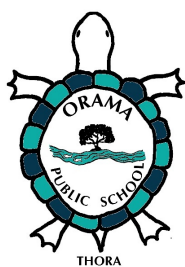


Orama Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Orama Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School background

School vision statement

At Orama Public School we aim to provide educational experiences and opportunities that will engage and motivate all members to become successful learners who are confident and creative individuals. We are deeply committed to promoting an innovative and diverse learning environment by utilizing the strengths of a consistent staff with a culture of care, respect and inclusivity.

School context

Orama Public School is a small friendly community based school in the Thora Valley. We use our beautiful surroundings as an integral part of the students' learning to provide a range of unique benefits including: individualised education in literacy and numeracy; learning life skills through gardening and cooking; and immersion in real world developments in sustainability and science. Most of the students at Orama travel to school by bus. The current number is made up of students from the Thora Valley and the Bellingena area.

The enrolment for 2019 was 29 with 7 Aboriginal students.

The school is staffed as Teaching Principal 2 (TP2) with a permanent teaching principal and one permanent fulltime teacher. The school administrative manager allocation is 3.5 days; release from face to face (RFF) and librarian allocation is 1 day combined, learning and support teacher (LAST) 1 day per week and general assistant (GA) is also 1 day per week. The staff is a very stable cohort living either locally or in close proximity to the school.

The beautiful school environment is made up of 2 large classrooms, a comfortable office area and a kitchen/canteen area. The other building is a toilet block with shower facilities, cleaner's store and a sportsroom. Both buildings have wheelchair access with non-slip surfaces. There are 3 sheds to house gardening equipment. The well maintained grounds consist of a large vegetable/orchard area, a covered outdoor learning area with basketball facilities, a soccer field and a covered playground. The school also has access to the Bellinger River which students visit for different activities. A community run pre-school, Orama Pre-School, occupies the school hall which is another separate building. The pre-school operates 3 days per week and draws from the local area.

Our parents and community members come from diverse cultural backgrounds and contribute a wide range of creative skills and expertise. Our school motto, Together in Friendship We Learn encompasses all facets of school life. We are active members of the Bellingen/Dorrigo Learning Community and the Bellingen Valley Small Schools Network (BVSS Network).

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The Framework 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
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	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1

Learning – Self directed, engaged and resilient learners

Purpose

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

Improvement Measures

65% of students have documented learning goals that are written at two intervals throughout the year. (currently 13%)

75% of writing and number lessons have Learning Intentions and Success Criteria embedded. (currently 40%)

Increase in the number of parents and community that are engaged with the P&C. Currently each meeting averages 4 attendees.

Progress towards achieving improvement measures

Process 1: Differentiated Learning Intentions will be embedded into English and Maths lessons so students can engage in learning at their level.

Staff will engage in collegial observations of classrooms within the school and Community of Schools that embed Visible Learning principles.. Staff will also give feedback to colleagues in a with explicit feedback protocols and practices.

Evaluation	Funds Expended (Resources)
The small school network is deepening its reach from the principals into all staff. Staff have developed a deeper Professional Learning Community that they can draw upon. This is allowing staff to further their learning and reflection opportunities with other like minded professionals.	\$165 in catering costs Funding Sources: <ul style="list-style-type: none">• (\$0.00)

Process 2: Parent and Community workshop on Visible Learning and Flexible Learning Spaces.

Parent and Community engagement at whole school events such as Welcome Working Bee, P&C and Teacher/Parent Meetings.

Evaluation	Funds Expended (Resources)
Parent and Community feedback from the activities and engagement over the year has been very positive. The school has deepened its relationship with the community during the recent bush fires. Parents and community members look to the school for stability and reassurance.	

Strategic Direction 2

Teaching – high quality effective and explicit teaching

Purpose

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

Improvement Measures

All students improve at least one level on the 'Understanding Texts', 'Creating Texts' and 'Additive/Multiplicative Strategies' elements of the Learning Progressions.

All staff are participating and engaging in high quality professional learning in reading and writing as evidenced by Professional Development Plans (PDP) documents. This is evidenced by high quality collegial discourse and improved student outcomes.

Progress towards achieving improvement measures

Process 1: Professional Learning on Visible Learning and Explicit Teaching within English and Maths.

Creation of a professional learning community within the Principal's Alliance of small schools.

Funding of the second teacher to lower class numbers and enable teachers to refine their new approaches.

Evaluation	Funds Expended (Resources)
The small school network is deepening its reach from the principals into all staff.	\$165 in catering costs
Staff have developed a deeper Professional Learning Community that they can draw upon. This is allowing staff to further their learning and reflection opportunities with other like minded professionals.	

Process 2: Whole school Professional Learning Plan that is specific and based on student and staff needs.

Professional Learning in assessment design and delivery and data analysis to ensure that all students are continuing to learn at a suitable rate.

Learning and Support is a standing meeting every term. Collaboration between all staff to provide the best learning outcomes for students.

Evaluation	Funds Expended (Resources)
100% of students in Learning Space One achieved growth on school based assessments from end of semester 1 to the end of semester 2. 75% of these students achieved growth in excess of the school based targets.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading		Aboriginal student numbers have grown throughout 2019. In 2020 rigorous practices will need to be employed to complete the PDPs for all students.
Low level adjustment for disability	\$22000	By year end the school had an Assessment Scope and Sequence that reflected the needs of the students and staff. All students had mid year and annual assessment data that was analysed and 'where to next' statements were made.
Quality Teaching, Successful Students (QTSS)	\$4800	Extending the LaST model allowed an additional staff member in classrooms once a week. This staff member was instrumental in showing 87% of our student population showing growth equal to or greater than our school based targets.
Socio-economic background		Lexia complements the Multi-Sensory Learning and phonics program at the school. Thanks to these programs and explicit teaching 87% of our students have reading and spelling growth that is at or above our school based targets.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	16	12	11	13
Girls	10	8	12	15

Student attendance profile

School				
Year	2016	2017	2018	2019
K	76.9	91.8	84.8	89.2
1	87.9	79.6	94.6	88.2
2	86.9	92	90.3	85.5
3	91.2	87.6	86.7	90.5
4	89.5	90.4	73.1	92.9
5	94.3	90.2	92.1	80.2
6	96.8	94.4	75.9	91.3
All Years	89.8	91.2	84.4	89.8
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
Classroom Teacher(s)	0.59
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.7

*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	87,977
Revenue	499,077
Appropriation	487,482
Sale of Goods and Services	682
Grants and contributions	10,391
Investment income	521
Expenses	-464,122
Employee related	-432,049
Operating expenses	-32,074
Surplus / deficit for the year	34,954

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	0
Equity Total	35,900
Equity - Aboriginal	0
Equity - Socio-economic	6,488
Equity - Language	0
Equity - Disability	29,412
Base Total	381,379
Base - Per Capita	5,397
Base - Location	9,595
Base - Other	366,387
Other Total	9,941
Grand Total	427,220

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

Literacy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. 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.

Numeracy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. 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.

Parent/caregiver, student, teacher satisfaction

The school completed the Tell them From Me community and student surveys in term 4 of 2019. 32% of parents/community members and 69% of students completed the survey. In the 'Partners in Learning; Parent survey' the scores for the Likert-format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree). The school achieved an 8.9 for *Parents feel Welcome* (above state by 1.5), 8.6 for *Parents are informed* (above state by 2.0) and 6.0 for *Parents support learning at home* (0.3 below state). Parents feel that we have an Inclusive School (8.4, above state by 1.7).

90% of students at Orama Public School feel as though they are socially engaged (compared to 85% of the state). 80% of students at Orama Public School feel that they are Intellectually Engaged. 100% of students feel they have Quality Instruction but only 60% see themselves as interested and motivated and only 30% have positive homework behaviours.

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.