

Oxley Vale Public School Annual Report



2018



3690

Introduction

The Annual Report for **2018** 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

Through inspiring a passion for learning, Oxley Vale Public School will challenge all members of the school community to achieve excellence in academic, cultural and sporting pursuits.

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 a drawing enrolments from residential and rural communities and boasts beautiful surroundings with views across the plains to the Duri Peaks.

Oxley Vale PS is a P3 school with a 339 students enrolled as at March 2018. Enrolments have been stable for several years and are increasing as the surrounding rural areas of 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) that every child will be learning every day to the best of their ability.

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

Learning

The results of this process indicated that in the School Excellence Framework domain of Learning: The results of this process indicated that in the School Excellence Framework domain of Learning, Oxley Vale Public School has made an on-balance judgement that we are **DELIVERING**.

Learning Culture:

In 2018 Oxley Vale Public School has established high expectations at the centre of our philosophy. With at the shoulder support from a dedicated Instructional Leader, under the Early Action for Success strategy, and the establishment of a new position of Visible Learning Assistant Principal the staff have access to high level, evidence based pedagogical approaches. These methodologies are implemented across the school and aim to provide quality, explicit teaching. A successful transition to school program has been further enhanced in 2018 with partnerships between the school and Tamworth Family Support Services as well as local day-care centres. This ensures that students access the school well before the beginning of their first school year and are comfortable with their teachers and the school setting. The school also has close links with Oxley High School as our main partner school. The transition from primary to secondary school is very well supported. Attendance has also been firmly embedded in the new school plan. It was recognised that the school is just below state average and that this will have an impact on student achievement. Oxley Vale PS made an on-balance judgement that we are **DELIVERING** in this area.

Wellbeing:

Wellbeing has long been a significant factor of our school culture. With updated policies and procedures as well as are formed and dedicated learning support team there is a planned approach to wellbeing. Through PBL, including a heavy focus on our four core values, positive student behaviour that impacts on learning is routinely and systematically rewarded and incidences of negative behaviour are dealt with as per the school's draft Welfare and Discipline policy. At OVPS our students generally feel supported and cared for at OVPS. We recognise the need to provide inclusive cultural programs and deliver Gomerioi/ Gamilaraay language programs across the school as well as support Indigenous students and their families with assistance form our full time AEO and an additional AEW. This team also run a girls' and boys' program in stage 3.. Oxley Vale PS made an on–balance judgement that we are **DELIVERING** in this area.

Curriculum:

All teaching and learning programs detail what students will be engaging with during lessons and learning goals and success criteria are increasingly evident in all programs, as is differentiation. Scope and sequences have been update over 2018 and 2018 however the school recognises that there is a need to review these documents with increased regularity. Oxley Vale PS made an on–balance judgement that we are **DELIVERING** in this area.

Assessment:

Over the past few years the school has reviewed the assessment schedules K–6. With the inclusion of Visible Learning as a whole–school priority in the current school plan there is a renewed focus on formative and summative assessment. This has resulted in reflection of, and planning for the professional learning of all teaching staff to gain a more thorough understanding of formative assessment. This is further enhanced by the schools focus on the learning progressions as an effective tool to plot where students are and where they need to move next. With where we currently sit and where we, as a school are moving to Oxley Vale PS made an on–balance judgement that we are **DELIVERING** in this area.

Reporting:

Our school has been in discussion regarding the use of A to E reporting and how we can better inform parents of their child/children's achievement twice per year. Although there is currently an adequate system in place it is up for review leading into the 2019 reporting cycle. All reports meet the requirement of the NSW DoE and NESA but would benefit from a more individualised focus including growth, improvement measures and next steps. Oxley Vale PS made an on–balance judgement that we are **DELIVERING** in this area.

Student Performance Measures:

The school has identified a need to improve in this area. There has been a decline in value added data since 2014. The school is well below state average across all subject areas of NAPLAN and significant numbers of students are not achieving at or above national minimum standards. Through Early Action for Success students K–2 are monitored every 5 weeks. PLAN data indicates that there is a significant increase in the number of students meeting expected levels based on the Literacy and Numeracy continuums. This has not yet resulted in improved outcomes in NAPLAN. Oxley Vale PS made an on–balance judgement that we are **WORKING TOWARDS DELIVERING** in this area.

Teaching

The results of this process indicated that in the School Excellence Framework domain of Teaching, Oxley Vale Public School has made on on–balance judgement that we are **DELIVERING**.

Effective Classroom Practice:

At Oxley Vale Public School teachers regularly review and revise lesson plans and learning sequences. The evidence on this submission clearly demonstrates that learning is based on the curriculum and that student data is used to inform planning. Further, explicit teaching is increasing with the 2018 focus on Visible Learning. Oxley Vale PS made an on–balance judgement that we are **DELIVERING** in this area.

Data Skills and Use:

Oxley Vale PS teachers engage in professional learning to build their skills in the analysis, interpretation and use of data. There has been a focus through Early Action for Success and Visible Learning on using the Literacy and Numeracy progressions, and previously the continuums, to track and discuss student progress and inform where to next. External measures such as NAPLAN have been used by the leadership team to make key decisions and set targets in the current school plan. Oxley Vale PS made an on–balance judgement that we are **DELIVERING** in this area.

Professional Standards:

The school has used the PDP process to build the understanding of the professional standards. Teachers now use the standards to guide their own professional learning in areas of identified need. There has been an increase in the number of teachers who effectively use the standards not only to set goals but also to regularly reflect on and guide their practice. Teachers are supported in seeking maintenance of proficiency and also higher levels of accreditation. All professional learning at Oxley Vale PS is directly linked to the professional standards and recorded in MyPL for all attendees. Oxley Vale PS made an on–balance judgement that we are **DELIVERING** in this area.

Learning and Development: The staff at Oxley Vale PS work collaboratively to support each other in professional learning, utilising the identified expertise from within the school. Coaching and mentoring is available formally to beginning teachers through the employment of a Highly Accomplished mentor. All teachers engage in regular professional learning aligned with priorities of the school plan which is directly linked to the standards. This assist in teachers achieving their PDP goals. Staff are currently engaged in professional learning in L3, Visible Learning, BNL, and 7 Steps to Writing affording them currency of content knowledge and evidence based teaching practices. Oxley Vale PS made anon–balance judgement that we are **DELIVERING** in this area.

Leading

The results of this process indicated that in the School Excellence Framework domain of Leading: The results of this process indicated that in the School Excellence Framework domain of Leading, Oxley Vale Public School has made on on–balance judgement that we are **DELIVERING**.

Educational Leadership:

Oxley Vale PS has a commitment to fostering a school wide culture of high expectations, student learning and development and quality teaching practices. The evidence provided shows how the school embeds instructional leadership in the school to strategically support teachers on identified areas of need. Utilising an EAfS instructional leader and an assistant principal specifically employed to lead visible learning across the school there is an unquestionable focus on high expectation for all teachers K–6. This culture ensures that the implementation of syllabi and associated assessment and reporting processes meet NESA and Department of Education requirements. Oxley Vale PS made an on–balance judgement that we are **DELIVERING** in this area.

School Planning, Implementation and Reporting:

Oxley Vale PS consistently strives to improve. The school plan supports the school's vision of achieving excellence in academic, cultural and sporting pursuits. The school reviewed NAPLAN data, parent satisfaction survey data, as well as student and staff feedback to inform the 2018–2020 school plan. This plan utilites the human and financial resources of the school to address key areas of concern following the data analysis. Feedback to the OVPS community was presented in the publication of the current school plan and also via the 2017 ASR. Oxley Vale PS made an on–balance judgement that we are **DELIVERING** in this area. Printed on: 8 October, 2018Page 3 of 4

School Resources:

Oxley Vale PS has strategically deployed resources to improve student outcomes and improve quality service delivery. This has involved employing an additional, above establishment deputy principal to assist in managing student welfare and complex issues. The staffing allocation has been used flexibly to provide a new position, recognised at the assistant principal level, to lead Visible Learning across the school. The priorities in the school plan drive financial decisions to improve teaching practice, student outcomes and support staff and students with wellbeing issues. School assets and facilities have been maintained and/or replaced effectively to enhance learning. Oxley Vale PS made an on–balance judgement that we are **DELIVERING** in this area.

Management Practices and Processes:

Administrative systems and structures are in place to effectively support school operations and teachers. Oxley Vale PS is responsive to community feedback and consistently aims to promote positive customer service relationships. Oxley Vale PS made an on–balance judgement that we are **DELIVERING** in this area.

Our self–assessment and the external validation 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

Explicit Quality Teaching and Learning

Purpose

Students who experience explicit teaching practices make greater learning gains (What Works Best: Explicit Teaching, 2014, NSW DoE). This plan provides the framework for teachers to implement evidence based, explicit teaching practices to genuinely engage students in learning. Oxley Vale Public School aims to grow confident, motivated, curious, self directed learners.

Overall summary of progress

These two milestone projects are inextricably linked through their shared vision of explicit quality teaching K – 6. Both projects have been implemented hand-in-hand to provide a consistent approach to developing the skills of teachers and the consistent application of these skills to enhance and improve student learning. This collaboration of projects, driven by the Instructional leaders, has provided a comprehensive and consistent implementation of targeted professional learning across all areas of this school and, more broadly, across two schools working in partnership.

Visible Learning

2018 was a highly successful year in the planning and initial implementation of Visible Learning at Oxley Vale Public School. The year involved extensive professional learning and gathering of data regarding student outcomes and what constitutes effective classroom practice with an explicit focus on the learner. The capacity of teachers was strongly supported in the explicit teaching of literacy in years 3 to 6 with a focus on improving writing. The school collaborated with Nemingha Public School to effectively utilise the resources of both school and broaden teachers' professional networks. This allowed teachers to see Visible Learning implemented in a different context and build collaborative and sustainable partnership for successful implementation of Visible Learning.

Early Action for Success

2018 was moderately successful with several barriers being identified. These included an inconsistent approach to PLAN data entry K–6 as a result of changes in the expectation as directed through the Early Action for Success program. The school was able to focus on one literacy and one numeracy area of student data and then focus more intensely on guiding and tracking student progress. This has led to a better understanding and use of data for the two areas of focus from kindergarten to year 6.

The school demonstrated progress in achieving the improvement measures as evidenced by 89% of year 2 students meeting expectations in English and 78% in Mathematics. Some progress was made for year 1 in literacy and numeracy and continues to be a focus in 2019. Accounting for changes in staff, most teachers in infants classrooms are now trained and experienced in the delivery of L3 contributing to a high quality, cohesive and collaborative teaching culture across the school.

Teacher understandings of how students learn mathematical concepts, particularly trusting the count and place value have been improved with the schools involvement in the Building Numeracy Leaders project under Early Action for success. A K–6 team from the school has developed their understandings and shared this with the whole staff at afternoon workshop sessions.

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">To increase students in year 3 achieving at or above national minimum standards by 7% in literacy and numeracy.To increase students in year 5	<ul style="list-style-type: none">QTSS FTE 0.58 for Visible Learning Assistant PrincipalProfessional Learning Funds \$27629 to support	Visible Learning <ul style="list-style-type: none">Workshops for 2018 completed with positive feedback with evidence demonstrating the PL has had a positive impact upon teaching and learning 3–6

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>achieving at or above national minimum standards by 7% in literacy and numeracy.</p> <ul style="list-style-type: none"> The school is able to evidence growth from Working Towards Delivering in Student Performance Measure to Delivering. 80% of students in K–2 to reach the text level expected for their grade in L3 at end of year in reading. 80% of K–2 students to be sound or higher in English and Mathematics on their final year reports as measured by the OVPS marking guide, based on the progressions. 	<p>VL and EAfS casual and course costs</p> <ul style="list-style-type: none"> Regional funds in the amount of \$43000 to engage Corwin and support 2 schools – OVPS and NPS 	<ul style="list-style-type: none"> Visible Learning Handbook has been completed and distributed to teaching and support staff to support consistent implementation of Visible Learning across the school Student, community and staff surveys and student focus groups were undertaken to gather evidence to determine whole– school areas of focus across the 5 Visible Learning strands. As a result the Visible Learning Action plan for Oxley Vale Public School has been created ready for implementation in 2019 A 3 year, whole–school professional learning plan was established and implemented for 2018–2020. As a result all teaching staff now undertake targeted professional learning through MyPL as both registered and non–registered courses <p>Early Action for Success</p> <ul style="list-style-type: none"> All K–2 staff have completed their L3 training this year and implement L3 practices daily 59% of Year 1 students achieved at either sound or above in English and 87% of Year 2 students achieved at sound or above English on end of year reports. In numeracy, 70% of Year 1 have reached expectations and 78% of Year 2 students have reached expected level or higher Students in K–2 have been successfully identified and received targeted tier 2 and 3 interventions throughout the year. This included individual and in–class, small group support in class or with an intervention teacher Professional conversations around numeracy have increased with the "Building Numeracy Leaders" team members often sharing ideas with those attending the workshops. Common language is beginning to appear in literacy K–6 with the L3 messages flowing into 3–6 Inspiring Writing PL workshops. Kinder Orientation Day was successful with 52 of the 54 students and their parents attending

Next Steps

Visible Learning

- SCOUT to be utilised to accurately and consistently analyse NAPLAN data and cross reference PAT assessment data
- Visible Learning handbook to be reviewed at a staff meeting to ensure a common understanding and consistency of implementation occurs across the school from the beginning of the year
- Implement the 2019 professional learning plan developed through extensive consultation
- Continued implementation of the Visible Learning Action plan which focusses on what makes a visible learner, teachers understanding their impact on student learning, the attributes of inspired and passionate teachers, how teachers give and receive effective feedback and a review of systems and processes within the school in how they link with Visible Learning
- Regularity and consistency of classroom walk–throughs to be an area of focus in 2019 in monitoring the implementation and impact of Visible Learning

Early Action for Success

- Walk–throughs to become established practice
- The BNL team has found the workshops to be successful in spreading the messages from their PL. Teachers will continue professional learning in 2019 and will present key messages to all staff at after school sessions

- Increased support to assist teachers in extending the use of PLAN data to inform teaching

Strategic Direction 2

Wellbeing for Learning

Purpose

At Oxley Vale Public School there is a commitment to a strategic approach to wellbeing processes that support all students to connect, succeed, thrive and learn (School Excellence Framework V2 DoE, 2017). Our aim is to maximise the opportunity for all teachers to teach and all students to learn.

Oxley Vale Public School recognises that regular attendance at school for every student is essential if students are to achieve their potential, and increase their career and life options (Student Attendance in Government Schools Procedures, 2015). The staff are committed to the ongoing academic achievement of students supported by regular attendance.

Overall summary of progress

Positive Behaviour for Learning

Positive Behaviour for Learning was successful in 2018 as it saw an increase in the number of students achieving higher levels of the rewards system. The school continued to implement the PBL rewards system with a renewed focus on the free and frequent rewards. Survey data indicates an improvement in learning culture and parents reported increased engagement at school.

Anti-bullying

The anti bullying milestone project was successful in 2018. The anti bullying action plan was reviewed through consultation with staff, parents and students. The plan established new strategies for assisting students in reporting and responding to incidents of bullying and assisting in maintaining and improving the overall culture of the school.

Attendance

2018 showed improvement in student attendance from previous years. Data indicates improvement in overall rates of attendance from 90.65% in 2016 to 92.07% in 2018. This upward trend in student attendance is attributed to regular analysis of student attendance with a school attendance team which includes the deputy principal, the learning support team coordinator, the Aboriginal Education Officer and the Home School Liaison Officer. This increased focus on attendance has led to prompt identification of at-risk students, improved whole-school processes, increased awareness of teachers in accurate and consistent roll marking, and improved communication with the parent community. Oxley Vale Public School is now performing better than similar schools by 0.99%.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An embedded culture of learning as evidenced by data from SENTRAL, surveys, observations and teacher reflections.	<ul style="list-style-type: none">• Time for School Attendance team – Deputy Principal, Aboriginal Education Officer, Learning and Support Teacher, Home School Liaison Officer• Attendance process checklist for schools• \$9600 wages for PiP program• \$460 to establish sms system for attendance	<ul style="list-style-type: none">• 2018 showed improvement in student attendance from previous years. Data indicates improvement in overall rates of attendance from 90.65% in 2016 to 92.07% in 2018.• Staff have increased capacity to accurately and consistently mark rolls
The school is known as a positive learning environment by the community as evidenced by an increase in positive responses from parent survey data from	<ul style="list-style-type: none">• \$1000 casual wages to support review of anti-bullying action plan	<ul style="list-style-type: none">• Survey data indicated that 80% of parents feel that the school is meeting or exceeding their child's learning needs

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
58% in 2017 to more than 80% by 2020.		<ul style="list-style-type: none">• Survey data indicated that 80% of parents feel that the school is meeting or exceeding their child's learning needs
OVPS will move from Delivering to Sustaining and Growing in the element of Wellbeing in the Learning Domain, as evidenced by SEFSAS (V2)	<ul style="list-style-type: none">• \$2500 to support printing of certificates and platinum reward days.	<ul style="list-style-type: none">• Anti-Bullying Action Plan well received by staff, parents and community in terms of its approach to preventing and responding to incidents of bullying• DOE anti-bullying lessons and units being trialled in classrooms but still need to be reviewed and developed into a scope and sequence. DOE anti-bullying posters displayed in classroom• Peer mediation program sourced and decided upon but SRC still need to be trained in this. Was decided that this would be better to occur in 2019

Next Steps

Positive Behaviour for Learning

- Completion of an updated School-wide Evaluation Tool (SET) to inform current level of success and future direction
- Further review and upgrading of whole-school signage

Anti bullying

- Train Student Representative Council in peer mediation program
- Annual review of data and policy

Attendance

- Continue current processes including regular meetings and analysis of attendance data, prompt and regular communication with parents of students at risk, implementation of sms communication to notify parents of student absences and provide facility for parents to respond in a timely and convenient manner.
- Monitor effectiveness of sms attendance system.

Strategic Direction 3

Quality Learning Environments

Purpose

At Oxley Vale Public School resources are strategically used to achieve improved student outcomes and high quality service delivery.

Overall summary of progress

Technology

In 2018 the school focused on strategic directions 1 and 2 with a view to setting comprehensive budgets and subsequent plans in 2019 and 2020. This milestone project was successful in that 2018 saw a significant investment in providing infrastructure to enable the embedding of technology into learning. This included the installation of 9 upgraded smart boards and the successful implementation of a one-to-one ipad program in stage 3. This was a pilot program to investigate the use of digital devices in everyday learning which

Learning Environments

This milestone project began with research and consultation to ensure that funds would be expended to greatest effect. Surveys were conducted to identify student and staff needs and priorities for both the internal and external learning spaces. Progress was made with external environments regarding design decisions with a view to begin engaging contractors to obtain quotes and bring the vision for external works to fruition in 2019.

In 2018 the internal learning environments were not a specific area of focus. In term 4 of 2018 preparations began to establish a pilot program targeting specific areas of the school. Staff surveys from 2018 were used to identify these focus areas.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Technology <ul style="list-style-type: none">The school is known as a positive learning environment with technology expertly integrated into lessons by teachers as evidenced by parent, student and teacher survey data, learning programs and focus groups.The school is able to evidence growth from Delivering to Sustaining and Growing in the element of school resources in the Leading Domain.100% of teachers embed a technology rich curriculum within classroom teaching and learning as evidenced in programs.	<ul style="list-style-type: none">\$37946 for purchase and installation of interactive whiteboards\$10000 for purchase of iPads\$600 in iPad licenses	<ul style="list-style-type: none">The one-to-one device program was implemented successfully in year 6 with reports of increased engagementThe 2018 budget saw the purchase and install of 9 upgraded interactive whiteboards.Support in using the new interactive whiteboards was provided one-on-one by TSO.An increased budget was secured for 2019 to further resource the school to meet the 2018–2020 improvement measures for this project
Learning Environments <ul style="list-style-type: none">Pre and post survey data, classroom walk-throughs and photographic evidence demonstrates an increase in student engagement.	nil	Internal Learning Environments <ul style="list-style-type: none">Staff survey results indicated the need for flexible learning spaces and furniturePilot areas for 2019 establishedResearch supported the premise that learning environments can influence the level of student engagement and impact positively on student

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Learning Environments</p> <ul style="list-style-type: none"> • Pre and post survey data, classroom walk-throughs and photographic evidence demonstrates an increase in student engagement. 		<p>learning outcomes</p> <ul style="list-style-type: none"> • Initial research conducted on suppliers of robust flexible furniture • Proposed budget submitted for 2019 <p>External Learning Environments</p> <ul style="list-style-type: none"> • Consultation with staff completed regarding areas for improvement outside, the quad area being the most popular request • Staff decided on shade for the quad area as well as addressing re-purposing the sand pit and the dirt patch outside the toilet block • Designs for quad area (shade sails/COLA, race track and fairy garden on astro-turf) tabled in executive milestones meeting in Week 10, Term 4 • Executive staff approved the preliminary designs pending allocated budget • Year 5 and 6 girls decided on colours to paint the toilet walls and doors on the primary side of A/B block (pastel colours, black doors) • Painting completed in toilets by reliving General assistant, funded by the P&C

Next Steps

Technology

- Professional learning to be planned for 2019 to support teachers in embedding available technology to support student learning.
- This professional learning is anticipated to occur in Term 3, 2019.
- Allocated funds to be utilised effectively to ensure equitable access to technology for staff and students.
- In 2020 the school will implement an enhanced survey and focus groups to collect data on three-year implementation to validate improvement measures 1, 2 and 3.

Learning Environments

- Invite teachers to participate in a pilot program for flexible learning spaces
- Survey students before and after pilot program to measure attitudes and perceived impact their learning
- Survey teachers prior to and post pilot program
- Decide on and purchase furniture based on research and identified needs
- Establish walkthroughs of identified pilot classrooms/spaces to measure student engagement and impact on learning
- Approve quote to start construction in quad area for the Easter holidays
- Approach P&C for assistance with funding for COLA/shade sails over the quad area with remaining budget
- Student, staff and P&C vote on inspirational quotes for toilet doors on the primary side, obtain quote to wrap doors from local sign writers
- Paint indoor infants girls and boys toilets, Dr Suess quotes to be voted on by staff and P&C, obtain quote to wrap doors from local sign writers

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	1.0 FTE Aboriginal Education Officer \$85134 Flexible Funding	<p>Oxley Vale Public School made significant efforts in 2018 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. The school maintained the previously established AEW position (above establishment) to support students at risk of disengaging. This was a highly successful program.</p> <p>Individual students were regularly supported both academically and for students at risk of disengaging.</p> <p>Cultural events were highly supported through the use of flexible funds.</p> <p>Funds were also utilised to maintain culturally significant gardens and assist in further developing cultural aspects of the school such as murals and meeting areas.</p> <p>Funds were also used to support the continued employment of a deputy principal and assist with the phone intervention program.</p>
English language proficiency	\$9939 flexible funding	Funds not utilised due to lower numbers of EALD students and staff availability
Low level adjustment for disability	1.6 FTE Learning and Support Teacher \$70307 flexible funding	<p>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.</p> <p>The LaST coordinates SLSO training and support of students and supports the professional learning needs of staff.</p> <p>Flexible funds were utilised to support students with a range of needs. Funds were spent under the direction of the learning and support team.</p>
Quality Teaching, Successful Students (QTSS)	0.588 FTE	The QTSS staffing allocation was utilised in 2018 to employ an additional instructional leader at assistant principal level. The instructional leader lead the implementation of visible learning and worked collaboratively with the Early Action for Success instructional leader to ensure consistency of pedagogical practices K-6
Socio-economic background	0.4 FTE \$252730 flexible funding	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

<p>Socio-economic background</p>	<p>0.4 FTE \$252730 flexible funding</p>	<p>learning opportunities. Funds were also used to employ a teacher for 3 days per week to support Visible Learning across the school as well as to support other school based programs.</p> <p>Funds were also expended to increase opportunities for students from families experiencing financial hardship and to employ a TSO to support the effective implementation and management of technology across the school.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	160	152	171	174
Girls	182	174	172	166

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.8	91.8	92.5	91.9
1	91.9	92.7	92.8	93.4
2	92.7	90.4	93.6	94.2
3	94.4	90.7	93	92.7
4	92.5	91.8	90.9	93.9
5	92.2	92.3	90.8	91.3
6	93.1	91	90.3	88
All Years	93.1	91.5	91.9	92
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

In 2018 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. In term 4 of 2018 the school introduced the use of sms messages to alert parents of non-attendance of their children at school. This initiative was very successful in reaching parents regarding reasons for absences.

Our processes were further enhanced by the implementation of weekly attendance meeting with the deputy principal and leaning 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(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	13.12
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	1.6
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	4.97

*Full Time Equivalent

In 2018 Oxley Vale Public School employed a total of 6 staff members who identified as being either Aboriginal or of Torres Strait Islander background. This included a full-time Aboriginal Education Officer, a full time teacher, three temporary School Learning Support Officers and an additional full-time Aboriginal Education Worker.

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	2

Professional learning and teacher accreditation

In 2018 Oxley Vale Public School participated in a number of professional learning opportunities. Learning was available for both teaching and non-teaching staff and can be categorised as either mandatory training or professional learning driving directly by the school plan in supporting the strategic directions of the school. Professional Learning opportunities included:

- L3
- TEN
- BNL

- 1 teacher accepted into Leadership Development Initiative (LDI) to work towards accreditation at Highly Accomplished teacher
- Visible Learning
- Legal issues
- SLSO workshops on Literacy and Numeracy
- Positive Behaviour for Learning
- Use of technology in classrooms
- Behaviour Management

Beginning teachers further engaged in professional learning to support their professional practice and attainment of accreditation. Highly Accomplished Teacher Mrs Shauna Stoker was employed to work with 5 beginning teachers individually, collectively and also in the development of a school-wide process for supporting new and beginning teachers at Oxley Vale Public School.

2 teachers were successful in obtaining their maintenance of accreditation in 2018.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	335,510
Revenue	3,932,304
Appropriation	3,852,276
Sale of Goods and Services	1,148
Grants and Contributions	76,931
Gain and Loss	0
Other Revenue	0
Investment Income	1,949
Expenses	-3,951,774
Recurrent Expenses	-3,951,774
Employee Related	-3,535,007
Operating Expenses	-416,766
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-19,469
Balance Carried Forward	316,041

2018 saw the introduction of SAP finance software which came with significant challenges. Accurate reporting of finances was challenging due to inadequate training and support for this reform. Despite the challenges the finance committee met each fortnight to ensure the schools finances were as accurate and reliable as possible. Significant professional learning was undertaken to increase the capacity of members of the finance and administration team which led to a conservative approach to financial management, ensuring the school stayed within budget constraints.

The SALM bulletins were utilised frequently as sources of information to further increase the knowledge of the finance committee and assisted the school in complying with the financial management requirements of the Department of Education. Further professional learning was undertaken, via Adobe Connect, to develop a sound understanding of the integrated administration systems introduced including the HR budget tool, SAP and the Electronic Financial Planning Tool.

Closing balances from 2018 are committed to further the implementation of milestone projects in the 2018–

2020 school plan. Specifically in upgrading technology, learning environments and outdoor spaces as well as the continued implementation of Visible Learning to ensure quality learning outcomes for students.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	2,343,493
Base Per Capita	67,490
Base Location	2,962
Other Base	2,273,041
Equity Total	693,378
Equity Aboriginal	152,176
Equity Socio economic	294,375
Equity Language	9,939
Equity Disability	236,888
Targeted Total	289,094
Other Total	382,793
Grand Total	3,708,758

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In reading, trend data indicates and upward trend data in year 3 indicates strong growth whilst there was a decline in year 5. In grammar and punctuation years 3 and 5 generated an upward trend. In spelling year 5 showed a slight decline however there was a dramatic increase in the year 3 data, outperforming schools with similar characteristics to OVPS. In writing there was again an upward trend for year 3 and a decline in year 5. Current approaches to literacy in infants classes and stage 2 are currently under review.

Trend data indicates strong growth in numeracy in years 3 and 5. Year 3 data indicates that Oxley Vale Public School is performing better than similar schools. These results have continued to indicate strong performance of students in the early years at OVPS. Year 5 results, whilst slightly below similar schools, are growing at a faster rate than same schools, indicating that our school is closing this gap.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

In 2018 the number of students meeting the Premier's priorities of improving educational results and improving Aboriginal education increased compare to previous years. In 2017 students from 13.21% of students from Oxley Vale PS achieved results in the top 2 bands. In 2018 18.83% of students received scores in the top 2 bands.

This upward trend is also evident in the results of students who identify as Aboriginal. In 2017 only 8.33% of Aboriginal students achieved results in the top 2 bands compared with 17.11% in 2018.

Parent/caregiver, student, teacher satisfaction

Parents

In 2018 parent survey data indicated that:

- 80% of respondents believe that the school meets their child's academic needs
- 80% of respondents believe that the school provides good access to technology for learning
- 87% of parents feel that communication with the school assists their child to learn
- 80% of parents feel that their child enjoys coming to school each day
- 90% of parents indicated that the school has a positive, optimistic feel
- an average score of 8.4 out of a possible 10 was given in recommending our school to friends
- 100% respondents indicated that the school actively promotes and implements the values of pride, respect, excellence and integrity
- 90% of respondents indicated that the staff at OVPS are professional, committed and caring
- future areas for consideration were identified as digital communication for notes, upgrades to parking and upgraded toilet facilities

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:

- 100% of staff feel a sense of accomplishment in carrying out their work (teaching, supporting students, administration)

- 0% of staff report that they **do not** enjoy coming to work each day
- 100% of staff report that they can access expert assistant at school in the areas of programming, behaviour management, assessment, reporting, wellbeing and learning adjustments.
- 50% of staff feel that all staff members contribute equally in the workplace
- 50% of staff indicated that their work is valued by our parents and students
- 100% staff indicated that they are supported by the school executive
- Staff indicated that they would like to see the school invest in more technology more than any other area of resourcing.
- 100% of staff feel that their work has a positive impact on the lives of their students.

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 2018 Aboriginal perspectives were included in academic programs to ensure that student opportunities and experiences are well rounded and culturally inclusive. Staff had access to a full-time Aboriginal Education Officer to assist them in planning units of work that were culturally inclusive.

In 2018 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 Ryan Griffiths, teacher at OVPS. The program was linked to the Oxley High School Clontarff Academy and also the local Opportunity Hub run through the local lands council. This program 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 yarning circle, local language and understandings of local totems and practices. In 2018 Uncle Neville invested significant time and energy into teaching the acknowledgement of Country to students across all grades. Incorporating the acknowledgement of country into all formal school gatherings as well as at morning assemblies each Monday has served to highlight the significance of local Aboriginal culture and the high regard in which our school holds Indigenous culture in general.

Our school community values our cultural heritage as evidenced by significant attendance at cultural events and celebrations and continues to be held in high regard as working with our local community for the benefit of all students.

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.