

# 2017 Annual Report to the School Community



School Name: Ormond Primary School

School Number: 3074

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## About Our School

### School Context

Ormond Primary School is a school of 415 students located in the suburb of Ormond in the South Eastern Victorian Region. The school is housed in attractive and well maintained grounds and buildings. The school's excellent facilities include the original 1916 ground floor brick building and the double-storey 1927 Building which includes well-resourced and maintained classrooms, computer laboratory, staffroom, first aid, reception and office facilities. The 2000 Building comprises a large multi- purpose hall and assembly area, an Art room, wet area and four flexible classroom spaces. The most recent 2011 Building comprises a modern Library, Performing Arts area, Multimedia Studio on the ground floor and four flexible classroom spaces, atrium and wet area on the first floor. Four portable classrooms accommodate three class groups, Korean, teacher resources, instrumental music and community resources.

Ormond Primary School is committed to providing a nurturing and stimulating environment which allows all children to be challenged, guided and engaged in their learning. As a learning community, Ormond Primary School aspires for all children to develop a love of learning and to value lifelong skills and knowledge. The school has implemented a strategic plan of school improvement over the past four years, using current educational research to establish professional learning action teams (PLATs), school-based professional learning programs and the analysis of student data to personalise learning and to differentiate tasks accordingly. There is strong support for the productivity direction of the school by school council and the community and priorities are addressed and appropriately funded through the annual program budget process.

In 2017, our school had an effective full time staff of 35, which included a Principal, Assistant Principal and two Leading Teachers. The staffing profile included seven integration aides and ES staff working in administration roles. The school offered Korean, Physical Education, Art and Multimedia/ ICT as their specialist areas. The school community promotes and values diversity in interests, beliefs and perspectives which steered the school in to becoming a member of the council of international schools (CIS). At this stage, the CIS accreditation process has been put on hold due to leadership changes and a whole school review taking place at the end of 2018. Ormond PS continues to promote high academic achievement and global awareness through their inquiry learning and values educational programs. The school has a commitment to information communication technologies (ICT) and the school is well resourced especially in Years 5 and 6. Ormond PS prides itself on encouraging students to be global citizens with a sense of belonging and responsibility to our world.

### Framework for Improving Student Outcomes (FISO)

To focus effort where it is most needed, four priorities have been identified. These priorities are:

- Excellence in teaching and learning
- Professional Leadership
- Positive Climate for Learning
- Community Engagement in learning

**Build consistency in planning and assessment across the school.**

**Strengthen the capabilities of the leadership team and staff using evidence, coaching and feedback in order to build consistency and quality of teaching practice across the school to lower instances of in-school variation in student performance and teacher judgments.**

Students continue to enrol from overseas, interstate and local schools. This affirms the school's high performing results and quality practices. It also generates pride amongst staff and the community. The school has positive and effective relationships with other high achieving government schools and 80% of our year 6 cohort transition to McKinnon Secondary. Feedback from this neighbouring school indicates that students from Ormond PS are well prepared academically and socially.



## Achievement

To improve student achievement in English and Mathematics.

- Develop an agreed F-6 model of teaching in English and Mathematics
- Build teacher capacity through collaborative teams, shared professional learning, coaching and mentoring
- Use assessment to inform planning and differentiate the learning to cater for each and every student

Ormond PS continues to demonstrate high achievement across all levels. Teacher judgments around students working above the expected standard are higher than similar schools. This indicates a rigorous assessment schedule and effective moderation processes. Students achieving in the top 3 bands of NAPLAN Years 3 and 5 continue to be similar to like schools. In 2017, our 4 year average in Reading results for Year 5 improved significantly. Although, our 4 year average Numeracy results for NAPLAN was deemed as lower than like schools. This is an area for improvement and we will continue to build the capacity of teachers in the early years through the work of the Mathematics PLAT team. Our learning gain results from Year 3 to Year 5 in NAPLAN continue to improve, with our greatest growth represented in the area of Spelling. We moved our high gain students from 23 percent to 35 percent in one year and reduced our low gain students from 25 percent to 14 percent. This area was a major focus in the 2017 year with excellent results. In regards to student achievement we will be making every effort to improve our results on the annual performance summary to always achieving results that are similar or above like schools.

## Engagement

To enhance the learning growth, engagement and achievement of every student.

- Plan for challenging learning goals and provide insightful feedback to students and from students to teachers
- Build opportunities for student voice and student agency

Absences are deemed to be similar to like schools but the average number of days students are away are slightly less. Most class levels sit at around 93 or 94 percent with many absences equated to family holidays or organised trips and events. The Attitudes to School Survey indicated a more rigorous shift towards building leadership capacity, promoting student voice and opportunities to give and receive feedback. Throughout 2017, the school has researched and implemented a number of initiatives to build engagement and promote involvement. This has also been complimented by the work of the parents and friends association with school discos, community picnics and special events. The communications sub-committee was created to address concerns around timely communication and to explore options from other schools and beyond. The school believes all children should be stimulated, engaged, challenged and supported in their learning.

## Wellbeing

To develop students who are motivated, engaged, resilient and willing to contribute as global citizens.

- Embed a whole school approach to student wellbeing that focuses on positive relationships, student resilience and individual efficacy
- Utilize the 2017 equity money (\$6,578) to ensure we offer an inclusive curriculum for all students including our influx of international students and students who are tagged EAL.

In 2017, Ormond PS achieved similar results to like schools in the areas of sense of connectedness and management of bullying. The management of bullying was slightly above the median of all government schools which reflects the work of the E-Smart team and wellbeing group. Staff have been vigilant in highlighting the school values and expectations for student behaviour in a positive and consistent manner. The values and vision statement for the school are on display and visible for all. In 2017, a team revisited this vision and the school values to develop an explicit teaching program that educates students on what the school stands for. This approach to teaching about the values and expectations is now firmly embedded across all classrooms. The school community promotes and values diversity in interests, beliefs and perspectives. The school environment has a safe and nurturing quality which fosters a sense of belonging.

For more detailed information regarding our school please visit our website at [www.ormondps.vic.gov.au](http://www.ormondps.vic.gov.au)



## Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 410 students were enrolled at this school in 2017, 185 female and 225 male.</p> <p>19 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Higher</p> <p> Higher</p>



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Lower</p>
<p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■  
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>16%</td> <td>51%</td> <td>33%</td> </tr> <tr> <td>Numeracy</td> <td>12%</td> <td>54%</td> <td>34%</td> </tr> <tr> <td>Writing</td> <td>18%</td> <td>57%</td> <td>24%</td> </tr> <tr> <td>Spelling</td> <td>14%</td> <td>51%</td> <td>35%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>16%</td> <td>61%</td> <td>22%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	16%	51%	33%	Numeracy	12%	54%	34%	Writing	18%	57%	24%	Spelling	14%	51%	35%	Grammar and Punctuation	16%	61%	22%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p><b>School Comparison</b> A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>93 %</td> <td>94 %</td> <td>93 %</td> <td>94 %</td> <td>94 %</td> <td>94 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	94 %	93 %	94 %	94 %	94 %	93 %	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	94 %	93 %	94 %	94 %	94 %	93 %										



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar

# How to read the Annual Report

## What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

## What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

### Achievement

- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

### Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

### Wellbeing

- Attitudes to School Survey (ATOSS)
  - Sense of connectedness
  - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).



## What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

## What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

## What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').



## Financial Performance and Position

### Financial performance and position commentary

*The school continues to operate from a sound financial position. The adherence to proper internal control procedures and the sound governance by the school leadership and council has ensured that available funds are allocated to provide a quality learning environment and opportunities for students.*

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$2,854,102	High Yield Investment Account	\$250,661
Government Provided DET Grants	\$184,103	Official Account	\$26,717
Government Grants Commonwealth	\$103,393	Other Accounts	\$174,977
Revenue Other	\$15,914	<b>Total Funds Available</b>	<b>\$452,354</b>
Locally Raised Funds	\$640,319		
<b>Total Operating Revenue</b>	<b>\$3,797,831</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$6,578		
<b>Equity Total</b>	<b>\$6,578</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$2,859,736	Operating Reserve	\$43,000
Books & Publications	\$2,551	Asset/Equipment Replacement < 12 months	\$15,000
Communication Costs	\$10,309	Maintenance - Buildings/Grounds incl SMS<12 months	\$14,748
Consumables	\$90,138	Revenue Receipted in Advance	\$207,839
Miscellaneous Expense <sup>3</sup>	\$304,324	School Based Programs	\$10,000
Professional Development	\$26,560	Repayable to DET	\$153,000
Property and Equipment Services	\$291,294	Other recurrent expenditure	\$8,767
Salaries & Allowances <sup>4</sup>	\$231,026	<b>Total Financial Commitments</b>	<b>\$452,354</b>
Trading & Fundraising	\$92,568		
Travel & Subsistence	\$709		
Utilities	\$23,771		
<b>Total Operating Expenditure</b>	<b>\$3,932,985</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>(\$135,154)</b>		
<b>Asset Acquisitions</b>	<b>\$56,846</b>		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

*All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*