

Oakhill Drive Public School

Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of Oakhill Drive PS 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.

Betty Asmanis-Ploeg

Principal

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Message from the Principal

I invite readers to view the images of school life on our website to get a 'feel' for who we are at Oakhill Drive Public School. You will notice the bright and happy faces of our students, their teachers and parents. This immediately reminds me of our vision statement which, in part states that we aim to develop "... healthy, well rounded, global citizens, who contribute to the creation of the common good."

2016 saw us continue our work in making learning visible. We are making sure our students know what they are learning about, know how to get there and know if they are successful along that journey. We're creating a growth mindset, where students believe that they have the power to drive their own learning forward and they know that they can improve their results with effort and support.

We began phase two of our journey of positive psychology. Lessons explicitly teaching awareness of feelings enabled our students to be more aware and in tune to the intensity of their feelings. Students can determine this intensity on a strength bar, they can explain how they can improve this feeling, as well as describe benefits of doing this. Our students are now aware of optimistic thinking. Together with parents our teachers have helped students understand the concept of helpful (optimistic) thoughts as opposed to unhelpful (pessimistic) thoughts. The happy, bright faces you see are of students and a community who realise that problem situations and adversity can pass, with positive beliefs and a supportive network.

As you look through our website you will see the innocence of children happily immersed in school life. Laughing, skipping, dancing, playing and learning. The images are of children building social skills and resilience, growing life experiences and relationships, children who feel connected to and belonging to their community. I congratulate and thank our teachers for their continued dedication to our students and their commitment to life long learning. I thank the parents of our community, for supporting our strategic directions and working with us to achieve our goals.

Message from the school community

Each year the P&C works closely with the school via the teacher representatives and the student representatives, to establish requirements and then assist to raise the necessary funds to fulfil those requirements.

2016 was a very active year for our P&C. We assisted the school to improve facilities. This included the replacement of IWBs in five classrooms, additional literature was purchased for student borrowing in the library, covered walkways were built to protect students from the weather to and from classrooms as well as the update of the toilet block with improved facilities. The P&C also annually support items such as; teaching resources, Yr 5 Leadership courses, SRC camps, Yr 6 First Aid Courses, Yr 6 Farewell, Kindy Graduation, Arts program including Dance costumes and Band equipment, refresh of sporting equipment, playground maintenance and our successful Welcome BBQ, just to name a

few.

Our P&C is also charged with running three sub-committees. The Canteen, the Uniform Shop and our popular and successful Band. These sub-committees whilst they raise varying levels of profit, are largely service focused which are almost entirely run by volunteers. Our volunteers do an amazing job and we are fortunate that we can offer such great services for our parents and children, we thank you all for your time.

Recognising that not all events are income generating, the P&C do regularly co-ordinate more service type events, some of which include: Disco's, Movie Nights, Trivia Nights, Mothers' Day & Fathers' Day stalls. The P&C values our community spirit and it is through regular community events that we get a chance to say thank you for your continued support whether it be financial or by volunteering your time. We would like to take this opportunity to thank each of you for your continued support and hope that you all can feel the amazing community spirit that surrounds our lovely school.

Kim Davis

President

ODPS P&C Committee

School background

School vision statement

Our students will gain the skills, knowledge and attitudes, that will prepare them to be creative, connected and collaborative lifelong learners. Our students will be encouraged to become healthy, well rounded, global citizens who contribute to the creation of the common good in today's knowledge based, dynamic, interdependent world.

School context

Oakhill Drive Public School is located in the Castle Hill area of North West Sydney. Our current enrolment numbers are at 720 students. 49% of our students are from a language background other than English. We have a strong learning alliance with the Cherrybrook Community of Schools including our feeder high schools Cherrybrook Technology High and Castle Hill High. Oakhill Drive staff and community are committed to providing many opportunities for our students to strive to achieve. Preparing our students for their journey through life and providing experiences that develop the whole child is what drives our whole school community. We do this by ensuring that the learning environment is a place where all students feel safe, are stimulated and are proud to be part of a caring school. Our teachers bring learning to life, inspiring the imagination and creativity in every student by making learning relevant, integrating technology, encouraging communication and making classrooms fun, our teachers help our students to excel. As well as the academic programs, we offer an exciting and diverse range of programs in the creative arts, sport and many other co-curricular areas which will develop each student's interests and talents whilst building their confidence and self-esteem. Programs such as, school choirs, bands and dance groups, sports teams, school representative council and debating are just a few that offer students, opportunities to showcase their talents. As the school has grown, support of the school's initiatives and goals by parents has never been stronger. Together we strive to achieve a happy and inspiring school.

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 efforts have primarily focused on learning culture, wellbeing, curriculum and learning. We share the beliefs of Dylan William when he says ' We need to create a culture in which very teacher... accepts the need to improve – not because they are not good enough, but because, they can be even better, their students are healthier, live longer and contribute more to society.' Teachers have made a commitment to our three strategic directions. These are included in Professional Development Plans (PDP) as school wide goals, stage goals and personal goals. Professional learning is scheduled weekly. This may be in the form of K–6 workshops and/or smaller stage based groups and paired work between colleagues including observation and feedback. Teachers are focused on student outcomes, differentiated content, formative assessment and student wellbeing. The literacy and numeracy continuums are used to inform the teaching and learning cycle. PLAN is used in K–2 to track student progress and inform parents. Oakhill Drive Public School has a strong Learning and Support Team, who support all students' social, emotional and educational needs. Authentic collaboration with parents and outside school professionals occurs to develop programs of learning to meet the needs of the learner. Our student wellbeing procedures are used to celebrate successes and provide support for improved behaviour. The Resource Allocation Model (RAM) is used to provide Student Learning Officers (SLSO) time to set students up for success. Systems are in place to support all students under National Minimum standards and extend those achieving beyond their grade. Resilience and optimism are taught K–6 as a part of our Wellbeing program. Adults and children are taught to approach adversity with a positive mindset and a solution focus. We work collaboratively with our parent community to ensure a common understanding which empowers all stakeholders.

In the domain of teaching, our teachers have made a commitment to PDP process, setting professional goals aligned to our strategic directions. They are able to observe each others practice and provide feedback on a lesson observed. Sixteen classrooms were observed by external school teams using the Instructional Rounds model. These teams comprise of the principal, an executive staff member and a classroom teacher. The purpose of instructional rounds is that everyone is involved in working on their practice, everyone is obliged to be knowledgeable about a common task of instructional improvement and everyone's practice should be subject to scrutiny, critique and improvement. Oakhill Drive's problem of practice is: Can our students explain what they are learning and its significance? How do they know if they are successful in their learning? Instructional Rounds is a process (across schools) designed to use discussions of learning and teaching as the vehicle for improving school practice. It is based on a coherent theory of teaching and learning and has its own explicit practice using a set of protocols for observing and

analysing. Staff read research and team leaders use the "Final Word" protocol to provide a framework for professional conversations. The Tell Them From Me (TTFM) survey indicates that 74% of students are interested and motivated in their learning. This is an improvement on our 2015 data and it continues to be a school wide focus. Induction and a mentoring program exists for Early Career teachers as well as new teachers to Oakhill Drive Public School. For teachers seeking accreditation, the focus is on knowing the National Teaching Standards, ways to collect evidence and process to gain accreditation. Mentoring is also available to support Teachers Aspiring To Promotion or Permanency (TAPPs), executive staff attend and lead network meetings at the deputy principal and assistant principal level.

In the domain of leading our efforts have concentrated on increasing the efficiency in the way that our school operates which will ensure consistent, effective, quality procedures to inspire a culture of collaboration, engaged communication, empowered leadership and organisational practices. In 2016, our community of schools (TWPS, JPPS, WPHPS) were successful in gaining a System Leadership Grant worth \$40,000 to strengthen leadership using Instructional Rounds (IR) The benefits of IR:

- Provides a school wide picture made up of snapshots of a number of classrooms
- Observation is focused on the Problem of Practice
- Evidence based data collection– based on descriptive view rather than subjective
- Power of the network– learn from each other/different perspectives explored
- Professional dialogue is focused and high in quality
- In school learning – learning is in context
- Problem of Practice is explored in great detail – not superficial learning but deep understanding is gained.

Our strong vision and 5P plan has provided clear direction. Executive staff reflect on the milestones and document evidence of impact and develop where to next. Strong student leadership programs are in place for students K–6. The Student Representative Council meets every fortnight to develop leadership skills and student voice is encouraged and heard. Building teacher capacity is a focus at Oakhill Drive Public School. Resources have been dedicated to buy teachers time to collaborate, conduct peer observations and reflect on practice. 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 and learning in a dynamic school

Purpose

To provide a school culture of excellence and equity, ensuring each student experiences success; aspiring to become confident and creative lifelong learners and global citizens

Overall summary of progress

Explicit teacher professional learning sessions were offered to all staff during 2016 in order to promote awareness and expertise in formative assessment strategies, specifically focusing on the importance of learning intentions and success criteria. As a result, all staff have implemented learning intentions and success criteria into learning experiences. Through our involvement in the Instructional Rounds process, a wide range of creditable practices were observed to support student learning.

Staff across stages have greater knowledge of the Literacy and Numeracy Continuums and this will be further developed during 2017 as modifications to the newly-named 'Progressions' occur. Explicit cluster markers were used to identify student knowledge and to move learning forward through the differentiation of programs and learning experiences.

All staff were engaged in teacher professional learning in the implementation of the new Geography syllabus. Stage teams collaboratively planned appropriate scope and sequences for HSIE, incorporating the inquiry processes for History and Geography.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|--|---|--|
| Teaching & learning programs reflect differentiation for all students and measure and report on achievement using consistent assessment & reporting practices. | All teaching and learning programs include planned opportunities for differentiation with annotations reflecting differentiation as needed based on formative assessment data. Moderation of student work samples was undertaken in Stage teams to ensure consistency of teacher judgement. | \$20,000.00 Literacy and Numeracy |
| 80% of students achieve their expected cluster on Literacy & Numeracy continuum. PLAN is used to inform lesson development. | All teachers undertook professional learning to develop their knowledge of the Literacy and Numeracy continuums. ES1 utilised PLAN data to inform learning programs, with 84% of students in literacy and 90% in numeracy at or above their expected cluster level. Stage 1 teachers plotted all students on all aspects of the continuums, with 79.5% of students in literacy and 90% at or above their expected cluster level in numeracy. All Stage 2 and 3 students were plotted on the writing aspect of the literacy continuum and teachers used this data to inform practice, and focus on improving explicit personal goals in writing. | \$4000.00 Teacher Professional Development |
| 70% of students achieving at expected growth or above in NAPLAN. | In 2016, 63% of students achieved at or above expected growth in NAPLAN. | |
| Exit reading levels by the end of: ES1: 85% working at or above L10 | Student reading was assessed on an ongoing basis with adjustments to literacy programs made as needed. 78% of ES1 students had a reading level of PM10 | |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|---|---|---|
| Yr 1: 85% working at or above L20 Yr 2: 85% working at or above L28 | or above at the end of the year. 80% of Year 1 students had a reading level of PM20 or above while 47% of Year 2 students had reading levels of PM28 or above at the end of year. These levels are above State expectations of level 6–8 for ES1 (96% of students) and level 16–18 for Year 1 (94% of students). | |
| Students develop their capacity as lifelong learners demonstrated by TTFM survey. Lesson observations and IR indicate improvement in student understanding of what they are learning and what they need to do to improve. | Instructional Rounds (IR) observation data reports that learning intentions were evident in 75% of classes and the success criteria was present in 94% of classes. IR data indicates that students in 38% of classes observed were able to articulate what they had to do to be successful in their learning. | \$3000.00 Teacher Professional Development System Leadership Grant |
| TTFM surveys reflect growth in professional knowledge of staff & confidence in implementing new curriculum Teachers draw on & implement evidence based on research to improve their performance and development. | Evidence based research by John Hattie and Dylan Wiliam have been the drivers of teacher professional learning. TTFM teacher survey shows that the majority of staff indicate that data informs teaching practice. Similarly, a majority of staff felt that the school leadership team have helped them to establish challenging and visible learning goals for all students. Teachers' knowledge of and confidence in implementing formative assessment has improved as evidenced by self-evaluation tools used in professional learning. Staff attended professional development on the Geography syllabus and then delivered learning to whole staff. | \$8000.00 Teacher Professional Development |
| All students identified with a disability are included in NCCD data. | All students that are identified with a disability are included in NCCD data and any adjustments that are made by their teachers in order to meet the student's needs are recorded and communicated to the their parent/caregiver. | \$3000.00 RAM Equity Funding |

Next Steps

- Explicit knowledge of the five key strategies of formative assessment will be promoted and developed in 2017 through teacher professional learning sessions including: engineering effective discussions, tasks and activities that elicit evidence of learning; activating students as learning resources for one another; activating students as owners of their own learning; and providing feedback that moves learning forward
- Develop consistency of teacher judgement for writing K–6 by using the Literacy Continuum to moderate student writing
- Further development in consistency of assessment practices to inform future learning
- Promoting a growth mindset through individualised student goals mirroring curriculum expectations
- Incorporate student data to effect change
- Further development of contextually appropriate units in History and Geography will be developed in 2017
- Continue to monitor and strive for excellence using evidence, supported by current research

Strategic Direction 2

Quality Relationships & Wellbeing For All

Purpose

To promote a positive school community environment through sustainable school wide systems which develops the physical, emotional and social aspects of students. To foster a culture of learning and collegiality for staff. To enhance effective and productive partnerships with the community.

Overall summary of progress

As the foundation of our wellbeing initiative, Positive Psychology strategies were the focus of professional learning for teachers in 2016. Sessions were dedicated to develop teacher understanding and implementation of a solution-focused approach to conversations with colleagues, parents and students. Staff were provided with opportunities to deepen their understanding of optimistic thinking and the evidence based benefits of adopting this thinking style. Additional programs and tools such as 'The Resilience Doughnut' were explored as possible ways to support the wellbeing program. Staff have been actively demonstrating this approach to differing degrees in both their personal and professional lives. All have recognised the value of positive psychology and have expressed a willingness and enthusiasm towards further learning in this area.

The Wellbeing team has developed a series of lessons, with the purpose of teaching students about the 5 dimensions of wellbeing as outlined in the Wellbeing Framework. Lessons have also had an explicit focus on teaching strategies such as scaling to enable students to identify the intensity of their feelings in particular situations, by using the 'strength bar'. By introducing the various types of optimistic/pessimistic thinking styles, students are learning to challenge their 'unhelpful' thoughts when in adverse situations, using appropriate structures and models. During scenarios and real situations, many students have demonstrated their ability to recognise their thoughts and create more 'helpful' responses to adversities. Evidence from both staff and students demonstrate the value that both groups place on the lessons. Key points from the lessons are being integrated across other learning areas and, rather than 'stand alone' lessons, this approach using a shared language is becoming part of a positive whole school culture.

The parent community has been informed about the wellbeing program and provided with opportunities to be involved throughout the year. Communication about the project has been via regular newsletter items, articles, discussion at P&C meetings, SchoolTV, the provision of lessons on the website and a number of parent meetings during both the daytime and evenings. Parent sessions have focused on outlining the evidence based reasons for the wellbeing focus at Oakhill Drive, the dimensions of wellbeing, optimistic thinking styles and using solution-focused strategies at home. Feedback from parent sessions has been very positive, resulting in additional information sessions and much anecdotal evidence has demonstrated the strong commitment to this program by parents and an appreciation of its value to their children and themselves.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|--|---|-------------------------------|
| Parent attendance and participation in forums and information sessions about school wellbeing programs and policies. | Three parent information sessions dedicated specifically to the Wellbeing program were held in 2016. Repeat evening sessions were held at the request of parents. For each session, approximately 100 parents notified the school of their intention to attend with approximately 50 parents attending each time. The large number of parents wishing to attend and subsequent number who were able to do so reflected the high level of parent interest in the project. Feedback from parents indicated that the sessions exceeded expectations for the majority who attended, and all were able to articulate some key messages. Suggestions from parents informed the content of subsequent sessions. Anecdotal conversations with parents during school events, provided further evidence of support of the program by parents, examples of implementation at home and a desire to participate in further learning. | \$150.00 Hospitality |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|--|---|---|
| TTFM & other school based surveys indicate overall growth of students, parents and staff understanding of wellbeing programs and policies. | The level of staff, student and parent understanding of the wellbeing program was regularly assessed throughout 2016 using surveys, exit pass feedback from meetings and anecdotal data derived from conversations with all groups. Surveys undertaken at the end of 2016 with students and staff, indicated a high level of understanding of most aspects of the wellbeing program introduced during the year. Being a new school initiative, there was no initial evidence of understanding, however at the end of 2016, 93% of staff indicated a high level of understanding of positive psychology, 71% felt confident using solution-focused language with students, 88% understood the strategies to think optimistically and 97% valued this style of thinking. Similarly, 83% of students demonstrated a good understanding of optimistic thinking, with 64% describing how they have used it. Student attitude to positive psychology lessons was very high with 94% of students finding them useful. Parents also indicated that they valued the approach and 100% of those who attended the optimistic thinking sessions were willing to try the strategies at home. | \$3500 teacher Professional Development |
| Reduced % of students who require support in wellbeing matters such as the HELP program. | The overall percentage of students requiring support for matters related to behaviour remained relatively stable with 9.5% in 2015 and 11% in 2016. However the number of referrals for serious issues decreased. As did the number of students requiring counselor intervention for social or emotional support. | |
| Succession planning, leadership development and workforce planning opportunities are increased. | The staff at Oakhill Drive is comprised of teachers who hold a wide range of years of experience. With the natural attrition of staff retiring, there is currently approximately one third of teachers with less than 7 years of teaching experience. Staff are supported in many ways to enhance their professional growth. Teachers are mentored to increase their success in the merit selection process through providing guidance in CV writing and interview techniques. Throughout 2016, staff have undertaken leadership roles which have included relieving in executive positions, leadership of strategic direction teams and additional organisational roles and responsibilities in the school.. They have been supported in these roles by mentors and relevant professional learning opportunities. | \$3000.00 Professional Development |
| All students identified with a disability are included in NCCD data. | Under the direction of the LaST, staff have been trained in the identification of students who meet the criteria for the different categories of disability. They are familiar with the criteria for each category and have completed mandatory documentation related to this. Teachers have provided evidence of the identified level of disability and made appropriate adjustments to learning programs throughout the year. Oakhill Drive followed all procedures related to the entry of this data into a national database. | \$1500.00 RAM Equity Funding |

Next Steps

- Continued professional development for staff on positive psychology approach, specifically tools such as the ABC Model, the use of solution–focused language and using strengths to develop resilience.
- Additional strategies for staff to further increase the level of their own wellbeing in both home and school settings.
- Increased Integration of positive psychology into other key learning areas and broader aspects of school.
- Development of student lessons to focus in detail on the 5 dimensions of wellbeing and how each aspect can be increased by students
- Further promotion of wellbeing within the the school and community e.g. slogans, icons etc.
- Parent presentations to keep pace with staff and student learning
- Review of existing Student Welfare Policy and development of new Student Wellbeing Policy in consultation with staff, students and parents to align new policy and procedures with positive psychology principles.
- Review of data collection processes to increase consistency of data that relates to student wellbeing.

Strategic Direction 3

Quality Systems & Procedures

Purpose

To increase efficiency in the way that our school operates which will ensure consistent, effective quality procedures and stream lined organisation. To inspire a culture of collaboration, engaged communication, empowered leadership and organisational practices.

Overall summary of progress

Teams of teachers led by executive staff have engaged with the strategic planning process and are routinely monitoring, evaluating and reviewing milestone implementation and impact. The engagement of the community in this process is ensuring a strong and positive approach towards school improvement.

Strong connections have been forged with our community of schools to foster learning through collegiality and connectedness. Networks have been established to support all colleagues at various levels.

The principles of GTIL have been formalised with processes and systems established to support pre service, early career teachers and teachers aspiring to leadership.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|--|---|--|
| Administration: Reduction of time spent in the administrative, financial, communication and organisational workflows of the school due to LMBR/SALM. | In June our school switched over to the DoE SAP finance systems. The switch was smooth largely due to the additional time, training and support offered to the SASS team. Roll marking and attendance monitoring procedures were adjusted to reflect expectations of EBS4. Technical issues outside our control remain a concern. However attendance monitoring has increased and the school is working with families to ensure continuity of learning. | \$20,000 school & community |
| Teacher: increase the overall scores of the "Eight Drivers of Student Learning" within the "Focus on Learning" survey to an average of 8.5. | The 'Focus on Learning' survey is a self-evaluation tool for teachers and schools. This survey is based on 'effective schools' research, which has identified the most important correlates of student outcomes. The questions in the survey are grouped to assess eight of the most important <i>Drivers of Student Learning</i> . TTFM teacher surveys has seen our teacher responses increase to an average of 8.3 in 2016. | |
| Teacher Quality: are actively seeking and progressing through the Australian Professional Standards for Teachers. | <p>100% of PDP reflect the schools strategic directions. Personal goals are differentiated to meet individual teachers needs. This may include working towards accreditation or HA or L. Six teachers submitted evidence in 2016 towards accreditation at Proficient level.</p> <p>Teachers are taking responsibility for their own learning through their PDP. Teachers are supported with additional time for professional development.</p> <p>All BT and new teachers to ODPS complete an induction program in line with Strong Start Great Teachers. Mentors are assigned to BT and new teachers to the school to assist them during this transition.</p> | <p>QTSS allocation</p> <p>26,000 BT</p> <p>\$7000 School & Community</p> <p>\$5000 TPL</p> |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|--|---|-------------------------------|
| Teacher Leadership: an increased number of staff taking on leadership roles, managing their teams with a focus on collective productivity. | An Instructional Rounds Team was established to work with a network of schools to drive pedagogical improvement aligned with our strategic directions. Team leaders gain quality professional development which is shared with teachers through readings, workshops, classroom observations and feedback. Exit passes (evidence of understanding) drive future professional development. | Systems Leadership Grant |
| Community: Surveys or focus groups indicate the school community is committed to the schools strategic directions and practices to achieve educational priorities. | The Learning Alliance with CCoS has expanded to include an AP/DP network, combined with differentiated TPL across the three schools. ODPS, DP coordinated various networks across our community of schools and developed and sourced professional development aligned to our strategic directions. TTFM parent surveys indicate support towards the school's strategic directions. Attendance to school information evenings directly related to the school's strategic directions is high. Feedback from parents indicates they are interested and want more. Our P&C continues to work with us to ensure our physical environment and additional resources are readily available. | \$10,000 School & Community |
| Stakeholders: the school successfully fosters collaboration with key stakeholders in the development of strategic directions and annual plans. | We seek evidence of progress and analyse results as evaluative feedback at the conclusion of every event. We develop milestones every five weeks in accordance to this. We report to the P&C the results of our work every term and seek their opinion and direction. | \$3000 School & Community |

Next Steps

- Continue to strengthen community relationships, especially with our increasing non English multicultural population.
- Support Early career teachers and new teachers to ODPS by conducting induction meetings specifically addressing our strategic directions and the pedagogy of these
- New mentoring and induction implementation guidelines will be activated in 2017
- More teachers to complete their Supervising Pre Service Teachers training
- Introduce new programing requirement guidelines to staff

| Key Initiatives | Impact achieved this year | Resources (annual) |
|---|---|--|
| Aboriginal background loading | All students are making progress across the literacy and numeracy continuums. Aboriginal students are demonstrating higher average levels of progress than non- Aboriginal students. Cultural significance is included in all learning programs across the school. | \$1785 RAM |
| English language proficiency | An additional EALD trained teacher was employed to support students in literacy and numeracy in the classroom, one day per week, making our allocation 5 days. Teachers collaboratively programed to support students with vocabulary, grammar and comprehension. | \$21774 RAM |
| Low level adjustment for disability | <p>Students identified by the learning support team were supported by School Learning Support Officers (SLSO). The needs of these students varied from academic, social and emotional. Teachers are supported in developing appropriate programs and offered in class support from the LAST, where appropriate.</p> <p>Teachers attend training in specialised areas such as autism, anxiety, oppositional defiance disorder, hearing and vision.</p> | \$26098 RAM |
| Quality Teaching, Successful Students (QTSS) | <p>This position was used to release the APs from face to face teaching to support teachers deliver literacy and numeracy initiatives. Learning programs were discussed with teachers, support was offered to differentiate the curriculum, demonstration lessons were conducted and feedback was given.</p> <p>The DP worked closely with our community of schools to develop professional development targeting the needs across three schools.</p> <p>Regular network meeting were conducted at teacher, BT/AP/DP &P levels. This model allowed teachers to work together and learn from each other.</p> | <p>0.513 allocation</p> <p>\$21976 Literacy & Numeracy</p> |
| Socio-economic background | This funding was used to support students with expenses relating to ex/incursions, camps, technology, and other costs associated with delivering the curriculum. | \$5028 RAM |
| Support for beginning teachers | BT were supported with additional RFF and additional time with their mentor. Guidance was given to develop PDP and support to implement their plans. They attended various beginning teacher courses to do with managing behaviour, developing lessons and formative assessment. | \$30834 |

Student information

Student enrolment profile

| | Enrolments | | | |
|----------|------------|------|------|------|
| Students | 2013 | 2014 | 2015 | 2016 |
| Boys | 303 | 319 | 336 | 360 |
| Girls | 270 | 292 | 321 | 346 |

Enrolments for each school year are indicated above and include male and female student numbers. Oakhill Drive Public School maintains steady enrolment numbers, reflecting the growth of families with school age children to the area.

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2013 | 2014 | 2015 | 2016 |
| K | 96.5 | 97.3 | 96.6 | 97.1 |
| 1 | 97.3 | 96.7 | 96.6 | 95.9 |
| 2 | 96.3 | 97.4 | 97.1 | 96 |
| 3 | 96.5 | 96.8 | 97.2 | 96.1 |
| 4 | 95.7 | 97 | 96.3 | 96.8 |
| 5 | 96.2 | 96.3 | 96.2 | 95.3 |
| 6 | 96.1 | 95.1 | 95.3 | 94.8 |
| All Years | 96.4 | 96.6 | 96.5 | 96 |
| 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

The above table represents student attendance patterns by grade as compared to state wide averages. Attendance monitoring is closely maintained at Oakhill Drive Public School. The school, working closely with families to ensure steady attendance. In 2016, we saw an increase of students travelling overseas for extended periods of time.

Workforce information

Workforce composition

| Position | FTE* |
|---------------------------------------|-------|
| Principal | 1 |
| Deputy Principal(s) | 1 |
| Assistant Principal(s) | 4 |
| Classroom Teacher(s) | 25.32 |
| Teacher of Reading Recovery | 0.42 |
| Learning and Support Teacher(s) | 0.6 |
| Teacher Librarian | 1.2 |
| Teacher of ESL | 0.8 |
| School Administration & Support Staff | 4.26 |
| Other Positions | 0 |

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. In 2016, there were no indigenous members of the school workforce.

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 | 8 |

Professional learning and teacher accreditation

Significant amounts of professional learning were undertaken by Oakhill Drive Public School staff in 2016. All staff have completed mandatory compliance training in the scheduled areas. More importantly, research supporting teacher quality being the single largest indicator of student success, was a focus for us. Our professional development is closely linked to our strategic directions. Our strategic directions were derived from current research about best practice. 100% of staff included the school's strategic directions in their PDPs. Deep teacher learning is occurring in learning pods, where collegial conversations about research is transformed into practice. Teacher professional learning is focused on students outcomes, worthwhile content, integrated knowledge and skills,

assessment and reporting. Observation lessons are occurring in every classrooms between colleagues, negotiated feedback is provided. Alternate staff development days occurred to align more closely with milestones.

Four beginning teachers on temporary engagements completed the accreditation process at 'proficient' in 2016. Experienced teachers completed training through AITSAL to supervise pre-service teachers.

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

Financial information

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

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

Oakhill Drive PS operated with OASIS from December 2015 to June 2016. The income and expenditure outlined reflect this time period. The expenditure outlined below is at approx. 50% for the year in total.

| Income | \$ |
|--------------------------------|-------------------|
| Balance brought forward | 319 274.71 |
| Global funds | 284 162.48 |
| Tied funds | 88 844.38 |
| School & community sources | 377 977.35 |
| Interest | 4 243.50 |
| Trust receipts | 27 829.80 |
| Canteen | 0.00 |
| Total income | 0.00 |
| Expenditure | |
| Teaching & learning | |
| Key learning areas | 80 760.07 |
| Excursions | 91 535.25 |
| Extracurricular dissections | 107 939.61 |
| Library | 3 881.46 |
| Training & development | 7 324.35 |
| Tied funds | 81 644.85 |
| Short term relief | 67 053.31 |
| Administration & office | 58 121.87 |
| School-operated canteen | 0.00 |
| Utilities | 34 607.35 |
| Maintenance | 28 730.03 |
| Trust accounts | 31 249.80 |
| Capital programs | 52 617.10 |
| Total expenditure | 0.00 |
| Balance carried forward | 0.00 |

The information provided in the financial summary includes reporting from 8 June 2016 to 31 December 2016.

| | 2016 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 0.00 |
| Revenue | 984 223.20 |
| (2a) Appropriation | 764 010.91 |
| (2b) Sale of Goods and Services | 0.00 |
| (2c) Grants and Contributions | 217 066.83 |
| (2e) Gain and Loss | 0.00 |
| (2f) Other Revenue | 0.00 |
| (2d) Investment Income | 3 145.46 |
| Expenses | -518 188.71 |
| Recurrent Expenses | -518 188.71 |
| (3a) Employee Related | -208 094.74 |
| (3b) Operating Expenses | -310 093.97 |
| Capital Expenses | 0.00 |
| (3c) Employee Related | 0.00 |
| (3d) Operating Expenses | 0.00 |
| SURPLUS / DEFICIT FOR THE YEAR | 466 034.49 |
| Balance Carried Forward | 466 034.49 |

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

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

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

Oakhill Drive Public School aligns budgets to strategic directions. Expenditure is monitored monthly by the finance committee as well as discussed at executive meetings. Financial reports are made to the community annually. In 2016, Oakhill Drive PS saw a reduction in costs associated with short term relief compared to 2015. The school spent approx. \$90000.00 to improve technology. This included the installation of ARUBA throughout the school, purchase of 120 mini ipads for student use and the replacement of IWBs in classrooms. The school also purchased additional teacher time to support students achieve stage outcomes. This teacher collaborated with classroom teachers, the LAST, the EALD teacher and LST to develop specific programs which were delivered in class or occasionally through withdrawal groups.

Substantial underspending occurred in 2016 as we

transitioned between OASIS and SAP/SALM. Tracking income and expenditure was difficult therefore caution was exercised. As a result belated expenditure will occur in 2017. This will include the purchase of two new photocopiers, new classroom furniture, conducive to 21st century learning spaces and the continual renewal of out-dated technology hardware. A hedger, whipper snipper and tractor for the continued maintenance of the school grounds. Improvement of outdoor playground, conducive to creative and imaginary play.

Financial summary equity funding

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

| | 2016 Actual (\$) |
|-----------------------|-------------------------|
| Base Total | 4 209 557.54 |
| Base Per Capita | 35 459.09 |
| Base Location | 0.00 |
| Other Base | 4 174 098.45 |
| Equity Total | 197 514.26 |
| Equity Aboriginal | 1 785.11 |
| Equity Socio economic | 5 027.85 |
| Equity Language | 103 390.78 |
| Equity Disability | 87 310.53 |
| Targeted Total | 36 369.99 |
| Other Total | 47 625.77 |
| Grand Total | 4 491 067.56 |

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

School performance

NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

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

The percentage of:

- year 3 students in the top two bands in reading is 87%. The NSW state average is 51.8%
- year 3 students in the top two bands in numeracy is 76.3%. The NSW state average is 38.7%
- year 5 students in the top two bands in reading is 53%. The NSW state average is 38.6%
- year 5 students in the top two bands in numeracy is 45.6%. The NSW state average is 30.5%
- year 7 students in the top two bands in reading is 36.4%. The NSW state average is 30%
- year 7 students in the top two bands in numeracy is 46.6%. The NSW state average is 31.4%

Parent/caregiver, student, teacher satisfaction

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

In 2016, students, teachers and parents were invited to complete the NSW, DoE Tell Them From Me (TTFM) survey. The TTFM student survey measures 20 indicators based on the most recent research on school and classroom effectiveness. The results below are based on data from 265 students from years four, five and six that participated in the survey. ODPS results are compared with NSW Govt norms, which are based on the results for all students who participated in 2016.

- 89% of students had a high rate of participation in sport; the NSW Govt norm is 83%
- 64% of students had a high rate of participation in art, drama, music, or a school committee; the NSW Govt norm is 55%
- 86% of students had a high sense of belonging, accepted by their peers and by others at the school; the NSW Govt norm is 81%
- 94% of students report positive relationships with their peers, whom they trust and who encourage them to make positive choices; the NSW Govt norm is 85%
- 97% of students believe that education will benefit them personally and economically and will have a strong bearing on their future; the NSW Govt norm is 96%
- 95% of students had positive behaviour, did not get in trouble or disrupt others learning; the NSW Govt norm is 83%
- 63% of students had positive homework

behaviours eg completing homework and submitting on time; the NSW Govt norm is 63%

- In this school students rated effective classroom learning an 8 out of 10; the NSW Govt norm is 7.9
- In this school students rated classroom instruction relevant to their everyday lives a 7.7 out of 10; the NSW Govt norm is 7.9

The Focus on Learning Survey is a self evaluation tool for teachers and schools. The questions in the survey are grouped to assess eight of the most important Drivers of Student Learning. Thirty five teachers responded to the survey. The scores for the Likert format questions (strongly agree to strongly disagree) have been converted to a 10–point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement, 10 indicates strong agreement and 5 is a neutral position.

Leadership:

Score 8.1: School leaders have helped me create new learning opportunities for students.

Score 8.2: School leaders have helped me improve my teaching.

Score 8.1 School leaders have provided guidance for monitoring student progress.

Score 7.7 School leaders have supported me through stressful times.

Score 7.6 School leaders have provided me with useful feedback about my teaching.

Collaboration:

Score 8.9 I work with other teachers in developing cross-curricular or common learning opportunities.

Score 8.1 Teachers have given me helpful feedback about my teaching.

Score 8.5 I talk with other teachers about strategies that increase student engagement.

Score 8.7 I discuss my assessment strategies with other teachers.

Score 8.6 I discuss learning problems of particular students with other teachers.

Learning Culture:

Score 8.5 In most cases I discuss the learning goals for the lesson.

Score 8.4 Students become fully engaged in class activities.

Score 9.2 I monitor the progress of individual student.

Score 9.3 I set high expectations for student learning.

Score 8 Students find class lessons relevant to their own experiences.

Data Informs Practice:

Score 8.8 My assessments help me understand where students are having difficulty.

Score 8 I regularly use data to decide whether a concept should be taught another way.

Score 8.4 When students' assessment tasks or daily classroom activities fail to meet expectations, I give them an opportunity to improve.

Score 7.9 I give students feedback to improve their performance.

Teaching Strategies:

Score 7.9 I can easily identify unproductive learning strategies.

Score 8.9 I use two or more teaching strategies in most class lessons.

Score 8.5 Students receive feedback on their work that brings them closer to achieving their goals.

Score 8.5 I discuss with students ways of seeking help that will increase learning.

Technology:

Score 7 Students have opportunities to use technology for describing relationships among ideas or concepts.

Score 7 Students have opportunities to use technology to analyse, organise and present subject matter.

Score 7.1 I help students use technology to undertake research.

Score 7.1 I help students to overcome personal barriers to using technology.

Inclusive school:

Score 8.5 I am regularly available to help students with specific learning needs.

Score 9.3 I establish clear expectations for classroom behaviour.

Score 8.6 I strive to understand the learning needs of students with special learning needs.

Score 8.5 I create opportunities for success for students who are learning at a slower pace.

Parent Involvement:

Score 8.6 I work with parents to solve problems interfering with their child's progress.

Score 6.8 I share students learning goals with their parents.

Score 7.4 I use strategies to engage parents in their child's learning.

Score 7.5 I am in regular contact with the parents of students with special learning needs.

The Partners in Learning Parent Survey is based on a comprehensive questionnaire covering several aspects of parent's perceptions of their children's experiences at home and school. It is primarily based on Joyce Epstein's framework for fostering positive relations between the school and the community. Successful schools foster communication, encourage involvement and enlist parent volunteers. The survey also provides feedback about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment. All families were invited to complete the survey. The responses below are from 119 participants, this is 25.6% of families. The scores for the Likert format questions have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 10 indicates strong agreement, 5 is a neutral position, 0 indicates strong disagreement.

Parents feel welcome. 7.5

Reports on my child's progress are written in terms I understand. 7.7

I am informed about my child's behaviour at school, whether positive or negative. 6.2

Parents support learning at home. 6.1 Eg discussing with your child how they are doing in lessons, talking about the importance of school work, encouraging your child to do well, praising your child for doing well, taking an interest in assignments.

School supports positive behaviour; 7.3 Eg teachers expect my child to pay attention, my child is clear about school expectations, teachers devote time to extra – curricular activities.

My child feels safe at school. 8

40% of respondents indicated they spoke with the teacher two or three times a year, while 28% of respondents indicated they spoke with the teacher more than three times a year.

41% of respondents indicated they attended information meetings at the school two or three times a year, while 40% of respondents attending information meetings more than three times per year.

80% of respondents indicated their involvement in parent committees. Parents volunteer their time to Oakhill Drive Public School by assisting the teacher in the classroom, school sport, canteen, or in some other way. We asked our parent community to suggest how we can continue to improve our school. The reoccurring issues of concern to parents include:

Improved communication

More access to the teacher, through parent teacher interviews

More/Less homework

Increasing cost to parents for outsourced activities eg gymnastics, dance, sport, levies such as technology.

The data collected and the careful and considered analysis of it at the end of 2016 and the beginning of 2017, will guide our strategic directions and milestones in 2017.

Policy requirements

Aboriginal education

Oakhill Drive Public School aims to enhance the knowledge and understanding of all students about Aboriginal Australia. We celebrate the nation's shared heritage through embedding the study of Aboriginal culture and customs into all areas of learning.

Multicultural and anti-racism education

49% of our students come from non-English speaking background. School programs developed by staff provide culturally inclusive outcomes in a racism free learning environment. Many programs have been implemented to support and promote multicultural education. These include:

English as an Additional Language or Dialect (EALD) programs implemented in the classroom.

Teaching and learning and support programs for new arrival students.

Training of Anti- Racism Contact Officer to support staff and students.

Our school continues to implement a variety of programs and activities that provide the diversity, skills and knowledge to meet the needs of all students to ensure an inclusive school community free from racism. Culturally inclusive content is integrated into all teaching and learning programs. We celebrate Harmony day to highlight and promote multicultural education.