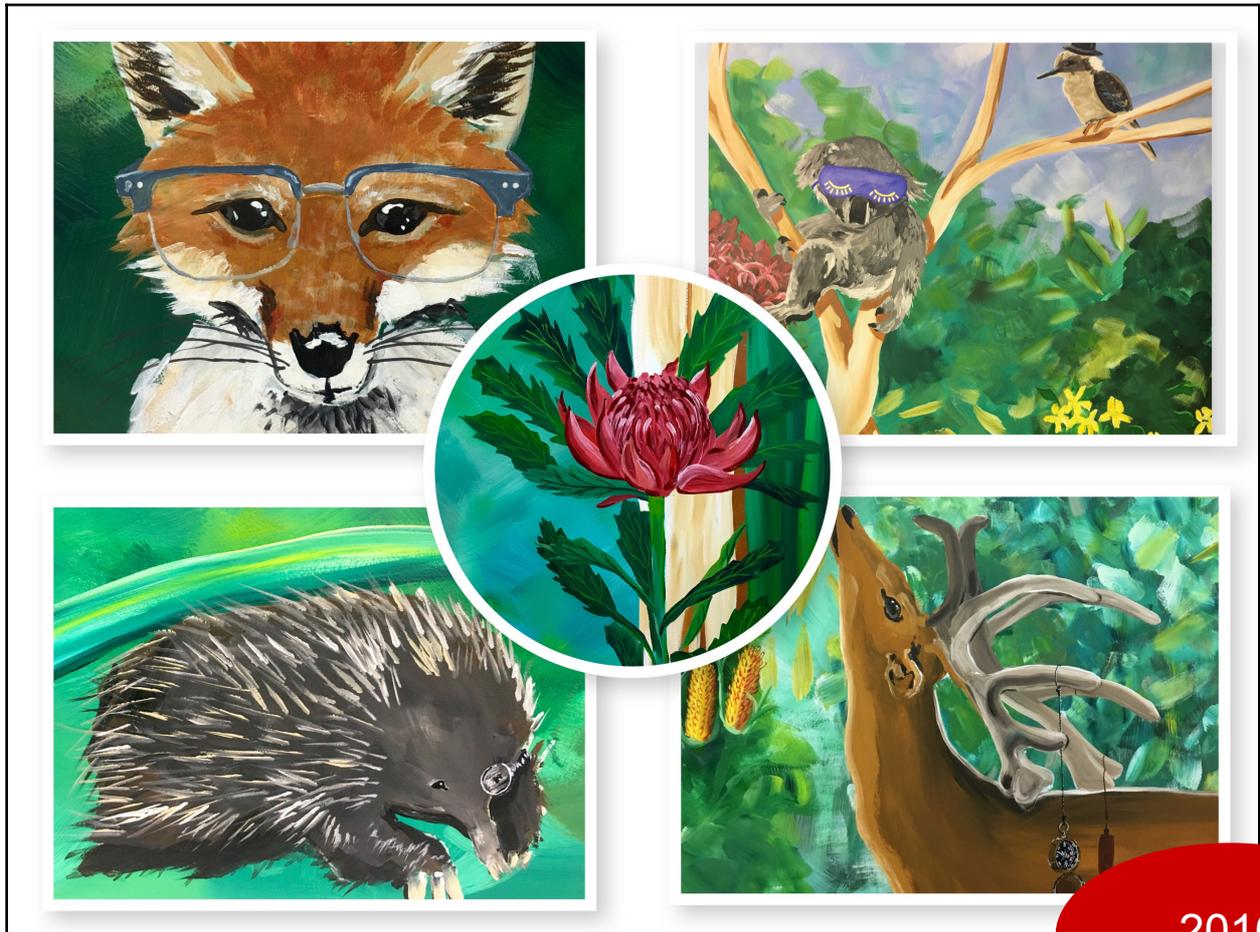


Otford Public School Annual Report



2016



2818

Introduction

The Annual Report for **2016** is provided to the community of **Otford 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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Message from the Principal

Otford Public School, in its 131st year, continues to build on the traditions of the school as we forge ahead in new directions moving through the 21st century. We provide a range of learning opportunities aimed at nurturing students so that they may realise our high expectations of their potential, reflecting our school motto: We Learn and Grow Together. Our commitment is to developing students who are well educated, respectful and responsible, who display a growth mindset and aspire to always do their best.

As a Visible Learning School, we focused on building a growth mindset and embedding practices around three questions:

- Where am I going? (What are my goals?)
- How am I going? (What success have I made towards my goals?)
- Where to next? (What activities do I need to be successful in to progress?)

Teachers developed formative assessment practices to write learning intentions and success criteria for students in writing and number aspects. Teachers and students worked on using data walls to provide feedback to each other and reset learning goals. This explicit feedback and learning data was used to develop differentiated teaching and learning plans, setting high expectations for all student's growth. The language of visible learning and growth mindset was used across the school, including parents, teachers and students.

Our teaching staff has collaboratively developed and delivered programs in all Key Learning Areas and worked hard to gain a deeper understanding of the Literacy and Numeracy Continuums and on the implementation of the new History and Geography syllabuses, integrating them into units of work with a literacy focus.

This year we had a focus on STEM (Science, Technology, Engineering and Mathematics) and Coding, as part of meeting the needs of 21st century learners. The P&C supported the purchase of two sets of iPads that were set up for use by all three classes. In Term 3, the senior class worked as part of the NSW Stage 3 STEM project and were selected by the Department of Education to present their project at the NSW STEM conference, leading learning by sharing with teachers. Their project on 'Maker Space Wars' used a project-based learning pedagogy, engaging creative and critical thinking skills.

Our engagement in the arts this year, saw us join thousands of students involved in Southern Stars performances, as part of the mass choir, with one student becoming a featured artist.

Our school is committed to developing and sustaining strong partnerships with our local learning communities through the Small Schools Network, Visible Learning Community and Seacliff Community of Schools. We are fortunate to have financial support from our P&C, who work to provide additional resources that enhance the teaching and learning programs.

I am grateful to the dedicated teaching, office and support staff and the community for supporting the students in their endeavour to achieve success in their learning. I congratulate the wonderful students of Otford Public School on their efforts and achievements in learning and growing together.

Bec Stone, Relieving Principal

School background

School vision statement

Otford Public School is dedicated to providing an engaging and nurturing school community where we welcome the collaboration of teachers, parents and the community to build a learning environment where students are motivated and inspired to be successful learners, confident and creative thinkers and active and informed citizens.

Our school is committed to providing rich, differentiated and engaging learning experiences for every student to reach their potential as successful learners.

Our teachers will implement an integrated curriculum that aims to prepare students with 21st century skills and digital citizenship while maintaining a strong focus on literacy and numeracy across all key learning areas.

Our students will grow as visible learners to become: successful, creative and resilient learners; to think critically and creatively to find and solve problems; to become active, informed and responsible local and global citizens.

School context

Established in 1885, Otford Public School is located at the northern end of the Illawarra region and situated close to the Royal National Park, just south of Sydney. It is a small community school made up of three classes caring for children and preparing them for the future. The school is typically rural, yet modern in its facilities and approach to learning.

Our school motto is: We Learn and Grow Together. Our school values and expectations are that:

- We are safe
- We are respectful
- We try our best
- We are responsible
- We are learners

The school focuses on nurturing students so that they may realise their potential in a safe, caring environment. Staff, students and parents create and maintain a happy, positive atmosphere. Students act with initiative, show common sense and interact with honesty, respect and creativity in an environment which values multi-age groupings.

We have an active and involved parent community who support classroom learning and fundraise to supplement school programs and initiatives.

We are an engaged member of the Seacliff Community of Schools, Wollongong North Small Schools group and the Illawarra Visible Learning Community, as we deliver joint programs and projects, share educational opportunities for our students and participate in collaborative professional learning activities for our staff.

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. After discussions moving through the self-assessment process of our school plan, staff determined our progress in 2016 to identify with the following levels of the framework:

In the Learning Domain:

Sustaining and Growing for the elements: Curriculum and Learning, Assessment and Reporting

Delivering for the elements: Learning Culture, Wellbeing, Student Performance Measures

The growth in the domain of **Learning**, was evidenced by the alliances we built through the mentoring project in Visible Learning and the impact it had on our teaching practices. This change focused on the staff actively collecting and using learning information of individual student's needs and providing effective feedback on learning goals. PLAN and NAPLAN data tracked continuum growth across writing threads and numeracy aspects. Students shared their goals and tracked their learning through data walls, journals and the use of online portfolios on Seesaw. Teachers used the information to build differentiated activities into learning to meet individual needs. Parents were updated throughout the year with parent feedback reports and student-led conferences where personal learning goals were shared. The focus and mindset was on what the students were learning and not just what the teachers were teaching. Our future directions will be focused on the qualities of a good learner and the importance of quality, timely and effective feedback.

In the Teaching Domain:

Sustaining and Growing for the element: Collaborative Practice

Delivering for the elements: Effective Classroom Practice, Data Skills and Use, Learning and Development, Professional Standards

Our main focus in the **Teaching** domain was on collaborative practice. We achieved this as being members of three networks: the Small Schools Network, the Seacliff Community of Schools and the Visible Learning Community. Participation in these networks allowed staff and students the opportunity to work and learn with others on shared outcomes. The challenges of being in a small school is being given opportunities to engage in pedagogical dialogue with colleagues from different settings, with different sets of challenges and with a shared perspective of increasing student learning outcomes.

The focus on STEM and technology this year, and working with other schools across the state, provided opportunities for students to engage in a project-based teaching approach. This gave students more control over their learning and provided them with a model that required collaboration, creative and critical thinking.

As learners ourselves, teachers implemented a new Performance Development Plan with the aim of increasing school capacity in teaching and leadership. Teachers undertook lesson observations and giving feedback to each other to increase expertise. Staff worked collaboratively on formative and summative assessment practices and how they could be given as feedback to students and each other as a team.

Our focus moving forward will be to develop further the effective use of assessment and tracking practices, to build differentiated learning for the needs of all students and by setting high expectations for their growth.

In the Leading Domain:

Sustaining and Growing for the element: School Planning, Implementation and Reporting

Delivering for the elements: Leadership, School Resources, Management Practices and Processes

Through our Visible Learning journey, we have developed a growth mindset within the community setting and we are seeing high expectations for improving student learning. The language of visible learning is being used across the school by students, staff and parents, in providing feedback to each other. Clearer processes for collecting evidence is seen through student voice and interviews, feedback surveys and discussions.

With the delivery of the Learning Management and Business Reform (LMBR) in 2016, came many challenges with the new administrative practices and systems. Improvements in this area, will promote more effective results in the elements of School Resourcing, Management Practices and Processes in the year ahead.

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

Differentiated and visible learning

Purpose

To provide a rich, differentiated and engaging learning experience for every student to reach their potential as successful learners.

To set high expectations on achievement through visible and differentiated learning:

- inform all stakeholders about the language of learning as visible learners
- work collaboratively to implement an integrated curriculum with high quality teaching and learning programs to prepare students with essential 21st century skills, knowledge and understandings
- aim high to see impact through learning intentions
- celebrate achieving our success criteria through explicit, specific and timely formative feedback

Overall summary of progress

Our progress this year is defined by the personal growth in all students as reported in internal and external academic data and the change and growth in positive mindsets towards their learning. Teachers developed the visible learning process using formative assessment practices to track literacy and numeracy threads of learning. Students set their personal learning goals, and monitored them, by being provided feedback from their teacher and peers, to then set new goals on 'where to next'. Through student voice and interviews, students described how positive mindsets helped them to build resilience and perseverance on tasks that were challenging. Parents also shared in the collective responsibility for student learning growth and success, engaging in dialogue with their children and teacher focusing on goals, effective feedback and positive mindset.

Effective classroom practice is key to achieving student outcomes. The development of a school-wide culture and shared understanding of high expectations will maximise learning in our school. This was achieved through staff reflections days where staff worked in these areas to build their own knowledge and understanding. Assessment was monitored through the use of learning data as effective feedback to then further inform the teaching of a differentiated curriculum to meet the needs of all students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> • 80% of K–6 students achieve the expected clusters in reading and writing, place value and EAS on the continuums: <p>Cluster 4 – Kindergarten</p> <p>Cluster 6 – Year 1</p> <p>Cluster 8 – Year 2</p> <p>PV and EAS expectations</p>	<p>At the end of 2016, all teachers were plotting all students on the PLAN software for tracking achievements against the Literacy and Numeracy continuums.</p> <p>The end of year evaluation of PLAN continuum data shows :</p> <ul style="list-style-type: none"> • All students achieving expected clusters in K–1 in reading and writing • 80% of students making expected growth in Years 2–6 in reading and writing • All students achieving expected levels and higher in Early Arithmetic Strategies • All K–4 students meeting expected levels in Place Value. with 67% of Years 5 and 6 students meeting expected levels. • Student progress was tracked along the continuums and reported to parents during student–led Parent Teacher meetings and in Semester Student Reports. 	<p>RAM Professional Learning \$4650 and per Capita Loading \$3262</p> <p>Numeracy resources= \$2240</p> <p>L3 OPL training 5 sessions @ \$220= \$1100</p>
<ul style="list-style-type: none"> • 50% increase of students achieving higher value-added results in external data in 	<ul style="list-style-type: none"> • reported in SEF reports as above average in measures for value added progress from Kindergarten to Year 3 	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
reading, writing, spelling and numeracy.	<ul style="list-style-type: none"> • L3 data shows higher than expected growth for kindergarten students in reading. • 68% of students attained the top two bands in Year 3 NAPLAN results • 38% of students attained the top two bands in the Year 5 NAPLAN results in line statistically with similar schools 	
<ul style="list-style-type: none"> • 100% of teachers using formative assessment practices and 100% of students setting learning goals in reading, writing and numeracy. 	<p>Students successfully introduced to “I Can” statements, self-monitoring, success criteria, WALT-WILF and WAGOLL. All students K-6 setting personal learning goals and tracking their progress on bump it up walls.</p> <p>Teachers have been trialling various formative assessment practices in their room with differing success. They report being more confident in setting goals and moving students on where data is driving the next set of goals.</p> <p>Students, teachers and parents using the language of visible learning and growth mindset. In the Tell Them From Me survey, parents reported a growth in their understanding of teacher practices.</p>	Visible Learning 7 days@ \$440 = \$3080 school funds / grant funds

Next Steps

As part of developing further our collaborative and effective classroom practices further, in 2017, we will be focusing on data skills and use and assessment. This will include pre, post and ongoing assessment tasks as identified in the teaching and learning cycle. We will be engaging more deeply with the results and its use to build into the next phase of learning. This will be achieved by devising a more explicit assessment scope and sequence of tasks to help teachers make consistent judgements of student work samples and to develop WAGOLL samples (What a Good One Looks Like). School Development Days sessions building on other formative assessment practices, where we can trial ideas across all classes .e.g. use such as exit slips. Staff will engage with professional readings on best practice and evidence-based learning at an individual and collective level.

Curriculum programs and teaching practice across the school will be further developed to become more evidence-based. Building teacher capacity in writing programs of work that integrate literacy and numeracy across key learning areas to include cross curriculum priorities and general capabilities with a focus on investigation and design thinking. Build teacher capacity in their own personal learning journey by sharing with others in our networks of support. i.e. the Visible Learning community focus for 2017 is on feedback and qualities of a learner.

A new Mathematics program that is investigation and problem-solving based will be implemented. This involves rich real-world tasks that are highly engaging and differentiated for abilities. Also a whole school focus on multiplication and division strategies, through instructional leadership sharing sessions, with classes. Provide explicit teaching, with targeted individual learning support for identified students and a focus on differently styled questions for Year 2-6 students.



Strategic Direction 2

Quality teaching in 21st Century classrooms

Purpose

Teachers network and collaborate with the broader community to develop 21st century learners using ICT and STEM, through project based and inquiry learning programming and practices. Students are engaged in innovative and challenging hands-on activities and rich tasks in an integrated curriculum to think critically and creatively to find and solve problems, while maintaining a strong focus on literacy and numeracy across all key learning areas. We will build a stronger culture of engagement, responsibility and impact through professional learning opportunities in innovative pedagogy, ICT resources and flexible learning spaces.

Overall summary of progress

In this quality teaching focus, we engaged students in project-based and inquiry learning pedagogies in the senior class. The teacher was engaged in professional learning, along with the teaching principal, in the future focused learning of Science, Technology, Engineering, Mathematics (STEM) and Information, Communication Technology (ICT).

Students developed the capacity to work cooperatively and collaboratively with others to create and critically reflect through a project. This project was funded by the Department of Education's STEM Stage 3 project. Students used a makerspace, 3D printing, electronics and coding to develop a movie based on Star Wars. This had a deep literacy focus as they wrote and performed their narrative and met outcomes from the Maths and Science syllabuses. Our school project was selected as an exemplary model and the unit was presented by the students to teachers at the NSW DoE STEM Conference.

All students K-6 were involved in beginner and intermediate coding lessons with Scope IT over two terms. This project saw not only the development of algorithmic thinking and problem-solving skills but an improvement in resilience and perseverance on difficult tasks and the growth in a more positive mindset.

Students were given new opportunities in using and creating with technology with the implementation of two sets of ten iPads and ten new laptops. The senior class used online Google apps suite and all classes used the Seesaw app for portfolios of their work. Teachers engaged with the technology as they trialed various apps and programs this year.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Reported increased levels of student, staff and community engagement in STEM and ICT activities and reported on in feedback surveys and teacher professional meetings.	<p>Increased student, staff and community engagement were reported from pre and post school surveys and the Tell Them From Me survey from students and teachers on both the Coding and STEM activities. In student interviews, they could describe their thinking and how they work best to achieve their learning outcomes.</p> <p>Students working with confidence to present their projects at the community showcase and film festival at school and the DoE STEM Conference.</p> <p>A successful day was had competing against other small schools in a Coding Challenge Day that was organised with the support of Scope IT, with two of our students being in the top two teams, working with students from the other schools. This day had a huge impact in changing the mindset and conversations of what 21st Century learning looks like.</p> <p>There were some hesitations and queries from parents reported at the beginning of the year in regards to the different pedagogy of teaching that comes with students being the drivers of project-</p>	<p>Coding lessons supported by P&C funds \$1750 x 2</p> <p>School and P&C funds \$18000 in STEM/ICT equipment and resources</p> <p>STEM grant \$4000</p> <p>Coding Grant from Director of Public Schools NSW Wollongong North-portion of \$4600 Small Schools Project</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Reported increased levels of student, staff and community engagement in STEM and ICT activities and reported on in feedback surveys and teacher professional meetings.	<p>based learning. The teaching program was written with a more structured model to best model good teaching and learning practices.</p> <p>Parents involved in learning activities in rooms were able to see and report an increase in their understanding of learning and teaching.</p>	
100% of teachers develop, monitor and achieve professional learning goals in their Performance and Development Plans.	<p>Developed a school PDP Framework timeline linked to Australian Professional Standards for Teachers to include lesson observations.</p> <p>A professional meeting with each staff member reviewed the Performance and Development Framework and three goals were developed with links to the School Excellence Framework (SEF) and the School Plan.</p> <p>Some further training and implementation of goals in PDPs was given through staff meetings and a staff bump it up wall was developed where the SEF and Milestones are the success criteria and PDPs are the learning goals for the teacher.</p> <p>Opportunities to work with other school staff through the Visible Learning Alliance and the STEM projects were part of staff learning goals.</p>	<p>RAM–Equity</p> <p>PDP 2 x reflection days and 2 x lesson observation days \$440 x 4 days =\$1760</p>
<p>Use the School Excellence Framework to show growth in the elements of:</p> <ul style="list-style-type: none"> • Effective classroom practice • Learning and development 	<p>Teachers are regularly reviewing their teaching and learning cycles and are planning for shorter five week cycles that are more evidence–based where they are tracking students along the continuums and providing timely feedback through student conferences and learning journals.</p> <p>There is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities undertaken in the past being consolidated into teaching practice. e.g. TOWN and TEN maths strategies, L3 and Focus on Reading Comprehension strategies.</p>	<p>RAM Equity funds of:</p> <p>English Language Proficiency=\$2508</p> <p>Socio–economic Background=\$1084</p> <p>Low Level Adjustment for Disability=\$2846</p> <p>Total= \$6438 is used for the teaching principal as instructional leader working with classes.</p>

Next Steps

All teaching staff will be responsible for collating evidence that supports the SEF and School Plan. All staff to understand the School Plan and articulate it. The Principal and SAM use it as a budgeting tool, with the continued implementation of LMBR. Staff members to develop a deeper understanding of how to best drive their own PDP goals and to actively seek feedback and mentoring as an important part of their ongoing growth. Lesson observations to have a focus on STEM and ICT integration.

In building effective classroom practices, teachers will focus next year on different forms of feedback to include teacher to student, student to student and student to teachers. Teachers to utilise technology in assessment as, for and of learning. Teachers will undergo professional development activities in STEM and ICT and share best practice. Teaching programs will reflect integrated units of work with rich STEM and ICT links. Teaching principal will act in RFF/ Library/LST role to act as an instructional leader to integrate these areas into each student's toolkit and teacher programs. We will develop a school Digital Technologies curriculum scope and sequence.

We will be researching innovative learning environments that facilitate 21st century pedagogy. Classrooms will be used more flexibly with a student–centred approach supporting individual learning needs, social, cooperative and group work.

Strategic Direction 3

Community Connections

Purpose

To engage and work collaboratively with the school community to impact student learning and challenge our students to be successful 21st century learners. To inspire and lead a culture of collaboration, shared decision-making and engaged communication between home and school as we work together to lead learning.

Overall summary of progress

In creating 'communities of practice', we built stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices. This was evident as we shared our Visible Learning journey with other schools, shared an exemplary model and unit of learning in the DoE Stage 3 project and organising the Small Schools Coding Challenge day and the professional learning which occurred.

Within our school community, we looked at strengthening home-school links through the use of Seesaw, an online learning portfolio, which gave families a window into our days of learning. The school held several activity days where parents were able to join in learning with their children. We had several parents throughout the year who acted as volunteers, for example as a Scientist in Schools mentor, reading buddies, sustainability education and creative arts mornings.

We held three Kindergarten Orientation sessions and a further four playgroup sessions in Term 4. Parents attended information workshops on Literacy and Numeracy teaching strategies, Visible Learning and technology used in our classrooms. These were supported by the use of some funds from the Community Consultation grant. As a result, we had nine new enrolments for 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
To increase parent rating of school communication on the Tell Them From Me survey.	All respondents reported in the Tell Them From Me survey that they felt informed on their child's progress and written feedback was written in terms they understood. 80% of parents felt formal interviews and informal meetings were useful. Eighteen families reported in the survey that they had attended their student-led conference, although we know many more attended but did not complete the survey. 80% of parents felt the school website and P&C were useful or very useful. 100% of parents described the newsletter as useful or very useful.	No funds expended.
Parent surveys show understanding of visible learning practices after student-led parent-teacher meetings and at the end of year.	Over 50% surveyed said growth mindset had improved their learning and that they felt they could face challenges better. 77% in literacy and 69% in numeracy reported that children can share their learning goals with their parents. 30% of parents report not knowing if their child gets feedback and 23% report they get no feedback, and this will be a focus for the 2017 School Plan.	No funds expended.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Use the School Excellence Framework to show growth in the elements of:</p> <ul style="list-style-type: none"> • Learning culture • Curriculum and learning • Collaborative practice • Leadership • School Resources 	<p>Through the self-assessment process of the SEF, we align with Delivering the domains of Learning culture, Leadership and School Resources and Sustaining and Growing in Curriculum and learning and Collaborative Practice.</p>	<p>Funds aligned with other directions using equity funds.</p>

Next Steps

To integrate the school plan with the P&C plans in a more aligned way. This will come from developing a range of steering committees where parents become partners in school strategic directions.

Seesaw is being used more to share work samples and annotated with feedback from teacher, parent and students.

One of the new committees will be looking at flexible learning spaces with the design of 21st century classrooms with parent involvement in its design. Other parents will be sharing their expertise in educational technologies and another in redesign of communications and media. We deeply value the input of parents in building our school as we learn and grow together.



Key Initiatives	Impact achieved this year	Resources (annual)
English language proficiency	Engaging an experienced Literacy classroom teacher (LAST) to work with small groups three morning per week. Movement in expected growth along the literacy continuums for those students.	\$2508 of \$6438 towards Instructional Leader days 0.1 for the remainder of the year. \$27000 Integration funding used for SLSO and Learning Support teacher.
Low level adjustment for disability	Engaging a LAST to work with small groups three mornings per week.	\$2846 of \$6438 towards Instructional Leader days. Integration funding, as above
Quality Teaching, Successful Students (QTSS)	Used as part of monies for teacher Reflection days working collaboratively on improving students learning outcomes.	\$2040
Socio-economic background	Movement along the literacy and numeracy continuum.	\$1084 of \$6438 towards Instructional Leader days.



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	37	37	41	44
Girls	20	20	19	16

Oxford Public School maintains its student enrolment profile, with three composite classes.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.8	96.8	94.5	94.6
1	95.1	94	95.5	96.2
2	94.4	96.1	91.9	94.8
3	90.9	98.7	96.9	93.7
4	91.1	94.8	94.5	96.5
5	92.7	93.5	90	94.1
6	94.5	92.9	90.6	90
All Years	93.4	95.2	93.5	94.5
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

Our attendance rates are high and we are above State average in most year groups. This is a positive achievement that has been sustained over a number of years. The school sends regular letters home and booklets of notes are given to all families to improve unexplained absence rates. The monitoring of absences occurs by the principal and learning support staff members and is reported to the Home School Liaison Officer.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	2.29
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.17
School Administration & Support Staff	1.41
Other Positions	0.02

*Full Time Equivalent

We have two staff members who work part-time and job share the classes with another teacher. The principal is on class two days per week. We have no indigenous teachers on staff.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	25

Professional learning and teacher accreditation

Professional learning during 2016 had a number of focus areas:

- English– Language Learning and Literacy in the Early Years and Best Start
- Maths– implementation of Taking off with Numeracy strategies and differentiation
- History and Geography– new syllabus implementation
- STEM– learning conference
- Coding workshop
- Visible Learning– mentor workshops with other schools in the learning community

All staff participated in the following mandatory training:

- ASCIA Anaphylaxis Training
- CPR Training
- Child Protection module

In 2016, one temporary member of staff gained Teacher Accreditation.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
Balance brought forward	170 740.07
Global funds	91 185.90
Tied funds	81 235.18
School & community sources	42 038.88
Interest	2 848.20
Trust receipts	840.60
Canteen	0.00
Total income	388 888.83
Expenditure	
Teaching & learning	
Key learning areas	33 883.00
Excursions	1 953.48
Extracurricular dissections	31 176.21
Library	2 158.26
Training & development	7 837.68
Tied funds	77 785.26
Short term relief	9 221.72
Administration & office	30 301.77
School-operated canteen	0.00
Utilities	8 301.87
Maintenance	12 869.75
Trust accounts	840.60
Capital programs	10 814.00
Total expenditure	227 143.60
Balance carried forward	161 745.23

The information provided in the financial summary includes reporting from 1 December 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	170 615.84
(2a) Appropriation	161 745.23
(2b) Sale of Goods and Services	2 446.35
(2c) Grants and Contributions	6 275.00
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	149.26
Expenses	-76 824.35
Recurrent Expenses	-76 824.35
(3a) Employee Related	-38 971.22
(3b) Operating Expenses	-37 853.13
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	93 791.49
Balance Carried Forward	93 791.49

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Oxford Public School agreed to contribute \$11835.00 towards the total budget for 2016/2017 Planned Maintenance Works. New carpet & vinyl was installed in 3 classrooms. In addition to this, new carpet installed in Library \$4240.00 & quietspace/pinboard installed in foyer \$2225.00

The school has been holding funds for furniture and technology equipment updates 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	572 131.17
Base Per Capita	3 262.92
Base Location	0.00
Other Base	568 868.25
Equity Total	16 642.73
Equity Aboriginal	0.00
Equity Socio economic	1 084.44
Equity Language	2 509.21
Equity Disability	13 049.09
Targeted Total	51 050.00
Other Total	2 047.42
Grand Total	641 871.32

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 *My School* and insert the school name in the *Find a School* and select *GO* to access the school data.

The small size of the cohort makes it difficult to perform an accurate overall analysis of individual item results. Instead each student's individual item results have been reviewed to determine specific focus areas for further attention.

In the aspect of Reading, 83% of students showed growth between Year 3 and Year 5, with 100% in Spelling, 83% in Grammar and Punctuation. This growth was above State and Department of Education averages.

In the aspect of Numeracy, 100% of students showed growth between Year 3 and Year 5, with more than 66% above expected growth. This was also above State and Department of Education averages.

As a result of various programs, such as L3 (Language, Learning and Literacy) and TOWN (Taking off with Numeracy), student results have consistently shown growth between K–3 and 3–5. The results in K–3 are above average and have provided a sound base in which students enter the primary years. Our differing results, over the years, in the Year 5 results are impacted by students leaving the school to enter Academically Gifted programs and larger cohort schools. This has been as a result of strong growth in the early years of their learning at Otford Public School.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

We had 19 responses to the school survey on STEM, Visible Learning and Wellbeing and found the following:

- 95% attended the student-led feedback and goal-setting meetings in Term 1
- 77% reported their child could share their personal learning goals in literacy and 69% in numeracy. We recognise that the youngest students are still learning to articulate and set their learning goals.
- 100% of parents reported their children were engaged and active in the learning process and tried hard to succeed in their learning.
- 30% were not sure if their children were provided feedback about their learning. Again, we believe this to be a need for next year.
- 70% reported they were given clear information and feedback regarding school reports.
- Parents reported an increase in engagement of their children in 21st century skills and activities that students undertook, particularly with coding lessons and inquiry and problem solving activities.
- Parents reported that the wellbeing skills and values they believe their child needs support in are: resilience and persistence at difficulty, taking responsibility, goal setting, and lastly, building their confidence and self-esteem.

In the Tell Them From Me surveys:

- 32% students in senior class had positive homework behaviours, and parents reported supporting learning at home, recording a score of 3/10.
- 89% students reported a strong sense of belonging and positive relationships with others
- teachers reported strongly on the drivers of student learning in the areas of Leadership, Collaboration, Technology and Inclusiveness.



Policy requirements

Aboriginal education

Oxford Public School follows the Department of Education's Aboriginal Education and Training Policy. All staff are aware of Aboriginal education and incorporate Aboriginal perspectives in their teaching and learning programs, particularly in the Science Primary Connections units of work. The school also celebrated NAIDOC Day with learning activities across all classes. We currently have no students identifying as Aboriginal or Torres Strait Islander.

Multicultural and anti-racism education

Aspects of multicultural education were covered in integrated units of classroom learning and celebrations as part of special days like Harmony Day. The students developed an awareness of differences between cultures, religions, customs and food. With the implementation of the new History and Geography syllabuses, multi-cultural perspectives were embedded into classroom learning. A focus on intercultural understanding, difference and diversity is integrated