

Orana Heights Public School

Annual Report



2018



4549

Introduction

The Annual Report for **2018** is provided to the community of Orana Heights 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

Orana Heights Public School is committed to quality teaching and learning programs driven by dedicated and caring teachers that engage all students within a socially cohesive school community. Our staff is innovative and dynamic, providing leadership that inspires learning.

School context

Orana Heights Public School, in Dubbo city, provides a dynamic and caring educational environment in which all 620 students access quality educational programs within a varied and balanced curriculum. In recent years major initiatives in the areas of literacy, numeracy, student well-being, technology and sport have brought widespread recognition of excellence within the school and the wider community. The school maintains a culture of inclusiveness based on continual improvement and quality service. The school's multi-skilled and professional staff continually enhance students' educational opportunities and develop adjustments and accommodations to meet individual needs.

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** the focus area continues to be on *Wellbeing*. School data indicates we are Sustaining and Growing as all staff strive to make sure each child is valued and cared for. The school excels in their planning and catering for needs as there is a whole school approach through research based programs such as Positive Behaviour for Learning. Students are taught explicit values appropriate to their age and level of understanding. The school prides itself in the area of Curriculum as there is a cohesive approach to developing quality teaching programs and teachers planning cooperatively using student assessments and feedback for tracking of student progress. With a number of students in mainstream classes requiring significant adjustments to address individual needs, the school has processes to support learning involving the parents and students.

In the domain of **Teaching** school data collated by all teaching staff indicates the school is at Sustaining and Growing in most themes. Programs taught in the school such as Instructional Rounds and AVID have promoted the *effective classroom practice* and Learning and development. Teachers are developing programs to prepare young people to lead rewarding and productive lives in a complex and dynamic world. As beginning teacher funds were used to support those in the beginning phase of their career, the self-identification of a mentor provided an opportunity for teachers to grow under the professional guidance of those more experienced in their field. Staff were able to access professional learning events which aligned to both their Professional Development Plans and the whole school plan. To develop capacity within the school, PL was shared within staff meetings and the school would identify expertise within the school.

In the domain of **Leading** professional learning has been a focus to develop capacity in the school, staff, including the SASS staff, to make Education a great place to work. Leadership processes ensure every teacher feels supported and develops our workforce to be of the highest calibre. Teachers have been provided with opportunities to lead focus teams in KLAs and Welfare projects. Most themes within the elements are evaluated at Sustaining and Growing. Staff recognised that professional effectiveness could be an area for improvement and the school could use other data sources to measure community satisfaction. Through planning meetings and focus on high quality service delivery, the school leadership team is recognised as supporting a culture of high expectations and sustaining effective teaching practices through modelled instructional leadership.

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

Teaching

Purpose

To ensure teaching and learning is driven by high quality teachers who demonstrate deep pedagogical and curriculum knowledge and are committed to ongoing professional learning to contribute to an innovative, evidence-based and collaborative learning culture.

Overall summary of progress

To increase the capacity of all teachers, ranging from beginning to experienced teachers, the school ensured that the Professional Development Framework was a clear guide to follow expectations and support each phase of the individual's Professional Development Plans. Practices and processes within the leadership roles were developed for consistency. Mentoring was achieved outside the leadership team to identify suitable systems to support beginning teachers. This was provided to support teachers for success in the early stages of their careers. Processes are consistent across all K–6 settings, including Support Classes. Feedback provided from lesson observations and Instructional Rounds was rich and authentic whilst being aimed at improving student outcomes and engaging the learners.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teaching staff participate in peer observation and feedback.	QTSS 0.2 \$21200	Supervising staff were provided with time off class to refine the PDP process to promote class observations as positive.
100% of teaching staff participate in collaborative planning.	12 days \$6000 Socio-economic background \$21000.00	Teachers plan scope and sequences. IR continued to be implemented across the whole school with staff meetings, core team meetings and observations taking place. New teachers were upskilled by consultants and casual relief provided for observation rounds.
All early career teachers are mentored and supported.	Beginning teacher funds received: \$56000	Every early career teacher had the opportunity to be mentored, participate in class observations, work collaboratively on programming, participate in targeted PL, develop engaging teaching lessons and be provided with time towards accreditation.
100% of programs reflect teacher knowledge and skills in the consistent delivery of NESA syllabuses and principles of conceptual programming.	\$30000 \$10000	PL to develop capacity in Literacy in all stages using consultants from Sydney. Six staff members from the executive team attended the Learning Progressions PL. These staff applied their knowledge to upskill teachers across the school.
100% of staff have a targeted Professional Development Plan aligned to the whole school plan.	0.6 of FTE QTSS was allocated to PL \$63600	Supervising staff were provided with time off class to support all staff in professional growth. This includes 30 non-teaching staff.
Record Tell Them From Me data for high skills and high challenges is equivalent or above the NSW Government average of 53%.	\$2000	TTFM data to be analysed to then be used as evidence.

Next Steps

- * Our PDP process will continue using the existing time frame as this has previously shown to be effective.
- * Availability of mentors will be promoted to support all teachers who identify areas of growth
- * The induction process has been refined ready for implementation and a review to take place during the year.
- * Utilise fortnightly IR/Stage meetings to focus on targeted professional learning.
- * AVID strategies continue to be implemented and a scope and sequence be developed for the school to ensure a consistent approach to implementation and introduction to stages.
- * Instructional Rounds (IR) will remain to be a system guiding student learning through explicit teaching of collaboratively targeted problem areas identified through collection and analysis of data.
- * Identify and draw on the expertise of staff to develop capacity within the school. Encourage Leaders to delegate tasks and support teachers in career development.
- * Teachers work collaboratively in grades, stages, teams and committees to maintain focus on student learning through improved teaching.
- * Differentiated teaching strategies continue to be developed for individual students identified through learning support teams and class teacher assessments.

Strategic Direction 2

Learning

Purpose

To create a stimulating and engaging learning environment underpinned by high expectations to accelerate learning and improve attendance. This is achieved by differentiated curriculum that is flexible, reflective and dynamic to meet the diverse needs of our students, staff and community.

Overall summary of progress

The Instructional Rounds process continues to have a positive impact across all classes in the school. Students are engaging with the identified problem of practice to provide a consistent source for assessing learning. High expectations are set by teachers through AVID strategies which caters for individual growth of the learner. A core team which represents the whole school works to collaboratively plan to review and refine programs and provide feedback to stage groups on the implementation of the AVID strategies. These are also developed alongside the students goal setting and understanding their achievements. Attendance for students at school remains a high priority to improve student outcomes. Systematic processes have been implemented and are regularly reviewed to cater for individual circumstances.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the percent of students who identify their learning as challenging and engaging.	\$14500	Teachers given days for handover for 2019. For future– consider how to refine student surveys to meet improvement measure.
Students attendance increases because every student is engaged and challenged to continue to learn	\$36000 \$50000	Engaged an attendance officer to monitor and work with executive staff to develop new attendance strategies. Through the year 8 teachers attended new PL and 4 obtained additional PL in AVID. Costs included travel, accommodation, casual class cover and registration fees.
Increased level of students achieving expected cluster level benchmarks for literacy and numeracy	\$160000– RAM Aboriginal \$25000	IL to focus on target group of students identified through Y3&5 NAPLAN. L3 implementation, PL and resources.

Next Steps

* Continue to develop staff knowledge with deeper understanding of the AVID strategies and tailor these for a school scope and sequence.

*Remain an active member of the local Cluster Project for 2019 to support consistency across other primary sites which will ultimately support students through their secondary education years and post-secondary education.

*Refine attendance data collections and involve stage supervisors for knowledge of the individual families to aim for consistency in learning.

*Increase knowledge and familiarity of PLAN2 to understand the stages of progressions within student learning.

*Continue to gather work samples as a part of the Instructional Rounds process to determine the impact of professional learning, observation rounds and assessment of student learning.

*Strengthen the system of mentoring for beginning teachers and those early in their careers to include engaging and challenging the learner.

Strategic Direction 3

Community

Purpose

To build stronger relationships as an educational community to ensure our students have the best opportunities to develop as productive members of the community.

To build genuine partnerships within the school community and with organisations and resources available beyond the fence.

Overall summary of progress

As communication with parents evolves, so does the need for school's systems to change and adapt. During 2018 there was an increased use of Dojo contacts made by parents and an increase in traffic seeking to find information on the school's free APP. This develops a connectedness for a wide selection of the parents and carers with children at the school. The flexible communication channels aim to reach a broad spectrum of families with important information about the school and upcoming events. School events held on site proved to be well represented as the majority of students in each class had a member of the community support the event and spend time in the school. From these days parents and carers feel welcomed and valued within the school. Other outside agencies are often at the school providing support to children and this is done in collaboration with school staff, home and organisations.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased and measurable participation and engagement by parents/carers in school-based activities and initiatives.	\$1000 \$50000	Parent use of online systems to explain child absences. Development of playground area to encourage growth of Playgroup.
Increased involvement of community personnel and organisations in school learning experiences. (Compared to 2017).	NIL \$1000 \$2000 \$5000	Increased number of parents engaging with Class Dojo. Increased number of parents downloading and using the school APP. Music and movement program for ES1. Personal trainer to design and deliver a individual sports program as an alternative to PSSA.
Increased collaboration with other local public schools to improve student learning outcomes with a focus on sharing of quality practice.	10 days \$5000	Cluster member of the Fair Education for all in Dubbo.

Next Steps

- * expand the TTFM survey in 2019 to include one for the parent/community group.
- *Continue to support outside agencies access to students when it is relevant at school, being mindful of NDIS processes.
- *Continue to plan and evaluate through the P&C for the school canteen and uniform shop.
- *Involve parents/carers in teams at the school for a parental representation (such as PBL and Aboriginal Education team)
- *Evaluate communication methods being used most frequently by parents and encourage all staff to engage and

implement a process/code of conduct around the usage.

*schedule event days that involve parent/carers being invited to both the school and the classroom.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	285	300	309	318
Girls	266	276	301	319

As Dubbo's overall population continues to grow as a Regional centre for Western NSW, so true to the school's growth. The school's achievements are reflective of the steady number of families embracing the intake zone and sending their children to the local public school.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.5	93.5	95.5	94.3
1	93.8	94.3	93.8	94
2	94.1	93.4	95.3	94.1
3	94.6	94.5	94.4	94.1
4	94.9	93.7	95.1	93.2
5	94.7	93.3	94.2	93.7
6	93.2	95.1	93.4	93.2
All Years	94.4	93.9	94.6	93.8
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

Regular meetings were scheduled with the school's allocated HSLO and ASLO. However, due to a staff shortage, the school went a number of months without an allocated HSLO. Thus relied upon systems to monitor and communicate with families whom students' attendance may have fallen below 90%. The lift in the target from 85% to 90% was communicated with all

teaching staff and a consistent agenda item on all Stage, Student Support and Executive meetings minutes.

Language was developed around reducing the "Pink Boxes" as seen on the electronic roll marking system. These boxes show a parent/carer lack of communication as to a child's absence. Each class teacher was given a ticket system to send home a physical reminder upon a student's return after an unexplained absence took place. Whilst this showed some improvement it will continue to be a focus in 2019.

The school's AEO continued her program to target an identified group of indigenous families who had an increasing number of unexplained absences. This program again had success and thus will continue in Term Two 2019.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	6
Classroom Teacher(s)	27.92
Learning and Support Teacher(s)	1.5
Teacher Librarian	1.2
School Counsellor	2
School Administration and Support Staff	8.56

*Full Time Equivalent

A number of the teaching staff and support staff employed on a temporary engagement identify as Aboriginal. This increases the number of Aboriginal staff employed at the school as permanent teachers.

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

There were a number of beginning teachers in the school during 2018 as well as teachers continuing into the second year of their career. These teachers were strongly supported in completing their accreditation at Proficient. There were also 4 teachers who reached their maintenance for this level of accreditation. One staff member with accreditation at Lead was able to complete the mandatory hours and complete the report with Director support. All teachers rolling onto the NESA system were provided with Professional Learning and information sessions regarding how to consistently monitor their professional hours.

Professional Learning across all stages in the school was aligned to goals written into staff Professional Development Plans and the whole school plan. Significant budgeting was supportive of AVID and Instructional Rounds. This will continue into 2019.

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	1,778,470
Revenue	7,987,574
Appropriation	7,816,346
Sale of Goods and Services	4,230
Grants and Contributions	147,115
Gain and Loss	0
Other Revenue	6,307
Investment Income	13,577
Expenses	-7,484,272
Recurrent Expenses	-7,484,272
Employee Related	-6,926,573
Operating Expenses	-557,698
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	503,302
Balance Carried Forward	2,281,772

The school leaders continued to manage and learn the new SAP finance system. During 2018 in school processes were developed and will require a review and refinement in 2019 when a new SAM commences

at the school. An audit at the end of 2018 was satisfactory as the school followed all financial management processes and governance structures to meet financial policy requirements.

There was an anomaly with staff sicknesses due to a number of teachers requiring access to their long term leave. This necessary (and supported) significant time off work had an impact on the school's budget in this area. As staff numbers grew the issue of casual teacher shortage and SLSO management also placed a burden on the organisation of staffing upon the day to day running of the school.

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	4,233,740
Base Per Capita	123,277
Base Location	3,678
Other Base	4,106,785
Equity Total	834,373
Equity Aboriginal	310,683
Equity Socio economic	248,298
Equity Language	39,652
Equity Disability	235,740
Targeted Total	1,526,274
Other Total	638,420
Grand Total	7,232,806

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.

NAPLAN data gathered was inclusive of many students with diagnosed disabilities, however the school encourages all students to have access to all parts of their education. In 2018, the school was only one of 300 that trialled the new online NAPLAN tests. Whilst all student and teacher feedback was positive it is difficult to compare data gathered from previous years due to the nature of the testing system.

The school looks forward to the Year Five 2019 and beyond data being able to be more accurate in results for comparison of previous years, particularly in the area of writing where students typed their response for the first time. There was a delay in 2018 results due to marking discrepancies with online tests and paper method across the state.

Orana Heights Public School prides itself in encouraging all students to participate and apply for necessary exemptions and special circumstances where appropriate.

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 school had an appointed Instructional Leader, Years 3–6, Aboriginal education. This position

focused on the Premier's Priority: *Improving education results* and The state Priority: *Improving Aboriginal education outcomes*.

This role predominantly focused on a target group of students in Years 4 to 6 identified through NAPLAN results from 2017, however the role in our school expanded to develop the capacity of teachers across many years. Whole school staff professional learning sessions were held to outline strategies being successfully implemented into classrooms. Assessment processes used for identified students were used for other Aboriginal students and whole classes to gather informative data about learning. This was used to plan teaching and programs. Individual goal setting and regular reflection and feedback was provided to students.

Through standardised testing, completed by the Instructional Leader, there was evidence that over 50% of the students targeted through the program made growth in the area of comprehension. In mathematics 5 students in the target group achieved results on the very high Stanine score showing excellent growth.

Longitudinal reports for the year contained evidence to show:

- * all but one student improved in reading to be above the Year 3 norm

- * 73% of Year 4 students improved to be above the norm in reading

- * at the start of 2018, every target student in Year 4 was below the norm in maths. At the end of the year 63% were above norm.

- * all students in Year 5 achieved results above the norm for both reading and maths.

- * All Year 6 students made significant growth in maths to achieve results above the norm.

Parent/caregiver, student, teacher satisfaction

The Tell them from Me surveys were completed by students.

Staff had the opportunity to complete the survey issued through the Public Service and results were sent to the principal. Results were difficult to analyse due to ambiguous questions and individual interpretations.

The community responded well to participation in Parent/Teacher interviews and IEP meetings. The overall attendance at these indicates these to continue in the future.

Regular staff meetings for teachers, non-teaching and other SASS staff are timetabled. Concerns and issues are transparent, addressed and resolved where possible.

Policy requirements

Aboriginal education

Orana Heights Public School has 680 students and approximately 32% of students identify as Aboriginal. During 2018 each student has had a Personalised Learning Plan discussed and supported in consultation with their parents/carers. A number of students are supported by outside agencies. Families are supported with regular communication from classroom teachers, supporting staff, executive and specialised community members.

The Aboriginal Education team of Orana Heights Public School are developing strong connections with the community and local organisations to provide regular engagement and awareness of culture. Our Aboriginal Education Team attend the monthly local AECG meetings, allowing all staff the opportunity to network with local schools, students and organisations. Our Junior AECG representatives developed confidently in their public speaking attributes and were commended for their respect, maturity and social interactions within the community.

NAIDOC week was celebrated with lessons developing the knowledge of Aboriginal culture through Literacy, Numeracy, History, Science and Creative Arts. The school had invited guests from the local community and these Elders engaged with students across all years in areas of their culture. Friends and families were invited into open classrooms and participated in activities with the students. The day held a community barbeque and playground activities provided by outside agencies.

2018 provided teachers and students the opportunity to develop a strong connection with our Instructional Leader, Aboriginal Education. This focussed on the development of pedagogical practices for teachers to support and engage Aboriginal students in learning. The goal was to improve targeted aboriginal students literacy and numeracy results through both student skills and explicit teaching taking place in classrooms. The Instructional Leader position was to continue into 2019 however as the current teacher went on maternity leave, there were no suitable applicants to staff the position hence it would not be able to continue into 2019.

Teachers were trained in implementing AVID – **Advancement Via Individual Determination** and this has shown consistent practices across our school, improving the education outcomes of all students. Many of our students have become more independent and are beginning to take more risks in their learning. The fear of failure is being eliminated, as students understand that risk taking is part of the learning process. Students are beginning to take ownership of their own learning and understand that they are responsible for their own success. For many of our Aboriginal students, we have found success in collaborative learning. By giving students the opportunity to be involved in discussions with their teachers and peers, they are beginning to think more deeply, share ideas and understand different perspectives. Students who are reluctant writers are

gaining confidence as they are still able to share their ideas and opinions with their class without the limitations of their writing skills.

During the year all teachers received PL focussed on 8-ways. For more experienced staff this was an opportunity to revise content and programming processes whilst for early career teachers it was a chance to gain new knowledge.

The Aboriginal Education Team and the staff of Orana Heights Public School are dedicated to ensuring all students are connected to their culture and endeavour to provide supportive and engaging learning environments for all students.

Multicultural and anti-racism education

In 2018 fifty students with a Language Background Other Than English (LBOTE) attended our school. A Multicultural Day was held in Term 1 to celebrate the diverse cultures represented in our school community from 24 countries. All students participated in activities related to another country and other cultures.

Among the LBOTE students at the school 7 students are at Beginning Level of English Language Proficiency (ELP) and a further 9 students have progressed to Emerging Level. Two teachers provide the English as an Additional Language or Dialect (EAL/D) Program which supports these 16 students with literacy skills, orientation to school and community, language and social skills. Throughout the year all LBOTE students were assessed, and then monitored to ascertain their level of English Language Proficiency.

The main language groups represented in the school are respectively from India, Bangladesh, Philippines, Korea and Arabic countries. The other countries represented are Pakistan, Zimbabwe, New Zealand (Maori), Lebanon, Vietnam, Fiji, Mauritius, Cook Islands, Spain, Italy, China, Nepal, Sri Lanka, Myanmar, South Africa, Kyrgyzstan

Other school programs

Arts

Orana Heights offers many opportunities for our students to participate in different extracurricular activities. Last year we had Stage Three students represent the school at the annual lantern parade at the dream festival. Students completed a workshop, at the cultural centre, to make their lanterns and proudly carried them in the evening parade.

Our students attended the Dubbo Eisteddfod. We had a Year Two signing choir who came first.

Kindergarten also participated in a weekly music and movement program throughout the year.

In 2018 we held our school musical entitled 'Musical Mayhem.' All students K-6 participated as a grade. We

held a matinee and evening performance with both being sold out. It was a great opportunity for students to showcase their musical talents.

Debating and Public Speaking

Orana Heights Public School participated in the Kerri Parkes Western Challenge Debating Competition again this year. The debating team was made up of an equal mix of students from both Year Five and Six. The team participated in a Debating workshop run by the Arts Department and four debates. The first debate involved travelling to Narromine Public School where we were able to win the debate as the negative team with the topic "E-readers are better than books". Our second debate against the second Narromine Team was in our school auditorium. We were the affirmative team and able to win the debate with the topic "Water is our most precious resource". We were narrowly defeated in our debate for against Dubbo Public school on the topic "School hours should be longer". This meant that we had tied with the Tottenham who had also won two out of three debates. We hosted the zone final with the topic "All primary students should learn a second language" with a nail biting result we unfortunately lost the debate but gained an amazing amount of experience.

L3 (Learning, Literacy, Language)

In 2018 Stage One had three teachers complete their first year training in L3 ST1.

Two teachers completed their first year of training for L3 ST1 and will go on to complete their final year in 2019.

This program is a positive learning tool for both teachers and students at Orana Heights Public School.

In 2018, 3 Kindergarten teachers completed their L3 training. The program was successful for 85% of students who reached a reading level of 9 or above. 83% of students were achieving expected level for writing and meeting outcomes for Early Stage One.

This supportive program assists students in acquiring literacy skills and strategies to become successful readers and writers. This process allows teachers to identify students who will participate in Minilit in Year 1.

Positive Behaviour for Learning (PBL)

Positive Behaviour for Learning (PBL) is the whole school system designed to promote safe and orderly learning environments in schools, while improving the social-emotional outcomes for students. The PBL leadership team holds regular meetings scheduled every fortnight throughout the year. Data recorded on the electronic system regarding incidents involving welfare are a point for discussion and further communicated with all staff at weekly meetings. The PBL team is responsible for analysing this data to guide improvements and schedule regular booster lessons with all students for all areas and non-classroom settings. Additionally, staff participate in PBL training to

support the effective implementation of the processes and strategies that support a positive learning environment.

Sport

Our annual carnivals are always occasions for great enthusiasm from both parents and students. House pride is on the line each year and the intense rivalry between all houses is evident when students give their all in every race. We are grateful for the level of parent support received as without it carnivals would not run as smoothly.

The swimming carnival was a great success. 35 swimmers progressing onto district swimming and 3 swimmers progressing onto the western swimming carnival.

The school cross country was our next major event. All students from Year Two to Year Six were encouraged to participate. 40 runners progressed onto the district cross country. Five runners progressed onto the western cross country carnival in Wellington. A special mention needs to go to Imogen, Samuel and Marli who progressed onto the state cross country carnival at Homebush.

The athletics carnival was our last major event for the year. Students from Year Two through to Year Six were involved in this carnival at the Barden Park facilities. There was recognition of 11 students who broke school records in various events. 40 students progressed onto district athletics. Congratulations go to Xanthie on being named Dubbo District 11 year Girl Champion and Caiden on being named Dubbo District Senior Boy Champion. Xanthie broke a record in the 11yr girl's shot put, long jump & discus. Caiden broke a record in the senior boy's long jump. 26 students progressed onto the western area athletics carnival and 11 students progressed to state athletics this year.

Throughout the year students tried out for a variety of Dubbo District and Western Area Teams.

During term two and four all primary students participated in inter school PSSA sport. This is an opportunity for students to try a variety of sports (rugby league, soccer, cricket, t-ball, softball, touch football, netball and league tag) in a supportive environment.

Throughout the year our students were involved in a number of knockout competitions across western NSW. These included: soccer (boys & girls), basketball (boys & girls), AFL, rugby union, softball (girls), rugby league, netball, hockey (boys) and cricket (boys). Our soccer team were runners up in Western NSW. Thank you to the staff who coached these teams.

We have also had several sporting clinics run at school for students from kindergarten to year six. These included: year two swimming lessons, fundamental movement skills, milo cricket, rugby league, netball and soccer.

Mrs Hall was the sports coordinator in 2018.

Student Representative Council (SRC)

The Student Representative Council is made up of ten students elected by students and staff. Nicholas Adkins, Kate Allen, Bayley Binks, Beau Butcher, Shanaya Button, Imogen Fuller, Makayla Fuller, Nate Parkes and Mikaela Sutcliffe formed the Student Representative Council in 2018. Shanaya Button and Trent McGovern were the Junior AECG Representatives.

SRC students attended a three-day Future Leaders camp at Burrendong Sport and Recreation Centre in Term 2 to develop their leadership skills and create an action plan. The SRC ran two successful School Dances and organised two major fundraisers. This resulted in \$1100 for the Give me 5 for kids and \$2000 for the Year 6 gift to the school. The SRC decided to purchase a drinking refill station for Kindergarten students for their present.

The SRC revamped sections of the Parent school newsletter to include class of the week, student of the week and tips. Each week a group of students worked with a staff member to write a student focus section for the weekly school newsletter. This part of the publication contained information and fun facts aimed at engaging the student body to read the newsletter.

Technology

The departments T4L initiative allowed the school to update our school laptop trolleys and replace teacher desktops. This has allowed for the school to have three reliable laptop trollies for classes to borrow. Currently all computers in our school are less than four years old. Smart panels are replacing older model Smartboards to keep up to date with changing technologies. Teachers are using online tools for teacher programs and classes are using online programs for learning.