

# Oxley Vale Public School Annual Report



2016



3690

## Introduction

The Annual Report for **2016** is provided to the community of **Oxley Vale 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.

Luke Norman

Principal

### School contact details

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## School background

### School vision statement

Oxley Vale Public School prides itself on providing a professional, stimulating and challenging learning environment. The school is built on the values of pride, respect, excellence and integrity. Students at Oxley Vale are provided with opportunities to become passionate, engaged learners who will be effective citizens in the 21st century. The school promotes high academic achievements, caters for the needs of individual students, celebrates diversity and provides a safe, happy and caring environment. The caring, enthusiastic and professional staff at Oxley Vale Public School work in partnership with parents and the broader community to promote and celebrate high quality teaching and learning in a happy and welcoming environment.

### School context

Oxley Vale Public School is a P3 school with a student population of 325. 35% of students identify as Aboriginal or Torres Strait Islander. The school prides itself on being a cohesive community which works closely with both parents and the wider community including external providers. The school has a FOEI (Family Occupation and Education Index) of 132.8 (2015) and is organised into 13 mainstream classes, 2 of these being composite classes. The school has one Multi Categorical support class. This class currently has 7 students. The school boasts highly skilled teachers, 2 full time office staff and one full time Aboriginal Education Officer. The school has three Assistant Principals and a School Chaplain 2 days per week. The school has a part time Reading Recovery teacher, a part time school counsellor and one librarian 4 days per week. The school has a climate of high expectations for both staff and students. School management focuses on quality teaching and learning. There are clear expectations of all school community members (staff, students and parents) that every child will be learning every day to the best of their ability. Oxley Vale prides itself on having highly effective transition to school programs. The school houses modern facilities in an aesthetic and active learning environment. It is located on the outskirts of Tamworth City and enjoys strong parental support, enjoying an active P&C and another highly active 'Yarn Up' group for Indigenous parents. The school has well-established programs in the performing arts, sports and also enjoys strong community links.

## 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.

#### Learning

In the domain of Learning the overall conclusion was that Oxley Vale Public School was Sustaining and Growing. Particular strengths were identified as the Learning Culture and Student Wellbeing. In 2016 our school focussed on ensuring all teaching staff prioritised learning through high level professional dialogue facilitated through a rigorous approach to consistency of judgment and explicit teaching.

The school consistently implemented a whole-school approach to wellbeing that established clearly defined expectations and created a positive teaching and learning environment. In addition, close professional relationships were formed with other schools providing an enhanced curriculum development.

#### Teaching

In the domain of Teaching the overall conclusion was that Oxley Vale Public School was Delivering. Particular strengths were identified in the areas of Collaborative Practice and Learning and Development. In 2016 our school focussed on providing formal opportunities for teachers to meet, discuss, plan and analyse data in stage groups. This facilitated an improvement in consistency of judgement and promoted high level of professional discourse. In addition to this staff actively shared learning from targeted professional development through leading learning for their colleagues.

An area for future focus was identified as a more systematic approach to program evaluation and reflection.

## Leading

In the domain of Leading the overall conclusion was that Oxley Vale Public School was Sustaining and Growing. Particular strengths were identified as Leadership and School Resources. Succession planning, leadership development and workforce planning were designed to drive whole-school improvement. In addition, longer term financial planning is integrated with school planning and implementation processes.

An area for future focus was identified as the need for an improved parent understanding and support for the school's expectations and aspirations for student learning.

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

### Enhanced Teaching and Learning

#### Purpose

Learning is the purpose for which students attend O.V.P.S every day. Research (Hattie et al) indicates that teachers make the most significant difference to student success therefore excellence in teaching is critical to the success of every learner. The framework of the National Curriculum and the NSW syllabus documents, along with research based practices will facilitate better outcomes for students.

#### Overall summary of progress

##### Focus on Literacy and Numeracy

In 2016 this milestone project was very successful. Teachers are using student data to guide programming for learning. Data is also used effectively to identify learning needs and differentiate learning successfully. Professional discourse has dramatically increased as a result of professional learning, use of data and a culture of shared responsibility for learning.

##### Pedagogy for the 21st Century Learner

This was a largely successful milestone project in 2016. Teachers were better informed of the needs of their students and the non-negotiables of lessons was established to provide a consistent approach to teaching across the school. Valuable alliances were formed with other schools to further enhance the impact for and their students.

##### Syllabus Implementation

2016 saw the implementation of the history and geography syllabus documents. Teachers were well prepared with a high level of content knowledge and units of work being developed and trialled. Scope and sequences further supported a successful implementation.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<b>Focus on Literacy and Numeracy</b> <ul style="list-style-type: none"><li>• By 2017 OVPS will improve student results in reading and comprehension from an average K–2 achievement in 2014 of 62% to meet or exceed the state target of 80%.</li><li>• By 2017 OVPS will improve student results in writing from an average K–2 achievement 2014 of 33% to meet or exceed the state target of 80%.</li><li>• By 2017 90% of students will be achieving at a C grade or above in history and geography based on reliable data from rigorous CTJ process.</li><li>• Aboriginal students will be equal to non-Aboriginal students in both literacy and numeracy achievement.</li></ul>	<ul style="list-style-type: none"><li>• There are systematic processes to identify and address student learning needs as evidenced by teaching programs, student tracking sheets, 5 weekly planning meetings and student data.</li><li>• There is a consistent approach to assessment K–6 as evidenced by teaching programs, tracking sheets, minutes of CTJ meetings, PLAN data, SENTRAL academic reporting data and the K–6 assessment schedule.</li></ul>	<ul style="list-style-type: none"><li>• \$108947.66 EAFS for and Interventionist teacher, professional learning, resources and release time</li><li>• \$4918.30 Professional Learning for CTJ days</li></ul>
<b>Pedagogy for the 21st Century Learner</b> <ul style="list-style-type: none"><li>• There is a measureable improvement in student engagement in their learning and</li></ul>	<ul style="list-style-type: none"><li>• In 2016 OVPS engaged in professional learning in cooperation with Manilla Central School. The specific focus for OVPS centered around the non-negotiables of quality teaching, specifically learning intentions, success criteria and a deep</li></ul>	<ul style="list-style-type: none"><li>• \$3298.82 professional learning for Unstoppable Learning.</li><li>• Release time for teachers to observe practices at</li></ul>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
student self directed learning evidenced through teacher and student feedback surveys and analysis of walkthrough information.	understanding of assessment for, as and of learning. <ul style="list-style-type: none"> <li>• Executive review of teaching programs indicates the teaching staff K–2 consistently implement learning intentions and success criteria.</li> <li>• Teaching staff 3–6 are implementing learning intentions and success criteria with less consistency.</li> <li>• Learning walks indicate that learning intentions are being implemented in classrooms.</li> </ul>	Nemingha Public School. <ul style="list-style-type: none"> <li>• QTSS entitlement utilised to support observations.</li> </ul>
<b>Syllabus Implementation</b> <ul style="list-style-type: none"> <li>• The development of assessment tasks K–6 in English and mathematics provides for more accurate analysis of student achievement and is used to inform programming and reporting to parents.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers demonstrate a deep understanding of current syllabus documents as evidenced by teaching programs and collaboratively planned units of work.</li> <li>• A K–6 scope and sequence was developed and utilised for the NSW history geography syllabus documents.</li> </ul>	<ul style="list-style-type: none"> <li>• \$392.99 in casual relief to support professional learning in syllabus documents.</li> <li>• Staff development days utilised for training of staff and preparation of scope and sequences.</li> </ul>

## Next Steps

### Focus on Literacy and Numeracy

- Consistent teacher judgement and embedding the use of continuums and learning progressions to inform planning.
- There will be a focus on writing K – 6. Teachers will have a better understanding of the process of writing and explicitly teach this to their students.
- In numeracy there will be a focus on aligning our forward and backward number word sequences and early arithmetic strategies. Year 2 will focus on understanding of place value.
- Teachers K – 6 will be updating continuum data in 5 weekly cycles for infants and on a term basis for primary classes.
- Data will become the focus for CTJ and planning meetings each term across stage groups.

### Pedagogy for the 21st Century Learner

- The library to be utilised as a modern and flexible learning hub.
- The librarian will implement a team teaching approach to embedding future learning skills into pedagogical practices.
- There will be a focus on improving Science, Technology, Engineering and Mathematics through connecting all branches of STEM.
- Scope and sequence inquiry skills across k–6 with a focus on utilizing the school library as a key resource across all subjects.
- A greater focus on the non–negotiables of teaching, specifically learning intentions and success criteria.
- A systematic approach to classroom observations and providing feedback to teachers on specific criteria.

### Syllabus implementation 2017

- A K–6 scope and sequence for history and geography will be published. Units of work will be co–planned and digitally published on Onedrive for use by all teachers K–6.
- Scope and sequences will be utilised to strategically resource syllabus implementation as led by the teacher librarian further supporting the reform agenda for the library.

## Strategic Direction 2

### Culture and Values

#### Purpose

For students and staff to be successful they must work within a system of values, have a sense of pride in themselves and their school, challenge themselves by taking safe risks, and work in a culture that celebrates success. The Positive Behaviour for Learning Program will ensure values and behaviour expectations are consistent across the school conducive to an environment where everyone feels welcome and valued for their contributions and where student learning takes centre stage.

#### Overall summary of progress

##### Positive Behaviour for Learning

- Systems to address both positive and negative behaviours were supported through trial signage, a continued focus on weekly values, refinement of the levelled reward system and the continued refinement of the role of the deputy principal.

##### School Culture

- The school has a positive and inclusive culture as evidenced by the results of student, staff and parent surveys.

##### Mindfulness

- Mindfulness practices were successfully embedded into most classrooms.
- Teachers largely reported that Mindfulness is having an impact on student focus and learning outcomes.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<b>Positive Behaviour for Learning</b> <ul style="list-style-type: none"> <li>• There will be a measurable decrease in the number of negative incidents as evidenced by SENTRY data.</li> <li>• There will be a measurable decrease in the number of suspensions as evidenced through suspension data in ERN.</li> <li>• There will be a measurable increase in the number of students achieving each of the PBL levels as evidenced by SENTRY data.</li> <li>• A Welfare and Discipline policy that aligns with the PBL values and behavioural expectations.</li> </ul>	<ul style="list-style-type: none"> <li>• Effective use of PBL system has reduced the number of negative incidents in the school when compared to 2015 data.</li> <li>• The effective use of the levelled reward system has promoted positive behaviour.</li> <li>• The use of student, parent and staff survey data has demonstrated a positive school culture.</li> <li>• A draft Welfare and Discipline policy was tabled for the school. This has undergone several adjustments after implementation, further refining school expectations</li> </ul>	\$2009
<b>School Culture</b> <ul style="list-style-type: none"> <li>• A quality inclusive learning environment is established that is responsive to student needs and where students feel safe to take risks with their own learning and progress towards being more independent learners. Evidenced by survey data from students and staff.</li> </ul>	<ul style="list-style-type: none"> <li>• As a result of providing opportunities for students, staff and parents to provide regular feedback the school has established and grown a positive school culture focused on learning as evidenced through a feedback cycle.</li> <li>• This cycle valued the input of all parties, creating increased ownership of the culture of the school.</li> <li>• Staff have increased opportunities to engage professionally with colleagues. This has resulted in a highly collegial and progressive staff.</li> </ul>	<ul style="list-style-type: none"> <li>• \$200 subscription for Survey Monkey.</li> </ul>
<b>Mindfulness</b> <ul style="list-style-type: none"> <li>• 100% of classes are using a structured approach to</li> </ul>	<ul style="list-style-type: none"> <li>• As a result of implementing mindful practices into daily class routines students are better prepared for learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Nil. Smiling Mind website utilised across the school.</li> </ul>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
mindfulness in their classrooms as evidenced by walkthroughs and teaching programs. • SENTRAL data will indicate a measureable reduction in negative incidents as a result of calmer classrooms.	• This is evidenced by student and teacher feedback through surveys as well as a snapshot of classroom observations focusing on time on task.	

## Next Steps

### Positive Behaviour For Learning

- Further increased school signage of expectations.
- Professional Learning for PBL coordinator.
- Completion of an updated School-wide Evaluation Tool (SET) to inform current level of success and future direction
- Continued and refined focus of the use of behaviour data through SENTRAL to inform progress and areas requiring attention.
- Providing students will commercially printed, high quality awards to increase the value students place on achieving levels.

### School Culture

- A continued focus on learning as core business.
- Teachers to have greater access to collegial planning and CTJ days through targeted spending of Professional Learning funds.
- Staff to have increased ownership of the direction of their professional development through the PDP process.
- A greater focus on the Student Representative Council as a student voice in the school.

### Mindfulness

- Mindfulness practices to be introduced before break as to analyse impact on behaviour in the playground during break times.
- Increasing the awareness of mindfulness and its benefits to the parent community.



## Strategic Direction 3

### Partners in Learning

#### Purpose

Partnerships between schools, families and communities enhance the conditions to improve student outcomes. Parents, students and teachers working together in a mutually supportive way fosters a strong sense of belonging and pride for all stakeholders. Positive and respectful relationships across the school community underpin a productive environment and support student's development of strong identities as learners. To this purpose the school is committed to building strong partnerships in order to enhance student learning.

#### Overall summary of progress

Oxley Vale Public School was highly successful in engaging the parent and wider community. Surveys results indicate a high level of satisfaction from the parent community and a greater contribution to the school has been evident via presence of the P&C within the school, a shift to more accessible communication tools and increased attendance by parents and families at school events.

#### 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"><li>Attendance at P&amp;C meetings showing increased engagement of parents in school decision making and consultation processes.</li><li>Community attendance for whole school community events such as Harmony Day and Welcome BBQ indicates an 80% (or whatever it works out at) increase in attendance.</li><li>Social Media data indicates growth in parent interest in school activities.</li></ul>	<ul style="list-style-type: none"><li>Building relationships between all stakeholders in Oxley Vale Public School was successfully facilitated through the provision of an enhanced suite of communication options including Facebook, SENTRAL, digital newsletter, school app and the school website.</li><li>This is evidenced by increased attendance at whole-school functions, P &amp; C meetings (from 4 parents to 22) and through feedback via social media.</li><li>The school has increased its audience by well in excess of 100%, ensuring more effective information and support from parents and the community.</li><li>Further to this is the enhanced relationship between the school and the Aboriginal community through the success of the Yarning Circle project. Uncle Neville, local Gamilaraay elder, worked with families, students and staff to construct the Yarning Circle. As part of this process students were able to engage with elders and learn local language.</li></ul>	<ul style="list-style-type: none"><li>\$1500 SENTRAL</li><li>\$660 School App</li><li>\$25000 Yarning Circle</li><li>\$8500 Community Consultation funds</li></ul>

#### Next Steps

- The establishment of a school Facebook page.
- Transition the school newsletter to a digital-only format.
- Establishment of an engagement officer to link with the Clontarf Academy at Oxley High School. This is targeting Aboriginal students and students at risk of disengagement.
- The establishment of an Indigenous Girls program to link Aboriginal girls to Oxley High School and local Aboriginal role models and elders.
- The Yarning Circle to be utilised to run language lessons.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	Oxley Vale Public School made significant efforts in 2016 to close the gap in academic achievement between Indigenous and non-Indigenous students. A secondary focus was build stronger relationships with our Aboriginal parents and community.	\$58046.94 1.0 FTE AEO
<b>English language proficiency</b>	Targeted students were directly supported through the employment of an EAL/D teacher. Resources were purchased to support programs.  Teachers were supported with their understanding of the ESL scales.	\$7054.30
<b>Low level adjustment for disability</b>	The LaST role was utilised to coordinate a whole school approach to identifying and supporting students with additional needs. As a result the school was better able to facilitate a whole school approach to the development and provision of personalised learning and support in consultation with students and their parents and carers.  The LaST coordinates SLSO support of students and supports the professional learning needs of staff.	\$46527 1.4 FTE LaST
<b>Quality Teaching, Successful Students (QTSS)</b>	QTSS funds were used flexibly to support school executive in working with teachers to establish collaborative practices across the school. Teachers were able to learn and work together by observing and discussing how they develop lesson plans, assessment and facilitating valid teacher judgement.	FTE 0.25
<b>Socio-economic background</b>	Funds were utilised to employ SLSOs to support programs implemented in classrooms and an above establishment deputy principal to support school-wide systems to maximise learning opportunities. Funds were also used to increase opportunities for students from families experiencing financial hardship and individual learning needs of targeted students experiencing learning difficulties were catered for through the implementation Centre for Effective Reading program.	\$135917.86
<b>Early Action for Success</b>	Funds were used to support teacher professional learning including travel, accommodation and course fees in L3 and TEN, the purchase of resources and casual teacher salaries. Remaining funds were committed to ongoing support of professional learning in 2017.	\$165282.52 1.0 FTE Instructional Leader

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	171	148	160	152
Girls	169	165	182	174

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	91.7	91.3	94.8	91.8
1	92.6	92.5	91.9	92.7
2	90.6	93.1	92.7	90.4
3	91.7	90.5	94.4	90.7
4	92.5	92.7	92.5	91.8
5	94.4	93.8	92.2	92.3
6	93.4	92.4	93.1	91
All Years	92.4	92.4	93.1	91.5
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

In 2016 Oxley Vale Public continued to implement a phone intervention program (PIP) to improve monitoring, recording and reporting of student attendance. In conjunction with this strategy the school continued to meet regularly with the Home School Liaison Officer (HSLO) to closely monitor attendance and communicate with parents regarding the importance of attendance and their obligation to ensure their child attends school each day it is open unless there is a valid reason.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	12.13
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	1.4
Teacher Librarian	0.8
School Counsellor	1
School Administration & Support Staff	4.97
Other Positions	0.52

\*Full Time Equivalent

In 2016 there were 5 members of staff at Oxley Vale Public School who identify as being of Aboriginal or Torres Strait Islander 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	100
Postgraduate degree	20

### Professional learning and teacher accreditation

In 2016 Oxley Vale Public School participated in a number of professional learning opportunities. Learning was available for both teaching and non-teaching staff in the pursuit of achieving key priorities of the school plan. In addition to these opportunities all teaching staff successfully engaged in the Professional Development Plan process, setting, monitoring and reporting on their own professional development. This was a rigorous and effective process for all staff.

Professional Learning opportunities included:

- L3
- TEN
- Building Blocks for Numeracy
- Unstoppable Learning in conjunction with Manilla Central School
- Visible Learning
- Child Protection
- Anaphylaxis
- CPR

- SASS Conference for all SASS staff members
- Workshops on the history syllabus
- SLSO workshops on Literacy and Numeracy
- Panel selection training
- Positive Behaviour for Learning
- Use of technology in classrooms
- Creative and critical thinking
- Behaviour Management
- Trauma Informed Practices

In regards to accreditation staff were supported by an assistant principal who ran network meetings to support Oxley Vale staff and teachers from other schools in the accreditation process. 5 teachers engaged in this process with 2 submitting their accreditation applications from Oxley Vale. Other teachers report that they are in the process of finalising their applications. Feedback from teachers indicates that this support was highly effective and valuable.

## Financial information (for schools using OASIS for the whole year)

### Financial information

This summary financial information covers funds for operating costs to 30 November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<b>Income</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>324 867.68</b>
Global funds	254 556.61
Tied funds	636 532.90
School & community sources	77 202.22
Interest	8 724.94
Trust receipts	40 909.13
Canteen	0.00
<b>Total income</b>	<b>1 342 793.48</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	14 252.30
Excursions	46 285.74
Extracurricular dissections	18 363.94
Library	3 410.58
Training & development	6 562.45
Tied funds	561 314.16
Short term relief	55 488.61
Administration & office	79 762.36
School-operated canteen	0.00
Utilities	58 083.81
Maintenance	38 236.12
Trust accounts	56 801.90
Capital programs	0.00
<b>Total expenditure</b>	<b>938 561.97</b>
<b>Balance carried forward</b>	<b>404 231.51</b>

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

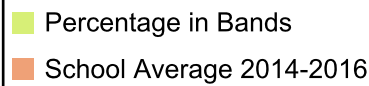
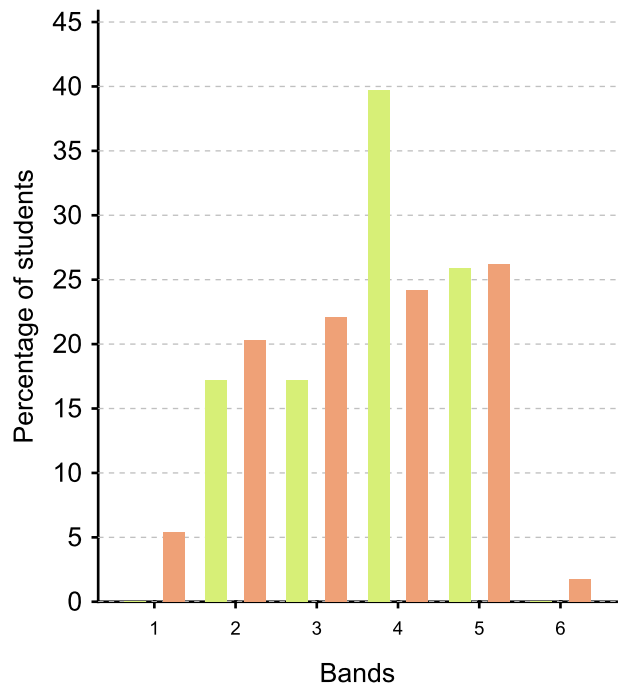
### NAPLAN

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.

Trend data indicates there is an downward trend in year 3 reading yet an upward trend in year 5 from 2015 to 2016. In writing year 3 remained static and year 5 showed an upward trend. In spelling year 3 showed a slight downward trend and year 5 showed best results in 5 years. Literacy overall showed a downward trend in year 3 but an upward trend for year 5.

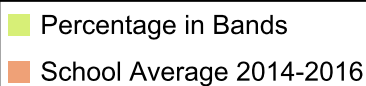
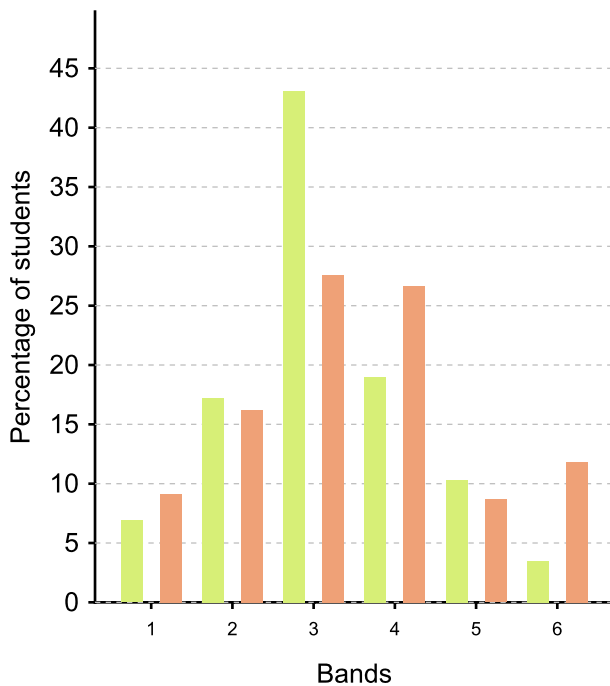
### Percentage in bands:

#### Year 3 Writing



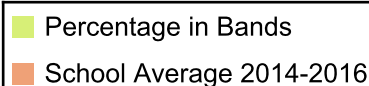
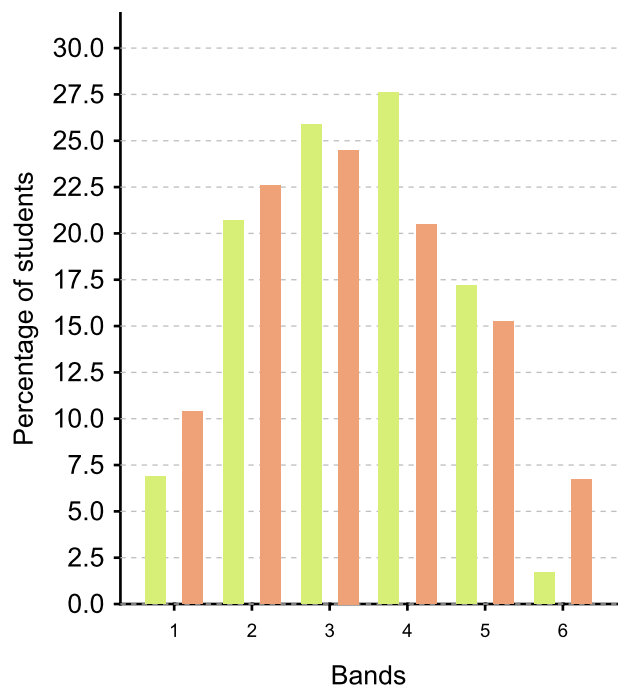
### Percentage in bands:

#### Year 3 Grammar & Punctuation

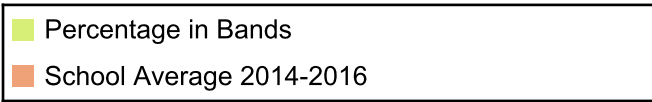
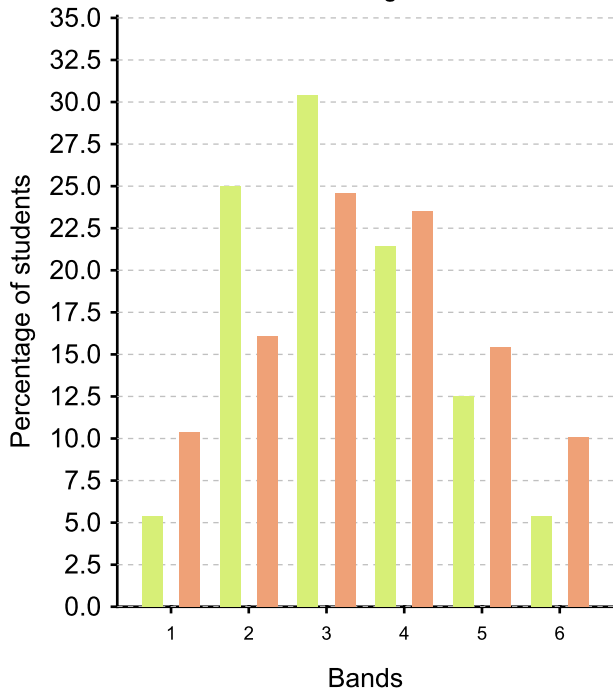


### Percentage in bands:

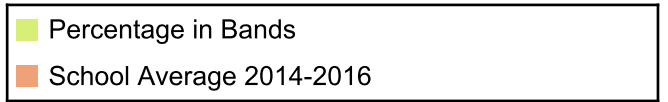
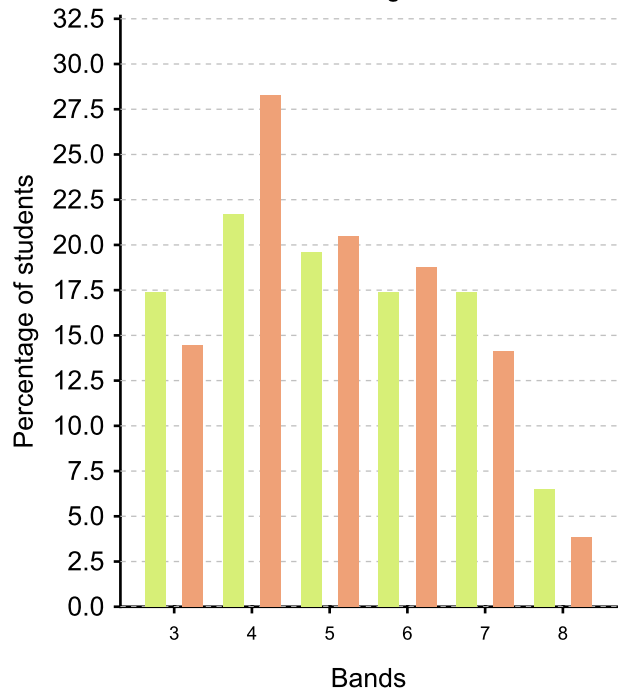
#### Year 3 Spelling



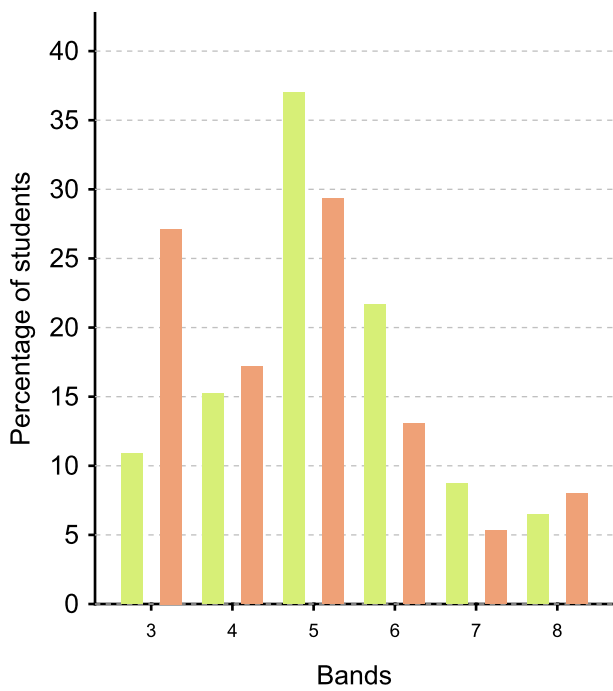
**Percentage in bands:**  
Year 3 Reading



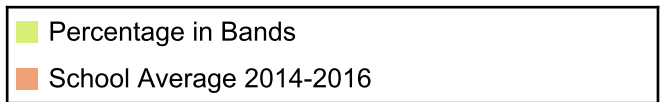
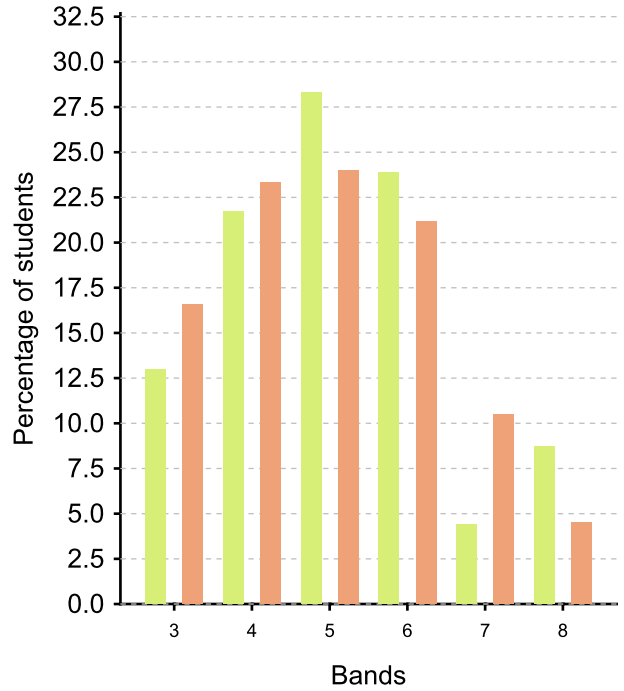
**Percentage in bands:**  
Year 5 Reading



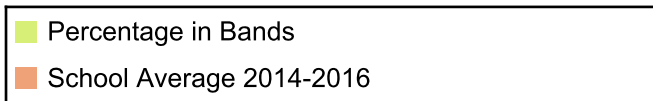
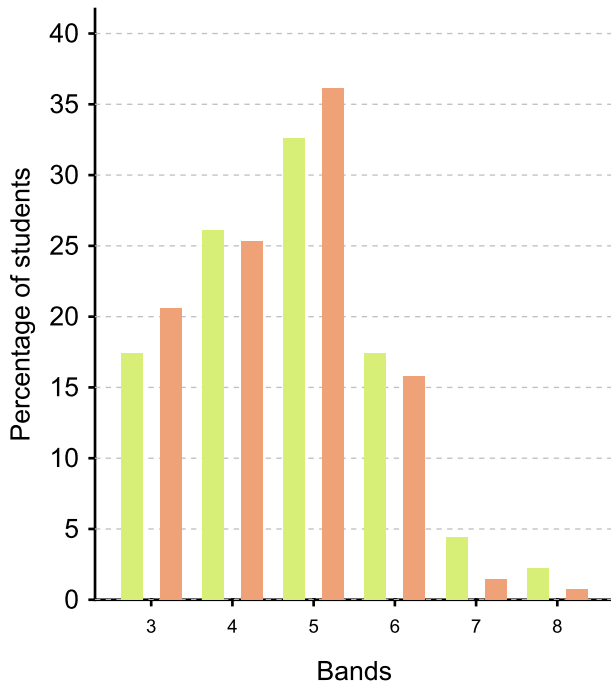
**Percentage in bands:**  
Year 5 Grammar & Punctuation



**Percentage in bands:**  
Year 5 Spelling

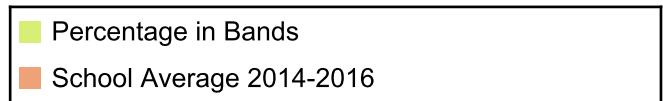
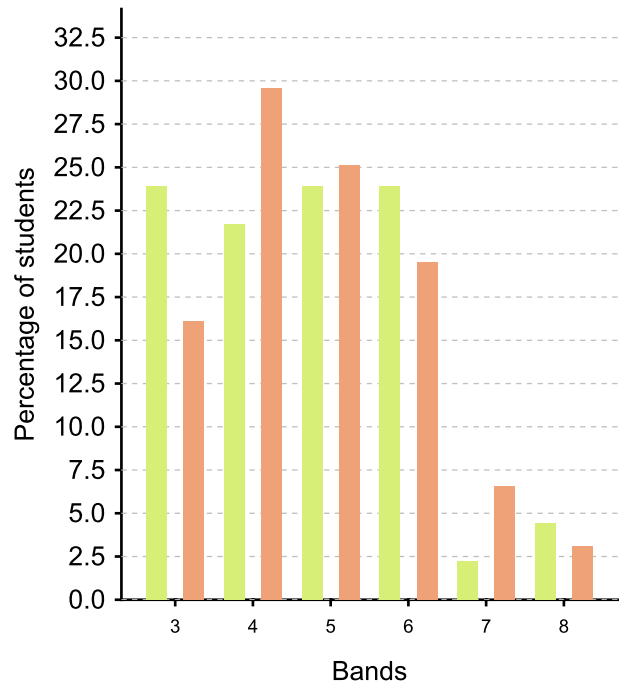


**Percentage in bands:**  
Year 5 Writing



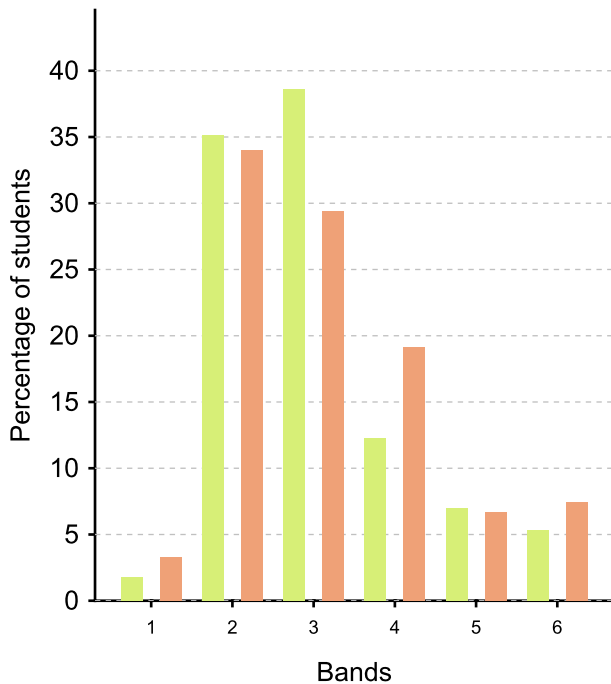
Trend data indicates there is an upward trend in year 5 from 2015 to 2016 however year 3 remained static in comparison. Place value has been identified as an area of concern in both year 3 and year 5.

**Percentage in bands:**  
Year 5 Numeracy



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.

**Percentage in bands:**  
Year 3 Numeracy



In year 3 Aboriginal students continued to improve NAPLAN results in numeracy. 11% of Aboriginal students have achieved band 6 demonstrating a growth in students in the top two bands in comparison to 2015. There has also been an increase in the number of students in the top 2 bands for reading, writing, spelling and grammar and punctuation.

In year 5 there was an increase on the number of students in the top 2 bands in reading.

### Parent/caregiver, student, teacher satisfaction

Each year Oxley Vale Public School seeks feedback and opinions from all stakeholders regarding various aspects of the school. A variety of data sources are utilised to seek these opinions out including the Tell Them From Me survey, Google forms, written feedback at events, Survey Monkey and interviews. Key findings are summarised below.

#### Parents

The overall response from parents indicates a very high satisfaction rate, consistent with the findings of the 2015 ASR. School culture featured as a key improvement for satisfaction as did school

communication. The Oxley Vale Public School community indicated their desire to enhance the physical aspects of the school in efforts to increase pride in the school, consistent with our four core values. As a result of parent feedback the following changes have been suggested for implementation in 2017:

- A focus on uniform including an update through appropriate consultation and an increased emphasis placed on students adhering to the school dress code.
- Less printed information sent from the school and an increase in the use of the school app and Facebook to provide updates and reminders.
- The purchase and installation of new playground equipment to provide a more engaging playground for students to enjoy.

## Students

Students in years 4, 5 and 6 completed the "Tell Them From Me" survey. A summary of results indicates:

- 73% of students reported they had a high sense of belonging.
- 77% of students reported they had positive relationships at school.
- 91% of students reported that they valued school outcomes.
- 51% of students reported positive homework behaviours.
- 91% of girls reported that they were interested and motivated in comparison to 51% of boys.
- 90% of students reported a strong commitment to working hard to succeed.
- Students rated effective classroom learning time as 8.3 out of 10.
- 44% of students in the school indicated that they had experienced bullying in the previous month.
- 93% of Aboriginal students report feeling good about their culture at school.

## Staff

Teaching and non-teaching staff were invited to participate in an online survey prepared via Google forms. Results indicate that:

- 57% of staff feel that the practice of Mindfulness is having an impact on student learning.
- 87% of teachers are using explicit learning intentions in their classrooms.
- 100% of staff enjoy coming to work at Oxley Vale Public School.
- 72% of staff feel that the community is valuing our school more than in recent years.
- 90% of staff feel that the school has a positive culture.
- 100% of the staff feel our school has a supportive and collegial staff. This featured heavily in written comments by teachers and support staff.

2016 Aboriginal perspectives were included in academic programs to ensure that student opportunities and experiences are well rounded and cultural inclusive. Staff professional learning involved planning activities and building teacher understanding of how to incorporate Aboriginal perspectives into units in readiness for the implementation of the new history syllabus.

Our school has a full time Aboriginal Education Officer who supports students and families and the school enjoys very close links with local elder "Uncle" Neville Sampson. Uncle Neville has worked with students, staff and families on a bush tucker garden, a yarnning circle, local language and understandings of local totems and practices. Our school is held as an excellent example of working with our local community for the benefit of all students.

All school assemblies and events acknowledge the Kamilaroi people who are the traditional custodians of the land upon which Oxley Vale Public School stands. Our school community values our cultural heritage as evidenced by significant attendance at cultural events and celebrations.

## Multicultural and anti-racism education

Oxley Vale has a trained Anti-Racism Contact Officer (ARCO) to act as the contact between students, staff, parents and community members who have concerns regarding racism. Our school enjoys a strong sense of respect and inclusivity, making racism an infrequent issue for our community.

Our school is committed to our core values of pride, respect, excellence and integrity. As part of demonstrating these core values the school celebrates our cultural diversity through dance, literature, language participation, Harmony Day, participation in the multicultural perspectives public speaking competition and community engagement. Our community supports school celebrations through cooking, visiting classrooms, sharing traditional costumes and stories.

## Policy requirements

### Aboriginal education

Oxley Vale Public school is committed to continual improvement of the academic and wellbeing outcomes of Aboriginal and Torres Strait Islander students. In