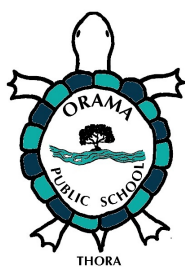


Orama Public School

Annual Report



2018



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Introduction

The Annual Report for **2018** 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.

Katharine Sutherland

Principal

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Message from the Principal

Welcome to Orama Public School 2018 Annual Report. This report celebrates a successful year of quality teaching and learning. The staff of Orama Public School strive to create a safe and caring, quality learning environment for all our students. Each member of the school team, from our office staff, teaching and support staff to our cleaner, contribute to the success of the school on a daily basis. The achievements, programs and celebrations included in this annual report reflect the quality teaching and learning programs that take place at our school. The success and opportunities that the students experience are a result of the positive partnerships that exist between members of the whole school community. Thank you to parents and carers that are committed and supportive and help to promote student success and opportunity. Congratulations to all the students for your positive attitudes, hard work and for all that you have achieved during the year.

Katharine Sutherland

Principal

Message from the school community

The Orama Public School P&C have been successful in helping our students in numerous activities throughout the year. From fundraising to helping in the classrooms and out of school excursions, the P&C have put in a fantastic effort on behalf of the students I say thank-you. The P&C Raised over \$1400.00 at the Bunnings BBQ in June this year. It was great to see so many hands on deck. Also thank you to all the parents that help keep the canteen going once a fortnight. The P&C have been able to help the students with uniforms and contributing to Life Education costs and swim scheme. Without the parent and community volunteers that help transport the students to excursions and events it would be very difficult to attend these activities. Thank you all the members of the P&C for your support throughout the year.

Rachel Browning

P&C President

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 is a small friendly community based school in the Thora Valley. We use our beautiful surroundings as an integral part of the students' learning to provide a range of unique benefits including: individualised education in literacy and numeracy; learning life skills through gardening and cooking; and immersion in real world developments in sustainability and science. 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.

The enrolment for 2018 was 26 with no Aboriginal students. Our 2017 Family and Occupation and Education Index (FOEI) was 119 up by a value of 15.

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 comfortable office area 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 efforts have focused on setting and maintaining high expectations of our learners. This has led our students on a journey into Learning Intentions and Success Criteria. Students are beginning to discuss their own learning needs and they are achieving the goals that they set out for themselves. Staff are guiding students through their own individual learning journey to monitor student wellbeing through the weekly student conferences and wellbeing sessions.

Within the domain of Teaching our staff are setting high expectations for themselves as learners and educators. The staff continue to engage and motivate our students with high quality, effective classroom practices. The staff are developing their use of data to inform their teaching practices and the professional learning that staff are engaged in is purpose driven with implications for the classroom the very next day.

Staff at Orama Public School are aware that they are leaders in the community. As leaders, the staff understand the need to set and maintain a culture of quality teaching and learning. Within this domain, the staff, students and community use the school community resources to further enhance the students' development.

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

Learning – Self directed, engaged and resilient learners

Purpose

Excellent schools have a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn. Our purpose is to develop engaged, self directed and resilient learners through a focused approach to professional learning surrounding "What works best". We aim to develop in students the ability to set goals, self – reflect and articulate their learning.

Overall summary of progress

Learners at Orama Public School continue to be engaged in their individual learning. Students are using "I can" statements in their writing and the progress in reading has been above expectations. Staff consistently consider themselves as learners by actively pursuing professional learning that is relevant and researched based.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• Increase the percentage of students demonstrating active engagement with their learning.	NIL	Teaching and learning staff have implemented programs that are at each individual students' need. Students have been able to maintain their engagement levels
All students have learning goals in reading and writing and can articulate them.	NIL	Teaching staff have implemented 'I can' statements for writing at are aligned with the Creating Texts element from the Learning Progressions. This has allowed students to reflect upon and set goals for their future learning in writing. LaS Teacher worked with targeted students on creating their own learning and wellbeing needs.
The school is deemed to be "excelling" on the SEF (School Excellence Framework) Wellbeing through self assessment or the External Evaluation processes of work.	NIL	Positive student wellbeing is explicitly supported by all staff at Orama Public School. This is achieved through weekly mindfulness lessons and creative writing tasks that enhance mindfulness practices.

Next Steps

Throughout 2019 we will strengthen Orama Public School's approach to wellbeing by deepening our approach to values based education. 100% of students will have identified their own learning or wellbeing needs and they will be reviewed each semester. 100% of targeted students will have a Learning and Support plan which will be developed in consultation with parents and other support staff. These plans will also be reviewed each semester.

Strategic Direction 2

Teaching – high quality effective and explicit teaching

Purpose

Highly skilled and passionate teachers are an essential part of improving students outcomes. Orama Public School's purpose is to create a stimulating, challenging yet supportive professional environment for teachers which uses research to underpin quality practice. We understand the need for genuinely collaborative planning, dialog and reflection. We maintain a focus on the delivery of the required curriculum and on literacy and numeracy across the school.

Overall summary of progress

Teaching staff at Orama Public School continue to be of the highest quality. They are engaged in professional learning that is relevant and research based and they embed this professional learning in their daily practice.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in the percentage of students at or above expected levels in reading and writing on the literacy progressions.	Casual teacher costs (\$1813.72) Course Costs (\$744) Decodable Readers	Teachers trained in using the Learning Progressions, using PLAN2, the Art of Writing, Multi-Sensory Learning, Early Years Reading and the Best Start Kindergarten Assessment. This has assisted teachers to identify where their students are currently placed and implement teaching and learning initiatives to impact on their students' learning and growth rates.
All staff are participating in high quality professional learning in reading and writing as evidenced by Professional Development Plans (PDP) documents.	NIL	100% of teachers have PDPs that are linked to the school plan and reflective of their students' needs.

Next Steps

In 2019 teaching staff at Orama Public School will further their learning in regards to analysing data to inform their teaching. We will audit our current assessment and reporting initiatives to reflect the current best practices and policy documents. Staff will engage in Professional Learning around visible learning and explicit teaching.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$2213 Funds used to support NAIDOC activities and Staff PL in Aboriginal Perspectives • (\$0.00)	Students and staff developed a deeper understanding of local Aboriginal histories and perspectives through local events with local Aboriginal Elders. All staff spoke about the need to have these experiences specific to Thora.
Low level adjustment for disability	\$26620 Funds used to employ a Learning and Support (LaS) Teacher and School Learning and Support Officer (SLSO)	1:1 or small group activities led by LaS Teacher or SLSO. LaS Teacher also completed 1:1 assessments and liaised with classroom teachers to embed the data into teaching and learning programs.
Quality Teaching, Successful Students (QTSS)	\$4789 Funds used to complement the teaching faculty through Professional Learning opportunities.	Teaching and support staff are able to embed practices that are research based and considered best practice.
Socio-economic background	\$13126 Funds used to employ a School Learning and Support Officer (SLSO)	Teachers and students supported by a high quality SLSO who also has community links. This deepens our ability to deliver quality programs to our students and community.



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	17	16	12	11
Girls	11	10	8	12

Student attendance profile

School				
Year	2015	2016	2017	2018
K	91.8	76.9	91.8	84.8
1	92.5	87.9	79.6	94.6
2	96.7	86.9	92	90.3
3	94.8	91.2	87.6	86.7
4	97.6	89.5	90.4	73.1
5	98.9	94.3	90.2	92.1
6	100	96.8	94.4	75.9
All Years	95	89.8	91.2	84.4
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

The Orama Public School community value the role of education and consistent attendance at school is valued by all stakeholders. It is a common practice of parents to phone and explain an absence of their child. Other initiatives have included regular absence slips on the newsletter and phone calls to ensure the wellbeing of the student and family is met. Engagement with the DoE Home-School Liaison Officer has also been sought for students with below average attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.3
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*Full Time Equivalent

In 2018 our school staff consisted of 29% male and 71% female. No staff members at Orama Public School identify as of Aboriginal or Torres Strait Islanders descent. Of the teaching staff, 50% of the staff have been teaching for ten years or less, 25% between ten and 20 years and 25% of the teaching staff members have been in the profession for over 20 years.

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	25

Professional learning and teacher accreditation

At the beginning of 2018, all pre-2004 qualified teachers in NSW were accredited at 'Proficient' standard. 100% of the teaching staff at Orama Public School are currently maintaining their accreditation status. The teachers are highly experienced and they complete Professional Learning that is based on their Professional Development Plan, the needs of their students and the needs of the school. Professional Learning has been completed in writing, early years reading, using the Learning Progressions and leadership.

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	34,538
Revenue	518,992
Appropriation	503,996
Sale of Goods and Services	591
Grants and Contributions	13,829
Gain and Loss	0
Other Revenue	0
Investment Income	577
Expenses	-465,553
Recurrent Expenses	-465,553
Employee Related	-429,583
Operating Expenses	-35,970
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	53,440
Balance Carried Forward	87,977

Orama Public School transitioned to the Enterprise Financial Planning tool (eFPT) and SAP HR environment during 2018. The eFPT has been used to track the budget based on our anticipated and actual School Budget Allocation Report (SBAR). Support has been given to the School Administration Manager (SAM) and the Principal by edConnect trainers via face-to-face training and via point-of-need support to the edConnect hotline. The principal has projected ahead into 2019 to locally fund a second teacher as the projected numbers for 2019 look to fall below 26.

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	447,195
Base Per Capita	3,867
Base Location	8,907
Other Base	434,421
Equity Total	41,959
Equity Aboriginal	2,213
Equity Socio economic	13,126
Equity Language	0
Equity Disability	26,620
Targeted Total	0
Other Total	4,802
Grand Total	493,957

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.

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.

Due to the small cohort of students to maintain confidentiality it is not possible to comment on the school's results in Literacy

Due to the small cohort of students to maintain confidentiality it is not possible to comment on the school's Numeracy results.

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

During term 4 of 2018, a Parent and Community survey was conducted. The paper based survey was sent home with students and uploaded to the website and Facebook pages. The return rate of this survey was 47%. The feedback from the parents and community was very informative. Of those surveyed, 100% of respondents strongly agreed that they are welcome in the school and 86% strongly agreed that their child feels known, valued and cared for. 63% of respondents strongly agreed that their child is engaged at a level that is suitable to their individual needs and that their child has made academic and emotional progress throughout the year.

Updating our student reports to a more family friendly format and conducting parent sessions on our initiatives will impact the rate of parent and community engagement within the school.



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. We are fortunate to have a number of passionate community Elders who visit our school environment to share local histories and practices with the students. These activities are embedded in content and concept based units that are locally planned and implemented. All of the teaching staff attended a local journeys professional learning event in collaboration with Belling High School. We were escorted by local Gumbaynggirr Elders. This experience was valued by all educators.

Multicultural and anti-racism education

Orama Public School has ensured that multicultural education and the associated values, including tolerance and acceptance of all cultures, is embedded in all teaching and learning programs. The staff and students celebrated World Harmony Day on the 21st March. A focus was on cultural diversity and acknowledging the positive contributions that different cultures make to the Australian community.

The Anti-Racism Contact Officer at the school explores all incidents of racism and the goal of accepting all cultures is always the aim.