

Orama Public School Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of Orama 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

At Orama Public School we aim to provide educational experiences and opportunities that will engage and motivate all members to become successful learners who are confident and creative individuals. We are deeply committed to promoting an innovative and diverse learning environment by utilizing the strengths of a consistent staff with a culture of care, respect and inclusivity.

School context

Orama Public School in the Thora Valley is set in beautiful bushland surroundings next to the Bellinger River. The school proudly represents public education in NSW delivering a comprehensive curriculum which aims at promoting each child as an individual. Most of the students at Orama travel to school by bus. The current number is made up of students from the Thora Valley and the Bellingen area.

Our current enrolment is 27 with 4 Aboriginal students. Our combined 2015 and 2016 Family and Occupation and Education Index (FOEI) was 104.

The school is staffed as Teaching Principal 2 (TP2) with a permanent teaching principal and one permanent fulltime teacher. The school administrative manager allocation is 3.5 days; release from face to face (RFF) and librarian allocation is 1 day combined, learning and support teacher (LAST) 1 day per week and general assistant (GA) is also 1 day per week. The staff is a very stable cohort living either locally or in close proximity to the school.

The beautiful school environment is made up of 2 large classrooms, a comfortable office area and a kitchen/canteen area. The other building is a toilet block with shower facilities, cleaner's store and a sportsroom. Both buildings have wheelchair access with non-slip surfaces. There are 2 sheds to house gardening equipment. The well maintained grounds consist of a large vegetable/orchard area, a covered outdoor learning area with basketball facilities, a soccer field and a covered playground. The school also has access to the Bellinger River which students visit for different activities. A privately run pre-school, Orama Pre-School, occupies the school hall which is another separate building. The pre-school operates 3 days per week and draws from the local area.

Our parents and community members come from diverse cultural backgrounds and contribute a wide range of creative skills and expertise. Our school motto, Together in Friendship We Learn encompasses all facets of school life. We are active members of the Bellingen/Dorrigo Learning Community and the Bellingen Valley Small Schools Network (BVSS Network).

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.

In the domain of learning, our school has primarily focused on learning culture, curriculum and learning, assessment and reporting and wellbeing. At Orama Public School various learning opportunities continued to enhance a positive and productive learning culture amongst staff and students. Staff have prioritised and demonstrated our commitment to student engagement and learning through the introduction of the Language, Learning and Literacy strategies in the K-2 class. The staff have analysed school performance data and regularly participate in consistent teacher judgement to evaluate and report on student performance. We continue to plan learning experiences between the Bellingen/Dorrigo Community of Schools to enhance opportunities for all students. Although Wellbeing was to be a focus in 2016 due to the postponement of professional development this will be a focus in 2017 however, the school understands the fundamental importance of wellbeing to build a culture of trust respect and valuing each other in both staff and students.

In the domain of teaching, the staff of Orama Public School demonstrate personal responsibility for maintaining their professional standards. The school has made provision for learning and development opportunities for teachers that are aligned with the school plan. The development of Personalised Development Plans for all staff has ensured teachers are actively engaged in their own professional development to improve their performance within the classroom. All staff continued to be involved in clear and regular mapping of students against the learning continuums using Planning

Literacy and Numeracy (PLAN) software.

In the domain of leading, our school has focused on our partnerships with parents, the community and the Bellingen Dorrigo Small School network and community of schools. We demonstrated a commitment to collaborating with our local community of schools to improve educational opportunities for our students. Our school communicates effectively with parents and the wider community through the weekly newsletter, the school website, the local newspaper and the school sign. The school recognises that best practice in leadership is a shared responsibility between staff, students, parents and the community. The school's financial and physical resources and facilities were well maintained providing a safe environment that supports learning. Resources are strategically used to support student learning outcomes and quality teaching. Our staff are guided and committed to our school plan.

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

Creative and Innovative Learners

Purpose

Orama Public School students have the ability to be successful learners who are creative, innovative and who are able to solve problems maximising their choices for the future. All students have the ability to adapt and take responsibility for their choices in a supportive and caring environment. The school reflects a culture of lifelong learning within an everchanging world where student wellbeing is paramount and strong positive relationships are formed.

Overall summary of progress

During 2016, the school focused on creative and innovative learning to improve literacy and numeracy, Strategies implemented were the continuation of engaging online learning, the employment of a Student Learning Support Officer in the K-2 class to support targeted students and the introduction of Language, Learning and Literacy (L3) strategies and practices. The initiatives are having a significant impact on student learning particularly the early years of schooling. All staff continued to be engaged in collaborative practices with consistent teacher judgement sessions timetabled to assess students and log data on Planning Literacy and Numeracy (PLAN) software and learning continuums. A cycle of peer observations was instituted with the purpose of ensuring best practice teaching methods are delivered to students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All students to achieve a rate of growth that is grade appropriate in literacy and numeracy based on Planning Literacy and Numeracy (PLAN) data and the learning continuums.	<p>Staff trained in Language, Learning and Literacy (L3) Stage One to support student learning and enable individual movement across the continuums.</p> <p>Staff regularly participated in consistent teacher judgement to accurately update PLAN data to ensure movement across the continuum.</p> <p>Running records and SENA testing completed on all students throughout 2016.</p> <p>Individual learning plans reviewed and updated for students at risk.</p> <p>Student Learning and Support Officer employed to deliver intensive individual program to targeted student. Student Learning and Support Officer employed to assist in the implementation of L3 strategies and numeracy in the K-2 class.</p>	<p>Resource Allocation Module (RAM) Low Disability Loading \$4076.00</p> <p>RAM Per Capita \$1520.96</p> <p>Literacy and Numeracy Program \$437.29</p> <p>RAM Low Socio Economic\$338.01</p> <p>RAM Location Loading\$10674.84All</p>
All schools will have assessment tools and strategies to reflect the BOSTES syllabus documents across English, Mathematics and Science in a joint project with the BVSS Network.	Completion of this project in 2015 with scope and sequences written and implemented for science and history and geography.	

Next Steps

Continued involvement in the Language, learning and Literacy (L3) program with K-2 teacher undertaking kindergarten training to facilitate effective differentiation for all students.

Teacher employed using RAM funding (Location Loading) 0.5 days per week to deliver high quality teaching and learning in history and geography so as to maintain consistency across the school. This will also enable classroom teachers to collaborate in consistent teacher judgement updating PLAN and working towards the school's strategic directions.

Staff will identify areas of need for professional development as evidenced in their Performance and Development Plans.

In 2017 a Student Learning Support Officer will be employed to assist in the implementation of L3 strategies in the K-2 classroom.



Strategic Direction 2

School and Community Learning

Purpose

The school expects all teachers to be highly committed to the continuous improvement of their own teaching and to be engaged in ongoing, relevant learning to meet the school's responsibility of developing creative and innovative learners. The school is committed to building partnerships with families, local businesses, community organisations and the community of schools to form expert teaching teams to improve opportunities and outcomes for students.

Overall summary of progress

All staff are engaging with the Performance and Development Framework and identifying targeted professional learning aligned to the school plan. A positive observation and feedback cycle has been implemented with all staff participating.

School and community partnerships have been showcased by weekly newsletter, school website, local newspaper articles, advertising and attendance at community events. Professional development around engaging the school and wider community commenced in 2016.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Individual Performance and Development Plans (PDPs) for all staff.	Opportunities were provided for staff to complete all desired professional learning. Evidence both in teaching programs and classroom observations that practice has been modified due to the application of this professional learning.	RAM Low Socio Economic Loading \$2228.14
To attract 2 or more new enrolments to the school each year to maintain student numbers and Teaching Principal Level 2 (TP2) status.	School enrolments are stable at 26 and look to be maintained at 27 in 2017. All staff are actively involved in promoting the school through the school's website, newsletter, in the local Courier Sun and attendance at special events and community functions.	RAM Community Consultation Funds \$998.01 RAM Low Socio Economic Loading \$430.82

Next Steps

All staff to continue to identify targeted professional learning in their Performance and Development Plans.

All staff to participate in regular classroom walk throughs and lesson observations with collegial feedback and deep conversations around best practice.

Continuation of professional learning around engaging and communicating with the school community including hands on Adobe In-design course to enhance media used to showcase the school in a positive and innovative manner.

Regular updates of school website, newsletter, articles for local paper and design and implementation of social media - Facebook page.

Continuation of School Transition and Readiness Training (START) program to engage the pre-school community and attract students to retain our TP2 status.



Strategic Direction 3

Sustainability

Purpose

The school is working together to build positive, respectful relationships among students and staff to strengthen and deliver on the school's strategic directions. There is a shared awareness of the importance of promoting the school to the community by showcasing its strengths and atmosphere. To promote the sustainability of the school an attractive and stimulating environment is provided with diverse learning experiences offered by utilising the strengths of a consistent staff. Staff and students have a sense of belonging and ownership of their school and parents feel included in their child's educational journey.

Overall summary of progress

Due to the high number of students coming to school after the weekend and not engaging with the regular curriculum as a staff we decided on Creative and Practical Arts (CAPA) Mondays. This has worked extremely well engaging students in dance and gymnastics, drama, music and art as well as physical education and our Life Skills program. All other Key Learning Areas (KLAs) are addressed from Tuesday to Friday.

In the Kids in the Garden program a volunteer horticulturist was engaged once per fortnight to take small groups of students to work in the garden to maintain the garden, harvest produce when needed and schedule planting. All produce was used in the Kids in the Kitchen program. These programs were showcased at the local markets where produce was sold and at school events and assemblies.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
A developed scope and sequence for Monday CAPA days compassing dance, drama, music and visual arts across the school.	<p>Drumming teacher was employed once a week for 2 terms to promote music and in particular drumming in the school. This enabled drums to be utilised.</p> <p>All students participated in drama lessons in terms 3 and 4 with their talents being showcased at the end of year Presentation Night where they performed a number of pieces.</p> <p>All students participated in dance and gymnastics in term 1.</p>	RAM Location Loading \$842.06
Scheduled planting and harvesting timetable synchronised with the Kids in the Kitchen cooking program	<p>Horticulturist was sourced to work in the garden once per fortnight. This resulted in the on going maintenance of the garden, harvesting of all produce to use in the Kids in the Kitchen program and scheduling ongoing planting.</p> <p>Orama Made products such as butter, jams and marmalades, pestos and various pickled vegetables were sold at various school events and local markets.</p> <p>Hosting events at school utilising the produce from the garden, chickens and orchard such as Biggest Morning Tea, Grandparents Day and regular assemblies.</p>	RAM Aboriginal Loading \$328.28

Next Steps

Continuation of the Kids in the Garden and Kids in the Kitchen programs in 2017 utilising expertise within the school community.

Develop improved Scope and Sequence for Monday CAPA day including the introduction of history and geography, physical education and CAPA. Focus in terms 1 and 2 to be on music in readiness for Education Week Bellinger Dorrigo Community of School's Education on Show performance.

Continuation of the Royal Life Saving (RLS) river safety program.

Focus on Wellbeing in 2017 in particular Mindfulness.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	All Aboriginal students successfully engaging in all areas of the curriculum including Life Skills.	\$1175.54
Low level adjustment for disability	All students are provided with opportunities to engage with the curriculum through innovative programs resulting in movement across the continuums.	\$4076
Socio-economic background	Targeted support for individual students enhanced movement across the continuums and positive learning outcomes.	\$3253.32



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	11	18	17	16
Girls	15	6	11	10

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.4	98.4	91.8	76.9
1	89.7	92.4	92.5	87.9
2	94.8	92.8	96.7	86.9
3	96.4	95.7	94.8	91.2
4	99.4	97.8	97.6	89.5
5	90.6	96.7	98.9	94.3
6	93.9	86.1	100	96.8
All Years	93.4	94	95	89.8
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	92.6	92.9	92.2	92.2

At Orama Public School attendance is marked at the commencement of each day. Parents and carers are contacted either by letter or direct conversation to follow up unexplained absences. The Home School Liaison Officer (HSLO) audits the rolls each semester and the school principal acts on any recommendations.

Class sizes

Class	Total
K-2	11
3-6	15

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	1.25
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration & Support Staff	0.9
Other Positions	0.01

No staff at Orama Public School identify as Aboriginal or Torres Strait Islanders.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

All teachers at Orama Public School are maintaining accreditation at proficient in the Australian Professional Standards for Teaching.

Professional learning activities included workshops, conferences, video conferences, Adobe Connect sessions, informal staff meetings, network meeting and various training on a range of topics identified in their individual Performance and Development Plans. These included:

- Differentiation Conference;
- Language, Learning and Literacy (L3) training in terms 1, 2 and 3;
- Core Finance training;
- Positive partnerships training (face to face and online modules);
- Gifted and Talents Students training - Bellingen Dorrigo Learning Community initiative;
- Business Intelligence training;
- Performance and Development training;
- Consistent Teacher Judgement (CTJ) session in terms 2 and 4;
- North Coast Principal's Conference;
- Federation Campaign Small Schools Conference;
- Social Media Master class;
- Geography Syllabus training workshop;
- Finance training;
- Principal network Days;
- Bellingen Dorrigo Learning Community network meetings;
- Staff meeting sharing sessions
- SPaRO training;
- Mandatory compliance training including Child Protection, Code of Conduct, Anaphylaxis and

Cardio Pulmonary and Resuscitation (CPR) training, Asthma training, e-Emergency Care, Work Health and Safety (WHS) training and Bushfire e-safety module; and Wellbeing (Peaceful Kids training) postponed till 3-4th April, 2017.

Due to the small cohort of students the results of the National Assessment Program in Literacy cannot be published.

Due to the small cohort of students the results of the National Assessment Program in Numeracy cannot be published.

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

Financial information

This summary financial information covers funds for operating costs to 30/11/2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	28 373.00
Global funds	70 865.00
Tied funds	51 482.00
School & community sources	6 528.00
Interest	926.00
Trust receipts	830.00
Canteen	0.00
Total income	159 007.00
Expenditure	
Teaching & learning	
Key learning areas	15 705.00
Excursions	561.00
Extracurricular dissections	908.00
Library	1 800.00
Training & development	0.00
Tied funds	45 507.00
Short term relief	7 989.00
Administration & office	28 916.00
School-operated canteen	0.00
Utilities	6 706.00
Maintenance	7 904.00
Trust accounts	830.00
Capital programs	0.00
Total expenditure	116 831.00
Balance carried forward	42 175.00

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 sc

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek opinions of parents, students and teachers about the school. This year the school participated in the Department's Tell Them From Me Survey. Unfortunately due to the small number of parents participating in the survey the results were not valid. The results of the student surveys were as follows:

- At Orama Public School 60% of students are socially engaged and feel a sense of belonging, 100% of students were engaged in sports and clubs and 60% engaged in positive relationships at school;
- Ninety percent of students value school and have positive school behaviour and 80% of students engage in homework; and
- Sixty percent of students were interested and motivated in their school, 80% said that they made an effort at school and 80% agreed that they received quality instruction.

Orama Public School also sought the opinions of parents about the way in which the school communicated and engaged with the school community. The findings of which 47% participated were as follows:

- One hundred percent of families have smart phone with 88% also owning a tablet or computer and have reliable internet access at home;
- Forty six percent of families found that the newsletter was the most reliable form of communication, text messages at 25% and phone calls at 18%;
- One hundred percent of parents used Facebook and 25% used Instagram. One hundred percent agreed they would follow an Orama Public School Facebook page;
- Eighty percent of parents agreed that the Facebook page would address promoting school events, building a sense of community, helpful reminders and good news stories;
- Sixty three percent of parents visited the school website to access the photo gallery, 50% to get the latest news, 38% to access the newsletter and

School performance

25% to access the calendar; and
One hundred percent read the school newsletter for photos, good news stories, important reminders and advice on supporting their child's learning.



Policy requirements

Aboriginal education

Orama Public School acknowledges and pays respect to the traditional custodians of the land, Elders past and present and all the Aboriginal people in the community. Our school acknowledges Aboriginal education as an important part of the school during school performances, school assemblies and community gatherings.

At Orama Public School, Aboriginal perspectives are included across all Key Learning Areas. This maintains the relevance and value of the culture of Indigenous Australian.

The Aboriginal and Torres Strait Islander Education Action Plan 2012-2014 has provided a clear framework for Aboriginal Education at our school. The school has in place personalised learning plans and strategies for all Aboriginal and Torres Strait Islander students. The school ensures attendance rates of Aboriginal and Torres Strait Islander students are equivalent to non-Indigenous students and strategies are in place to address these if the need arises. The school is working towards ensuring that Aboriginal and Torres Strait Islander students are meeting basic literacy and numeracy standards and overall levels of literacy and numeracy achievements are improving.

This year at Orama Public School the students have been involved in many cultural activities including:

- Participation in National Reconciliation Week activities where students discussed what reconciliation means, the history of Indigenous people's lifestyles and issues with European settlement. They explored current issues and possible directions for future reconciliation;
- A visit from National Parks ranger and local Gumbaynggirr Aboriginal Elder, Mark Flanders to help students extend their knowledge and understanding in relation to the science units, Beneath Our Feet and Up, Down All Around. This activity was enjoyed on the banks of our beautiful

river as a stimulus for many thoughtful questions and discussions; and
A combined Bellingen Valley Small Schools Network National Aborigines and Islanders Day Observance Committee (NAIDOC) Day where students recognised and celebrated Aboriginal culture, customs, beliefs and traditions.



Multicultural and anti-racism education

Multicultural perspectives are embedded in all teaching and learning programs. Teachers recognise and respond to the diverse cultural needs of the school community. Students are presented with inclusive teaching practices which recognise and value the backgrounds and cultures of all students. Tolerant attitudes towards different cultures, religions and world views are promoted.

In 2016 Harmony day was celebrated by all the different flavours of international cooking. Students helped prepare the different tastes and then we all enjoyed eating the delicious food. Students also worked in multi-age groups to cooperatively build Chinese lanterns and fans. Finally, students from the 3-6 class presented short talks on all the different festivals celebrated in China each year.

For Presentation Evening this year students in the 3-6 class performed The Night Before Christmas in English followed by the language of some students nationality. It was a wonderful presentation where the parents felt pride and inclusion.

Other school programs

School Transition and Readiness Training (START)

In 2016 Orama hosted pre-school visitors once a month from the beginning of Term 1 to Term 3 to participate in the START Program. Students arrived at recess and stayed for the remainder of the day. Students in the K-2 class acted as buddies for the pre-school children enabling them to practice peer tutoring skills and leadership. START days are structured in two sessions; literacy and numeracy small group activities, often targeting the development of fine motor coordination followed by a fundamental movement skills session, specifically aimed at developing students' gross motor

skills and coordination.

In Term 4 pre-school students were invited to participate in Kinder Orientation Days. These days were full school days aimed at preparing students for life in Kindergarten. Students participated in normal classroom routines and structures and were able to create some literacy and numeracy resources which they could take home with them to help practice basic reading and counting skills. The START program will operate again in 2017.

Kids in the Kitchen and Kids in the Garden Programs

At Orama Public School students participate in the Kids in the Kitchen and Kids in the Garden program. This is a long-term program that aims to get students more active more often as well as focusing on healthy eating habits. Students are responsible for the planting and maintenance of the school vegetable garden as well as the orchard and the chickens. This year the students had many opportunities to cook for the wider community utilizing much of the produce including Harmony Day, Australia's Biggest Morning Tea, Grandparents Day, School Admin and Support Staff (SASS) Morning Tea and Presentation Night to name a few. Parents and community members had many opportunities to purchase goods with all proceeds returned to the school for the continuation of this worthwhile program.

Royal Life Saving (RLS) River Safety Program

In 2016 the school once again participated in the River Survival Swimming Scheme run by the Royal Life Saving (RSL) in terms 2 and 4. This program teaches the students valuable lessons in river safety and survival which is paramount to the students who live on the river. The program was held twice in term 1 and once in term 4. The students also participated in the Intensive Swimming program run in fourth term for 2 weeks.