

Oxley Vale Public School Annual Report



2017



3690

Introduction

The Annual Report for **2017** is provided to the community of **Oxley Vale Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School background

School vision statement

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

School context

Oxley Vale Public School is located on the outskirts of Tamworth, in the New England region of NSW. The school enjoys the benefits of drawing enrolments from residential and rural communities and boasts beautiful surroundings with views across the plains to the Duri Peaks.

Oxley Vale Public School is a P3 school with 339 students enrolled as at March 2018. Enrolments have been stable for several years and are now increasing as the surrounding rural areas are developed for more housing. 33% of students identify as Aboriginal or Torres Strait Islander and the school is steadily increasing in cultural diversity, creating a vibrant and inclusive school community.

The school prides itself on being cohesive and collaborative, working closely with parents and community groups including local Aboriginal elders, support services, local businesses, a playgroup, the Oxley Vale community church and United Taekwondo. The school has a FOEI (Family Occupation and Education Index) of 131 (2018) and is organised into 13 mainstream classes, 2 of these being composite classes. The school has one Multi Categorical support class.

Our school boasts highly skilled teachers, 2 full time office staff and one full time Aboriginal Education Officer. The school has three Assistant Principals and a School Chaplain 2 days per week. Students also benefit from a part-time school counsellor 2 days per week and one librarian 4 days per week.

The school has a climate of high expectations for both staff and students. School management focuses on quality teaching and learning. There are clear expectations of all school community members (staff, students and parents) and our school community has a rigorous focus on explicit teaching and quality learning for all.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Learning

In the domain of Learning the overall conclusion was that Oxley Vale Public School was delivering. Particular strengths were identified as learning culture, assessment and reporting based on the 2017 School excellence framework Self evaluation. In 2017 our school focussed on ensuring all teaching staff prioritised learning through high level professional dialogue facilitated through a rigorous approach to consistency of judgment and explicit teaching. The school consistently implemented a whole-school approach to wellbeing that established clearly defined expectations and created a positive teaching and learning environment. In addition, close professional relationships were formed with other schools providing an enhanced curriculum development.

Teaching

In the domain of Teaching the overall conclusion was that Oxley Vale Public School was delivering. Particular strengths were identified in the areas of professional standards. In 2017 our school focussed on providing formal opportunities for

teachers to meet, discuss, plan and analyse data in stage groups. This facilitated an improvement in consistency of judgement and promoted high level of professional discourse. In addition to this staff actively shared learning from targeted professional development through leading learning for their colleagues. An area for future focus was identified as a more systematic approach to program evaluation and reflection.

Leading

In the domain of Leading the overall conclusion was that Oxley Vale Public School was delivering. Particular strengths were identified as school leadership, resources and management practices. Succession planning, leadership development and workforce planning were designed to drive whole school improvement. In addition, longer term financial planning is integrated with school planning and implementation processes. An area for future focus was identified as the need for an improved parent understanding and support for the school's expectations and aspirations for student learning. Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

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For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Enhanced Teaching and Learning

Purpose

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

Overall summary of progress

Focus on Literacy and Numeracy

In 2017 this milestone project was successful in that teachers are using student data to guide programming for learning. Data is also used effectively to identify learning needs and differentiate learning. Professional discourse has dramatically increased as a result of professional learning, use of data and a culture of shared responsibility for learning.

Pedagogy for the 21st Century Learner

This milestone project did not yield anticipated results in 2017. Teachers were dedicated in establishing and maintaining the non-negotiables of lessons, the WALT and WILF, providing a consistent approach to teaching across the school. This occurred K-6 and students were able to explain what they were learning and how they would know when they were successful. PLAN data showed good growth K – 6 however there was very little transference of this success to results in NAPLAN.

Syllabus Implementation

2017 was a year of consolidation. Scope and sequences in all KLAs were finalised or reviewed and placed on the faculty drive for ease of access. Some units of work were developed to provide examples of quality programming.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Focus on Literacy and Numeracy <ul style="list-style-type: none">• By 2017 OVPS will improve student results in reading and comprehension from an average K-2 achievement in 2014 of 62% to meet or exceed the state target of 80%.• By 2017 OVPS will improve student results in writing from an average K-2 achievement 2014 of 33% to meet or exceed the state target of 80%.• By 2017 90% of students will be achieving at a C grade or above in history and geography based on reliable data from rigorous CTJ process.• Aboriginal students will be equal to non-Aboriginal students in both literacy and numeracy achievement.	<ul style="list-style-type: none">• \$26346 for CTJ days for Literacy and Numeracy• 1.0 FTE Instructional Leader under the EaFS strategy	<ul style="list-style-type: none">• An average of 69% of students K-2 reached expected levels in reading (an improvement of 7%)• An average of 80% of students reached expected levels in comprehension, meeting the set target• An average of 59% of students K-2 achieved expected levels in writing. Although short of the target this is an increase of 26%• 86% of students achieved a C grade (or above) in History and Geography.• 60% of K-2 Aboriginal students reached expectation in literacy compared to 69% of all students• 82% of K-2 Aboriginal students reached expectation in numeracy compared to 88% of all students• There are systematic processes to identify and address student learning needs as evidenced by teaching programs, student tracking sheets, 5 weekly planning meetings and student data.• There is a consistent approach to assessment K-6 as evidenced by teaching programs, tracking sheets, minutes of CTJ meetings, PLAN data, SENTRAL academic reporting data and the K-6 assessment schedule.
Pedagogy for the 21st Century Learner	<ul style="list-style-type: none">• 0.25 FTE QTSS	Student survey data indicates students are engaged in their learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> • There is a measureable improvement in student engagement in their learning and student self directed learning evidenced through teacher and student feedback surveys and analysis of walkthrough information. 		<p>Student survey data indicates students are engaged in their learning.</p>
<p>Syllabus Implementation</p> <ul style="list-style-type: none"> • The development of assessment tasks K–6 in English and mathematics provides for more accurate analysis of student achievement and is used to inform programming and reporting to parents. 	<ul style="list-style-type: none"> • Staff development days utilised for training of staff and preparation of scope and sequences. 	<ul style="list-style-type: none"> • Scope and sequences finalised for all subject areas. Teaching and learning programs demonstrate consistent use of these learning sequences. • Assessment schedule finalised and utilised by all teaching staff, providing consistent assessment, analysis and reporting.

Next Steps

- Visible Learning to be implemented K – 6 so that teachers clearly articulate the purpose and success criteria for student learning
- QTSS funds to be re-allocated to a Visible Learning coach in order to coordinate and spearhead a consistent approach to explicit teaching and quality learning K – 6
- Focus on writing in English, data shows little growth in NAPLAN in this area
- Build the capacity of all teachers K–6 to use PLAN to inform their teaching practice
- Increased use of technology in learning so that students engage deeply in their learning
- Revise scope and sequences in all KLAs, shifting storage to the cloud for ease of access

Strategic Direction 2

Culture and Values

Purpose

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

Overall summary of progress

Positive Behaviour for Learning

Tier 2 training was not available in 2017. The school continued to implement the PBL rewards system which included free and frequent rewards and the levelled awards system. There was a significant increase in the number of students achieving levelled awards this year. The school also increased signage in 2017 to include expectations in all classrooms and common areas such as the school hall, library, canteen and in the hallways. Parents continue to report the 4 core values of the school as being worthwhile and often linked to expectations and behaviours at home.

School Culture

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

Mindfulness

Mindfulness activities are utilised in every classroom at OVPS. Staff and students report that mindfulness is an effective way to settle at the beginning of lessons and refocus on learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Positive Behaviour for Learning <ul style="list-style-type: none">• There will be a measurable decrease in the number of negative incidents as evidenced by SENTRAL data.• There will be a measureable decrease in the number of suspensions as evidenced through suspension data in ERN.• There will be a measureable increase in the number of students acheiving each of the PBL levels as evidenced by SENTRAL data.• A Welfare and Discipline policy that aligns with the PBL values and behavioural expectations.	<ul style="list-style-type: none">• \$1000 for signage and rewards system	<ul style="list-style-type: none">• Negative incidents reduced overall from 1776 in 2016 to 1772 in 2017. Although a slight reduction it shows a consistent approach to dealing with negative behaviours.• 318 phone calls were made by staff to parents in 2017. This is a significant increase in school-home communication regarding behaviour. This suggest a willingness of staff to discuss issues more readily with parents.• 2017 data shows a significant reduction in the number of suspensions from 89 suspensions in 2016 to 62 suspensions in 2017. 865 PBL awards were achieved in 2016 compared to 1018 in 2017. This demonstrates greater commitment of students to the PBL values in order to focus on learning.• The school has an updated, ratified Welfare and Discipline policy that directly aligns to the schools PBL values.
School Culture <ul style="list-style-type: none">• A quality inclusive learning environment is established that is responsive to student needs and where students feel safe to take	Nil. Google forms used as primary data source.	<ul style="list-style-type: none">• Staff have increased opportunities to engage professionally with colleagues. This has resulted in a highly collegial and progressive staff.• Student survey data indicates a high level of satisfaction that teachers have high expectations,

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
risks with their own learning and progress towards being more independent learners. Evidenced by survey data from students and staff.		provide a quality learning environment, and that they enjoy attending school each day.
<p>Mindfulness</p> <ul style="list-style-type: none"> • 100% of classes are using a structured approach to mindfulness in their classrooms as evidenced by walkthroughs and teaching programs. • SENTRAL data will indicate a measureable reduction in negative incidents as a result of calmer classrooms. 	<ul style="list-style-type: none"> • Nil. Smiling Mind website used by staff. 	<ul style="list-style-type: none"> • Class walkthroughs and teacher interviews have demonstrated that daily mindfulness practices are occurring in 85% of classrooms. Teachers not engaging in daily mindfulness activities report to using mindfulness strategies when they feel they are required. • SENTRAL data indicated similar numbers of negative incidents recorded in 2017 as in 2016 however there is a significant reduction in the number of reflections and a significant increase in the number of positive awards issued in 2017.

Next Steps

- Completion of an updated School-wide Evaluation Tool (SET) to inform current level of success and future direction
- Implementation of Tier 2 training and initiatives.
- Utilising the concepts of Visible Learning to further engage students in taking ownership of decision making in their learning.
- Reviewing the Welfare and Discipline policy with particular reference to proactive systems and processes.

Strategic Direction 3

Partners in Learning

Purpose

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

Overall summary of progress

2017 was a highly successful year in engaging students, staff, parents and the wider community. The school's P&C has swelled to record numbers, averaging 16 or more attendees per meeting. The P&C has grown from a group barely able to form a corum in 2015 to requiring a larger room to host meetings. Parents now report as having a genuine voice in the school. The school's communication processes have engaged more families than in previous years and our school has genuine links to our partner high school, support organisations, local businesses and local elders and other Aboriginal role models.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Attendance at P&C meetings showing increased engagement of parents in school decision making and consultation processes.Community attendance for whole school community events such as Harmony Day and Welcome BBQ indicates an increase in attendance.Social Media data indicates growth in parent interest in school activities.	<ul style="list-style-type: none">\$2160 SENTRAL\$660 School App\$4684 for cultural garden upgrades and repairs\$19000 for publicity/community liaison officer\$1250 on hospitalities for cultural and community events	<ul style="list-style-type: none">P & C meetings now average 16 members at meetings. This is up from 5 members in 2014.The school's newsletter is now exclusively digital and is available via link directly from email and the school's Facebook page. Parent survey results show 79% of parents are satisfied with the communication from school.Attendance rates at community events are very high. The school hall is no longer sufficient to accommodate students and parents.

Next Steps

- Reflecting on current school communication and celebratory practices to inform the development of the next three year School Plan 2018–2020
- Investigate further innovative ways to keep the community engaged and informed such as the SENTRAL parent portal to facilitate online meeting bookings and parent access to academic, social and cultural achievements of their children
- Continue to engage our community in whole school events and seek feedback to enhance practices

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$95081 1.0 FTE for Aboriginal Education Officer	Oxley Vale Public School made significant efforts in 2017 to close the gap in academic achievement between Indigenous and non-Indigenous students. A secondary focus was to build stronger relationships with our Aboriginal parents and community. An extra AEW position was created to support students at risk of disengaging. This was a highly successful program.
English language proficiency	\$9052 flexible funding	Targeted students were directly supported through the employment of an EAL/D teacher. Resources were purchased to support programs. Teachers were supported with their understanding of the ESL scales.
Low level adjustment for disability	\$46527 1.4 FTE for LaST	The LaST role was utilised to coordinate a whole school approach to identifying and supporting students with additional needs. As a result the school was better able to facilitate a whole school approach to the development and provision of personalised learning and support in consultation with students and their parents and carers. The LaST coordinates SLSO training and support of students and supports the professional learning needs of staff.
Quality Teaching, Successful Students (QTSS)	0.25 FTE	QTSS funds were used flexibly to support school executive in working with teachers to establish collaborative practices across the school. Teachers were able to learn and work together by observing and discussing how they develop lesson plans, assessment and facilitating valid teacher judgement.
Socio-economic background	\$236364	Funds were utilised to employ SLSOs to support programs implemented in classrooms and an above establishment deputy principal to support school-wide systems to maximise learning opportunities. Funds were also used to increase opportunities for students from families experiencing financial hardship and individual learning needs of targeted students experiencing learning difficulties were catered for through the implementation Centre for Effective Reading program.
Early Action for Success	1.0 FTE Instructional Leader at DP level	In 2017 the IL continued to work with all infants staff in training and implementing L3 in all classrooms. This involved working with stage-based groups of teachers to ensure consistency of delivering literacy learning K-2. Staff were directly supported with the use of valid data to inform teaching and

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	148	160	152	171
Girls	165	182	174	172

Enrolments remain stable over the past several years. Of note is the number of enrolments at the beginning of each term. There appears to be some transiency amongst families accessing public housing in the area, causing a fluctuation of enrolment numbers throughout the year. Overall the school continues to fill all permanent teaching spaces, indicating that the school currently meets the demands of the local community.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	91.3	94.8	91.8	92.5
1	92.5	91.9	92.7	92.8
2	93.1	92.7	90.4	93.6
3	90.5	94.4	90.7	93
4	92.7	92.5	91.8	90.9
5	93.8	92.2	92.3	90.8
6	92.4	93.1	91	90.3
All Years	92.4	93.1	91.5	91.9
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

In 2017 Oxley Vale Public school recognised the need for a concerted effort to improve overall student attendance rates. We continued to implement a phone intervention program (PIP) to improve monitoring, recording and reporting of student attendance. Our

processes were further enhanced by the implementation of weekly attendance meeting with the deputy principal and learning and support teachers. Each fortnight these meetings were attended by the Home School Liaison Officer (HSLO) to ensure consistent practices were utilised. Identified students were contacted via registered post, informing them of the number of absences and also alerting them to the need to ensure their child attends school regularly.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	12.78
Teacher of Reading Recovery	0.53
Learning & Support Teacher(s)	1.4
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	4.97
Other Positions	0

*Full Time Equivalent

In 2017 there were 5 members of staff at Oxley Vale Public School who identify as being of Aboriginal or Torres Strait Islander descent.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	20

Professional learning and teacher accreditation

In 2017 Oxley Vale Public School participated in a number of professional learning opportunities. Learning was available for both teaching and non-teaching staff

in the pursuit of achieving key priorities of the school plan. In addition to these opportunities all teaching staff successfully engaged in the Professional Development Plan process, setting, monitoring and reporting on their own professional development. This was a rigorous and effective process for all staff. Professional Learning opportunities included:

- L3
- TEN
- Building Blocks for Numeracy
- Visible Learning
- Child Protection
- Anaphylaxis
- Legal issues
- CPR
- SASS Conference for all SASS staff member Workshops on the history syllabus
- SLSO workshops on Literacy and Numeracy
- Panel selection training
- Positive Behaviour for Learning
- Use of technology in classrooms
- Creative and critical thinking
- Behaviour Management
- Trauma Informed Practices

Accreditation was supported in 2017 by a highly accomplished teacher, Shauna Stoker, with 4 teachers either obtaining or maintaining their accreditation at the level of proficiency. 1 teacher was also successful in gaining a scholarship to assist in obtaining lead level accreditation over the next 2 years.

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

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

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

Receipts	\$
Balance brought forward	404,232
Global funds	302,629
Tied funds	636,324
School & community sources	95,042
Interest	7,610
Trust receipts	6,355
Canteen	0
Total Receipts	1,047,960
Payments	
Teaching & learning	
Key Learning Areas	27,116
Excursions	44,662
Extracurricular dissections	18,490
Library	13,030
Training & Development	18,561
Tied Funds Payments	461,501
Short Term Relief	55,239
Administration & Office	82,471
Canteen Payments	0
Utilities	48,740
Maintenance	39,158
Trust Payments	8,484
Capital Programs	56,756
Total Payments	874,207
Balance carried forward	577,984

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	598,479
Appropriation	586,709
Sale of Goods and Services	5
Grants and Contributions	11,764
Gain and Loss	0
Other Revenue	0
Investment Income	0
Expenses	-262,968
Recurrent Expenses	-262,968
Employee Related	-225,197
Operating Expenses	-37,771
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	335,510
Balance Carried Forward	335,510

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	2,267,004
Base Per Capita	50,741
Base Location	3,008
Other Base	2,213,255
Equity Total	635,366
Equity Aboriginal	160,590
Equity Socio economic	276,993
Equity Language	9,052
Equity Disability	188,731
Targeted Total	264,695
Other Total	340,624
Grand Total	3,507,689

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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 reading, trend data indicates an upward trend in year 3 yet a downward trend in year 5 from 2016 to 2017. There is a downward trend from 2016 to 2017 in writing in year 3 however year 5 has generated upward data. In the area of grammar and punctuation year 3 demonstrated a slight upward trend. Overall there was a slight downward trend for year 3 and year 5 in Literacy. Reviews of current literacy pedagogical practices are underway.

Trend data indicates an upward trend for numeracy in year 3 whilst year 5 remains static. In data, measurement and space and geometry year 3 demonstrated impressive upward trend data. Year 5 remain at a similar level of achievement when compared to 2016. In number and patterns and algebra both year 3 and year 5 demonstrated a consistent upward trend from 2015 to 2017, indicating improved outcomes in these areas across the school.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

For year 3 Aboriginal students 11% of Aboriginal students have achieved band 6 in numeracy and a further 11% were represented in band 5, constituting 22% of Aboriginal students achieving in the top 2 bands. In reading, 22% of students achieved band 5 compared to 11% in 2016.

In year 5 there was an increase on the number of students in the top band in spelling. In writing, reading, and numeracy the numbers of students in the top 2 bands remains static. The premier's targets of increasing the number of Aboriginal students in the top 2 bands remains as a focus for OVPS in 2018.

Parent/caregiver, student, teacher satisfaction

Parents

In 2017 parent survey data indicated that 80% of respondents were very happy with the level and format of communication between school and home. 94% of parents report to accessing the school's official newsletter digitally each week, demonstrating a high level of parent engagement in the school. 90 of parents indicated that their child enjoys coming to school each day. No families reported that their children exhibited school refusal behaviours. 88% of parents indicated that their child had a good relationship with the teacher and 98% of parents reported the school as being a welcoming environment. 98% of parents articulated that the school's main focus is on learning and 98% of respondents indicated that they would recommend our school to prospective parents.

Students

Overall, student survey data indicates that students have a strong sense of connection to the school.

- 78% of students reported they had a high sense of belonging.
- 82% of students reported they had positive relationships at school.
- 89% of students reported that they valued school outcomes.
- 71% of girls reported that they were interested and motivated in comparison to 51% of boys.
- 90% of students reported a strong commitment to working hard to succeed.
- Students rated effective classroom learning time as 8.3 out of 10.

Staff

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

- 62% of staff feel that the current resources in the school are sufficient to provide a quality education.
- Staff indicated that they would like to see the school invest in more technology more than any other area of resourcing.
- 74% of staff feel that planning days and consistency of teacher judgement days significantly impact on learning.
- 88% of staff enjoy coming to work at Oxley Vale Public School.
- 88% of staff feel that the community is valuing the education that our school provides.
- 92% of staff feel that their work has a positive impact on the lives of their students.
- 92% of the staff feel our school has a supportive and collegial staff. This featured heavily in written comments by teachers and support staff.

Policy requirements

Aboriginal education

Oxley Vale Public school is committed to continual improvement of the academic and wellbeing outcomes of Aboriginal and Torres Strait Islander students. In 2017 Aboriginal perspectives were included in academic programs to ensure that student opportunities and experiences are well rounded and culturally inclusive. Staff professional learning involved planning activities and building teacher understanding of how to incorporate Aboriginal perspectives into units of work.

In 2017 our school employed an additional Aboriginal worker to work specifically with boys who were identified as at risk of disengaging. Jay Graham, a local Gamilaraay man and community member, successfully ran a boys program in collaboration with Mr James Steele, teacher at OVPS. The program was closely linked to the Oxley High School Clontarf Academy and served to build significant family links as well as build a sense of belonging in the boys involved in the program.

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

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

Multicultural and anti-racism education

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

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