2016 Annual Report to the School Community

School Name: Ormond Primary School

School Number: 3074

Insert photo here if required

Refer to page 7 of the Annual Report Guidelines for instructions

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Name of School Principal:	Glenn Butler
Name of School Council President:	Adam Gibson
Date of Endorsement:	15th of March, 2017

About Our School

School Context

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 sought to evaluate their performance, identifying strengths and challenges to define focus areas and to reflect on the school's ability to maximise the capacity of high ability students. The school's NAPLAN relative growth data indicates the school is achieving strong learning growth for high ability students. NAPLAN data is strong and is at or above state means in all domains. Most students make medium to high learning growth from year 3 to Year 5 and the school matched cohort means are higher than state means. Writing learning growth was particularly high from Year 3 to year 5. A focus area for the next School Strategic Plan (SSP) will be to achieve greater alignment between teacher judgements and NAPLAN data, as the panel identified that teacher judgments are lower than NAPLAN.

Student Attitudes to School and Parent Opinion Survey data is lower than expected, however student opinion has improved in most variables over the period of the current School Strategic Plan (SSP) and parent opinion indicates they believe the school provides a safe and secure learning environment for students. Attendance rates are higher than the state mean and panel interactions with students in class and with the student leadership group were positive and indicated high levels of student engagement and pride in their school. Student wellbeing programs include You Can Do It and regular class Circle Time. Restorative practices underpin the school's behaviour management policy.

The school has implemented a strategic plan of school improvement over the past four years, using current educational research to establish professional learning teams (PLTs), school-based, whole-school professional learning programs, and the analysis of student assessment data to personalise learning and an accountability process to monitor the implementation of the school's strategies. 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. There is also cohesive planning of productivity initiatives, identification and articulation of short, medium and long term productivity goals and timely introduction of each staged productivity improvement.

Teacher capability has been improved through the engagement of an external professional facilitator to lead the development of a professional learning culture. Focused professional learning in priority areas has provided teachers with improved curriculum knowledge and teaching skills. The school also introduced a program of classroom observations and teacher feedback and the development of curriculum planners to support teacher planning.

Professional learning teams provide the structure to develop consistent, detailed unit planning, moderation of student work samples and the analysis of student assessment data. PLT leaders were provided with professional development to build their skills and confidence in leading their teams and being a critical friend. The school's assessment schedule provided multiple sources of data for analysis and there is greater personalisation of student learning as a result.

The school has a commitment to information communication technologies (ICT) and the school is well resourced, particularly in Years 5 and 6. Embedding the use of learning technologies in teaching and learning programs has commenced and the school is developing an ICT Change Plan for implementation over the next four years. The principal and a classroom teacher have completed the Bastow Leading Schools in the Digital Age course and this will inform the school's work.

Ormond Primary School intends seeking Council of International Schools (CIS) accreditation during the next SSP period. The panel discussed the school's readiness to seek accreditation and determined that the school has established the pre-conditions required. One peer principal leads an accredited CIS school and the other peer's school is in the process of seeking accreditation. Both have valuable knowledge and skills to share with Ormond during the process.

The school has positive and effective relationships with other high achieving government schools and 60% of Year 6 students transition to three local government secondary colleges, with half attending McKinnon Secondary College. Feedback from the secondary schools indicates Ormond students transition very successfully and are well prepared academically and socially.

The school is well positioned to continue on its school improvement journey over the next four years, further developing scope and sequence documentation, teacher planners and planning processes and agreed models of curriculum delivery. Teacher capability will be built through successful and research-based models of professional learning, while personalisation of student learning will be improved using recognised assessment practices. The school's inquiry curriculum will be enhanced through the CIS accreditation process and the school will provide learning opportunities for teachers to further develop their skills in planning engaging inquiry units aligned with the Australian Curriculum. This will also enhance student voice, as will student goal setting and reflection.

Framework for Improving Student Outcomes (FISO)

To focus effort where it is most needed, four priorities have been identified for the entire Victorian government school system. The four priorities are:

- Excellence in teaching and learning

- Professional leadership

- Positive climate for learning

- Community engagement in learning.

Achievement

To improve student achievement in English and Mathematics.
- Develop an agreed F-6 model of teaching in English and Mathematics.
- Build teacher capability through collaborative teams, shared professional learning, coaching and mentoring and strong accountability.
- Use assessment to inform planning for teaching practice that differentiates learning to ensure personalized learning growth for each student.

Curriculum Framework implemented in 2016
(please mark the relevant box with an X by double clicking in the box)

☐ Victorian Early Years Learning and Development Framework   ☐ AusVELS   ☒ Victorian Curriculum   ☐ A Combination of these

Engagement

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

- Plan for challenging goals and effective feedback for all students and teachers.

- Build opportunities for student voice in 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 2016 Equity Funding allocation of $5,500 to promote community involvement in the school

For more detailed information regarding our school please visit our website at
www.ormondps.vic.edu.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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government primary year levels: ▭
Result for this school: ● Median of all Victorian government primary year levels: ◆

School Profile

Enrolment Profile

A total of 413 students were enrolled at this school in 2016, 186 female and 227 male.
There were 18% of EAL (English as an Additional Language) students and 0% 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

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.

School Staff Survey

Measures the percent endorsement by staff on School Climate derived from the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ▢
Result for this school: ⬤ Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison
Teacher judgment 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 Performance Summary.*	Results: English 0 ▬▬▬▬▬▬▬▬ 100 Results: Mathematics 0 ▬▬▬▬▬▬▬▬ 100	⬤ Higher ⬤ Higher

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ▢
Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	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)	Similar Similar Similar Similar
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)	Similar Lower Similar Similar

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ▨
Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.	**Reading** 27 % / 51 % / 22 % Low / Medium / High **Numeracy** 10 % / 54 % / 37 % Low / Medium / High **Writing** 22 % / 55 % / 22 % Low / Medium / High **Spelling** 25 % / 52 % / 23 % Low / Medium / High **Grammar and Punctuation** 19 % / 52 % / 29 % Low / Medium / High	NAPLAN Learning Gain does not require a School Comparison.

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
        Result for this school: ● Median of all Victorian government primary year levels: ◆

Engagement	Student Outcomes	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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students. Average 2016 attendance rate by year level:	Results: 2016 0 ──────────── 50 Low absences <------> high absences Results: 2013 - 2016 (4-year average) 0 ──────────── 50 Low absences <------> high absences	● Similar ● Similar

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
95 %	93 %	93 %	95 %	92 %	94 %	93 %

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ▢
Result for this school: ● Median of all Victorian government primary year levels: ◆

| Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Connectedness to School Measures the Connectedness to School factor derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.	Results: 2016 Results: 2013 - 2016 (4-year average)	🟢 Similar ⚪ Lower
Students Attitudes to School - Student Perceptions of Safety Measures the Student Perceptions of Safety factor derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.	Results: 2016 Results: 2013 - 2016 (4-year average)	🟢 Similar 🟢 Similar

How to read the Performance Summary

What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.
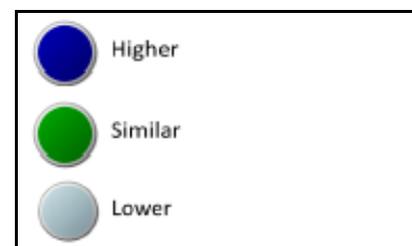
Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.

What are the changes in student achievement?

The Victorian Curriculum F–10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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

What is a *School Comparison*?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* 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* measures show that most schools are doing well and are achieving results that are **'similar'** to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have **'higher'** performance. Some schools have **'lower'** performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:
http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx

What is the meaning of '*Data not available*'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*About Our School*' statement provides a summary of this school's improvement plan.

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, 2016	
Revenue	**Actual**
Student Resource Package	$2,766,718
Government Provided DET Grants	$220,504
Government Grants Commonwealth	$91,286
Revenue Other	$15,947
Locally Raised Funds	$612,092
Total Operating Revenue	**$3,706,547**

Expenditure	
Student Resource Package	$2,891,158
Books & Publications	$1,007
Communication Costs	$10,748
Consumables	$100,907
Miscellaneous Expense	$266,252
Professional Development	$13,467
Property and Equipment Services	$250,305
Salaries & Allowances	$139,452
Trading & Fundraising	$87,904
Travel & Subsistence	$5,548
Utilities	$35,582

Total Operating Expenditure	**$3,802,332**

Net Operating Surplus/-Deficit	**($95,785)**

Asset Acquisitions	**$61,017**

Financial Position as at 31 December, 2016	
Funds Available	**Actual**
High Yield Investment Account	$297,804
Official Account	$31,442
Other Accounts	$296,414
Total Funds Available	**$625,660**

Financial Commitments	
Operating Reserve	$140,310
Asset/Equipment Replacement < 12 months	$62,750
Capital - Buildings/Grounds incl SMS<12 months	$45,000
Maintenance - Buildings/Grounds incl SMS<12 months	$106,500
Revenue Receipted in Advance	$164,914
Repayable to DET	$63,000
Other recurrent expenditure	$43,185
Total Financial Commitments	**$625,660**

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

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

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.