

Orama Public School

Annual Report



2017



4534

Introduction

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

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

Elizabeth Arnold

Principal

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Message from the Principal

It is with great sadness that I will retire from this beautiful school at the end of 2017. I cannot begin to tell you what a privilege it has been to be at the helm of this remarkable small school for the last 7 years. As a community we have worked together to build this school to where it is today and I must say I am proud of the wonderful achievements we have made along the way. I have had the opportunity to work with an incredible staff who nurture our students to become self motivated, confident and creative learners. Along the way I have also had the opportunity to share this experience with the most remarkable students who constantly challenge me to be a better teacher and leader. They have made my experience at Orama such a positive journey and I know I will miss them all. To the parent community I thank you all for your constant help, support and love during my tenure at Orama Public School. As the saying goes "Small Schools are Great Schools" because they are filled with a wonderful supportive community, a dedicated staff and amazing students. Last but not least, I acknowledge and thank everyone in the Bellingen Dorrigo Learning Community, The Bellingen Valley Small Schools Network, my Directors past and present and all my amazing colleagues who have supported and guided me along the way and have become dear friends. What a journey I have had. Now for the next chapter.

Elizabeth Arnold

Principal

School background

School vision statement

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

School context

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

Our current enrolment is 27 with 5 Aboriginal students. Our combined 2017 Family and Occupation and Education Index (FOEI) was 119.

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

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

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

In the domain of learning, our school has mainly focused on Wellbeing and Curriculum. Wellbeing was a target area in 2016 which was not addressed due to professional learning needs hence a primary focus in 2017. Staff were trained in mindfulness techniques and a whole school approach for staff and student wellbeing was adopted. This has resulted in students having opportunities to meet with staff who can provide advice, support and assistance to help them reach their potential. There is a positive relationship between staff and students as the school understands the fundamental importance of wellbeing to build a culture of trust, respect and valuing each other. The school continues to analyse school performance data and participate in consistent teacher judgement sessions to evaluate students and upload data to Planning Literacy and Numeracy (PLAN) software. All teachers differentiate the curriculum to meet the needs of the students using online tools such as Lexia, including adjustments to support learning or to increase challenge. Moving forward into 2018 and beyond, Peaceful Kids strategies and practices will continue to enhance wellbeing and impact on student learning achievement.

In the domain of teaching, our school has primarily focused on Effective Classroom Practice and Learning and

Development. Teachers collaborate across the school and within the Bellingen Valley Small Schools Network to share curriculum knowledge, data, feedback to meet the needs of individual students. All staff differentiate teaching to ensure optimum learning and online differentiated programs are employed to effectively and explicitly teach individual learning strategies. Students learning improvement is monitored and teachers provide explicit and timely feedback to students. Orama Public School staff demonstrate responsibility for ongoing professional learning aligned to their Professional Development Plan (PDP) and the 2015–2017 School Planning document. With the implementation of Learning Management and Business Reforms (LMBR) agenda staff have been adjusting to a new work place system with full implementation beginning in 2018. Teachers share learning from professional development to improve whole school practice and the school identifies expertise to further develop its professional learning community. Moving forward into 2018 and beyond there will be a focus on reading using Multi–Sensory Structured Language (MSL) strategies for individual and group explicit instruction. The school will identify a whole school writing program to provide explicit and effective learning in the teaching of writing with embedded monitoring and coaching to ensure the ongoing development and improvement of all teachers.

In the domain of leading, Orama Public School focused on School Resources and Management Practices and Processes. All staff ensure their physical learning spaces are used creatively to meet a broad range of student learning interests and needs. The grounds are utilised with sheds becoming work spaces for STEM projects, the river and bushland areas for river safety, science monitoring and visual arts. All staff use technology to differentiate their teaching and learning programs. Administrative staff are using technology efficiently and effectively to carry out necessary tasks in LMBR. Parents are engaged using updated processes to deliver services and information. Community Consultation is sort to manage practices within the school environment and the school makes informed choices based on cost effectiveness. value and student learning outcomes. Staff, students, community of schools and school community are currently collaborating on the 2018–2020 School Plan with identified strategic directions for moving the school forward into the next phase. A new leadership team will commence in 2018 which will focus on continuous improvement of teaching and learning, consistency of staff and continuation of the school's TP2 status.

Our self–assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

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

Creative and Innovative Learners

Purpose

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

Overall summary of progress

During 2017, the school focused on individualised learning through the continued use of innovative teaching and learning. Although staff did not train in Language, Learning and Literacy (L3) practices due to unforeseen circumstances they continued to use L3 strategies in the K–2 class. Two Student Learning and Support Officers (SLSO) were employed in both classes to support targeted students resulting in a significant impact on individual student learning. All staff worked in collaboration regularly during the year to consistently judge student's work and upload data on the Planning Literacy and Numeracy (PLAN) software. All staff engaged positively in the Professional Development Plan (PDP) process throughout the year.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students to achieve a rate of growth that is grade appropriate in literacy and numeracy based on Planning Literacy and Numeracy (PLAN) data and the learning continuums.	Lexia (Online literacy program) subscription for differentiated learning from RAM Per Capita \$1100 RAM Loadings used for SLSO in K–2 class RAM Location Loading \$497.82 RAM Low Socio Economic Loading \$9267.80 RAM Low Disability Loading \$ 2622.15 SLSO RAM used for individual targeted instruction RAM Literacy and Numeracy Program \$1034.71 RAM Low Disability Loading \$ 326.88 RAM Aboriginal Loading \$1280.00 (MSL training) RAM Aboriginal Loading \$54.48 SLSO RAM Additional Funds for disability\$607.59	Staff were unable to be trained in Language, Learning and Literacy (L3) Kindergarten but L3 practices and strategies were still employed in the K–2 classroom. Staff regularly participated in consistent teacher judgement to accurately update PLAN data to ensure movement across the continuums. Running records and Student for Early Number Assessment (SENA) testing and other standardised tests completed on all students throughout 2017. Individual learning plans reviewed and updated for students at risk. Student Learning and Support Officer employed to deliver intensive individual program to targeted student. Student Learning and Support Officer employed to assist in the implementation of L3 strategies and numeracy in the K–2 class. All staff participated in Multi Sensory Structured Language (MSL) program during term 4.
All staff will have mindfulness training to ensure wellbeing in all	Teacher to attend Peaceful Kids Training	One staff member participated in Peaceful Kids training. This training was shared with other staff

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
students so they can actively connect to their learning, they are empowered to succeed and they will grow and flourish.	<p>RAM Professional Learning Allocation \$442.37</p> <p>Funding source for release of classroom teacher</p> <p>RAM Location Loading \$ 9571.13</p> <p>RAM Low Disability Loading \$617.38</p> <p>RAM Aboriginal Loading \$1774.99 (teacher salaries)</p> <p>RAM Additional Funds for Disability \$154.35</p>	<p>members and strategies were employed in both classes at the start of each day.</p> <p>One teacher was released once per week to work with a targeted group of students displaying anxiety which is beginning to have positive result.</p>

Next Steps

Continuation of L3 strategies embedded into teaching and learning in the K–2 class. Look into L3 Kindergarten training to ascertain whether it will be viable in 2018 due to staff changes.

In 2018 a Student Learning Support Officer (SLSO) will be employed across K–6 to assist in literacy and numeracy groups for differentiated learning for all students

Staff will identify areas of need for professional development with a strong emphasis on reading and writing (targeted areas in the 2018–2020 School Plan) as evidenced in their Performance and Development Plans.

SLSO will be employed to target individual students for explicit instruction in Multi–Sensory Structured Language (MSL).



Strategic Direction 2

School and Community Learning

Purpose

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

Overall summary of progress

All staff are engaging with the Performance and Development Framework and great progress has been made. Teachers have taken ownership of the plans and have created opportunities for themselves to develop their professional goals and aspirations.

The school has continued to be showcased via the weekly newsletter which is now being sent home on email, weekly updated school website, local newspaper, revamped school noticeboard and the introduction of the school's Facebook Page.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Individual Performance and Development Plans (PDPs) for all staff.	Professional Learning from RAM Per Capita and Ram Professional Learning Total \$6696.02 RAM LMBR Relief \$592767	Opportunities were provided for staff to complete all desired professional learning. Evidence both in teaching programs and classroom observations that practice has been modified due to the application of this professional learning. See Workforce Information – Professional Learning and Teacher Accreditation section of this report for a list of professional learning undertaken aligned to the current school plan.
To attract 2 or more new enrolments to the school each year to maintain student numbers and Teaching Principal Level 2 (TP2) status.	RAM Per Capita Loading \$323.64 (leadership) RAM Community Consultation Funds \$1131.37	Stage 3 students participated in many leadership opportunities to build resilience and leadership qualities. Expected enrolments for 2018 are at 27 maintaining TP2 status. This will be monitored as fluctuations can occur during the holiday period with families relocating for work and personal reasons. Due to staff changes in 2018 (Principal is retiring) consistency of remaining staff is paramount. All staff are actively involved in promoting the school through the school's website, newsletter, in the local paper, on the school's noticeboard, the Facebook page and attendance at special events and community functions e.g. Bunning's BBQ. Staff collaborated with local designer to modernise the current school logo, letterhead and newsletter to showcase the school's strengths in a modern and aesthetically pleasing manner.

Next Steps

All staff to continue to identify targeted professional learning in their performance and Development Plans that are aligned to the 2018–2020 School Plan. This will include quality professional learning in reading and writing.

Lesson observations and regular class walk throughs will continue in 2018 with collegial feedback and deep conversations around best practice.

Continuing to build strong partnerships with the community and extending that to include information sessions for parents at the start of 2018, classroom open days and other important days in the school calendar such as Harmony Day, Easter Hat Parade, Grandparents day etc.

Re-introduce days such as Maths in Life day incorporating Kids in the Kitchen, Kids in the Garden Day and Life skills days to allow parents and community members to see these programs in action.



Strategic Direction 3

Sustainability

Purpose

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

Overall summary of progress

Kids in the Kitchen and Kids in the Garden activities and sessions were scaled down in 2017 to once a fortnight as the implementation of the program in 2016 was very time consuming. All staff agreed. Produce was still harvested and used for Kids in the Kitchen. Volunteer horticulturist continued to take small groups of students to work in the garden fortnightly. All produce was showcased at school events and assemblies.

River safety swimming lessons continued in terms 1 and 4 with all students participating.

Students in the 3–6 class are involved in a water monitoring project with Water Watch and the Community Scientist Project and have been recommended for their exceptional work in the project by Oz Green, the Office of Environment and Heritage and Eco Logical Australia.

School Transition and Readiness Training (START) program continued in 2017 with excellent attendance. This has resulted in between 6 or 7 new enrolments for 2018 which is well above our target.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A developed scope and sequence for Monday CAPA days encompassing dance, drama, music and visual arts across the school.		<p>All students participated in music in terms 1 and 2 with a specialist music teacher in preparation for Education on Show performance at the beginning of term 3. This performance showcases the schools' achievements to the wider community.</p> <p>All students participated in drama lessons in terms 3 and 4 with their talents being showcased at the end of year Presentation Night where they performed for the school community.</p> <p>All students in the 3–6 class participated in a marine debris art competition where they constructed artworks using recyclable rubbish. This resulted in 3 students receiving prizes for their works and work being showcased at the North Coast Marine Centre.</p> <p>River safety continued in terms 1 and 4 run by Royal Life Saving (RSL) staff.</p>
Scheduled planting and harvesting timetable synchronised with the Kids in the Kitchen cooking program	RAM Professional learning Allocation \$1327.11	<p>Horticulturist was sourced to work in the garden once per fortnight. This resulted in the on going maintenance of the garden, harvesting of all produce to use in the Kids in the Kitchen program and scheduling ongoing planting.</p> <p>An opportunity for training in Sustainability was offered to one staff member which resulted in students participating in a Water Watch</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Scheduled planting and harvesting timetable synchronised with the Kids in the Kitchen cooking program		NSW program. This program will continue into 2018 and beyond.

Next Steps

Continuation of Kids in the Kitchen and Kids in the Garden programs however we will lose the expertise of the horticulturalist. In 2018 a greater emphasis on making products to sell at local markets for better use of our produce.

History and geography specialised instruction will cease in 2018 due to changes in staff.

The RLS river safety program will continue in 2018.

Continuation of our participation in students being involved in the Water Watch NSW project.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	RAM Aboriginal Loading \$2943.09	<p>Personalised Learning Plans have been developed for all Aboriginal and Torres Strait Islander students. SLSO staff are supporting Indigenous students.</p> <p>All Aboriginal and Torres Strait Island students are being given the opportunity to participate in all areas of the curriculum.</p> <p>All staff are being trained in Multi-Sensory Structured Language (MSL) strategies to address the needs of Aboriginal and Torres Strait Islander students.</p>
Low level adjustment for disability	RAM Low Disability Loading \$4325.54	Funding is being used for support staff to work with all students to ensure differentiation for individuals enhancing movement across the continuums and ensuring positive learning outcomes.
Socio-economic background	RAM Socio Economic Background \$9418.54	Funding is being utilised for SLSO to work with identified students on a specialised reading program. SLSO to work with all students to ensure differentiation for individuals resulting in movement across the continuums.



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	18	17	16	12
Girls	6	11	10	8

Student attendance profile

School				
Year	2014	2015	2016	2017
K	98.4	91.8	76.9	91.8
1	92.4	92.5	87.9	79.6
2	92.8	96.7	86.9	92
3	95.7	94.8	91.2	87.6
4	97.8	97.6	89.5	90.4
5	96.7	98.9	94.3	90.2
6	86.1	100	96.8	94.4
All Years	94	95	89.8	91.2
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

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

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	1.27
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.2
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	0.9
Other Positions	0

*Full Time Equivalent

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

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	0

Professional learning and teacher accreditation

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

Professional learning activities included workshops, conferences, video conferences, Adobe connect sessions, informal staff meetings, network meetings and various training on a range of topics identified in individual Performance and Development Plans. In 2017 these included:

- Child Protection Awareness training;
- First Aid including face to face training and online training;
- Cardio Pulmonary Resuscitation and Anaphylaxis training;
- e-Administration of prescribed medication training;

- Preparing and responding to bush fires online training;
- Learning Management and Business Reform (LMBR) training for principal and School Administrative Manager (SAM);
- Communicating and Engaging with the School Community training;
- Adobe in-Design training;
- Derek Schwarz Communicating with the Community training;
- Peaceful Kids training;
- InDesign Master Class training;
- Integration Funding Support training;
- 2018–2020 School Planning professional development sessions x 3;
- Consistent Teacher Judgement (CTJ) sessions;
- Professional Development Plan (PDP) non teaching staff training;
- Consultative Decision Making training;
- Multi-Sensory Structured Language (MSL) training;
- Schools and University Connect HEPP 2017 Conference;
- Primary Principal's Association (PPA) meetings and conferences; and
- NAPLAN online training.

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	42,176
Global funds	79,001
Tied funds	57,964
School & community sources	6,653
Interest	533
Trust receipts	625
Canteen	0
Total Receipts	144,777
Payments	
Teaching & learning	
Key Learning Areas	16,687
Excursions	1,782
Extracurricular dissections	3,224
Library	1,300
Training & Development	2,696
Tied Funds Payments	44,640
Short Term Relief	4,503
Administration & Office	24,866
Canteen Payments	0
Utilities	5,877
Maintenance	5,982
Trust Payments	625
Capital Programs	0
Total Payments	112,182
Balance carried forward	74,770

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	80,295
Appropriation	74,770
Sale of Goods and Services	295
Grants and Contributions	5,180
Gain and Loss	0
Other Revenue	0
Investment Income	50
Expenses	-45,757
Recurrent Expenses	-45,757
Employee Related	-10,829
Operating Expenses	-34,928
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	34,538
Balance Carried Forward	34,538

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	424,311
Base Per Capita	3,973
Base Location	9,849
Other Base	410,488
Equity Total	37,015
Equity Aboriginal	2,951
Equity Socio economic	9,419
Equity Language	0
Equity Disability	24,645
Targeted Total	33,090
Other Total	1,943
Grand Total	496,358

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.

Due to the small cohort of students to maintain confidentiality it is not possible to comment on the results of the National Assessment Program in Literacy. Analysis of data and teaching strategies address student learning needs.

Due to the small cohort of students to maintain confidentiality it is not possible to comment on the results of the National Assessment Program in Numeracy. Analysis of data and teaching strategies address student learning needs.

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.

Due to the small cohort of students to maintain confidentiality it is not possible to comment on the Premier's Priorities.



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek opinions of parents, students and teachers. In 2017 students participated in the Tell Them From Me Survey, with teachers having a particular interest in Student engagement and Social Emotional Outcomes. Student responses indicated:

82% of students felt they had friends they could trust at school. NSW Government Norm is 85%.

100% of Orama students value schooling. NSW Government Norm 96%.

Only 55% of students had a positive attitude to homework. NSW Government Norm 63%.

73% of students thought their behaviour at school was positive. NSW Government Norm 83%.

55% of students were interested and motivated in their learning. NSW Government Norm 78%.

82% of students thought they made a good effort at school. NSW Government Norm 88%.

Orama Public School also asked the students what they want to do when they come to school and what nice things they would say about the school to others.

100% of students had positive thoughts about school and loved coming to school to be with friends and learn. Some comments included, learn, have fun, go to my friends, make friends, try my hardest in everything, school is fun, I like all the teachers, see my friends and learn new things and learn so in the future I can get a decent job so I can earn money.

100% of students agreed they would say good things about the school. It is a nice school, good people are here, a great place and everyone will remember when they get older, a small school that is good, great teachers and we get to do a lot of things outside, it's amazing, everyone is kind to me and I love the sound

of the river.

Orama Public School also asked the parents and community members the same questions. The results indicated:

100% of parents wanted their children to come to school to learn creatively and critically, to feel supported and safe, happy and enjoy their learning. They wanted them to respect diversity, practice mindfulness and spend time outside in the garden at the river. They wanted them to cook, do lots of art and to show resilience and persistence.

100% of parents and community members would recommend Orama Public School to others because of the excellent committed and approachable teaching staff, family like community, beautiful bushland setting, outside activities such as river swimming and gardening, the students help and support each other, it has a great playground, fantastic resources and a high teacher student ratio.

The survey indicated the only thing that parents and community members would like changed is less computer time and they would like more, music, gardening, multicultural Aboriginal knowledge and sport.



Policy requirements

Aboriginal education

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

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

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

In 2017 students were also involved in NAIDOC Day celebrations where students participated in activities run by the Aboriginal Discovery Ranger celebrating Aboriginal stories, cooking, art and traditional games.



Multicultural and anti-racism education

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

In 2017 Harmony Day was celebrated with a discussion about the reasons for celebrating Harmony Day and what diversity was. Students also worked in small groups to prepare delicious multicultural food to be shared at the Multicultural celebration in Bellingen. Students then travelled to Bellingen where they participated in drumming, African dances and finally shared the multicultural meal with the school and wider community.

Other school programs

School Transition and Readiness Training

In 2017 Orama hosted pre-school visitors once a month from the beginning of Term 1 to Term 3 to participate in the START Program. Students arrived at recess and stayed for the remainder of the day. Students in the K–2 class acted as buddies for the pre-

school children enabling them to practice peer tutoring skills and leadership. START days are structured in two sessions; literacy and numeracy small group activities, often targeting the development of fine motor coordination followed by a fundamental movement skills session, specifically aimed at developing students' gross motor skills and coordination. In Term 4 pre-school students were invited to participate in Kindergarten Orientation Days. These days were full school days aimed at preparing students for life in Kindergarten. Students participated in normal classroom routines and structures and were able to create some literacy and numeracy resources which they could take home with them to help practice basic reading and counting skills. The START program will continue again in 2018.

Life Skills Programs

At Orama Public School students participate in a Life Skills Program which incorporates Royal Life Saving River Safety lessons; this program teaches the students valuable lessons in river safety and survival which is paramount to the students who live along the river. Kids in the Kitchen and Kids in the Garden: this is a long term program that aims to get students more active more often as well as focusing on healthy eating habits. The students also participate in Swimming Scheme in term 4 as well as utilizing the river for creative and practical arts.

Water Watch

In 2017 Orama Public School was very pleased to be able to participate in NSW Waterwatch. Waterwatch is a national citizen science program, involving landholders, community groups and schools, and aims to engage communities in monitoring and protecting the health of local waterways.

Small waterways make up three-quarters of the total waterway network within any given catchment and they are of great interest to local communities. Our students have taken an active role in monitoring the health of our local catchments by conducting monthly water quality testing and optional seasonal surveys of aquatic macro invertebrates, to understand and monitor the health of their rivers, and provide quality assured data, which is uploaded to the NSW Waterwatch online database.

With the data they collect, communities can influence the management of their local waterways and take direct action. This is an ongoing project that the school will be involved in for many years to come.

Mindfulness Peaceful Kids

In 2017 Orama Public School staff participated in the Peaceful Kids Program. 'Peaceful Kids' is a Mindfulness and Positive Psychology based program to lessen anxiety and stress and increase resilience in children from Kindergarten to Year 12. The program has been created to fulfil a need in schools to offer all children who suffer from anxiety, a developmentally appropriate program that gives children the skills, practice and support to utilise coping strategies that lessen the symptoms of anxiety and stress. This program helps children to build their emotional

resilience so they are better equipped to deal with the day to day stresses that life brings them. The program also involves parental involvement and commitment to supporting the strategies at home.

After staff completed their training the school commenced small group and class instruction on Mindfulness which has resulted in positive feedback from staff, parents and students. It was also an area identified in the 2018–2020 School community consultation process to be continued into 2018 and beyond.