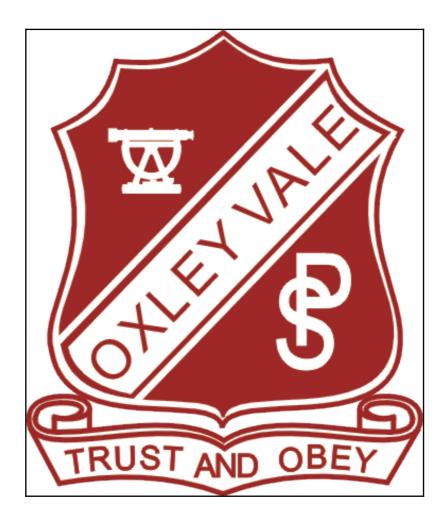# Oxley Vale Public School

2019 Annual Report

3690

Introduction

The Annual Report for 2019 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.

School contact details

Oxley Vale Public School
Manilla Rd
Tamworth, 2340
www.oxleyvale-p.schools.nsw.edu.au
oxleyvale-p.school@det.nsw.edu.au
6761 8238

School background

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 354 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

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	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Delivering
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

- To increase students in year 3 achieving at or above national minimum standards by 5% in literacy and numeracy.
- To increase students in year 5 achieving at or above national minimum standards by 5% in literacy and numeracy.
- 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.

Progress towards achieving improvement measures

Process 1: Visible Learning

The school provides/facilitates professional learning on Visible Learning and monitors it's implementation to improve student learning.

Evaluation	Funds Expended (Resources)
Corwin PL 2020 PL for 2020 dates and workshops discussed with Corwin and NPS. Consultation with Corwin and presenter (Andrew Harries) Materials SDD 2020 Term 1 are ready to go. Catering to be organised during the holidays, closer to Jan 28 **VLAT Cycles** Staff have had 1 day per person casual relief over 2 terms to work on their VLAT Cycles. Staff to present their findings at SDD Term 1 2020. **Effect Size** Effect Size for K–6 in Reading and Mathematics has been calculated, discussed at Exec Meeting. Interested staff members wanting to know their effect size were invited to discuss their individual class results with VL IL. 7 staff members requested time to discuss. **PAT DATA** Analysis of PAT data for Grammar and Punctuation – on going. Renewing of PAT licence for 2020 with addition to the package for resources to support teachers in planning and other assessment. **Walkthrough** K–6 Walkthrough **–** focus – LI and SC, engagement. Completed in Week 8. P, VLIL, IL, Staff member on the team. Overall data indicated LISC is embedded in some classes very well with students able to articulate their learning and next steps. **Professional Learning**	**Corwin PL 2020** VLIL Time **VLAT Cycles** Casual costs $500 x 9 = $4500 **Effect Size** VLIL Time **PAT DATA** VLIL Time **Walkthrough** Nil **Professional Learning** VLIL Time **Exemplar School Visits** Casuals $500 x 2= $1000 Accommodation $220 x 3 rooms x 2 nights = $1320

Progress towards achieving improvement measures	
Session focusing on examining the learning process through 'The Learning Pit' and Surface, Deep and Transfer learning completed in Week 5. exit slip data indicated a high level of engagement and understanding by staff and for many a link to their VLAT Cycle. **Exemplar School Visits** 5 VL team members viewed Elderslie PS, Blairmount PS and St Helens Park PS for a learning tour for examples of VL implementation with NPS. A valuable experience that has been inspiring for the team in planning for VL in 2020. especially in relation to Student Voice. Future plans have been made for teams from Elderslie and Blairmount to visit OVPS in Term 1 2020 to speak with students and staff. Invitation extended to TSPS to participate in the school visits at OVPS. **Dispositions** VL Team to review Action Plan for 2020 and discuss the forming of the student team to select final OVPS Learning Dispositions and plan launch for first disposition in 2020. Meeting set For Wednesday Week 10. Team members have been given a draft 2020 VL proposal to review and provide feedback on. **NESA Expectations & School Alignment** PL on Expectations from NESA was provided for staff. Instructional Leader worked with principal and K–2 Instructional Leader to revise Program Checklist and NESA Compliance. Collating documents for staff use in Programming and Administration with principal and Instructional Leader. **Visualisers** 15 Visualisers have been purchased for all classrooms and library to enhance teaching and learning experiences. Waiting for installation. Will be installed and ready for staff use from Term 1 2020. **VL Resources for Staff Professional Reading** VLIL and librarian identified key texts to purchase to establish a VL resource section for staff professional reading and for use in lessons to promote the learning process and learner qualities and growth mindset. Resources have been purchased. Plans for a staff professional reading Book Club for 2020 have been discussed . To be implemented in 2020 Term 1. **Stage 2 and Stage 3 – Writing and Reading and Comprehension** 7 Steps to Writing Success and Super 6 Comprehension Strategies implemented in Primary Classrooms, reflected in Programming and student work samples. An improvement reflected in 2019 NAPLAN data. This area has also been a focus of IL class support in 2019. Reciprocal reading now occurring in most primary classrooms. – a focus of class support in 2019.	Meals D x 2, B x 2 5 people = $440 Transport $1620.46 TOTAL $4380.46 **Dispositions** Nil **MOT** All expenses covered by MOT **NESA Expectations & School Alignment** VLIL , P, IL Time **Visualisers** 15 x $580 = $8,700 **VL Resources for Staff Professional Reading** $440 **QTSS FTE 0.58** Instructional Leader of VIsible Learning

Process 2: Early Action For Success

The school Provides/facilitates professional learning that builds teacher's understanding of effective strategies in teaching literacy and numeracy skills and knowledge.

Evaluation	Funds Expended (Resources)
L3	**L3 teacher training**

Progress towards achieving improvement measures

All teachers K–2 are implementing L3 strategies daily in their classrooms. This includes guided reading groups, meaningful must/can do activities, word work, frequent running records and reciprocal reading for students beyond learning to read. In writing there has been a focus on moving tot independent writing in Kindergarten and using the writing process in Stage One. Students in all classes are in a print rich environment with walls that teach.

PLAN data

All students K–2 have had progress in literacy and numeracy tracked using PLAN 2. This includes Quantifying Number and Creating Texts for every student. This data has and will continue to guide teaching through meaningful, formative assessment.

BNL

The BNL team has a deep understanding of the big ideas in numeracy and have seen incredible growth in their own classrooms. The big ideas have been explored one at a time in depth this year, with a 'revision' style PL that was very practical and hands–on in Term 4. Non– negotiables form 2020 and beyond have been embedded in programming supervision document. This will also filter through to the assessment schedule as this is updated.

2020 transition for K–2 students

Teachers are currently collecting the following to hand on in a clear plastic pouch for next year's teachers:
• writing book (started half way through Term 4)
• 3 familiar readers (depending on length)
• SENA assessment
• SA spelling assessment
• running records
• most recent LIPI assessment
• relevant welfare/sensitive information

Tier 3 interventions

LST teachers have assessed students receiving Tier 3 interventions to gauge growth and success of the intervention. This data is currently being collated. Stage One reading data showed that each student moved between 1 and 5 levels in the 8 week intervention. These students were solid on these reading levels and are quite active readers.

Visible learning

Learning intentions and success criteria have been embedded in all units of work K–2 throughout the year. The way these are written has evolved over time. Inconsistencies across classes were evident during walk throughs and will be addressed in 2020.

Current research

Through L3, BNL and stage meetings, teachers have read and worked within a wide range of current research. This research is embedded in planning and discussed in data conversations. Each teacher's understanding of this research and interpretation of research is varied. Non–negotiables such as daily place value activities, daily subitising, targeted word work, targeted guided reading lessons and analysing running records on 4 different levels has helped to ensure teachers are using current research in their daily practice.

Reading levels
• 66% of students in kindergarten reached end of year reading level benchmarks
• 52% of students in Year 1 reached end of year reading level benchmarks

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23 days= $11500.

BNL local workshop days

casual relief for 3 teachers x 3 workshops =$4500 These dates have not been set as yet.

BNL Sydney workshops

$5600 each, 3 workshops =$16800.

IL Conference

$800

Progress towards achieving improvement measures

• 66% of students in Year 2 reached end of year reading level benchmarks
Grades

Percentage of students at sound or above (goal 80%)
• Year 1 English 54%
• Year 1 mathematics 71%
• Year 2 English 70%
• Year 2 mathematics 73%
Walk–through observations

These have take place regularly this year. Although K–2 classrooms have improved the way visible learning is embedded across all key learning areas, there are still a number of inconsistencies across classes. Such inconsistencies include where the LI and SC are placed in the room, how regularly these are referred to by the teacher and how genuinely they are used by the students.

Next Steps

Visible Learning

- Introduce Spirals of Enquiry to identify areas for targeted teaching
- Identify and introduce 5–7 learning dispositions to describe what a learner looks like and does at OVPS
- Use PAT test data to assist in whole school, stage level and individual student planning for learning
- Start an optional book club for teachers with a focus on Visible Learning.

Early Action for Success

- All K–2 staff not currently trained in L3 to begin training in Term 1, 2020
- IL to be in classrooms teaching *with* teachers regularly
- English and Mathematics units of work to be collaboratively planned during third hour of RFF
- Streamed LIPI lessons to begin within Stage One
- Staff will begin to explore areas of focus and cohort reports (PLAN and SCOUT)
- Data to be collected in Week 5 increments to inform 5 week planning cycles
- Analysis of 2019 NAPLAN and PLAN data to inform LST referrals to begin the 2020 academic year

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.

Improvement Measures

An embedded culture of learning as evidenced by data from SENTRAL, surveys, observations and teacher reflections.

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 58% in 2017 to more than 80% by 2020.

OVPS will move from Delivering to Sustaining and Growing in the element of Wellbeing in the Learning Domain, as evidenced by SEFSAS (V2)

Progress towards achieving improvement measures

Process 1:   Positive Behaviour for Learning – PBL

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

Evaluation	Funds Expended (Resources)
• Explicit lessons for Term 1 & 2 Expectations are hosted on Google drive • All teachers delivered lessons in Terms 1 & 2. • PBL regularly uses data to inform decisions of PBL focus and feedback to students, staff and community on successes. • Team members did not attend PL for tier 1 "Classrooms" in preparation for implementation in 2020 due to PL only being held in Term 2. • A full review PBL systems using PBL tools (e.g. TIC, SAS, etc.) was not carried out in 2019 as the PBL AP for the Tamworth region was successful in gaining a teaching position and the PBL AP role was not filled for the remainder of 2019. • Review the preparation of the explicit PBL lessons on Google drive, lessons for Term 3 & 4 to be complete for delivery in 2020. • Focus groups, with samples of students K–6, to collect data on impact of lessons were not formed in 2019. Revisit this in 2020. • A review of the reward system in preparation for any changes that may be made in 2020 was carried out at a PBL team meeting. Discussion of electronic collection of 'stamps' to be followed up in 2020. • Review how the expectations are displayed across the school, new signage designed and displayed. This was placed on hold as the PBL AP position became vacant. The PBL team will revisit this in 2020. • Continued to review SENTRAL data every 5 weeks, making small changes to duty rosters etc. to compensate for issues arising.	NIL

Process 2:   Anti–bullying

The school has implemented evidence based change to whole school practices resulting in measureable improvements in engagement to support learning.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures	
• Sentral behaviour data shows 1% of students referred for more than 6 incidents and very low referrals for bullying. • Survey data: My child has experienced bullying this year Never: 6; Once or twice: 8; Several times: 5; Many times: 3. Bullying is dealt with effectively: Yes:8; No: 9; I have never had to deal with it: 5 • School and survey data are at odds with each other. Discussion at PBL meeting indicates that there are a very low number of incidents of bullying behaviour and that we have dealt with these incidents effectively. However, our communication to our parents and community is lacking around our successes and also around the definition of bullying. Communication key to moving forward in this area.	**Stamp Out Bullying presentation** $1153

Process 3: Attendance

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

Evaluation	Funds Expended (Resources)
• Kindergarten, Year 3 and Year 6 showed minor improvements in attendance patterns. • Year 1, Year 2, Year 4 and Year 5 showed a decline in attendance patterns. • Overall, 2019 showed a decline in attendance rates across the school, SSSGs and the state. • School records indicate an increase in the number of families applying for leave. • The 2019 attendance rate for all students at OVPS was 0.19% higher than SSSGs. • The 2019 attendance rate for Aboriginal students at OVPS was 3.16% higher than state. • Weekly school–based attendance meetings and fortnightly attendance meetings with the HSLO have resulted in a more systematic approach to monitoring student attendance, consequently more students are enrolled in the HSLP earlier.	**HSLO** Nil cost **LEO** Nil cost

Next Steps

Positive Behaviour for Learning

- Recruit new members for the PBL team.
- Train new team members in PBL.
- Complete all PBL lessons and include them on a shared drive.
- Review PBL reward system through student, parent and teacher surveys.

Anti–Bullying

- Review policy and practices.
- Focus on communication to parents and families through school Facebook page, newsletter, website, letters and pamphlets about necessary information, definitions, strategies and data that measures our effectiveness in preventing and dealing with bullying behaviours.

Attendance

- Review current processes in 2020.
- Make contact with other schools who demonstrate improved attendance rates to discuss their successful strategies.
- AEO to make regular phone contact with 'at risk' families.

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.

Improvement Measures

Technology
 • 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.

Learning Environments
 • Pre and post survey data, classroom walk–throughs and photographic evidence demonstrates an increase in student engagement.

Progress towards achieving improvement measures

Process 1:   Technology

The SAMR model enhances and transforms the utilisation of technology in learning through the development of a deep understanding and implementation of systematic strategies.

Evaluation	Funds Expended (Resources)
• All classrooms and the meeting room equipped with the latest Smartboard panels. • Some connectivity issues are being experienced with the Smartboards. This will be investigated with Intergrate AV early 2020. • Staff training completed at the start of Term 3 on the effective use of the Smartboard panels, plus ongoing support is provided by the TSO when required. • A class set of Chromebooks was purchased to complement the one–to–one Year 6 device strategy. • A class set of iPads was released from the one–to–one device Year 6 program into the infants area. • Maths software (Mathletics & Mathspace) was trialled to complement the programs teachers are delivering in class. Final feedback is being compiled prior to a final decision being made for the start of 2020. • Staff training was completed in Term 3 on the SAMR model. • Observed increase in the use of iPads and other technology in classrooms.	**Smartboard Upgrade** $96,935 **iPads (including support resources)** $11,861

Process 2:   Learning Environments

A creative approach to the use of physical environments ensures that learning is optimised, within the constraints of the school design and setting.

Evaluation	Funds Expended (Resources)
External Environments • Paint ready for toilet project completion. • Fairy garden materials bought, delivered and ready for building in the school holidays. • Outdoor playground upgrade quotes completed. Quote from contractor has been accepted. Asset management have signed off on this, also approved by Director Educational Leadership. Work to commence in 2020.	**Fairy Garden & Outdoor Areas** $90,000 **Classroom Furniture** $25,532

Progress towards achieving improvement measures	
Internal Environments • Furniture for pilot classrooms (3E, K–6P, 5/6W and 6G) has been ordered and is scheduled to arrive in March 2020. • Survey data was collected and presented at the Indoor Furniture Pilot Group meeting. Results show: *The furniture in my classroom allows students to collaborate:* • 75% of teachers disagree. • 18% of students disagree. • 37% of students have no opinion. • This data indicates a that the furniture in pilot classrooms can be planned for and utilised more effectively for learning. *The furniture in my classroom motivates students to learn:* • 75% of teachers neither agree or disagree. • 24% of students disagree. • This indicates that teachers currently do not see current classroom furniture as having a strong impact on the motivation of students to learn. Opportunity exists to trial a more strategic approach to how furniture can enhance motivation for learning. *The furniture in my classroom allows students to choose where they work best:* • 50% of teachers agree. • 50% of teachers disagree or strongly disagree. • 55% of students agree or strongly agree. • This indicates an inconsistent understanding of and implementation of student choice in seating with the current furniture. *The furniture in my classroom meets the learning needs of the students:* • 50% of teachers neither agree or disagree • 25% of teachers agree • 25% of teachers disagree • 46% of students agree or strongly agree • 32% of students neither agree or disagree • This indicates that teachers largely do not see their current classroom furniture as adequately meeting the learning needs of their students.	

Next Steps

Technology

- To increase the pool of technology resources so that all classes have adequate access to the technology required to embed effective use of technology into classroom practice.
- To ensure that all teachers have elements of technology in teaching and learning programs.

External Environments

- To further enhance the outdoor environment through the completion of the fairy garden, outdoor seating, and construction zone.

Internal Environments

- To evaluate the impact of flexible furniture in pilot classrooms.
- If results indicate a significant positive impact additional furniture is to be planned for purchase.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	1.0 FTE Aboriginal Education Officer $109187 Flexible Funding	Initiatives enabled through the Aboriginal Background Loading were very successful. Parent feedback demonstrates increased levels of engagement for students and parents compared to previous years. NAPLAN data supports the claim that our school is closing the gap, with Indigenous students achieving higher than statistically similar school groups in several areas. The creation of an ACLO position saw staff become more confident in delivering Aboriginal Education as well as engage with a broader range of community groups, growing the collective knowledge within the school.
English language proficiency	$9010 flexible funding	Students engaged in support with an EALD teacher were more able to engage in substantial and effective social and classroom activities as a result of their interventions. EALD assessment data indicated positive improvements in literacy levels.
Low level adjustment for disability	1.6 FTE Learning and Support Teacher $83961 flexible funding	The LaST role was successful in the coordination and implentation of a while–school support strategy. This included Learning Support Team meetings, actions and communication with parents and staff. A system of support was effectively employed to distribute support equitably amongst targetted students.
Quality Teaching, Successful Students (QTSS)	0.588 FTE	The Instructional Leader was able to work with stage teams and idividual teachers to embed Visible Learning practices in classrooms K–6. A consistent language of learning was effectively implemented and professional learning was delivered in a targetted and cost effective manner. NAPLAN and PAT data shows evidence of impact on student learning.
Socio–economic background	0.4 FTE classroom teacher $300131 flexible funding	SLSOs were employed and supported effectively across the school K–6. The TSO was able to maintain and upgrade the school's network, hardware and software effectively. This worked very well across the school, removing the need to access regional support.

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	152	171	174	167
Girls	174	172	166	176

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	91.8	92.5	91.9	91.6
1	92.7	92.8	93.4	88.9
2	90.4	93.6	94.2	90.1
3	90.7	93	92.7	92.4
4	91.8	90.9	93.9	90.8
5	92.3	90.8	91.3	90.2
6	91	90.3	88	90.2
All Years	91.5	91.9	92	90.7
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)	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

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	316,041
Revenue	4,177,638
Appropriation	4,079,455
Sale of Goods and Services	3,911
Grants and contributions	93,017
Investment income	855
Other revenue	400
Expenses	-4,137,328
Employee related	-3,529,558
Operating expenses	-607,770
Surplus / deficit for the year	40,310

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	411,486
Equity Total	777,823
Equity - Aboriginal	177,762
Equity - Socio-economic	342,818
Equity - Language	2,537
Equity - Disability	254,707
Base Total	2,357,389
Base - Per Capita	81,190
Base - Location	2,969
Base - Other	2,273,230
Other Total	483,248
Grand Total	4,029,946

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.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to 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.

Parent/caregiver, student, teacher satisfaction

Parents

In 2019 parent survey data indicated that:
- 84% of respondents believe that the school successfully meets their child's academic needs.
- 76% of respondents believe that the school provides good access to technology for learning.
- 79% 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.
- 89% 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.
- 85% of respondents indicated that the staff at OVPS are professional, committed and caring.
- future areas for consideration were identified as increased cultural programs, improved car parking facilities and water tanks.

Students

Overall, student survey data indicates that students have a strong sense of connection to the school.
- 75% of students reported they had a high sense of belonging.
- 75% of students reported they had positive relationships at school.
- 89% of students reported that they valued school outcomes.
- 78% of girls reported that they were interested and motivated in comparison to 62% of boys.
- 90% of students reported a strong commitment to working hard to succeed.
- Students rated effective classroom learning time as 7.9 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.
- 93% of staff report that they can access expert assistant at school in the areas of programming, behaviour management, assessment, reporting, wellbeing and learning adjustments.
- 65% of staff feel that all staff members contribute equally in the workplace.
- 55% 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 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.