

Orana Heights Public School

Annual Report



2016



4549

Introduction

The Annual Report for 2016 is provided to the community of Orana Heights 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.

Craig Renneberg

Principal

School contact details

Orana Heights Public School

Oak St

Dubbo, 2830

www.oranahts-p.schools.nsw.edu.au

oranahts-p.School@det.nsw.edu.au

6884 9188

Message from the school community

President's Report – Deanne Davis

2016 was a challenging year for the P&C due to a very small membership base. With this, decisions and priorities were made around fundraising in relation to what was achievable, who was available to help, balanced with what other events were happening in the school. Our Mother's Day Stall was successful and we also ran a Pie Drive and Family Portrait Day. This was also the first year in many years that we did not have the Annual School Fete. Every member on the P&C has had a role whether this was on the Executive or as a Liaison Officer. There were positions we could not fill and we have really done the best we could to keep the P&C floating as well as be a representative body and voice for the school community.

The Canteen has continued to grow from strength to strength. We welcomed a new employee, Danielle Miller and with Debbie Biles we have seen a range of new healthy initiatives with the menu. The success of the canteen is largely due to our amazing team of Debbie and Danielle and with this, a pool of volunteers.

The Uniform Shop has had a couple of changes during the year. We had to evaluate and review opening hours and issues around accessibility. The decision was made to appoint Danielle Miller as the Uniform Shop Supervisor and Danielle is now well and truly into this role supported by a handful of volunteers.

During 2016 we started to look at the position of a Bookkeeper and this will need to be reviewed and discussed in 2017. The P&C subscribed to the MYOB Package and Mandy Bourke (as treasurer) initiated the set up and implementation. Mandy has completed all bookkeeping work for the P&C for many years and finished in her roles at the end of 2016. Mandy did an amazing job in this role and we do miss her! As a result of this there was a switching of Executive positions with Nicole Stonestreet moving into the Treasurer Role and doing the bookkeeping in the interim whilst I moved into the President Role.

This year we farewelled two very long term members of the P&C – Melinda (Mel) Bass and Mandy Bourke.

Mel has been at Orana Heights for over 10 years and has held the role of Canteen Liaison Officer for many years as well as Vice President and attended many school meetings such as PBL and Crunch & Sip, as a P&C parent representative. Mel has always helped and participated in any P&C event when available.

Mandy has had extensive involvement in the P&C during her time at Orana Heights – in a range of roles from Uniform Shop Coordinator, Treasurer, Bookkeeper, Canteen Volunteer, Caterer and Fundraiser, just to name a few. Many of the Mother's Day stalls and BBQ's would not have happened if it were not for Mandy's involvement.

Both Mel and Mandy were heavily involved in running the District P&C Canteen at all the sporting events in 2015. Orana

Heights P&C will miss both Mel and Mandy and thank them greatly for all their work and commitment. The P&C wish their families all the best in the new adventures and challenges that lie ahead.

Finally, the year ahead I hope will bring some more helpers, movers and shakers. The P&C will struggle to remain viable if our membership base does not increase. The importance of the operations of the Canteen and the Uniform Shop to the school community are two very good reasons we need to remain strong. The fundraising and then purchased resources for all our children is another, as well as our chance to be a voice. I appreciate that many people are time poor, our committee is essentially all full time working parents who have been a part of the P&C for many years. We would welcome fresh faces, new ideas, enthusiasm and people with whom to share the P&C purpose.

Canteen Report – Melinda Bass

What a wonderful year for the canteen at OHPS.

We welcomed Danielle Miller as a paid employee to provide relief and support for Debbie and it really could not have worked out better. Debbie now has Mondays off and both ladies work Fridays (traditionally the busiest day of the week), and special Meal Deal Days. It also means if one of them is sick or has an important function to attend they know the other one will be able to relieve them.

The introduction of a special teacher's lunch on Fridays has proved popular as has the weekly meal deals. Debbie and Danielle have taken on numerous catering jobs throughout the year which has not only provided extra income but has been good PR for our school.

Teacher, Anthony Smith came on board at the end of last year and it is hoped that everyone continues to work together to improve the quality of the menu and enhance the physical space. Already there has been a concerted effort to remove items from the menu that contain artificial colours.

The canteen has become a very valuable asset to our school and no longer seems to be a financial burden ...I wish it all the success for the future.

Uniform Shop Report – Danielle Miller

Shop Day – throughout 2016 the uniform shop was open on Tuesday morning until Term 3, Wednesday afternoon, Thursday night until Term 3 and from Term 4 Friday morning. 2016 was a great year of trading in the uniform shop.

Second-hand items – thank you to all who donated throughout the year. It was greatly appreciated.

Items of clothing – introduced new sports shorts with OHPS embroidered on the shorts. Very popular with the children

Clearance – still have number of old stock in the uniform shop. Microfiber sports not embroidered in limited sizes, dry and cosy jackets in various sizes and the girls tall style leggings.

Facilities – have had a number of parents asking if the P & C are looking at introducing EFTPOS in the uniform shop.

Big thankyou:

– to Mandy Bourke for all her time and effort put into the uniform shop.

– to the volunteers who turned up to open the uniform shop. Greatly appreciated – Kel Turner, Lorraine Baker, Kat Richards

– to the admin/office staff at Orana who are always very helpful.

School background

School vision statement

Orana Heights Public School is completely focussed on its' Positive Behaviour for Learning (PBL) values of Respect, Responsibility and Safety.

Respect— respect for selves, respect for others, respect for the school and learning, respect for community.

Responsibility—responsibility for our learning, responsibility for our own actions, responsibility towards others, responsibility for our community, responsibility for our wider community.

Safety— Safe actions at all times, safe behaviour of ourselves and towards others, a safe community.

To this end the school will provide the skills and opportunities for our students and staff to achieve at the highest level they can.

School context

Orana Heights Public School, in Dubbo city, provides a dynamic and caring educational environment in which all 576 students' access quality educational programs within a varied and balanced curriculum. In recent years major initiatives in the areas of literacy, numeracy, student well-being, technology and sport have brought widespread recognition of excellence within the school and the wider community. The school maintains a culture of inclusiveness based on continual improvement and quality service. The school's multi-skilled and professional staff continually enhance students' educational opportunities and develop adjustments and accommodations to meet individual needs.

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.

Self-Assessment using the School Excellence Framework

In 2016 the whole school, teaching and non-teaching staff, undertook a comprehensive review of where the school placed itself measured by the parameters of the School Excellence Framework (SEF) and what guidance this gave for possible future directions. This was undertaken using the fourteen elements included in the SEF. The following shows where the school judged itself in relation to the SEF and possible areas to be included in future planning.

Element: Learning Culture

School Self-Evaluation: Delivering

Possible Future Directions: Refinement of school Learning and Support structures, review of individual learning and support plan organisation, greater use of SENTRAL data system to monitor attendance.

Element: Wellbeing

School Self-Evaluation: Sustaining and Growing

Possible Future Directions: Further implementation of PBL, the role of the Learning and Support Teacher, planning room usage.

Element: Curriculum and Learning

School Self-Evaluation: Delivering

Possible Future Directions: Continue with staff training in Instructional Rounds (IR), build a process so new staff quickly understand IR, analyse adjustment and accommodation organisation in teaching programs.

Element: Assessment and Reporting

School Self-Evaluation: Delivering

Possible Future Directions: Finalise whole school assessment schedule, develop staff understanding to a further degree of the continuums, build staff capacity in the use of PLAN data.

Element: Student Performance Measures

School Self-Evaluation: Delivering

Possible Future Directions: Professional learning for staff on data interpretation, build staff capacity in the use of PLAN data, staff professional learning on IR and student goal setting, continue to train new staff in assessment strategies.

Element: Effective Classroom Practice

School Self-Evaluation: Delivering

Possible Future Directions: Benchmark PL for new staff, Personalised Development Plans refined, develop student capacity to track their own progress, put in place a formal mentoring process for new teachers.

Element: Data Skills and Use

School Self-Evaluation: Delivering

Possible Future Directions: Using stage assessment processes, finalise whole school assessment, build staff capacity in the use of PLAN data, utilise more feedback processes to gather data about different school operations.

Element: Collaborative Practice

School Self-Evaluation: Sustaining and Growing

Possible Future Directions: Put in place a formal mentoring process for new teachers, develop a process of greater collaboration involving team teaching, across stage observations and/or buddy/mentor programs, utilise staff expertise.

Element: Learning and Development

School Self-Evaluation: Sustaining and Growing

Possible Future Directions: Put in place a formal mentoring process for new teachers, refine personalised development process (PDP), support accreditation requirements, feedback from professional learning to be better utilised.

Element: Professional Standards

School Self-Evaluation: Delivering

Possible Future Directions: Refine personalised development process(PDP), support accreditation requirements, greater use of evidence based teaching strategies, greater community involvement in learning programs.

Element: Leadership

School Self-Evaluation: Delivering

Possible Future Directions: Use the PDP process to develop supported leadership goals, review student leadership forums, use the Tell Them From Me(TTFM) survey process more effectively.

Element: Planning, Implementation and Reporting

School Self-Evaluation: Delivering

Possible Future Directions: Link PDPs to school plan where possible, continue to involve all staff in whole school planning, refinement of milestone process, analyse adjustment and accommodation organisation in teaching programs.

Element: School Resources

School Self-Evaluation: Delivering

Possible Future Directions: PDPs utilised effectively, technology infrastructure utilised efficiently and equitably, long term planning allows for cost effective asset replacement, organisation flexible enough to support changing cohorts.

Element: Management Practices and Processes

School Self-Evaluation: Delivering

Possible Future Directions: More use of whole executive planning opportunities, use the Tell Them From Me (TTFM) survey process more effectively, more PI for staff on legislative requirements, further build staff understanding of departmental policy requirements through the PL program

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

Quality Teaching

Purpose

Teachers make the greatest difference to student learning. This is validated in current research and through the focus of the NSW Department of Education to achieve their goals for public education. It is the responsibility of the school to develop teachers and leaders to their highest capacity in support of student learning. Improved practice will lead to improved outcomes for students.

Overall summary of progress

Instructional Rounds provided opportunities for staff to develop a deep understanding of, and skills in, planning and teaching based on evidential needs. Identified staff tested and refined the Instructional Rounds/Quality Teaching rounds process within their group, prior to implementation across the whole school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of student learning is guided by internal and external assessments	Internal assessment data collected through Observation Rounds was used at all times to guide programming and planning across the school in the area of writing. Reading has been further evaluated through testing for the Multi-Lit program and results supplied to class teachers for planning.	\$11 964
Temporary beginning teachers on contract will be provided with the same access to support as permanent beginning teachers.	Professional Learning provided for all beginning teachers. Internal support from experienced teachers is promoted and provided to all beginning teachers.	\$4 117
100% of staff professional learning goals meet student and accreditation needs.	With the introduction to PDPs for teachers, goals were aligned to needs both in accreditation and PL.	Nil
A 22nd teacher employed to reduce class sizes and eliminate across stage composites.	This was considered most effective as the student numbers increased during 2016.	\$60 000

Next Steps

Maths is an area which has been identified for further work and a new program will be implemented in 2017. In implementing this program assessment methods and data collection will be a focus. Staff will investigate how results can best be used to organise for future directions in planning. This will be aligned with the whole school assessment calendar that has been trialled and implemented for the past two years. Analysis of SMART from NAPLAN results will also continue to be used when considering school progress in Mathematics.

In anticipation of a number of new staff members and beginning teachers, Instructional Rounds will require an "upload" for many teachers, whilst other teaching staff more experienced in this area may further develop mentoring skills. This Professional Learning will be tracked through the Professional Development Plans of staff and an outside expert deliverer will provide the sessions to upskill staff in the mapped areas. This professional learning will cater for all needs so that the process continues to be implemented with quality teaching and a deep understanding, consistent across all class settings.

Strategic Direction 2

Quality Learning

Purpose

Orana Heights Public School is committed to providing every individual student with a high quality education where all needs are met through an equitably differentiated curriculum. The school and community fully understand that all students have needs, some higher than others, and that wellbeing is critical for success.

Overall summary of progress

After considerable professional learning and stage focused meetings, all staff were able to reflect on their lesson delivery, genuine results and impacts on student learning. On a leadership level, all leaders embedded evidence based decision making in all of their responsibilities. This assisted in the leaders creating a culture based on evidence based decision making, high expectations and staff who are not "afraid to fail" when attempting new strategies. Professional learning of Instructional Rounds also developed a deep understanding for all staff in curriculum content and expectations through a collegial, professional learning process. This was also aligned to professional learning goals of those aspiring to leadership positions.

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">All students will meet expected growth in all forms of internal and external assessments.	<p>One teacher was off class for a week to meet with class teachers on a rotational basis thus moderating data and ensuring maximum consistency across the school.</p> <p>Review of school assessment organisation commenced.</p> <p>PLPs and reviews went ahead as scheduled.</p>	<p>\$5000</p> <p>\$7000</p>
<ul style="list-style-type: none">Indigenous students and those identified in the lower socio-economic area will have results matching the outcomes of their state wide cohort based on external assessments.	<p>During a University Intern placement, an executive staff member was able to analyse Naplan results building a basis for PL in 2017.</p>	<p>nil</p>
<ul style="list-style-type: none">Employment of extra LaST and SLSO time to support class teachers and students.	<p>This was achieved during Term Four with extra LaST employed to assist with transition for 2017. SLSO time was purchased throughout 2016 to support students with specific needs.</p>	<p>\$6 000</p>
<ul style="list-style-type: none">Students accessing current information technologies backed with a reliable infrastructure.	<p>Scheduled timetabled replacement of Interactive Whiteboard technology with touch screen panels and laptops for classroom usage commenced term Four 2016.</p>	<p>\$61 000</p>

Next Steps

Further work is required to continue to develop professional goals and plans for individual professional learning with both teaching and non-teaching staff. The start of this process has proven to be comprehensive in the school's context and will require close monitoring during the future years as non-teaching staff PDPs are introduced.

Effective practices will need to be identified and continued, such as that of employing a moderator to collect NCCD on all students. Further work is required in the analysis of NAPLAN in addition to the work done by the leading teachers. Whilst this occurs at a small group leader level, there needs to be a collaborative approach to sharing this with all teaching staff.

A non-teaching executive Assistant Principal may be employed to oversee many facets of Professional Learning, PDPs

and data analysis. This role would support the complex nature of the school and develop capacity of others aspiring to be school leaders. Assessments, both internal and external, would be monitored and communicated to the whole staff. This is an area that has been identified as a growth area in feedback through the School Excellence Framework.

Strategic Direction 3

Quality Community Relationships

Purpose

At Orana Heights Public School we believe that partnerships are the foundations for student success. These partnerships between families/carers and the school, between students, between staff and with external support services add to our capacity to provide students with equity of opportunity. Based on this belief we are committed to building stronger partnerships as part of our vision of success to the highest level for all.

Overall summary of progress

There was continual communication with the community and through various parent bodies to encourage participation in committees suitable for parent input. A number of school events were held which enabled parents to participate in their child's education and feel welcomed at the school.

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">• Use of data from the analysis of measurement tools focussing on wellbeing embedded in school organisation.	Positive Behaviour for Learning (PBL)– continued Professional Learning, team development and implementation across all settings in the school. Data analysis from PBL used for whole school planning.	\$11 000
<ul style="list-style-type: none">• Parental participation occurs on at least 80% of appropriate teams within the school.	Regular invitations were provided for parent/community attendance. These include Father's Day event, Book week, NAIDOC, Education Week and Grandparents Day. A small cohort of this section of the school community attended many events and committee meetings.	\$2 600
<ul style="list-style-type: none">• Professional space to be used by community, staff, P&C and interest groups.	This area has not received joint funding thus budget will require further input for the project to be developed successfully.	Nil
<ul style="list-style-type: none">* Employ marketing/teacher to review and implement school promotional projects.	This teacher was employed for 2–3 hours per week providing support for the canteen, communication and updates around the school..	\$4 000

Next Steps

The school has celebrated many successes in this area though continual work is required to improve parent and community involvement. Whilst single days such as a Grandparents Day may attract large numbers of visitors to our school, smaller committee commitments are harder to achieve. A team of staff will continue to focus on school promotion and participate in any professional learning opportunities that are available. Their input will consider the school's audience, platforms best to communicate to parents and what is most effective in assisting in the improved student outcomes.

Positive Behaviour for Learning (PBL) will continue to grow as its implementation into class settings is strengthened. This will continue to inform decisions made in regards to behaviour for students in both class and playgrounds. Data collected can only be as good as staff entries on Sentral (electronic recording system) and thus consistent learning opportunities and refinements will be required on a needs basis. As the school's enrolments have increased, more buildings have been put on the grounds and thus needs will be catered for as changes are required.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>* Provided extra support in classrooms with the employment of two SLSOs. Extra funding was also supplied to support the Norta Norta program.</p> <p>*Aboriginal dance groups were held allowing all students to experience this cultural aspect of our Indigenous heritage.</p> <p>* Attendance was supported through the school's AEO. This included working with students at risk on an individual level, a developed reward system and contact with ATSI families.</p> <p>* Support was provided for many families to assist participation in areas including but not limited to: uniforms, excursions, food and special social groups.</p>	\$119 294
English language proficiency	Extra teaching time was purchased throughout the year to assist both students and parents in the community with their engagement in school and support English as an Additional Language or Dialect (EAL/D) programs. One day a week was given focusing on student support, enrolment procedures and administration tasks such as the EAL/D survey completion. This focus provided families with a point of contact with the school thus developing home and school links.	\$26 170
Low level adjustment for disability	Many Professional Learning opportunities were provided both at school and by outside providers. This is seen as having continual importance for staff at our school due to the complexities of enrollments.	\$60 078
Quality Teaching, Successful Students (QTSS)	This funding was used to support executive staff with extra Release from Face to Face (RFF) time to support teachers with Professional Development Plans (PDP), implement curriculum and class observations.	\$22 000
Socio-economic background	<p>Equity of opportunity for many students in the school was provided through programs such as Mathletics, Reading eggs, Sound Field system installations and many resources for the library. Funding is also continually used to support families with uniform, excursion costs and any other welfare matters that require school support.</p> <p>Technology availability was also provided for those not able to access this from home.</p>	\$102 596
Support for beginning teachers	Release was provided to beginning teachers to enable mentoring and planning. Opportunities were provided for team teaching, feedback and planning time. This was provided equally to both permanent and temporary beginning teachers on a rotational basis to encourage completion of accreditation and promote quality teaching.	\$5 000

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	297	298	285	300
Girls	255	254	266	276

Student attendance profile

School				
Year	2013	2014	2015	2016
K	93.7	95	95.5	93.5
1	94.7	94.3	93.8	94.3
2	94.4	94.5	94.1	93.4
3	94.3	94.6	94.6	94.5
4	95.1	93.6	94.9	93.7
5	94.2	93.3	94.7	93.3
6	94	93.3	93.2	95.1
All Years	94.4	94.1	94.4	93.9
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

Workforce information

Workforce composition

Position	FTE*
Principal	2
Deputy Principal(s)	1
Assistant Principal(s)	6
Classroom Teacher(s)	23.51
Learning and Support Teacher(s)	2.6
Teacher Librarian	1
School Counsellor	1
School Administration & Support Staff	8.56
Other Positions	1

*Full Time Equivalent

Two principals are in the school's composition as one position was the Principal School Leadership. The other principal is the full time position always allocated to the school.

Orana Heights Public School had 45 teachers working both full time and part time during 2016. Of this group eight identified as Aboriginal.

Teacher qualifications

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

Professional learning and teacher accreditation

All new scheme teachers are monitored with an in school system for their Accreditation status and supported as reports are required. Professional Learning (PL) was aligned to school plan and goals set in the Professional Development Plans for teaching staff. Applications are managed through discussions at executive meetings to ensure quality PL is acquired.

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

Financial information

This summary of financial information covers funds for operating costs of Orana Heights Public School and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	0.00
Global funds	477 546.00
Tied funds	0.00
School & community sources	147 840.00
Interest	0.00
Trust receipts	8 835.00
Canteen	0.00
Total income	0.00
Expenditure	
Teaching & learning	
Key learning areas	14 786.00
Excursions	69 320.00
Extracurricular dissections	46 858.00
Library	414.00
Training & development	625.00
Tied funds	1 145 892.00
Short term relief	75 893.00
Administration & office	83 769.00
School-operated canteen	0.00
Utilities	105 298.00
Maintenance	48 652.00
Trust accounts	8 635.00
Capital programs	0.00
Total expenditure	0.00
Balance carried forward	0.00

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.

In 2016 OHPS results have remained consistent.

Year Three

For reading in 2016 we had significantly less students in band one. We went from fifteen percent in 2015 to five percent in 2016. In 2015 it was seven percent in 2016 it is sixteen percent. Bands three and four have remained consistent. Bands five and six have increased by a minimum of three percent.

We have had a dramatic improvements across all bands for writing. Our band six percentage went from three percent in 2015 to eight percent in 2016 with the majority of our students sitting in bands four and five.

Our spelling results indicate that we have no students sitting in band one. Significant improvement in bands four and five and a consistent result for band six.

For grammar our results dropped by approximately ten percent in bands one and two. Significant growth in band three and consistent results for bands four through to six.

This also applies to numeracy with many less students in band one and consistent results across the other bands.

Year Five

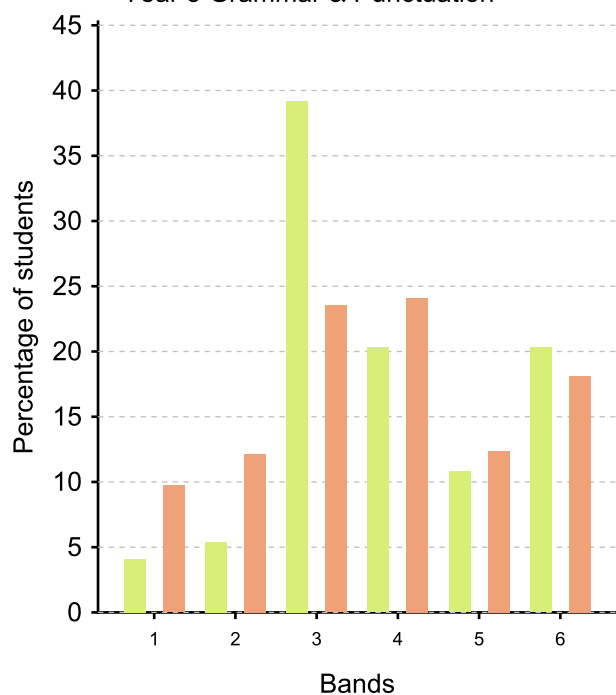
OHPS results indicated a slightly higher amount of students in bands three and four with a significant drop in band five. Bands six through to eight had a minimum growth of one and a half percent. Only 37 students made or exceeded predicted growth in 2016, this equates to approximately half the students who sat NAPLAN.

Our Students in bands three and four increased by at least three percent in writing. Bands five through to seven remained consistent. We had no students in band eight. All but seven students made or exceeded expected growth in 2016.

For spelling our band three results were slightly lower. Band four results were up by eleven percent. Band five results dropped by four percent. Band six results rose by five percent however band seven was down by fourteen percent. Band eight rose by three percent. 37 students made or exceeded expected growth in 2016. This is just under half of our students who sat NAPLAN. The students in bands four through seven made the least amount of growth.

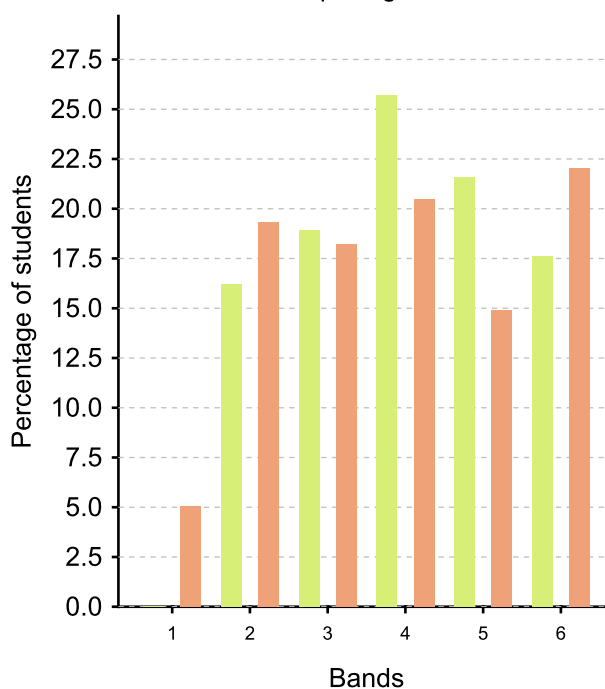
For grammar band three was down by six percent. Band four remained consistent. Band five was down by fifteen percent. Band six through eight grew by a minimum of three percent. 55 students made or exceeded expected growth in 2016. This shows that almost seventy five percent of the students made expected growth.

Percentage in bands:
Year 3 Grammar & Punctuation



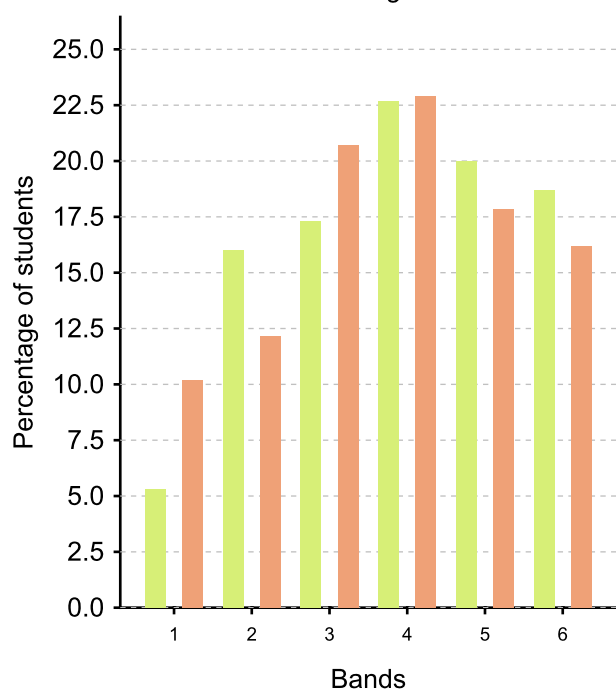
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Spelling



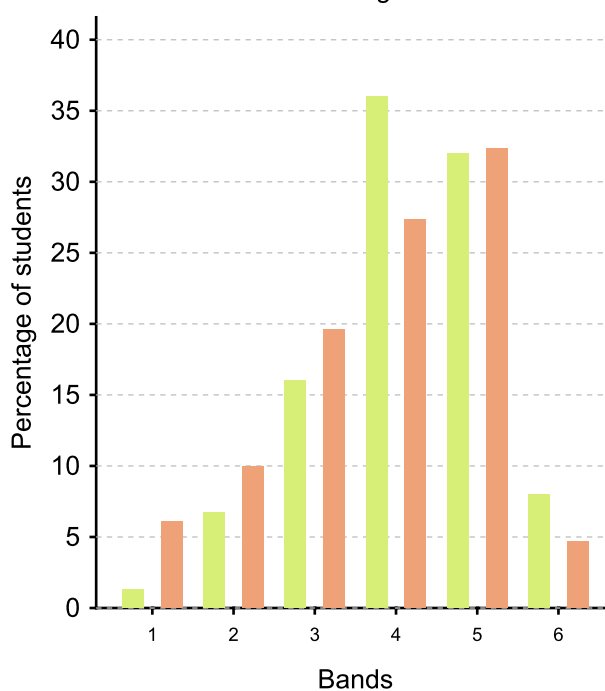
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Reading



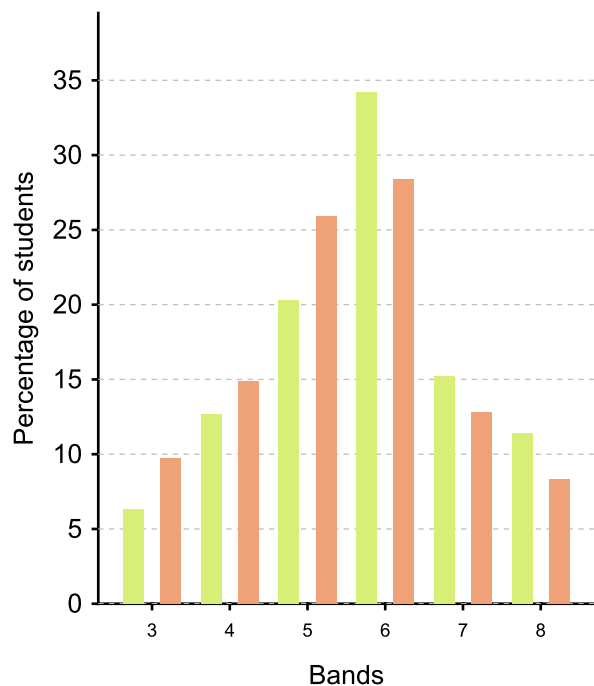
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Writing

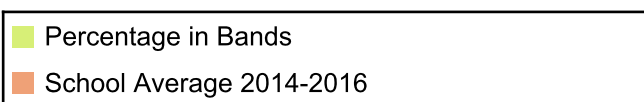
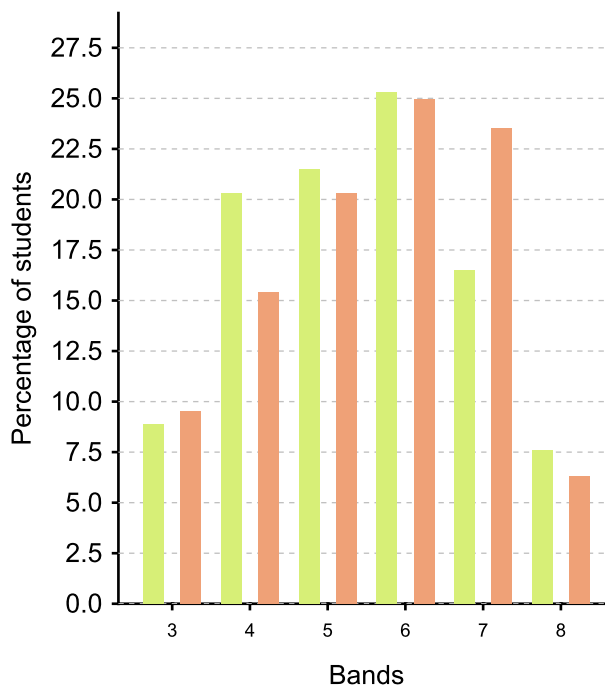


Percentage in Bands
School Average 2014-2016

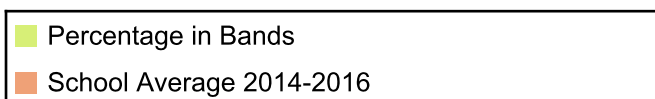
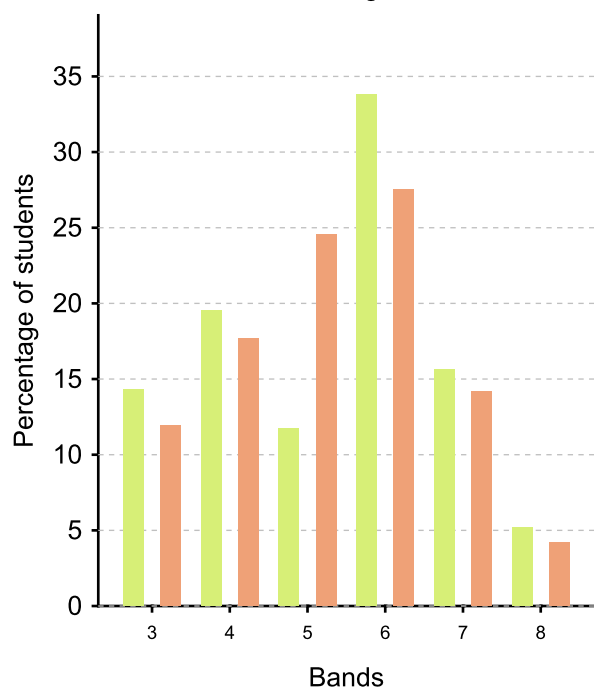
Percentage in bands:
Year 5 Grammar & Punctuation



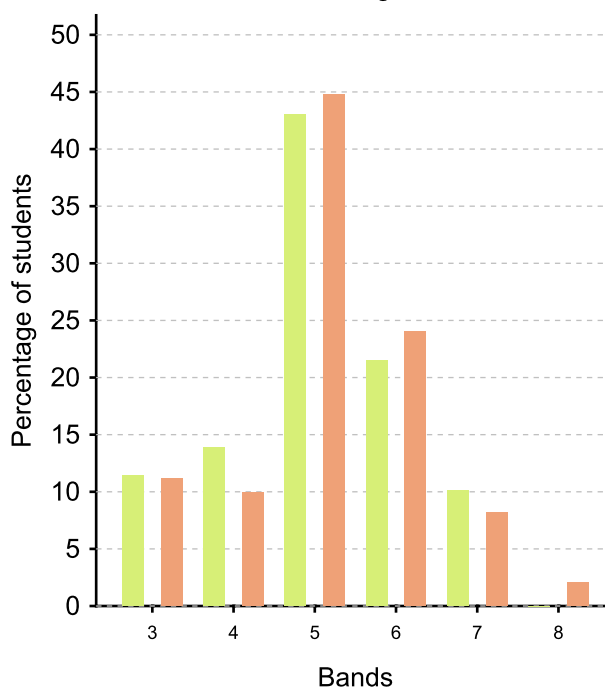
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



Year 3:

For numeracy our results dropped by approximately ten percent in bands one and two. Significant growth in band three and consistent results for bands four through to six.

Year 5:

Results in numeracy indicated that bands three through to six remained consistent. Bands seven and eight grew by two percent. 34 students made or exceeded expected growth in 2016. 37 students did not meet expected growth, this is just over half of the students who sat NAPLAN.

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.

Premier's Priorities

Reduce overweight and obesity rates of children by five percent over 10 years.

To support this priority the school canteen has adjusted its menu in line with the healthy canteens policy and is increasing the availability of healthy food and drink options. We have also further refined our *Learnscape* program to include a vegetable garden with all classes having access to this. This allows the students to grow and consume vegetables a part of their educational program. Physical education and sport requirements are met and the school has a significant sporting program in place to support healthy development.

Increase the percentage of Aboriginal students in the top two NAPLAN bands for reading and numeracy by 30% by 2019.

All Aboriginal children at this school have an individual learning plan (ILP). This plan is developed in consultation between the teacher, parents and carers and any other support staff working with the child. In 2017 we will employ an extra executive and part of their role will be to further develop and refine these ILPs to make them more effective. We have also timetabled the Aboriginal Education Officer (AEO) on to make contact with parents in relation to any matters which may affect student's opportunities to succeed.

Increase the percentage of all students in the top two NAPLAN bands for reading and numeracy by 8% by 2019.

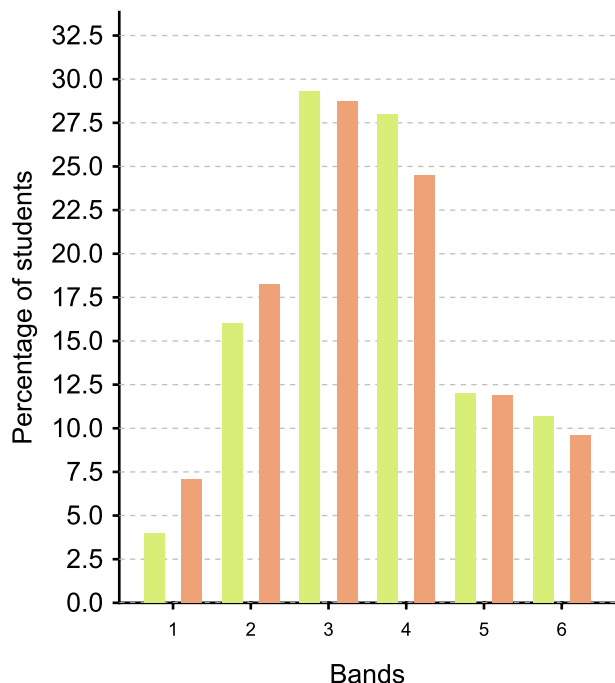
The school has undertaken significant reviews of student results utilising a variety of sources. As a result of this we have refined our assessment schedule so that it provides greater clarity for forward planning. An example of this is the introduction of Instructional Rounds focussing on writing. This professional learning for staff arose due to the identification, through data, of a need for better teaching in this area. Mathematics was also identified as an area for further refinement and an extensive review of resources to support this area was undertaken resulting in a change to the base program used. The school will continue to use a data based evidential process to continue to refine programs to best meet the needs of students and achieve this priority.

Policy requirements

Aboriginal education

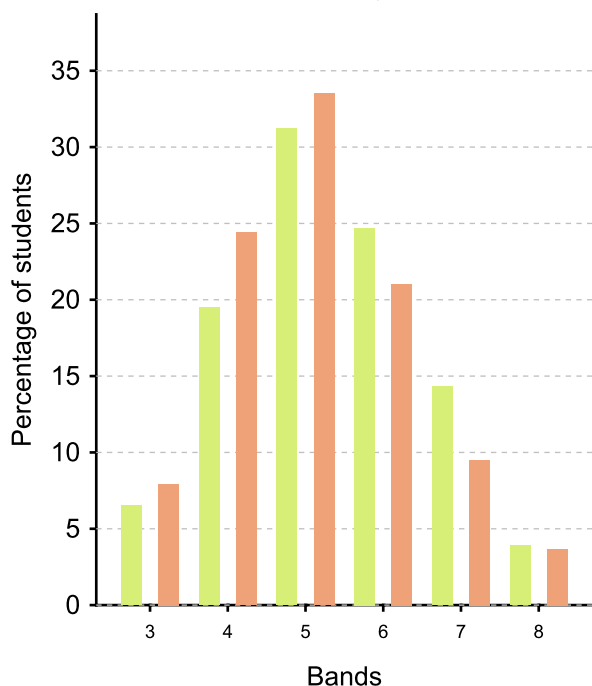
Orana Heights Public School students have the

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

opportunity to participate in a variety of programs. The school enrolment has 35% from an ATSI heritage. Each student has a Personalised Learning Plan discussed, developed, supported and completed in consultation with their parents/carers and if necessary, other supporting agencies.

The school has an active Aboriginal Education team who support the school to best cater for its Aboriginal students. They attend AECG meetings, organise school based events including NAIDOC Day, Reconciliation Week and Harmony Day. The two Junior AECG representatives were a part of the Student Representative Council and represented the school at city AECG meetings.

This year NAIDOC Day celebrations were conducted on the last day of Term Two. Local organisations supported this day and attended with activities and classroom visits. NAIDOC celebrations consisted of all classes incorporating indigenous cultural activities into their daily program including History, Literacy and Creative Arts.

As a whole school, teachers were involved in updated Professional Learning to incorporate the 8 ways pedagogy into their daily programs. Cultural Dance was also incorporated as a whole school program. Students participated in stage groups and performances were presented at school assemblies and the end of year presentation night. This program was a success and will continue in 2017.

The Aboriginal Education Team endeavours to develop new and stronger connections with community and students and their families through their cultural experiences.

Multicultural and anti-racism education

During the 2016 school year there has yet again been a further increase in the number of Language Background Other Than English (LBOTE) students attending our school. The number of students enrolled at Orana Heights has risen even during the writing of this report with an increase from 38 in December 2016 to 53 in March 2017. A Multicultural Day is planned to celebrate the increasing diversity of cultures represented in the school community.

Among the LBOTE students at the school six students are considered at a beginning level of English Language Proficiency (ELP). Two teachers provide the English as an Additional Language or Dialect (EAL/D) Program which supports students with literacy skills, orientation to school and community, language and social skills. Another 4 students are provided with ongoing literacy and social support bringing the total number of students supported weekly by the EAL/D Program to 10. A further 11 students require monitoring and support. Throughout the year all LBOTE students are assessed to ascertain their ELP.

The predominate language groups represented in the school are from India, Bangladesh and the Philippines, Arabic countries and Korea. The other countries

represented are New Zealand (Maori), Turkey, Greece, Singapore, South Africa, Zimbabwe, Vietnam, Cook Islands, Italy, China and students using Australian Sign Language (AUSLAN).

Other school programs

DEBATING

Orana Heights Public School participated in the Western Challenge Debating Competition again this year. The debating team was made up of students from Years Five and Six. The team participated in a Debating workshop organised by the Department's Arts Department and took part in three debates. The first debate involved a bus trip to Raglan Public School. We were able to win the debate as the negative team with the topic: "Australia is a lucky country". Our second debate against Milthorpe Public School was unique as it was via a video conference. We were able to win the debate with the topic: "That we are doing enough for the environment". We were narrowly defeated in our final debate for 2017 against Eglinton Public School who went on to be the zone champions.

WHOLE SCHOOL PERFORMANCE

In 2016 Orana Heights PS hosted a whole school concert, 'Around the world'. Students and staff from Kindergarten to Year 6 performed, designed and created props and let their artistic flair shine. The school was buzzing with anticipation and organisation for the three terms leading up to the concert. The school community supported and helped where possible, especially when asked to provide certain items for classes, from materials, sewing and helping the younger ones to dress. Parents, family members and visitors were able to attend the matinee at Orana Heights or the evening performance at Dubbo College Senior Campus. As always it is a fantastic venue and we would like to thank the staff at Senior Campus for sharing their facilities with us. The audience were treated to a trip around the world and visited many countries throughout the performance, enjoying the singing and dancing of the children. The students performed wonderfully, making their teachers and parents extremely proud. The parents and families are always supportive and appreciative of the time and effort of all involved. Many talents were discovered and most importantly we all had fun!

SPORT

Our annual carnivals are always occasions for great enthusiasm from both parents and students. House pride is on the line each year and the intense rivalry between houses is evident when students give their all in every race. We are grateful for the level of parent support received, as without it, carnivals would not run as smoothly.

The swimming carnival was a great success with forty swimmers progressing onto district swimming and six swimmers progressing onto the western swimming carnival.

The school cross country was our next major event. All students from Years Two to Six were encouraged to participate. Forty runners progressed onto the district cross country and 5 runners progressed onto the western cross-country carnival in Wellington.

The athletics carnival was our last major event for the year. Students from Year Two through to Year Six were involved in this carnival at Barden Park. Forty-three students progressed onto district athletics. Orana Heights took out the highest point score trophy. Olivia Mann was named junior girl age champion at this carnival. Seventeen students and three relay teams progressed onto the western area athletics carnival. Four students and our junior boys relay team progressed to state athletics this year.

Throughout the year students tried out for a variety of Dubbo District and Western Area Teams. We had two students successful in gaining selection into a Western team and 15 students successful in gaining selection into a Dubbo District team.

During Term Two and Four all primary students participated in inter school PSSA sport. This is an opportunity for students to try a variety of sports (rugby league, soccer, cricket, t-ball, softball, lawn bowls, touch football, netball and hockey) in a supportive environment.

Throughout the year our students were involved in a number of knockout competitions across western NSW. These included: soccer(boys & girls), basketball (boys & girls), AFL, rugby union, softball(boys & girls), rugby league, netball, hockey (boys & girls) and cricket(boys & girls). Our success has been varied but our sportsmanship has been outstanding. These students have represented our school with pride. Thank you to the staff who coached these teams.

We have also had several sporting clinics run at school for students from Kindergarten to Year Six. These included: Year Two swimming lessons, fundamental movement skills, mulo cricket, rugby league, netball and soccer.

STUDENT REPRESENTATIVE COUNCIL (SRC)

The Student Representative Council is made up of ten students elected by students and staff. Charlotte Bass, Cooper Davison, Aiden Johnson, Brianna Knox, Paris Marshall, Graycen Shipp, Nicholas Taylor and Doug Willis formed the Student Representative Council in 2016.

Kane Toomey and Grace Monson were the Junior AECG Representatives.

SRC students attended a three day Future Leaders camp at Burrendong Sport and Recreation Centre in Term 2 to hone their leadership skills. Students learnt that communication and teamwork are an important aspect of their role and worked to ensure that this was a focus during the year. They organised and lead two successful School Dances and organised two major fundraisers. Over \$1 200 was raised for TEAR Australia. Money was used to support education and

food packages in poverty stricken communities. \$300 was specifically donated to the Fred Hollows Foundation. Following a staff member's breast cancer diagnosis, \$1200 was raised and presented to the McGrath Foundation to support the work of breast care nurses who played such an important role in her care.

The SRC lead and represent the school at ANZAC and Remembrance Day ceremonies as well as at regular school assemblies. The Year 6 gift presented to the school was a 'Friendship' seat to be located on our main grass area.

TECHNOLOGY

The departments T4L initiative allowed the school to update the computers in our school computer room. This allowed for the older computers to go into classrooms. Currently all computers in our school are less than three years old. Seven panel TV monitors have been purchased to begin to replace aged Smart Boards across the school. Additional laptops were purchased to make the laptop trolleys a full set for classrooms.

LEARNSCAPE

Proceeds from our annual Easter raffle were used to purchase plants for the beautification of our senior student eating area. In addition, two Manchurian Pear and two Chinese Elm trees were purchased for the small playground to provide much needed shade for the students' eating and play areas.

The front office entrance received an improvement with two one metre pots planted out with succulents.

Paper and cardboard recycling was carried out across all areas of our school environment. This once again proved successful and was capably led by senior Learnscape leaders and class members.

The Crunch 'n Sip program was supported by staff and students, running successfully across the majority of classrooms in our school.

K-6 students participated positively in the annual Clean up Australian Campaign cleaning not only the school grounds but surrounding areas as well.

General tree maintenance included the addition of five established trees planted on Area C to provide shade for students during break times.

LIBRARY

Highlights for our school library in 2016 included;

236 students successfully completed the Premier's Reading Challenge (PRC) with 219 students coming from infants and 17 students from primary. Seven primary students were recognised by PRC receiving gold certificates for their ongoing commitment.

August saw the replacement of Oasis, the older computer operating system, with the new library operating system Oliver. Oliver will empower student

learning through digital technologies with the introduction of electronic books to our collection.

The library received a fresh look with 4 new contemporary lounges and 8 mushroom stools. These items were generously purchased for student comfort by our P&C.

As part of the book week celebrations Year 6 students worked collaboratively to prepare book readings and activities for students and parents. Students and staff were proactive in our parade, dressing as their favourite book character. Our book week parade was very successful. Parents and members of our school community joined in with the book week activities.

Our Christmas book fair was well received by a vast range of our school community members with sales going towards extending our physical book collections and future electronic (e-book) collection.

INSTRUCTIONAL ROUNDS (IR)

Instructional Rounds is the whole school process used to drive student improvement. The specific focus at Orana Heights has been the development of writing. Stage groups worked independently on data to identify a Problem of Practice (PoP). From this shared understanding each Stage developed an agreed Theory of Action which was implemented in the same manner by each classroom teacher on that Stage. Four Observation Rounds over the course of the year collected data from the classroom related to the PoP. Following agreed protocols, observers collate the data, identifying patterns observed. Feedback provided related directly to the original PoP and offered some suggestions for moving forward.

Instructional Rounds has meant teachers are looking closely and discussing what is happening with writing instruction in a purposeful and focused way. It ensures everyone is able to share practice and universal improvements of writing in our school.

INTEGRATION & TRANSITION

In 2016 twenty-four students from the Support Unit participated in integration to mainstream classes for a variety of subjects including: science, history, geography, creative arts, library and sport. Three students reverse integrated from mainstream classes to support classes for English and maths.

Twenty-nine students participated in individual transition programs when preparing for the next school year. These programs included the development of social stories and meet and greets with their next year teacher and SLSO.

Eleven students transitioned from the Support Unit to High School. Students had the opportunity to attend six additional visits to either South or Delroy Campus to participate in a range of classroom activities.

POSITIVE BEHAVIOUR for LEARNING (PBL)

Positive Behaviour for Learning (PBL) is the whole

school system designed to promote and encourage positive behaviours and social competence. The core PBL team holds regular meetings scheduled every fortnight throughout the year. Data recorded on our electronic system regarding incidents involving welfare are a point for discussion and are further communicated with all staff at weekly meetings. The PBL team is responsible for analysing this data to guide improvements and schedule regular booster lessons with all students for all areas and non-classroom settings. Additionally, staff participate in PBL training to support the effective implementation of the processes and strategies that support a positive learning environment.

ARTS

Orana Heights offers many opportunities for our students to participate in different extra curricular activities. Last year we had 20 students represent the school at the annual lantern parade. Students completed a workshop, at the cultural centre, to make them and proudly carried them in the evening parade.

Our students from Years 3 to 6 were provided with the opportunity to attend a Moorambilla workshop where artistic director Michelle Leonard and Song Company took the students through different aspects of reading music and then that knowledge was put into practice by singing it. We had four students selected, by merit, to participate in the Moorambilla regional choir.

Our students attended the Dubbo Eisteddfod. We had four percussion groups compete, a beginners' band who were awarded third place, a Year 2 signing choir who came in second place and ten groups entered in the group improvisation and were awarded a first and a third place.

Kindergarten also participated in a music and movement program throughout the year.