2019 Annual Report to The School Community

School Name: Ormond Primary School (3074)

- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 16 March 2020 at 01:29 PM by Kerri McLeod (Principal)

The 2019 Annual Report to the school community:
- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 18 March 2020 at 09:42 PM by Kit Vati (School Council President)

About Our School

School context

Ormond Primary School is a school of 419 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 facilities include the original 1916 ground floor brick building and the double-storey 1927 building which includes well-resourced learning spaces, conference room, 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 four teaching spaces, 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 well-connected community, Ormond Primary School aspires for all children to develop a love of learning and to value lifelong skills and knowledge. The school undertook a whole school review in early 2019 which lead to the development of a new strategic plan of school improvement for the next four years. This was based on 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 2019, our school had an effective full time staff of 35, which included a Principal, Assistant Principal and 2 Learning Specialists focused on Literacy improvement and student voice and agency. The staffing profile included seven integration aides and ES staff working in administration roles. In 2019, the school offered Korean, Health & Physical Education, Creative and Performing Arts and Multimedia as specialist areas. The school community promotes and values diversity in interests, beliefs and perspectives. 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
In 2019, the school tapped in to feedback and outcomes from the whole school review with a more strategic focus on building greater consistency in planning and assessment across the school. This was achieved by strengthening the capabilities of our staff using evidence, coaching and feedback in order to build consistency and quality of teaching practice. This has resulted in lower instances of in-school variation in student performance and teacher judgments. Our Learning Specialist worked with the English PLAT team to provide quality professional learning to all staff, particularly in the area of Writing. The focus on Writing has improved student engagement and ownership of their learning in this area. The school also commenced a partnership with the Mathematical Association of Victoria (MAV) and Melbourne University. This initiative aimed to improve student outcomes in Numeracy with a particular focus on student feedback and personalised goal setting. That and the positive results on the student opinion survey around safety and the lack of bullying, has created a positive climate for learning at OPS. 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. Our parents, school council, staff and students work collaboratively on whole school improvement and accountability.

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

To promote student voice and agency across the school
1) Review and improve student leadership roles, responsibilities and opportunities
2) Seek ongoing student feedback to improve teacher practice
3) Actively engage students in their learning by setting their own indivdualised learning goals and targets

Ormond PS continues to demonstrate high outcomes across many areas. In Mathematics, our teacher judgments around students working at or above the expected standard are similar to like schools. This indicates a rigorous assessment schedule with effective pre and post testing processes. The percentage of Year 3 students achieving in the top 3 bands of NAPLAN Reading and Numeracy is well above the results of similar schools. These results need to be celebrated as it does indicate a rigorous and highly focused early years learning and teaching program at the school. In 2019, our Year 5 NAPLAN Numeracy results were again well above like schools and an area of great achievement for the school. This can be attributed to a consistent learning and teaching instructional framework which has been well embedded at the school. Our learning gain results from Year 3 to Year 5 in NAPLAN continue to improve. We successfully reduced the number of students with low gain and we will continue to build the percentage of high gain students as part of our new strategic plan's goals and targets.. In the area of Spelling & Grammar and Punctuation, we continue to build the capacity of staff to implement SMART spelling strategies and use Fountas and Pinnell for explicit teaching. schools. In 2020, the school has identified Reading as an area of priority particularly consistency of practice across the entire school and the tracking of student progress to ensure all students are making significant learning gains. The NAPLAN Reading results for Year 5 students in the Top 3 bands and the English teacher judgement results need addressing immediately. The school has already taking action to prioritise work in these areas via the English Professional Learning Action Team (PLAT) and School improvement Team (SIT).

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
In 2019, the absence rates were above like schools which was extremely pleasing. Most class levels sit at around 94 percent with many absences equated to family holidays or organised trips and events. Throughout 2019, 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 community engagement 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. After our school review and with a more strategic focus on student voice and agency, Ormond PS demonstrated that is was fully committed to improve our ATTS results in this area. The results were beyond our expectations going from positive endorsement of 57% in this area to 81%. We will continue to promote student voice and agency with strategic actions for the next four years. We employed a learning specialist at the end of 2018 to lead change in this area and to provide support to all staff.

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 2019 equity money ($6,500) to ensure we offer an inclusive curriculum for all students particularly those struggling with Literacy Learning in the early years. This involved training staff in Mini-Lit strategies that cater best for students at risk, students demonstrating dyslexia or students unable to decode words or who struggle with their

spelling and writing. The Mini-Lit initiative at Ormond PS has supported students in smaller focused groups to improve their literacy learning but it has also helped to build confidence and strengthen partnerships between home and school. Resources, training and support materials were all purchased to ensure this initiative could achieve successful outcomes for all students participating.

In 2019, Ormond PS achieved well above results to like schools in the areas of sense of connectedness and with the management of bullying. This is a credit to the students themselves, the wellbeing PLAT and the entire staff. On such a restricted site and with capital works commencing, the entire community has demonstrated resilience and understanding. The 2019 results are even more positive than the three year average from 2017-2019. All credit to the work of our Wellbeing Team who organised a series of whole school events and parent evenings in 2019. 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. We still maintain our partnership with Sandringham East PS to promote 'Respectful Relationships', which is now being explicitly taught across the school, along with mindfulness strategies and restorative practices. 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.

Financial performance and position

The financial performance and position of the school remains stable. The net operating deficit was $18,267 at the end of 2019. There were not extraordinary revenue amounts. Increases in unexpected expenditure for Casual Relief Teachers, Utilities, Maintenance and Consumables continue to put some pressure on planned budgets as some increases in these areas are unpredictable.

The Equity money continues to be spent on the multi lit program for early years students with learning needs. The school began a Capital works program in 2019 which will continue until 2020. Funds have been set aside to purchase furniture and equipment for these new and renovated areas.

Professional Development continues to play an important role in the school and significant funds have been expended on our Numeracy and Literacy Programs in 2019.

**For more detailed information regarding our school please visit our website at
https://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: ◆

School Profile

Enrolment Profile

A total of 438 students were enrolled at this school in 2019, 204 female and 234 male.

22 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.

low	low-mid	mid	high
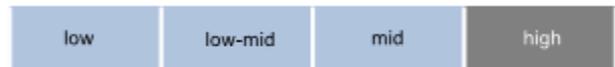
Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).
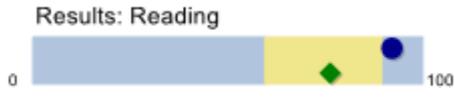
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

Performance Summary

Achievement	Student Outcomes	Similar School Comparison
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English Results: Mathematics	Below 🔵 Similar 🔵

Performance Summary

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

Performance Summary

Achievement	Student Outcomes	Similar School Comparison
NAPLAN Learning Gain Year 3 - Year 5 Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. 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'.	**Reading** 13 % / 50 % / 37 % Low / Medium / High **Numeracy** 8 % / 59 % / 33 % Low / Medium / High **Writing** 16 % / 51 % / 33 % Low / Medium / High **Spelling** 24 % / 48 % / 29 % Low / Medium / High **Grammar and Punctuation** 27 % / 48 % / 25 % Low / Medium / High	There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain. 25% / 50% / 25% Low / Medium / High Statewide Distribution of Learning Gain (all domains)

Performance Summary

Key:	Range of results for the middle 60% of Victorian Government Primary Schools: ▯	Key:	Similar School Comparison
	Results for this school: ● Median of all Victorian Government Primary Schools: ◆		● Above ● Similar ● Below

Engagement	Student Outcomes	Similar School Comparison
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning **Similar School Comparison** A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.	Results: 2019 0 ━━━━━━ 50 Few absences <------> Many absences Results: 2016 - 2019 (4-year average) 0 ━━━━━━ 50 Few absences <------> Many absences	Above ●

Average 2019 attendance rate by year level:	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	Similar school comparison not available
	94 %	93 %	94 %	93 %	94 %	93 %	93 %	

Performance Summary

Wellbeing	Student Outcomes	Similar School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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).	Results: 2019 0 — 100 Results: 2017 - 2019 (3-year average) 0 — 100	**Above**
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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).	Results: 2019 0 — 100 Results: 2017 - 2019 (3-year average) 0 — 100	**Above**

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019	
Revenue	**Actual**
Student Resource Package	$3,165,574
Government Provided DET Grants	$213,742
Government Grants Commonwealth	$151,187
Revenue Other	$10,879
Locally Raised Funds	$615,318
Total Operating Revenue	**$4,156,700**

Equity[1]	
Equity (Social Disadvantage)	$5,000
Equity Total	**$5,000**

Expenditure	
Student Resource Package[2]	$3,248,964
Books & Publications	$496
Communication Costs	$7,215
Consumables	$100,492
Miscellaneous Expense[3]	$414,677
Professional Development	$23,643
Property and Equipment Services	$123,639
Salaries & Allowances[4]	$133,763
Trading & Fundraising	$90,496
Travel & Subsistence	$558
Utilities	$31,023

Total Operating Expenditure	**$4,174,967**
Net Operating Surplus/-Deficit	**($18,267)**
Asset Acquisitions	**$17,997**

Financial Position as at 31 December, 2019	
Funds Available	**Actual**
High Yield Investment Account	$644,379
Official Account	$32,051
Other Accounts	$31,030
Total Funds Available	**$707,460**

Financial Commitments	
Operating Reserve	$148,902
Other Recurrent Expenditure	$6,317
Funds Received in Advance	$391,288
School Based Programs	$104,000
Repayable to the Department	$75,378
Asset/Equipment Replacement < 12 months	$55,000
Maintenance - Buildings/Grounds < 12 months	$75,478
Total Financial Commitments	**$856,363**

(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 26 February 2020 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.

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).

The blue circle represents this school's results

The yellow band shows the middle 60% of all Victorian government schools

The diamond shows the median result of all Victorian government schools

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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.

Above

Similar

Below

What does '*Data not available'* or *'ND'* 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').