

Oberon Public School

Annual Report



2016



2797

Introduction

The Annual Report for **2016** is provided to the community of **Oberon Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School background

School vision statement

Achieve, Inspire, Create.

Oberon Public School aims to be a dynamic learning environment where students are supported to achieve in all areas of school life, are inspired to participate and strive for excellence and are supported to be creative innovators.

The school went through a process to develop a vision statement distilled into 3 words which encapsulate our collective vision: **Achieve, Inspire, Create.**

Staff and P & C were consulted and reaffirmed that these continue to best represent our vision for the education we offer. Our vision aligns with our strategic directions.

School context

Oberon is geographically the highest town in the Blue Mountains. Whilst the small town lies between Bathurst and Lithgow, it is not on a major highway and is therefore considered isolated. The area is continuing to transition from a mostly rural, to an industrial, community. The school serves a complex community.

A highly supportive relationship exists between the school and community. We maintain an emphasis on active citizenship and are dynamically involved in many community events, celebrations and initiatives.

There are positive links between Oberon Public School, Oberon High School and other partner schools including Hampton and Black Springs. The school also has close working relationships with Parkview Kindy and Oberon Children's Centre Preschool.

The school has a population of around 241 students in ten classes. We strive to cater for the individual needs of students and to provide a supportive learning environment offering a broad range of academic, sporting and cultural opportunities.

There is a balance between experienced and early career staff. We place a high priority on supporting staff to be quality teaching practitioners and we value ongoing professional learning, reflective practice and collegial collaboration.

Our strategic directions are child-centred and are focused on quality education, the building of positive self-esteem and provision of a broad range of engaging learning experiences.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Time was dedicated at the School Development Day in Term 2 and at several staff meetings across the year, to discuss the School Excellence Framework and its implications for informing, monitoring and validating our improvement. We determined the alignment between the framework and our school plan and reflected on progress being made across the whole school based on the expectations articulated in the framework.

In the Learning domain, our efforts primarily focussed on supporting excellence in learning through knowing and catering for the cognitive, emotional and social needs of the individual. We commit substantial funds to providing individual support through employment of our: Learning and Support Teacher, Student Learning and Support Officers, Speech Therapist and Reading Recovery Teacher who work in consultation with classroom teachers and parents/carers to develop Individual Learning Programs for students with identified support needs. Over one third of our students benefit from the implementation of an individual plan. In addition, we employed Extension Teachers to work in-class in a side-by-side model with classroom teachers to support the needs of able students in the areas of writing and numeracy. These strategies are underpinned by our Positive Behaviour for Learning strategies that help sustain our unrelenting

focus on providing a safe and productive learning environment based on mutual respect and trust between staff, students and the wider school community.

Our major focus in the domain of Teaching has been on maintaining and extending quality teaching practice through collaborative reflection. We employed a Quality Teaching Mentor to lead quality teaching rounds and support teachers at all levels of accreditation. School structures allowed teachers time to plan together, share practice and ideas, develop, implement and evaluate units to support new syllabi and to participate in consistency of judgement activities. New teachers were strongly mentored, supported by supervisors and had frequent opportunities to observe, demonstrate and discuss classroom practice with experienced colleagues.

In the domain of leading our priorities have centred on ensuring our school plan helped articulate and direct our improvement efforts. We have regularly evaluated progress and have refined and added to programs and activities aimed at achieving our strategic directions. Building leadership capacity is an important component of our planning and many teachers were given opportunities to take on leadership roles including: quality teaching mentoring, accreditation support, extension support, training as a Targeting Early Numeracy (TEN) facilitator, relieving in executive positions, sport coaching, coaching public speaking and debating teams and leading band and choir. We have substantially improved the leadership capacity of the majority of our teaching staff.

The new approach to school planning, supported by the new funding model, is making a major difference to our school. The achievements and identification of next steps are outlined in the following pages of this report.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Developing Deep Knowledge.

Purpose

Students with deep knowledge can combine skills and knowledge to solve real-life problems, complete tasks to a high standard and to create innovative high-quality products.

Teacher professional learning and support are essential to attain excellence in educational delivery.

Data analysis and monitoring underpin student support, target setting and program development and refinement.

Educational collaboration between students, teachers, support staff and parents/carers will foster quality learning.

Overall summary of progress

Supporting and extending quality teaching practice has been a key focus within this strategy in 2016 based on the findings of researchers such as Professor John Hattie et. al., that the biggest influence on student performance is teacher quality. We have used Quality Teaching Rounds and Quality teaching sessions to provide all teachers with regular opportunities to engage in research study, lesson observation and developmental feedback.

We have sought to increase the involvement of students by placing greater emphasis on individual goal setting and reflection. We surveyed students on aspects of quality teaching practice and this has provided rich information on current successes and has helped us to determine future directions.

We have maintained our focus on identifying and meeting the learning needs of students requiring extra support and have increased the emphasis on also identifying the needs of able students and providing them with support to build on and extend their capabilities. These strategies should help with achievement of the Premier's Priorities of improved high level performance.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Monitoring of student achievement against Literacy/Numeracy Continuums and through PLAN data provides evidence of student improvement across the school.	<p>Achievement against student reading benchmarks shows continued steady improvement. In 2016, 64% of kindergarten students achieved benchmarks compared to 48% in 2013. 77% of Year 1 students achieved benchmarks compared to 62% in 2013</p> <p>All teachers were involved in Consistency of Teacher Judgement (CTJ) activities around plotting student achievement against the Literacy & Numeracy Continuums. Student achievement was clearly reflected in our reports to parents.</p> <p>Able students were identified through deep analysis of a variety of data sources and were given in-class support to further their writing and numeracy skills. Their progress was systematically tracked and showed impressive growth results.</p>	<p>Aboriginal Background Loading \$12,212</p> <p>English Language Proficiency \$1,585</p> <p>Socio-economic background funding \$179,666</p> <p>Integration funding support \$202,160</p> <p>Low level adjustments for disability \$132,628</p>
Teachers' Performance and Development goals reflect school, stage and personal targets. Teachers provide evidence of progress through written reflection and meetings with supervisors.	<p>All teachers worked with supervisors to develop, implement and monitor Professional Development Plans. Individual Professional Learning reflected both individual and school priorities.</p> <p>As teachers development goals are designed to impact on student outcomes the impact of Quality Teaching Practices were measured through student</p>	<p>Socio-economic background loading \$53,049</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Teachers' Performance and Development goals reflect school, stage and personal targets. Teachers provide evidence of progress through written reflection and meetings with supervisors.	<p>surveys. Over 88% of students indicated teachers explain what they need to learn. 77% of students indicate that they were told why the learning was important. 80% felt the teacher clearly explained what students needed to do to demonstrate their learning. 82% indicated they were given guidelines about the quality of the work required.</p> <p>Opportunities were given for teachers to share ideas of how students could record and monitor progress against personal learning intentions. Teachers brought along samples and shared templates electronically.</p>	
Eligible casual, temporary and permanent teachers achieve and maintain accreditation at levels reflective of their knowledge and practice.	<p>We employed a teacher to mentor all staff in quality teaching practice and to support them in accreditation.</p> <p>All eligible staff successfully gained or maintained accreditation status. Newly appointed teachers were strongly supported in their professional development.</p>	Professional Learning funding \$13,926
Teaching programs demonstrate new curriculum requirements are informing teaching and learning in all KLAs.		

Next Steps

Continue to build on the learning and support team process and strengthen the support for able students.

Enhance student achievement tracking and monitoring processes and ensure consistency across and between stages.

Extend collaborative practice through quality teaching rounds and determine impact on students through monitoring of their learning goals and reflections and student surveys of classroom practice.

Strategic Direction 2

Promoting Student Well-Being.

Purpose

Positive self-esteem is essential for a student's well-being and academic and social success.

Direct instruction, clear expectations and consistent implementation of behaviour expectations allow us to establish safe and dynamic learning environments maximising productive learning time.

Providing students with a range of leadership opportunities supports positive self-esteem and promotes self-efficacy.

We promote the importance of education and collaborate with parents to ensure high attendance.

Overall summary of progress

Our school-wide focus on Positive Behaviour for Learning (PBL) has continued to have a significant impact on student well-being and learning culture. We have refined and strengthened our processes led by a committed PBL Team. In 2016 we increased our emphasis on recognising positive behaviours and now routinely record positive data as well as negative data. We have continued to see a decline in negative incidents.

In 2016 we increased our efforts to improve student attendance and strengthened our monitoring and follow-up processes. We use our school newsletter to alert parents to the importance of regular attendance and of requirements around explaining absences.

In 2016 we increased the opportunities for parents and community to provide us with feedback on their levels of satisfaction with the school and the educational opportunities we provide.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Improve attendance from 92.9% in 2014 to match or better state average by 2017 (94.8% 2014)	<p>The newsletter was used to provide regular information to parents about attendance requirements.</p> <p>Student attendance was closely monitored and letters of concern were sent to parents where attendance fell below 85% or where there were frequent unexplained absences.</p> <p>Personalised Attendance Plans were negotiated for identified students.</p> <p>Boys Program continued to target students in danger of disengaging.</p>	Socio-economic Background loading \$11,518
Behaviour monitoring 2015 – 2017 continues to show a trend towards a decreased incidence of serious misdemeanours in each stage compared to 2014 figures.	<p>Playground and classroom monitoring showed a continued decrease in serious incidents of misbehaviour.</p> <p>Woo Hoo slips were implemented to recognise outstanding student behaviour. Eighty-four students received awards.</p>	
Pre and post 'Tell Them From Me' student survey and/or internal feedback shows growth in student satisfaction when compared to 2015 baseline.	<p>In surveys students were overwhelmingly positive in their descriptions of the school using terms such as: fun, caring, encouraging, positive, awesome, friendly, happy and helpful.</p> <p>Parents expressed high levels of satisfaction with the school. 100% of those surveyed indicated that</p>	Isolation Index Loading \$37,215 (Expended over strategy 2 & 3)

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Pre and post 'Tell Them From Me' student survey and/or internal feedback shows growth in student satisfaction when compared to 2015 baseline.	the school frequently rewards students for success and that they would recommend the school to other parents.	

Next Steps

Establish Tier 2 PBL Team and continue to provide PBL related professional Learning to all PBL Team members.

Further refine attendance processes to achieve improvements in attendance rates.

Focus on areas for development identified from student surveys and plan with staff on how to best address these.
Repeat survey in Semester 2 2017. and determine progress.

Strategic Direction 3

Providing a Broad Range of Opportunities.

Purpose

Opportunities to engage in sporting activities, cultural pursuits and community events help to engage students, provide a well-rounded education experience and promote life-long commitment to learning, healthy living and active citizenship.

These pursuits can help overcome isolation and make students aware of the rich variety of opportunities available to them and to encourage them to hold high personal aspirations and life goals.

We collaborate with the wider school community to ensure opportunities exist to participate in school activities and to contribute to educational decision making.

Overall summary of progress

We continued to offer a wide-range of opportunities for students to participate in academic, sporting, cultural and community pursuits in 2016. Our small, but very active Parents & Citizens Committee (P & C), support our efforts in many ways, including paying for all students to be involved in Life Education Van visits.

Our involvement in community activities included: Oberon Show, Operation Art, Country Women's Association Public Speaking, ANZAC and Remembrance Day, Waste to Art and Clean-up Australia Day.

Parent and community members joined us for many occasions including: Swimming Carnival, Cross Country, Athletics Carnival, Primary School Sport Association competitions, Easter Hat Parade, Grandparents Day, Education Week Activities, Assemblies and Principal's Morning Teas.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
There will be an increase in the numbers of students involved in sporting, cultural and community activities over the period 2015 – 2017 when compared to baselines set in 2015.	Student opportunity to participate were maintained or increased in all areas. P & C and school funding sources were used to facilitate student participation in excursions and visiting performances. There were high levels of support from staff to ensure students had access to extra-curricular opportunities.	Socio-economic background loading \$10,000
Student surveys show a growth in Participation in Sport, Participation in Extra-curricular Activities, Sense of Belonging and Expectation for Success, when compared with 2015 baseline data.	Student participation rates were maintained or increased. Student surveys show a strong sense of belonging to the school. Parental surveys indicate 94% of parents believe the school seeks to bring out the best in every child.	

Next Steps

Maintain opportunities for student involvement in a broad-range of activities.

Continue to use school funding to maximise student participation in excursions and visiting performances.

Explore ways of enhancing students' access to creative and performing arts activities and maintaining and extending our school musical programs.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Funding allowed us to ensure Aboriginal and Torres Strait Islander Students could fully participate in all aspects of schooling including excursions, sporting and cultural opportunities and visiting performances.</p> <p>Students had opportunities to attend District NAIDOC activities and an outreach program run by the University of Western Sydney at Lithgow.</p> <p>Student progress was closely monitored against the literacy and numeracy continuums and identified students received extra support from our Learning and Support Teacher, Student Learning Support Officers, Speech Therapist or Extension teachers.</p> <p>New resources were purchased for the library for both student and teacher use. Teacher resources will support the inclusion of cultural perspectives across all key learning areas.</p>	\$12,212
English language proficiency	<p>New resources were purchased for the library for student and teacher use.</p> <p>Signage recognising and celebrating the cultural backgrounds of our students was placed at the entrance to the administration block.</p> <p>An extension program was established for a student from a non-English speaking background to support development of communication and social skills.</p>	\$1,585
Low level adjustment for disability	<p>LaST teacher employed and 5 Student Learning Support Officers (SLSO) employed to support students with identified needs.</p> <p>LaST and classroom teachers developed plans for the 90 students included in Nationally Consistent Collection of Data (NCCD) return in consultation with parents and carers.</p> <p>2 Teachers and 2 SLSO completed professional learning related to Autism Spectrum Disorders.</p> <p>All teaching staff engaged in Trauma Training and Fun friends professional learning. Fun Friends activities are incorporated in every classroom.</p>	\$335,387
Quality Teaching, Successful Students (QTSS)	<p>Funds were used to contribute to the employment of 0.6 Classroom Teacher to lead Quality Teaching Rounds and provide accreditation support.</p> <p>Student surveys provided strong evidence of positive impact on teaching practice. The two areas for improvement identified were increasing the percentage of students aware of current learning goals from 76% and</p>	\$8,162

Quality Teaching, Successful Students (QTSS)	increasing the percentage of students reflecting on their progress against their goals from a current level of 65%.	\$8,162
Socio-economic background	<p>Quality teaching advisor employed to support quality teaching rounds. All classroom teachers participated in regular activities.</p> <p>A Speech therapist was employed 20 days per year to identify students, develop and implement programs and to provide programs and advice to classroom teachers (CT). Students showed solid progress with many graduating from program.</p> <p>SLSO employed 1 day per week to work with senior boys identified as at risk from disengaging from school. The boys highly valued the program and we noted a marked improvement in their attendance.</p> <p>Two teachers, one working 3 days per week and one 2 days per week, were employed to work side-by-side with CT to extend able students.</p> <p>Funding used to support school's awards and recognition program through PBL.</p> <p>Provided funding to support pre-school to kindergarten and Year 6 to Year 7 transition programs.</p> <p>Funds to support School Garden and Live Life well initiatives.</p>	\$138,752
Support for beginning teachers	<p>Funding helped employ the Quality teaching advisor employed to support quality teaching rounds and accreditation processes.</p> <p>Provided release for new teachers to participate in Quality teaching rounds, work with supervisor and mentors and engage in joint planning with stage colleagues.</p>	\$13,378

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	122	119	135	136
Girls	109	106	109	119

It is a requirement that the reporting of information for all students is consistent with privacy and personal information policies.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	92.7	94	94.4	91.6
1	92.2	90.6	92.1	92
2	92.6	91	91.6	91.4
3	93.3	93	90.5	90.7
4	92.6	92.5	91.5	90
5	96.7	93.3	92.4	90.8
6	93.8	95.6	92.8	92
All Years	93.4	92.9	92.1	91.2
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

There are a range of strategies in place to follow-up non-attendance. In the first instance parents are asked to provide notes. The Learning and Support Team monitor attendance and send letters of concern to parents of students whose attendance falls below 90% .

Where attendance continues to be of concern Personalised Attendance Plans are negotiated or the Home School Liaison Officer is called upon to provide support.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	8.82
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	1
Teacher Librarian	0.6
School Administration & Support Staff	2.47
Other Positions	0.3

*Full Time Equivalent

One member of staff is of Aboriginal descent.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	90
Postgraduate degree	10

Professional learning and teacher accreditation

Much of our 2016 professional learning was site-based as per best-practice recommendations. Mandatory training included:

Code of Conduct, Child Protection, Anaphylaxis, Cardio-Pulmonary Resuscitation, e- Emergency Care, Performance and Development Planning.

Other training included:

Targeting Early Numeracy, Syllabus Implementation, Fun Friends, Trauma Training, Quality Teaching Rounds, PBL Training, Fundamental Movement.

In 2016, 1 permanent and two temporary teachers, were in their 1st year of employment. They will complete initial accreditation processes in 2017.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from January 2016 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	262 302.81
Revenue	2 498 466.07
(2a) Appropriation	2 414 383.09
(2b) Sale of Goods and Services	11 285.08
(2c) Grants and Contributions	66 382.17
(2e) Gain and Loss	0.00
(2f) Other Revenue	4 025.50
(2d) Investment Income	2 390.23
Expenses	-2 416 959.20
Recurrent Expenses	-2 416 959.20
(3a) Employee Related	-2 249 005.50
(3b) Operating Expenses	-167 953.70
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	81 506.87
Balance Carried Forward	343 809.68

- Oberon Public School works with our SALM/Schools Support Finance Manager to ensure our financial management processes and governance structures meet financial policy requirements
- Some salaries for the final Term are still to be deducted from the amount shown above.
- Funds carried forward were increased by staff in additional positions taking maternity leave and not being replaced. Excess funds carried forward are planned to be expended in 2017.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	1 746 449.12
Base Per Capita	13 129.66
Base Location	37 214.81
Other Base	1 696 104.64
Equity Total	295 034.13
Equity Aboriginal	12 211.82
Equity Socio economic	138 751.98
Equity Language	1 585.36
Equity Disability	142 484.97
Targeted Total	262 506.28
Other Total	29 732.06
Grand Total	2 333 721.58

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing.

Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

The NAPLAN results show improvements in Year 3 students writing and numeracy results. Year 5 students have shown above average growth in reading, spelling and in grammar and punctuation.

In accordance with the **Premier's Priorities: Improving education results**, schools are required to report their student performance for the top two NAPLAN bands in reading and numeracy.

The percentage of Year 3 students in the top two bands was 21% in reading and 8% in numeracy.

The percentage of Year 5 students in the top two bands was 13% in reading and 4% in numeracy.

Another reporting requirement from the **State Priorities: Better services – Improving Aboriginal**

education outcomes is for schools with significant numbers of Aboriginal students to report the percentage of Aboriginal students in the top two NAPLAN bands. Our cohort numbers prevent us reporting on this information without the risk of identifying individual students.

Parent/caregiver, student, teacher satisfaction

In 2016 a representative group of more than 10% of parents were surveyed on aspects of the school operation. Their responses are presented below.

94% Indicated that the school tries to bring out the best in each child.

94% felt the school uses progressive teaching methods.

88% felt that student reports give clear feedback on progress.

100% said the school often praises and rewards student success.

94% felt the school valued parental/community involvement.

100% felt staff know and appreciate their child's qualities

100% felt their child had access to a broad range of learning experiences.

100% felt the school looks for ways to improve what it does.

100% said they would recommend the school to others.

When asked to describe the school, parents used terms such as: inclusive, forward thinking, friendly, welcoming, caring, approachable, nurturing and supportive.

Policy requirements

Aboriginal education

Oberon Public School received Aboriginal background funding in 2016. Our plan included:

* Inclusion of our students in the Bathurst District National Aboriginal Day of Celebration (NAIDOC).

* Year 5 & 6 Aboriginal students participated in an outreach program by Western Sydney University to engage students and help them aspire to tertiary education.

* New resources were purchased to support students and teachers in Aboriginal cultural studies.

* Aboriginal students with additional learning needs were supported through negotiated individual learning plans. These students showed strong growth against individual learning goals.

Multicultural and anti-racism education

The school ensures there are multicultural perspectives within teaching and learning programs. Our teaching programs foster students' understanding of culture, cultural diversity, racism and active citizenship within a democratic, multicultural society.

The importance of avoiding racist behaviour or culturally insensitive remarks was directly addressed through dedicated Positive Behaviour Sessions with all students.

Our Quality teaching round observations show that there is a high degree of social support and inclusivity for all students in our classrooms.

New signage at the entrance to our administration office, was commissioned to recognise and celebrate the cultural backgrounds of the current student body.