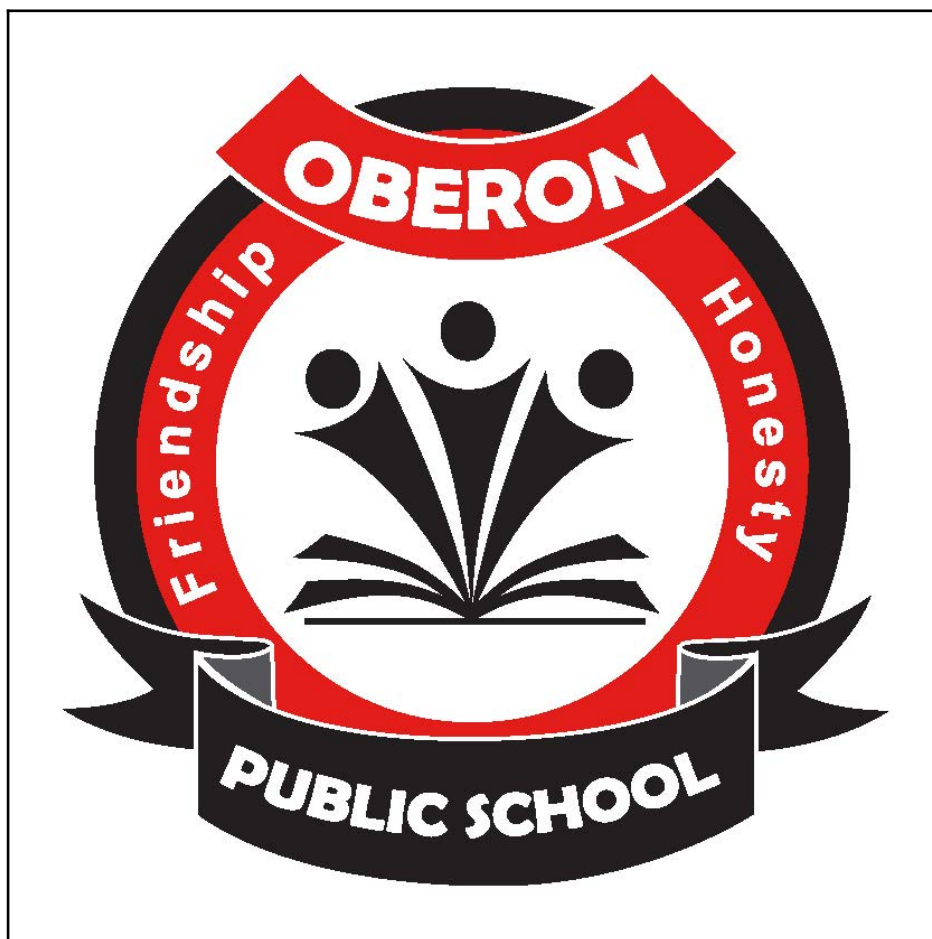# Oberon Public School

2019 Annual Report

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Introduction

The Annual Report for 2019 is provided to the community of Oberon 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.

School contact details

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School background

School vision statement

Achieve, Inspire, Create.

Oberon Public School aims to be a dynamic learning environment where students are challenged to achieve in all areas of school life, are inspired to participate and strive for excellence and are supported to be creative innovators.

School context

A highly supportive relationship exists between Oberon Public School and the community. We maintain an emphasis on active citizenship and are dynamically involved in many community events & celebrations.

Oberon is geographically classified as rural and remote. The area is continuing to transition from a mostly rural, to an industrial, community. We serve a complex community.

There are positive links and close collaborations between Oberon Public School and Oberon High School. The school also has close working relationships with local preschool providers.

The school has around 220 students in ten mainstream classes and one support class. We have a small cohort of Aboriginal and Torres Strait Islander students and students from non–English speaking backgrounds. All students are taught to respect and celebrate cultural diversity. We cater for the individual needs of students and provide a supportive learning environment offering a broad range of academic, sporting and cultural opportunities.

 We place a high priority on supporting staff to be quality teaching practitioners through ongoing professional learning, reflective practice and collegial collaboration. We are an Early Action for Success School committed to developing students' literacy & numeracy skills..

Our strategic directions are child–centred and are focused on quality education, the building of positive self–esteem and provision of a broad range of engaging learning experiences.

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school–excellence

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Developing Deep Knowledge

Purpose

Inspire students to use skills and knowledge to solve real–life problems, produce innovative, high quality products and to become confident self–motivated learners.

Data analysis and monitoring will underpin student support, target setting and program development and delivery.

We will promote excellence in educational delivery through teacher professional learning and collaborative practice.

School systems will support educational collaboration between the school, parents and community.

Improvement Measures

Data monitoring from external and school sources provides evidence of increasing numbers of students achieving expected growth or being provided with individual learning support in Literacy & Numeracy.

A range of data provides evidence that executive staff are increasing their skills as the Instructional Leader of their team.

A range of data demonstrates increased capacity of staff to progress towards achieving aspirational professional development goals.

Progress towards achieving improvement measures

Process 1:   Quality Teaching Practice.

Ensure analysis of student attainment data to allow explicit feedback to support goal setting & reflection and to inform responsive programming.   **(Effective Classroom Practice, Data Skills & Use, Student Performance Measures, Assessment, Reporting.)**

Evaluation	Funds Expended (Resources)
Teachers received professional learning around the High Impact Strategy of Explicit Teaching and implemented strategies into their classrooms. Teachers participated in teaching rounds on inferential comprehension using explicit teaching strategies and peer observations of lessons around teaching standards and explicit teaching strategies. Weekly triad/quad Instructional Leadership meetings were conducted. Regular professional reading and research combined with collegial discussion occurred regularly as well as collaborative programming and planning stage sessions continue to occur. Participation in 10 week learning sprints around inferential comprehension using pre and post test assessment data have also occurred.	**Funding Sources:** • ($25000.00)

Process 2:   Professional Excellence.

Strengthen teachers' ability to achieve strategy and career goals through supportive supervision, access to high quality PL and regular opportunities to participate in collaborative practice. **(Learning & Development, Professional Standards , Educational Leadership)**

Evaluation	Funds Expended (Resources)
PDPs provide evidence of increased sophistication in professional goals and ability of staff to provide evidence of progress towards goal achievement.	

Process 3: **Collaborative Practice.**

Assist teachers to work in collaboration with the Learning and Support Team (LST), interventionists, parents/carers and external agencies to meet the support and extension needs of individual students.. (**Learning Culture, Curriculum and Wellbeing)**

Evaluation	Funds Expended (Resources)
All stake–holders supporting individual students can provide evidence of the support they have delivered and provide an analysis of the impact their support has had. There are multiple sources of evidence of collaboration between all support staff working with a student.	

Strategic Direction 2

Promoting Student Well–Being

Purpose

Promote the positive self–esteem that is essential for students' well–being and academic & social success.

Direct instruction, clear expectations and consistent implementation of behaviour expectations allow us to establish safe and dynamic learning environments maximising productive learning time.

Providing students with a range of leadership opportunities supports positive self–esteem and promotes self–efficacy.

We promote the importance of education and collaborate with parents to ensure high attendance.

Improvement Measures

Improved levels of student well–being and engagement are evidenced through a range of data sources..

Improve school processes to gauge and respond to student and parent satisfaction with school processes and activities.

Progress towards achieving improvement measures

Process 1:   **Attendance.**   Maintain effective monitoring systems which inform collaboration between Principal, teachers and parents to maximise attendance.   **Learning Culture, Educational Leadership**

Evaluation	Funds Expended (Resources)
Regular meeting with HSLO throughout the year is beginning to see some improvement to attendance data. New processes and procedures have been put into place and all staff are aware of these.	

Process 2:   **Quality Learning Environment**

Wellbeing Committee (PBL) uses data to inform actions taken to ensure, consistent implementation of & communication about, the strategy across the school and within the wider community. **Wellbeing, Effective Classroom Practice**

Evaluation	Funds Expended (Resources)
4 students (not currently accessing speech support) were included in the trial speech therapy program which provided 1 hour support/student on a weekly basis throughout Term 4 at no cost. Online program implementation has been effective and looks possible to continue in 2020 with potential increase in number of students involved Provision of a new referral form and flow chart outlining referral requirements has increased amount of relevant background info presented for students; more comprehensive minutes are making it easier to track action taken and where referrals are up to; LaST supporting a wider range of identified student need than previously; new school counsellor providing broader range of student/teacher support	SPROUTS speech therapy support (online sessions) delivered by UTS Provision of LST flow chart Updated referral form Weekly LST meetings Published agenda

Process 3:   **Community Satisfaction & Engagement**.   Establish effective processes to gauge parent and student satisfaction levels with: student leadership opportunities, school communication, responsiveness to feedback, involvement in school activities and celebrations.   **Educational Leadership, Management Practices & Processes.**

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures	
ATSI students, their families and classroom teachers were involved in consultation meetings to complete new comprehensive PLP forms. Approximately 8 out of 10 parents/carers attended meetings. 2019 processes and surveys provide evidence high levels of student and community involvement in school activities and high levels of satisfaction. There is clear evidence that the school has acted upon stakeholder feedback. Collaborative planning meetings held between class teachers and parents/carers, supported by School Aboriginal Support Teacher, to complete PLPs	**Funding Sources:** • Aboriginal background loading ($5000.00)

Strategic Direction 3

Providing a Broad Range of Opportunities

Purpose

Build life–long commitment to learning, healthy living and active citizenship by offering varied opportunities to engage in academic, sporting, cultural and community activities.

These pursuits can help overcome isolation and make students aware of the rich variety of opportunities available to them encouraging them to hold high personal aspirations and goals.

We collaborate with the wider school community to ensure opportunities exist to participate in school activities and to contribute to educational decision making.

Improvement Measures

Improve school responsiveness to data determining stakeholder satisfaction levels with the type and frequency of sporting, cultural, community and extra–curricular opportunities offered.

Increase the satisfaction levels of parents and partner schools and organisations with transition programs.

Progress towards achieving improvement measures

Process 1: **Focus on Enrichment.** Nurture, guide, inspire and challenge students through the wide variety of opportunities for them and community to engage in school and extracurricular activities made available through strategic resourcing, **Curriculum, School Resources.**

Evaluation	Funds Expended (Resources)
A range of data sources provide evidence of high participation rates in all school activities. Student satisfaction levels are canvassed and their feedback on impacts are collected. 31 enrolments transitioned and prepared for Kindergarten 2020. Parents and carers have met with class teachers, stage leader, school counsellor (if required) and Principal. Enrolments have received information packs and undertaken 7 consecutive sessions that have transitioned them into the school environment. Wiradjuri Aboriginal language lessons did not get completed this year.	Information Packages Parent teacher meetings scheduled if necessary

Process 2: **Recognition and Involvement.** Celebrate and share student effort and achievement with school community members and involve students and community in meaningful educational collaborations and decision making. **School Planning Implementation and Reporting, Management Practices and Processes.**

Evaluation	Funds Expended (Resources)
Multiple sources of data provide evidence of recognition of student achievement involving parents and community and increased parental/community collaboration in educational decision making. The establishment of a school Facebook page has seen community engagement levels dramatically improve.	**Funding Sources:** • ($6000.00)

Process 3: **Transitions.** Engage with educational partners to plan and implement effective programs to ensure students' needs are met at key transition points. **Learning Culture**

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures	
Evidence of transition programs having been refined in response to stakeholder feedback and determining whether satisfaction levels have increased as a result of refinements.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	**Funding Sources:** • ($22 000.00)	All Aboriginal and Torres Strait Islander students had an Personalised Learning Pathway (PLP) conducted with families. A comprehensive PLP was updated, shared with staff and implemented. Some funding provided teacher release to develop PLPs and to engage in parent/carer consultation meetings. All classroom teaching programs included ATSI content and perspective, and students school wide are encouraged to be culturally aware, sensitive and involved. ATSI students were supported to participate in the full range of school sporting and extra–curricular activities including excursions and performances. Four ATSI students attended a STEM camp and were accompanied and transported to and from by a staff member. A staff member attended AECG meetings over the course of the year.
English language proficiency	**Funding Sources:** • ($1 500.00)	Funding is used to support development of Individual Education Programs (IEPs) for target students where needed or to supplement school cultural resources.
Low level adjustment for disability	**Funding Sources:** • ($41 302.00)	The learning and support team coordinated support for identified students through targeted programs, the employment of student learning support officers and through equitable resource allocation. Updated processes and procedures for the Learning and Support Team were established to begin in 2020.
Quality Teaching, Successful Students (QTSS)	**Funding Sources:** • ($42 580.00)	Executive staff allocated time to provide mentoring and to develop collaborative practices within their stage and across the school. This has embedded a culture of collective efficacy where teachers work together to improve the learning outcomes for all students.
Socio–economic background	**Funding Sources:** • ($258 550.00)	We have a whole school approach to well–being. This has been achieved through: * whole staff training – First Aid Mental Health (9 hours training) * the employment of a speech therapist one day per fortnight. This resulted in 10 students accessing therapy sessions; students receiving small group intervention with programs written by therapists and delivered a number of times a week by student learning support officers (SLSOs). * school covering the cost of all bus excursions for all students

Support for beginning teachers	Funding Sources: • ($14 130.00)	* Beginning teacher was given weekly time with a mentor and time for professional learning.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	136	138	131	110
Girls	119	104	109	107

Student attendance profile

School				
Year	2016	2017	2018	2019
K	91.6	92.5	89.4	90.6
1	92	91.5	90.3	85.1
2	91.4	92.2	92.1	89.1
3	90.7	91.7	92.6	91.6
4	90	92.1	90.1	90.7
5	90.8	92	91	87.3
6	92	90.2	91.7	87.8
All Years	91.2	91.8	91	88.8
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non–attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	7.48
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1
Teacher Librarian	0.6
School Administration and Support Staff	2.47

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student–free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non–teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

|	2019 **Actual** ($)
Opening Balance	681,768
Revenue	3,033,771
Appropriation	2,962,566
Sale of Goods and Services	11,297
Grants and contributions	56,209
Investment income	3,699
Expenses	-2,964,958
Employee related	-2,640,253
Operating expenses	-324,704
Surplus / deficit for the year	68,813

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 **Approved SBA** ($)
Targeted Total	307,605
Equity Total	445,948
Equity - Aboriginal	38,067
Equity - Socio-economic	258,550
Equity - Language	1,314
Equity - Disability	148,018
Base Total	1,785,330
Base - Per Capita	56,313
Base - Location	40,285
Base - Other	1,688,732
Other Total	316,592
Grand Total	2,855,475

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.
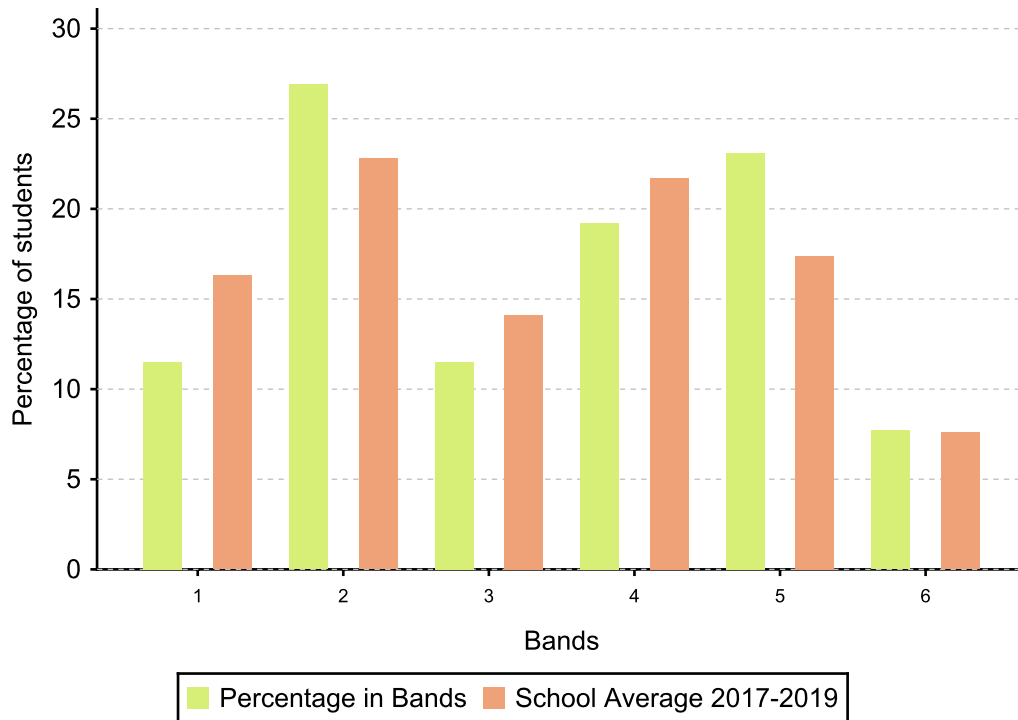
Literacy and Numeracy Graphs

Percentage in bands:
Year 3 Grammar & Punctuation
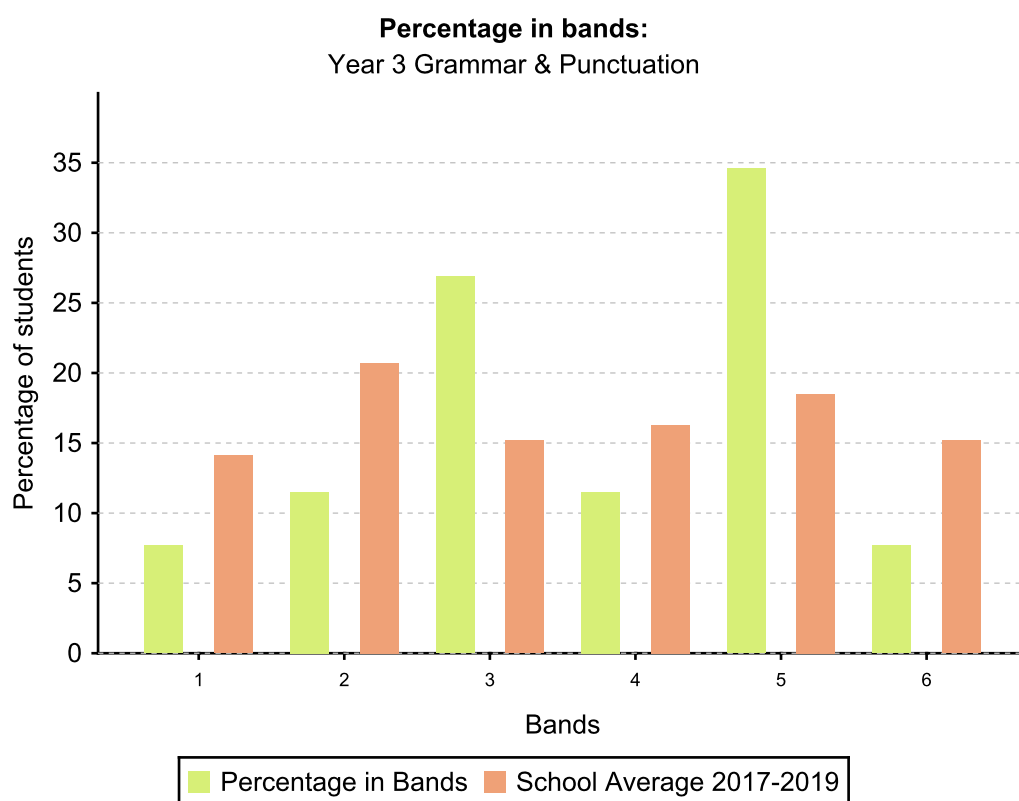
Band	1	2	3	4	5	6
Percentage of students	7.7	11.5	26.9	11.5	34.6	7.7
School avg 2017-2019	14.1	20.7	15.2	16.3	18.5	15.2

Percentage in bands:
Year 3 Reading
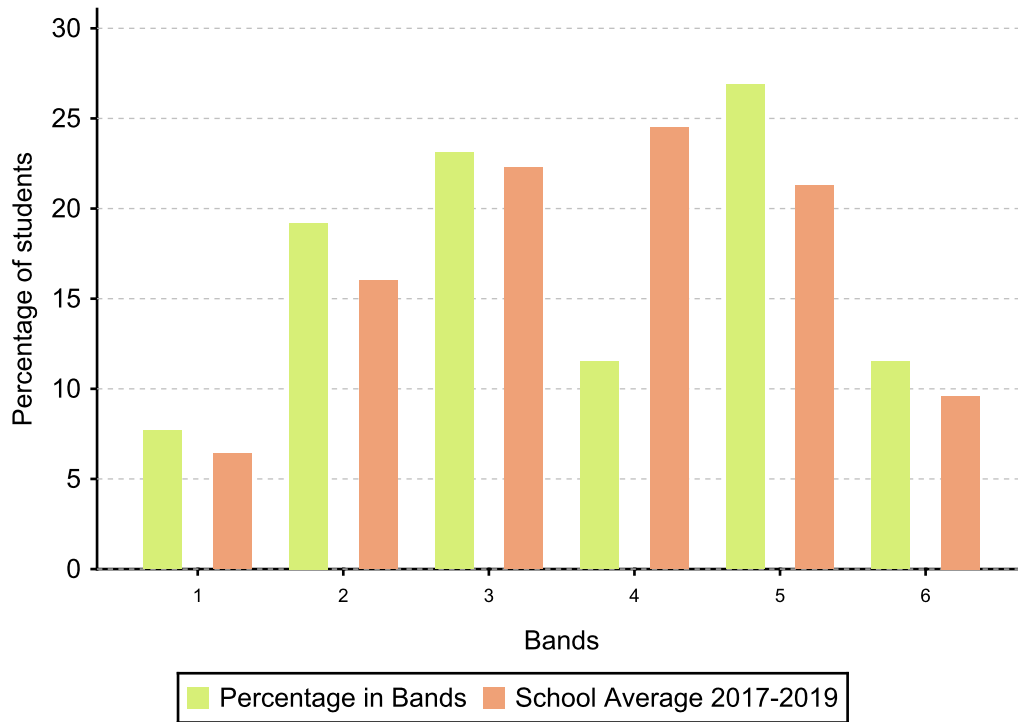
Band	1	2	3	4	5	6
Percentage of students	7.7	19.2	23.1	11.5	26.9	11.5
School avg 2017-2019	6.4	16	22.3	24.5	21.3	9.6

Percentage in bands:
Year 3 Spelling

Band	1	2	3	4	5	6
Percentage of students	11.5	26.9	11.5	19.2	23.1	7.7
School avg 2017-2019	16.3	22.8	14.1	21.7	17.4	7.6

Percentage in bands:
Year 3 Writing
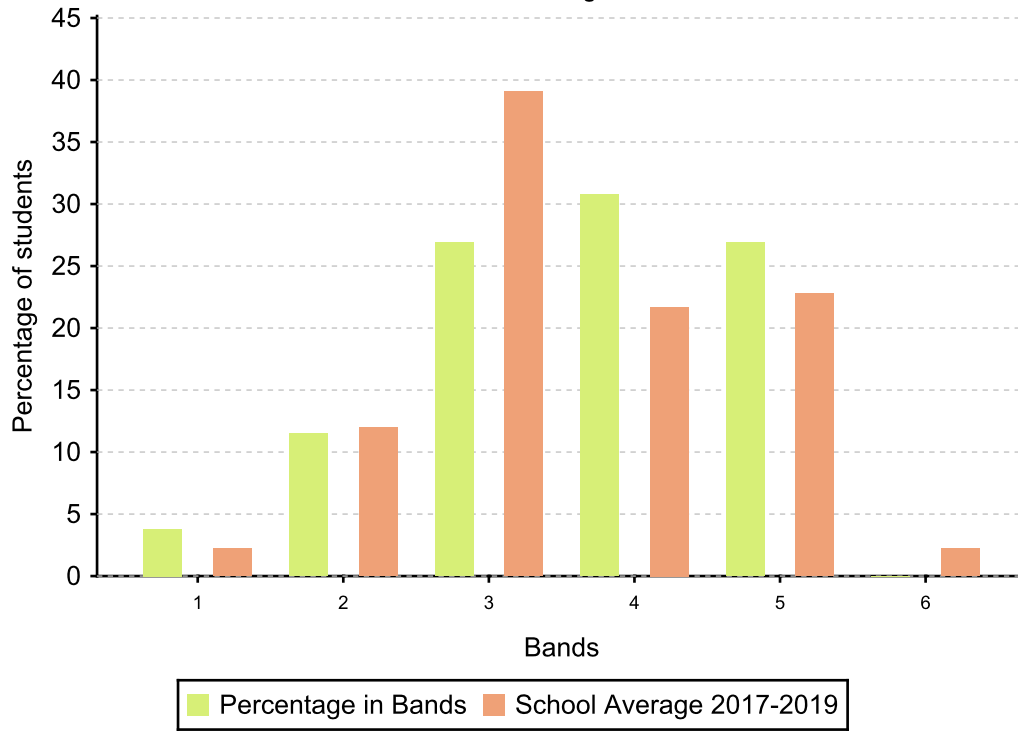
Band	1	2	3	4	5	6
Percentage of students	3.8	11.5	26.9	30.8	26.9	0.0
School avg 2017-2019	2.2	12	39.1	21.7	22.8	2.2

Percentage in bands:
Year 5 Grammar & Punctuation
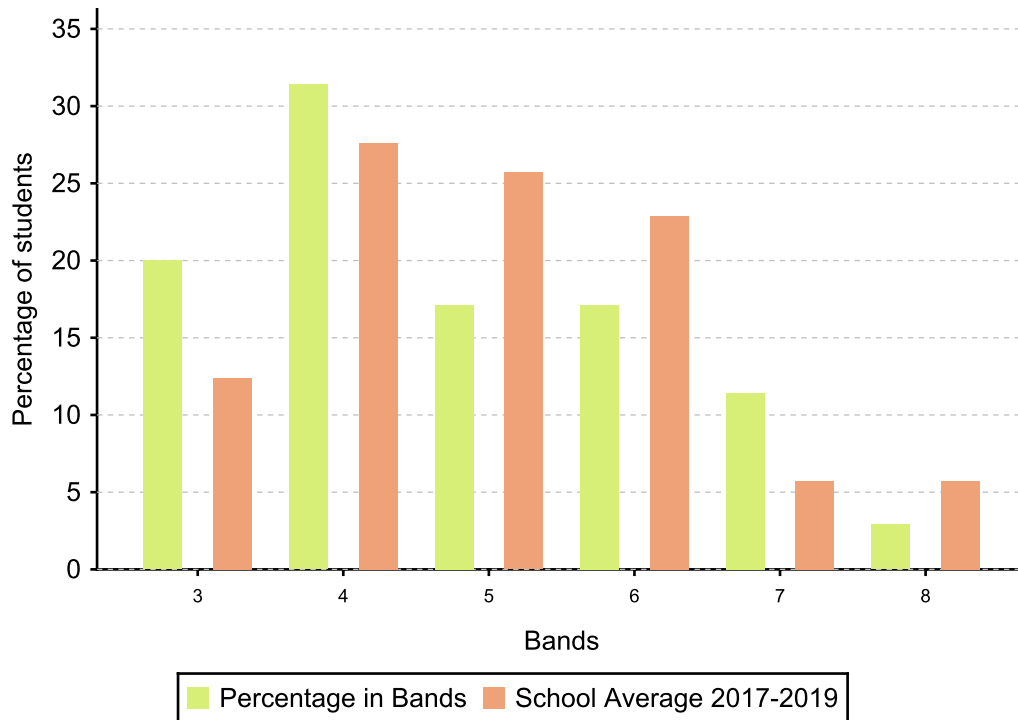
Band	3	4	5	6	7	8
Percentage of students	20.0	31.4	17.1	17.1	11.4	2.9
School avg 2017-2019	12.4	27.6	25.7	22.9	5.7	5.7

Percentage in bands:
Year 5 Reading
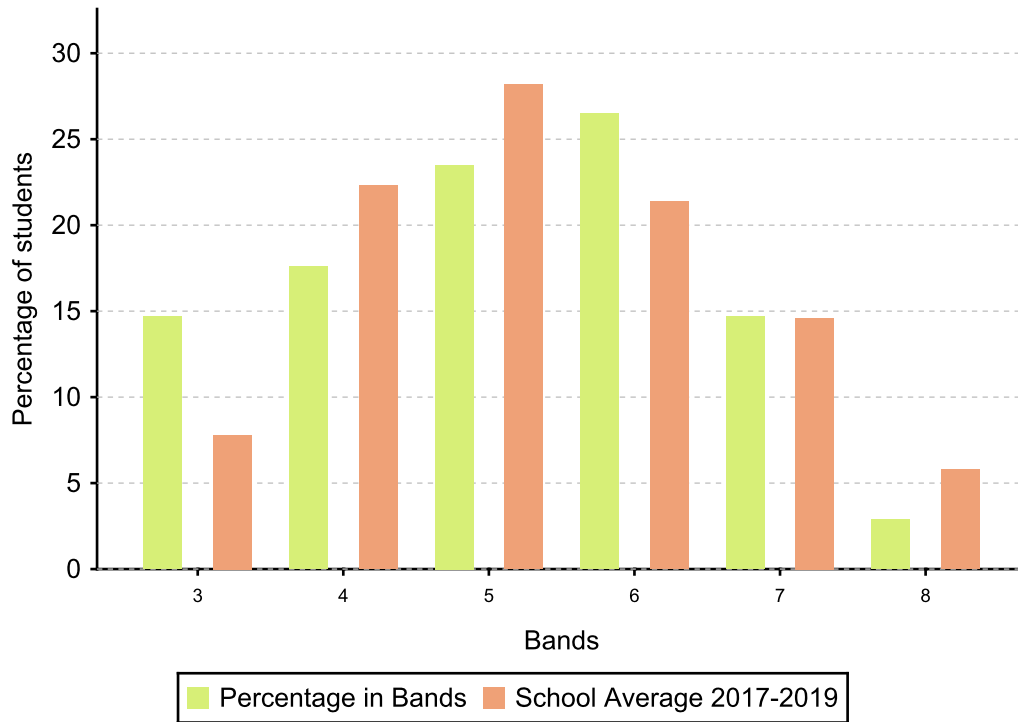
Band	3	4	5	6	7	8
Percentage of students	14.7	17.6	23.5	26.5	14.7	2.9
School avg 2017-2019	7.8	22.3	28.2	21.4	14.6	5.8

Percentage in bands:
Year 5 Spelling
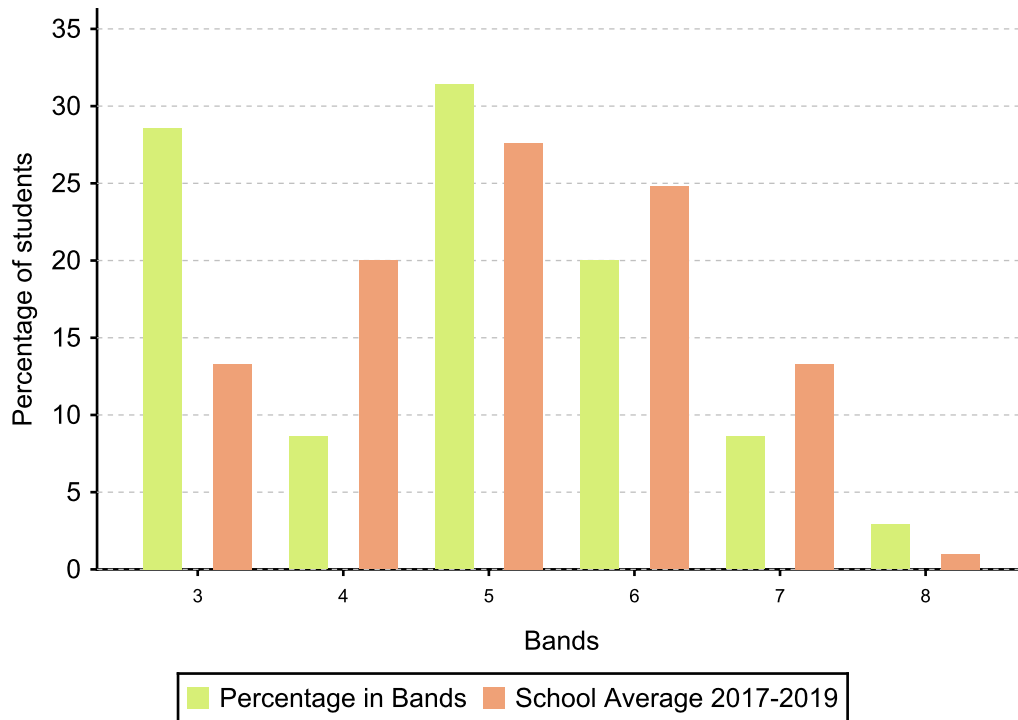
Band	3	4	5	6	7	8
Percentage of students	28.6	8.6	31.4	20.0	8.6	2.9
School avg 2017-2019	13.3	20	27.6	24.8	13.3	1

Percentage in bands:
Year 5 Writing
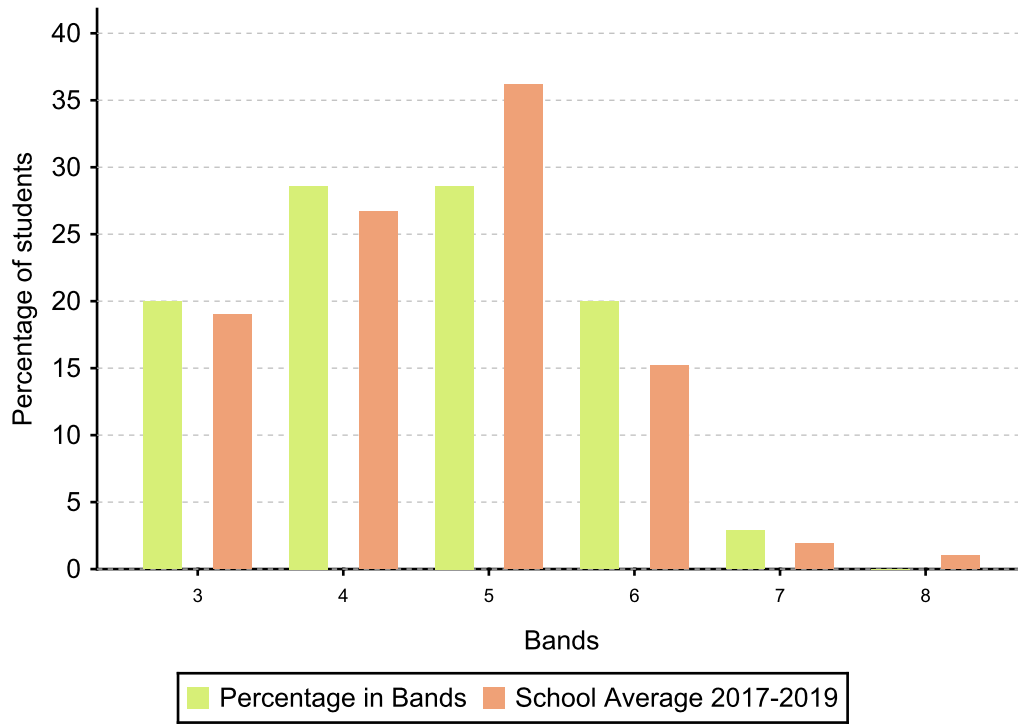
Band	3	4	5	6	7	8
Percentage of students	20.0	28.6	28.6	20.0	2.9	0.0
School avg 2017-2019	19	26.7	36.2	15.2	1.9	1

Percentage in bands:
Year 3 Numeracy
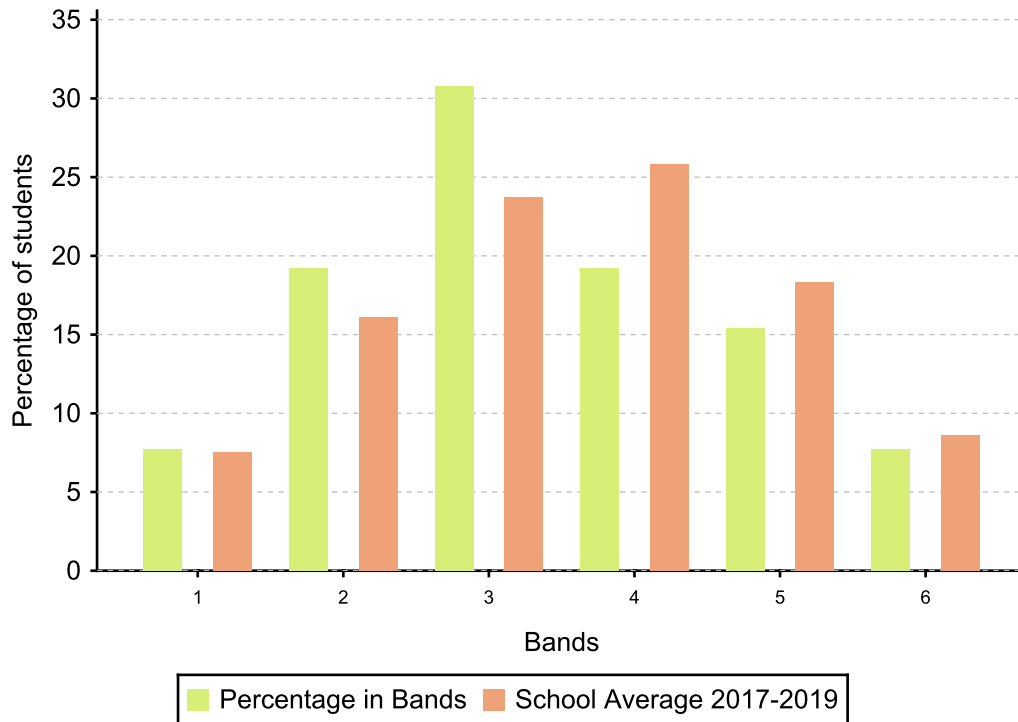
Band	1	2	3	4	5	6
Percentage of students	7.7	19.2	30.8	19.2	15.4	7.7
School avg 2017-2019	7.5	16.1	23.7	25.8	18.3	8.6

Percentage in bands:
Year 5 Numeracy
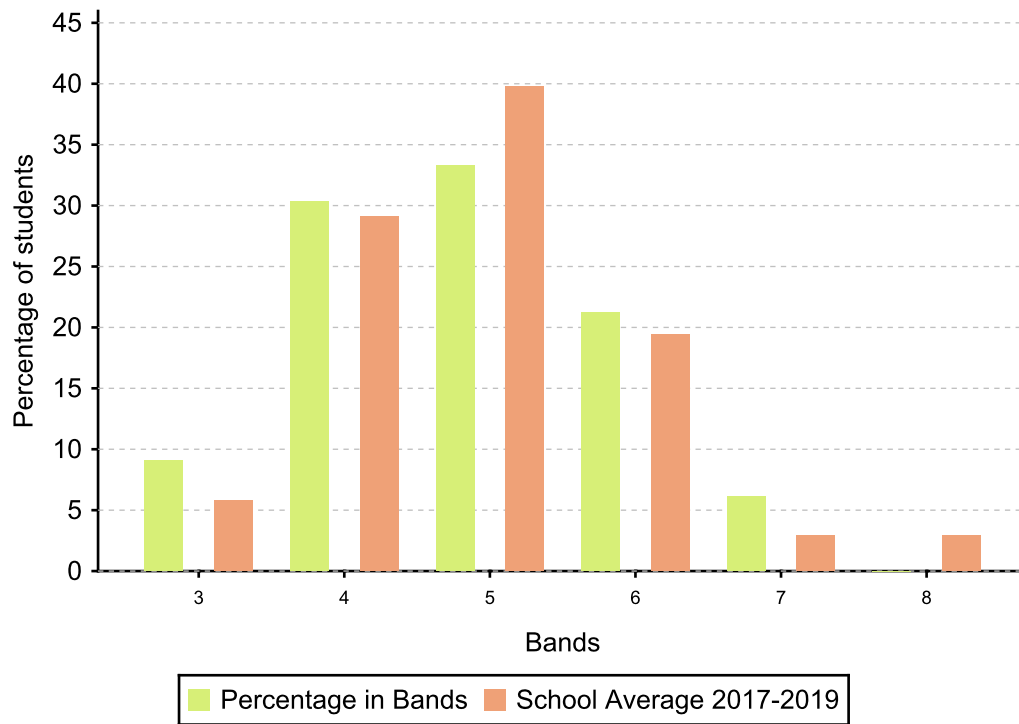
Band	3	4	5	6	7	8
Percentage of students	9.1	30.3	33.3	21.2	6.1	0.0
School avg 2017-2019	5.8	29.1	39.8	19.4	2.9	2.9

Parent/caregiver, student, teacher satisfaction

In 2019, we surveyed students, parents/carers and teachers through 'Tell Them From Me' surveys about student engagement and well being.

90% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future while 87% of students try hard to succeed in their learning. 69% of students feel they have someone at school who consistently provides encouragement and can be turned to for advice. 76% of Aboriginal students feel good about their culture when they are at school.

Of the 26 families that responded, 86% of parents feel welcome visiting the school and can speak easily with their child's teacher. 91% of parents/carers believe their child is clear about the rules for school behaviour while 78% believe teachers have high expectations for their children to succeed.

96% of teachers believe they establish clear expectations for classroom behaviour and 85% set high expectations for student learning. 75% of teachers believe they work with parents to help solve problems interfering with their child's progress and 73% believe the school leaders have provided guidance for monitoring student progress.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.