE BUDGET - Dec 2024 ( Verified Dec Cash)**

	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	130,992	130,992
Carry Forward (Salary):	77,382	77,382
<b>INCOME</b>		
Student-Centred Funding (including Transfers & Adjustments):	2,068,619	2,068,619
Locally Raised Funds:	45,157	51,016
<b>Total Funds:</b>	<b>2,322,149</b>	<b>2,328,009</b>
<b>EXPENDITURE</b>		
Salaries:	1,916,215	1,916,215
Goods and Services (Cash):	303,831	298,239
<b>Total Expenditure:</b>	<b>2,220,046</b>	<b>2,214,454</b>
<b>VARIANCE:</b>	<b>102,103</b>	<b>113,555</b>

**Dec 2024 ( Verified Dec Cash)**



**Goods and Services Expenditure - Budget vs Actual**





