

**Orbost Primary School
2744**

**2008 Annual Report to the
School Community**



School Overview

Orbost Primary School is situated in the township of Orbost in Far East Gippsland and has an enrolment of 195 students. It is an open planned school with nine learning areas as well as a well equipped library and an art room which is a shared facility for cluster childcare and vacation care. Students have good access to computers with two banks of computers set up at either end of the school for shared use.

Student enrolments – Student enrolments have remained stable over the past three years. Our enrolment consists of 5% students on the programs for students with disabilities and 10% koori population. There were 94 boys and 101 girls enrolled, 31 of our total population were enrolled in our prep cohort. Our prep enrolments have shown a gradual increase over the past three years. Our student family occupation density has increased minimally over the past three years indicating a decrease in the socio-economic status of our school population.

Parent Satisfaction – Parents continue to show a high level of satisfaction in our school with an average score above 5 out of a possible 7. In 2008 parents were active in verbalising their concerns and areas for school improvement through school council, parent's club and community meetings. This feedback was welcomed by the school and displays a willingness to work together to improve the partnership between parents and the school. Areas of concern from parents included home/school communication, consistent homework and more consistent reporting of student achievements throughout the year.

Teacher Satisfaction

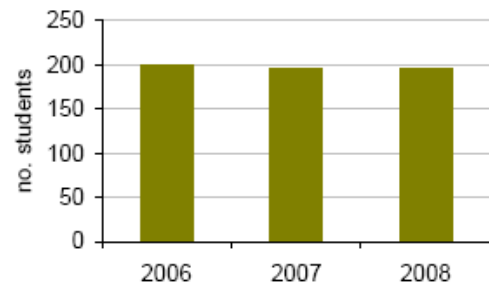
Teachers continue to show a high level of satisfaction regarding their work at Orbost Primary School indicating a healthy workplace. The average score for teacher satisfaction (morale) at this school was 77.4 on a scale from 0 to 100 where 100 is the best possible score. We continue to work towards behaviours that support our trademark of being professional, united, open minded and dynamic. The average number of days absent per teacher was 5.9 days. Of the 15 teaching staff at Orbost Primary School at June 2007 (including those on leave without pay), 14 or 93% were still at the school at June 2008. This figure across all Government schools was 84%. All teachers in Victorian Government schools are registered with the Victorian Institute of Teaching. The requirements for registration with the Victorian Institute of Teaching can be found at: http://www.vit.vic.edu.au/content.asp?Document_ID=241

Professional Learning

Our professional learning focus was on improved teaching of literacy and involved the training of two coaches to observe and provide feedback on teacher's literacy teaching. There was a high degree of anecdotal evidence that teachers found this challenging but a very rewarding style of professional learning. As a school we have adopted Professor Richard Elmore's second rule of teaching as our agreed professional learning philosophy, that is "Effective professional development is inversely proportional to the square of the distance from the classroom." We look forward to the cluster improvement initiative with Professor John Munro in 2009 with a focus on literacy learning and the highly reliable teaching strategies that improve student's capacity to learn.

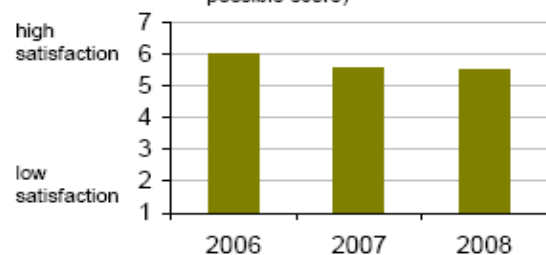
Demographics

Total students enrolled in school



General Information

Parents' satisfaction with this school
(average score on scale of 1 to 7, where 7 is best possible score)



Principal's Report

This year we have focussed on ensuring that relationships are positive for everyone by emphasising our school values of getting along, making others feel welcome, developing self confidence and being the best I can be in every classroom and reinforced by everyone.

Students have had the opportunity to participate in many wonderful experiences throughout the year including our comprehensive classroom programs emphasising literacy and numeracy teaching and learning, our extensive camps and sports program and a variety of extra curricula activities including the Premiers Reading Challenge and MS Read-a-thon. During term 3 our grade 5 & 6 classes combined and the students were challenged with a robotics unit.



We value self motivation and active participation and have had a number of students who have actively sought out opportunities and reaped the rewards. Amy Healy won first prize in the East Gippsland Water Week Poster Competition. Jack Jensen won the Maude Walker Writing Award; Maki Martin came third in the East Gippsland Library Writing Competition. We sent a team of grade 5 /6 students to Gippspell and had our first ever team of students attend the Tournament of the Minds Competition, requiring students to use their skills of negotiation, creativity and team work to solve problems on the spot. Three children received recognition at the East Gippsland Schools Network awards and again I congratulate Dusty Broadley, Tegan Jenkins and Ena Illume on their award

During term 2, 6 new interactive whiteboards and 30 new individual workstations were installed along with the purchase of a new digital video recorder and digital cameras for each classroom for student use. Teacher knowledge and use of this equipment skyrocketed and bought visual learning alive in classrooms and all specialist subjects. Mathletics has revolutionised the learning of basic number facts and Ziptales has allowed reading comprehension to go digital. Languages online has bought the learning of another language to life and Jo Dacy has a wiki space so children can interact with this learning from home.



Students were encouraged to showcase their talents on the sporting arena by participating in the numerous sporting opportunities presented to them. Once again our students were very successful with some students making it to the state finals in cross country, athletics and T-ball and numerous students qualifying for regional representation in swimming, cross country and athletics. At the local level it is fabulous to see that all students have participated in a variety of activities aimed at encouraging a healthy lifestyle and active participation in school events. Blue House had a clean sweep winning the House Swimming, Athletics and Cross County Events.

Our Arts program was supplemented by a number of Arts Council Performances and special programs. Children were entertained by artist and author Richard Galbraith and our student's art work has been prominent in number of community exhibitions. The Arts Program culminated with the wonderful school production "Calamity James." Congratulations to the team of people who put this show together and to the 24 grade 6 students who all played starring roles.





John Murray continued his great work, promoting harmony, good will and spreading his knowledge and skills of indigenous culture to all students. John worked with a number of students throughout the school particularly some of our boys which proved engaging for them. Our cultural day was once again a highlight with many indigenous community members supporting the day. Our year 5 & 6 students attended the cluster performance by the "Black Arm Band, " an indigenous band, spreading the word of reconciliation

Junior School Council conducted a number of school activities that all children enjoyed including Sunnies for Sight, School Disco, Footy Colors Day and they were proud to see the installation of the 2 bubble taps near the oval that they earned the funds for last year. I absolutely love the Wednesday of the month when Parents Club take over the staffroom and there is always a buzz as they work towards supporting the school with a variety of fundraising activities throughout the year.

3 classrooms plus the art room received new tables and chairs and we started work on the outside facilities with the upgrade of our school fence and the installation of the climbing wall courtesy of a "Go for Your Life" grant.



School Council continued to oversee the effective management of the school finances, policy development and programs. Of special note is the development and ratification of our anti-bullying, student wellbeing and working with children policies. These policies provide the basis for our school to be a happy and safe environment for children, parents and staff. School Council worked cooperatively with East Gippsland Shire, Road Safe Victoria and the Orbost Traffic Management Unit to improve the safety of students and families in the areas surrounding the school.

Student Progress & Achievements

Student Learning

Goal -To improve student learning outcomes years prep to 6 in literacy and numeracy and with a specific focus on reading, comprehension, spelling/vocabulary and mathematics problem solving.

All of our work is focussed towards improved student outcomes with particular emphasis on literacy and numeracy outcomes.

Numeracy

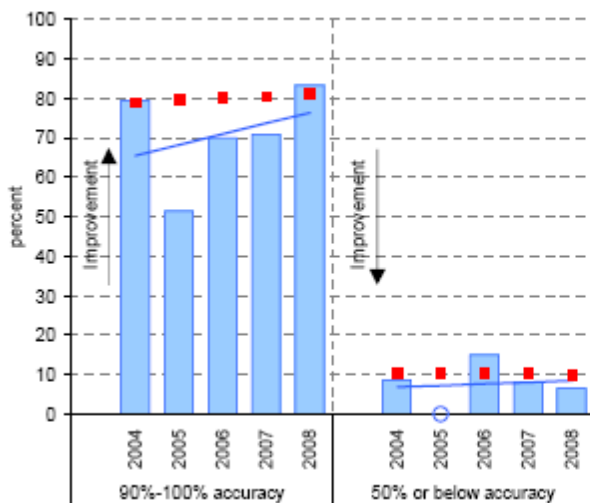
This year we implemented our mathematics policy and teachers used the mathematics yearly planner to plan their weekly numeracy teaching. Our policy indicates that there will be 5 hours of mathematics teaching take place in each class, each week, with at least one lesson a week focussing on problem solving and the capacity of students to think mathematically.

Literacy

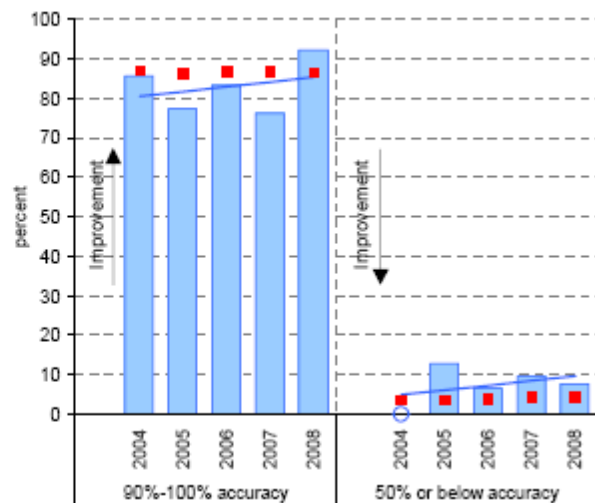
Our literacy improvement focus was twofold. Firstly was to improve our student's capacity to spell competently and secondly improving the capacity of students to comprehend text. Our professional learning throughout the year was based on these two improvement areas.

P-2 Reading Results

Year level: Prep
Text level: Level 5

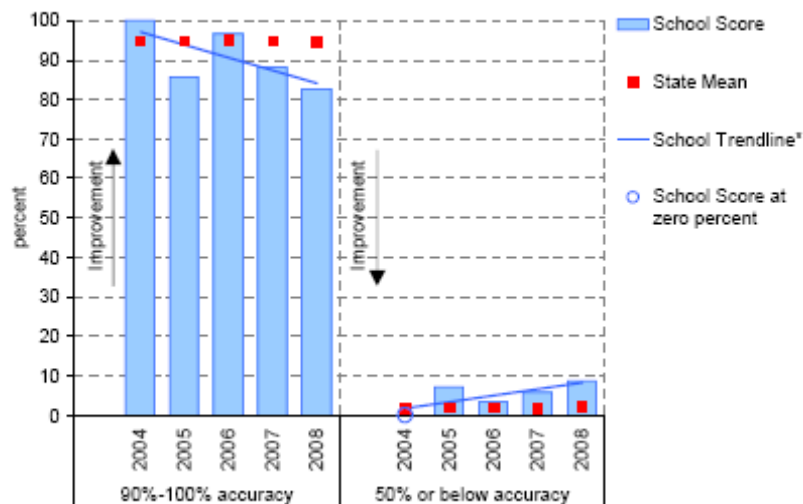


Year level: Year 1
Text level: Level 15



Our early years teachers remain focussed on the teaching of early reading concepts with daily reading groups focussing on the teaching of strategies that allow children to decode a variety of texts. Our results indicate that students in years prep and grade one achieved excellent results above the state wide mean and that our current practises including our year one literacy intervention program are providing our students with a solid basis for reading. Our grade two results indicate that 82.6% of our students reached the state-wide benchmark. All of the children who are reading 50% or below are either on the program for students with disabilities or have enrolled from other schools within the past 12 months.

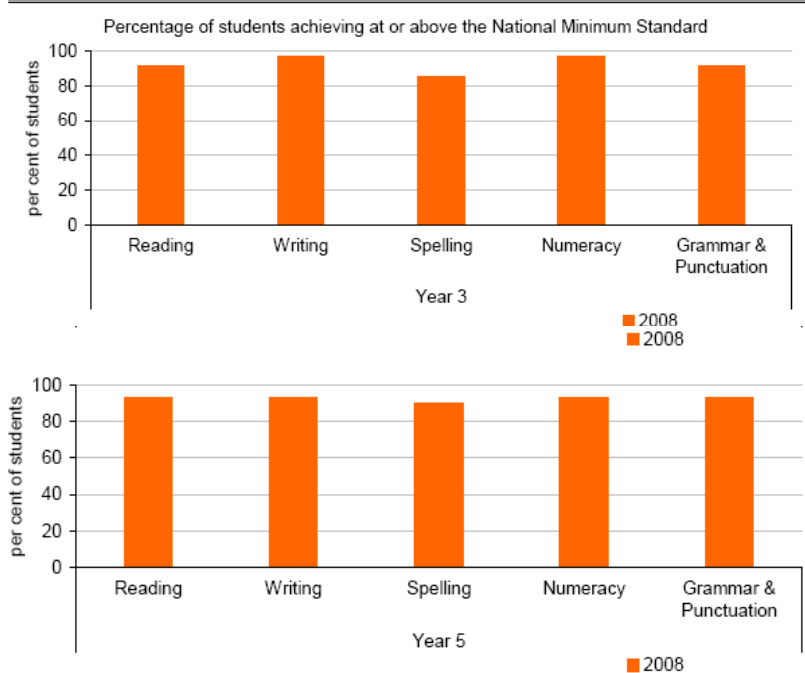
Year level: Year 2
Text level: Level 20



Year 3

According to our NAPLAN results our year 3 data shows that 80% of our students are achieving at or above the national minimum standard in all areas of literacy and numeracy with particularly pleasing results for writing and number. Spelling continues to be our student's area of weakness.

Student Learning



Year 5

According to our NAPLAN results our year 5 data shows that 90% of our students are achieving at or above the national minimum standard in all areas of literacy and numeracy with consistent results across all areas assessed.

NAPLAN Results

Below National benchmark
 At National Benchmark
 Above National Benchmark

Year 3-No of students achieving NAP Band

	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6	School Mean	State-wide Mean
Reading	3	6	10	8	3	4	372.3	415.8
Writing	1	4	14	6	7	2	382.1	421.2
Numeracy	1	3	13	13	5	1	379.2	416.1

Year 5- No of students achieving NAP Band

	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8	School Mean	State-wide Mean
Reading	2	3	7	11	2	5	492.1	492.1
Writing	2	6	5	11	4	2	475.4	496.0
Numeracy	2	4	13	5	5	1	470.2	487.8

As this is the first year the NAPLAN has gone national there are relatively few statistics that are relevant to report as comparisons, however what is pleasing is that our grade 5 data indicates that we are making inroads to bridging the gap between the school mean and the state wide mean. Further data analysis indicates that this year our grade 5 students exceeded the results of over half the other schools with the same school family occupation in reading, writing and numeracy. In fact our reading result was 10% better than any other school with similar demographics. This is an excellent result and one which we hope to maintain in the future. Our year 3 data indicates more students are achieving below or at the national standard particularly in reading. These students will require explicit teaching particularly in regarding to reading comprehension and as a school we should be considering some literacy intervention at the grade 3 & 4 level.

Students on the Program for Disabilities (PSD)

This year we had six students on the program for students with disabilities with a breakdown across the classes as follows: Prep - 1 PSD student, Grade 1- 2 PSD students, Grade 2- 1 PSD student, Grade 3- 1 PSD student, Grade 6 -1 PSD student. These students are funded under the PSD categories intellectual disability and severe behaviour disorder. Their disabilities range from down syndrome, autism, oppositional defiance disorder to adolescent mental health issues. All students are included in our student achievement data.

Student Engagement and Wellbeing

Goal -To improve learning confidence and enhance higher order thinking skills years P-6

This has been an area of focus for 2008 with particular reference to improving the student's perception of student safety and classroom behaviour and teachers opinion on effective discipline, student misbehaviour and classroom misbehaviour.

Our work in this area included a review of our student wellbeing policy and programs and the development of our anti bullying policy. Staff worked at length to build their common understandings of the need for a differentiated approach to student management and discipline whilst at the same time developing a classroom environment that optimises student's learning opportunities through clearly stated expectations and consequences.

The staff opinion data shows a positive improvement over the past three years in these areas and our student attitude to school data has also shown marked improvement in the areas of student safety and classroom behaviour. In particular our year 5 students are positive that the behaviour of their classmates is better than the state average and their sense of safety is improving. Our year six students are also feeling safer at school however would still like to see improvement in their classmates behaviour.

Student Absence

Our student absence data remains above the state mean once again this year despite continuous monitoring and prompt follow up from our student wellbeing officer. It is evident from closer scrutiny that there is a significant minority of families who impact considerably on these statistics. These students will need to be identified and have an attendance goal discussed and documented in the individual education plan.

	2006		School 2007		2008		2007 state benchmark ^a		
	Enrolments	Avg absent days / FTE** student	Enrolments	Avg absent days / FTE** student	Enrolments	Avg absent days / FTE** student	25th ptile	Mean	75th ptile
Prep	20.9	21.2	24.6	12	30.6	14.5	12.0	14.6	17.7
Yr 1	30.5	14.1	21.6	13.5	26.0	15.5	11.5	13.8	16.1
Yr 2	30.8	16.2	33.8	10.7	22.0	16.1	11.0	13.1	15.1
Yr 3	29.9	18.7	31.3	17.3	34.2	12.5	10.8	12.9	14.9
Yr 4	25.0	16.5	30.8	20.3	30.1	16.5	10.8	12.9	15.0
Yr 5	33.0	13.2	24.2	13.9	30.1	15	10.6	13.1	15.0
Yr 6	28.3	18.6	33.6	12	24.7	15.5	11.0	13.4	15.7
Ungraded								14.6	
P-6 mean		16.7		14.3		15		13.4	

Students' School Connectedness

There has been a downward trend over the past three years in response to the attitude to school survey results related to school connectedness. The 2008 school mean was 3.89, 0.39 below the state wide mean. Questions that relate to school connectedness include: I am happy to be at this school, I look forward to going to school, I like school this year, and I feel good about being a student at this school. When discussing this with the students their responses are predominately around being bullied or intimidated by others, which emphasises the need for us to persist with the implementation of our student wellbeing and anti-bullying policies. One of our other strategies was to provide students with the opportunity to take ownership of some of the school activities through Junior School Council activities. This is a photo of some of grade fours at the JSC disco.



Student Pathways and Transitions

Goal-To continue to improve and implement high quality teaching and learning that enable seamless student transition through the school, particularly from years 3 to 5 and to continue to explore and improve student welfare initiatives that maximise student transition from year 6 to secondary school.

Our work in this area has been on developing understandings of teachers from within the three traditional sectors of the school being P-2, 3-4, 5-6. We established two professional learning teams this year P-2 and 3-6 and had teams establish plans for improved teacher knowledge and skills for the teaching of comprehension and spelling.

One of the highlights of our professional learning was our whole school professional development day with Lucia Smith, speech pathologist, with the outcome of this work being the development of a **whole school approach** to the teaching of phonological awareness including an OPS glossary, explicit tasks to be taught across the 4 VELS levels and the resources to implement the speech sound set and vowel sound set across all classrooms.

Our professional learning regarding comprehension stemmed from our comprehensive analysis of the NAPLAN questions. Both professional learning teams engaged in the task to determine what type of thinking students needed to do to successfully answer the questions. We used the Probe hierarchy of questioning of literal, reorganisation inference, vocabulary, evaluation and reaction to assist us in this work. It was important for all teachers to engage in this work so they develop common understandings of comprehension skills.

Professional learning teams also developed their non-negotiables for classroom teaching which has led to more consistent approach to teaching and learning across all areas of the school.



To increase the learning opportunities for our grade 3-4 students, the majority of incursions being offered were directed to the 3-4 area including Responsible Pet Ownership, Beach to Bush and After the Black which included an excursion to Corringle Beach. Grade 3-4 students also had a special arts excursion to Sale to see the Melbourne Symphony orchestra and visit our regional art gallery.

We also introduced diaries to our grade 3 students as a means of them becoming responsible for their learning and as a bridge between grades 3/4 to 5/6.

Our school continued to provide the cluster with the Schools As Hubs coordinator for Orbost. This work continued to focus on early years service providers working together to provide better outcomes for children in Orbost as well as direct the work of the cluster professional learning team for children from 0-6 years old. Highlights have been improved transition especially for students with special needs.

Our grade 6 teachers provided Orbost Secondary College a wealth of information regarding student achievement and student learning styles and meet on a number of occasions to facilitate our students transition to secondary college. Both schools combined to provide a special transition program for particular students with special needs that also have proven to be successful with those students integrating easily into year seven. The secondary college also provided a parent information handbook to parents of year 6 students in term 2, detailing the transition program. This also proved to be a successful strategy.

Future Directions

Professional Learning

Our focus for professional learning will be on the work of Associate Professor John Munro and the implementation of his highly reliable teaching strategies (HRTS) that empower students to know how they learn and develop the skills to become independent learners.

This professional learning will support three key drivers from within the school to become proficient users of the highly reliable teaching strategies and then lead the learning of others at the school level. The professional learning model we will be using includes:

- Getting the knowledge of the HRTS
- Seeing the HRTS modelled
- Implementing the HRTS
- Being coached in the use of the HRTS
- Lead the learning of others

Teacher's professional learning plans will be directly linked to our whole school professional learning focus

Teaching and Learning

The transition of student information from year to year and between teacher to teacher remains an area for improvement. Some strategies we will be using include: prep students not attending school on Wednesdays so that comprehensive assessment of their needs can be established in consultation with parents, support provided to teachers to complete the assessment schedule prior to parent/teacher interviews, an allocated parent/teacher/student interview day in March to support the development of learning plans for students, comprehensive data analysis of student achievement data to guide teaching and learning. Learning area leaders will guide teachers to develop term planners for literacy (spelling, reading and writing) and numeracy.

Individual Educational Plans will be written for all children identified to be at risk or in need of extension as well as all Koori students. Classroom Information Packages will be sent home to families detailing classroom rules, behavioural expectations and work requirements. Families will also be provided with a termly curriculum outline and school council will invest in the development of a school web page to improve the accessibility of school documents for parents.

We will continue to improve the ICT facilities by purchasing 2 new smartboards to be installed in area 7 and the art room and purchase 15 new workstations to improve student motivation to learn and the students perception of teacher effectiveness.

Financial Performance and Position

The recommended word length for this section is approximately 400 words.

Financial Performance – Operating Statement Summary for the year ending 31st December, 2008	
Revenue	2008 Actual
DE&T Grants	172,753
Commonwealth Government Grants	46,248
State Government Grants	23,332
Other	28,016
Locally Raised Funds	90,224
Total Operating Revenue	360,574
Expenditure	
Salaries and Allowances	111,060
Bank Charges	30
Consumables	34,881
Books and Publications	1,937
Communication Costs	21,145
Furniture and Equipment	64,170
Utilities	21,192
Property Services	74,599
Travel and Subsistence	3,128
Motor Vehicle Expenses	204
Administration	4,626
Health and Personal Development	983
Professional Development	11,458
Trading and Fundraising	18,505
Support/Service	9,528
Miscellaneous	50,682
Total Operating Expenditure	428,128
Net Operating Deficit	-67,554
Capital Expenditure	76,565
Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package	

Financial Position as at 31st December, 2008	
Funds Available	2008 Actual
High Yield Investment Account	94,455.61
Official Account	10,483.18
Other Bank Accounts	
<i>Investment Account (insert)</i>	156,914.37
Total Funds Available	261,853.16
Financial Commitments	2008 Actual
School Operating Reserve	63,803.87
Co-operative Bank Account	0
Assets or Equipment Replacement < 12 months	50,741.94
Revenue Received in Advance	56,040.00
Building/Grounds including SMS < 12 months	15,000.00
Region /Clusters Funds/School Based Programs < 12 months	10,000.00
Provision Accounts < 12 months	0
Repayable to DEECD	11,000.00
Other Recurrent Expenditure (Accounts Payable)	12,346.41
Assets or Equipment Replacement > 12 months	13,000.00
Building/Grounds including SMS > 12 months	17,920.94
Region /Clusters Funds/School Based Programs > 12 months	12,000.00
Provision Accounts > 12 months	
Co-operative loan >12 months	
Beneficiary/Memorial Accounts	
Total Financial Commitments	261,853.16

School Contact Information

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This report contains summary data extracted from the School Level Report. If you would like to access the School Level Report, please contact Kerry Hughes