Orana Heights Public School

2019 Annual Report

4549

Introduction

The Annual Report for 2019 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 720 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

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	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
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	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

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.

Improvement Measures

Teaching staff participate in peer observation and feedback.
100% of teaching staff participate in collaborative planning.
All early career teachers are mentored and supported.
100% of programs reflect teacher knowledge and skills in the consistent delivery of NESA syllabuses and principles of conceptual programming.
100% of staff have a targeted Professional Development Plan aligned to the whole school plan.
Record Tell Them From Me data for high skills and high challenges is equivalent or above the NSW Government average of 53%.

Progress towards achieving improvement measures

Process 1: Strengthen professional learning for all staff through strong processes aligned to the Professional Development Framework.

Evaluation	Funds Expended (Resources)
All teaching staff received: negotiated lesson observations with feedback sessions; supervision regarding programming and assessments; individual PDP conferences throughout the year and; attended various professional learning to meet professional growth areas.	$57002

Process 2: Establish professional learning structures to enable teachers to share best practice in: programming, assessment and quality teaching pedagogy.

Evaluation	Funds Expended (Resources)
Whilst a shortage of casual teachers inhibited teacher release from class, a number of staff were provided time in pairs or small groups to assess, plan and program, supporting quality teaching practices across the school.	25 Casual Days $12,500.00

Process 3: Staff trained to integrate Innovative and dynamic programs across the curriculum based on quality teaching practice. Involvement in Dubbo Cluster Schools' Fair Education Project will support AVID training.

Evaluation	Funds Expended (Resources)
14 teachers received direct and intense professional learning in AVID (Advancement Via Individual Determination). The school remains committed to the Fair Education cluster project with other Dubbo public schools. A visit to another AVID site school was funded providing the school with both affirmation and ideas for future direction.	$21 000

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.

Improvement Measures

Increase the percent of students who identify their learning as challenging and engaging.

Students attendance increases because every student is engaged and challenged to continue to learn

Increased level of students achieving expected cluster level benchmarks for literacy and numeracy

Progress towards achieving improvement measures

Process 1:   Evaluative Practice

Ensure learning is data driven and based on formative/informative assessment practices and learning continuums. Timely, targeted intervention and feedback for all students reflects best practice and students access tailored support, extension or enrichment to maximise outcomes.

Evaluation	Funds Expended (Resources)
Minimum funds were utilised due to casual teacher shortage. Teachers were provided with time in staff meetings to ensure that data was recorded consistently across the school. This valuable practice is prioritised to support student success in their transition for the new school year.	$2500.

Process 2:   School Attendance

Demonstrate commitment within the school community to regularly analyse attendance data and use it to inform planning. Whole school and personalised attendance approaches are improving regular attendance rates for all students

Evaluation	Funds Expended (Resources)
The school attendance overall remains higher than the state average.	$1000

Process 3:   Self–Directed Learning

Deliver quality student centred and self–regulated learning experiences which enable students to understand how they learn as well as to set and achieve their learning goals

Evaluation	Funds Expended (Resources)
This direction is no longer a school focus. Instead AVID has taken it's place which is in another strategic direction. Will review 2020.	Nil

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.

Improvement Measures

Increased and measurable participation and engagement by parents/carers in school–based activities and initiatives.
Increased involvement of community personnel and organisations in school learning experiences.   (Compared to 2017).
Increased collaboration with other local public schools to improve student learning outcomes with a focus on sharing of quality practice.

Progress towards achieving improvement measures

Process 1:   Provide every student, every semester with an opportunity to engage with a community organisation or participate in a community event.

Evaluation	Funds Expended (Resources)
Every student was provided with the opportunity to engage with a community organisation or event at least twice during the year.	**Funding Sources:** • Operational Funding ($6000.00)

Process 2:   Utilise all available communication methods to inform and engage parents/carers of school and student events. Research new information sharing platforms.

Evaluation	Funds Expended (Resources)
We can be confident that the school community has successfully and reliably received communications via their platform of choice. We have researched and evaluated new communication technologies.	**Funding Sources:** • Operational Funding ($1000.00)

Process 3:   Ensure professional collaboration with other local schools and organisations is on–going.

Evaluation	Funds Expended (Resources)
All current connections with local schools and organisations have been maintained and new contacts established.	**Funding Sources:** • Operational Funding ($5000.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$287515)of flexible funding)	The ratio of more adults with students allows for individualised approach with families and students. Needs are catered for in both educational and social programs.
English language proficiency	$48769	Identified EAL/D students had one–on–one and group support for two days per week. This staff member also assisted with the EAL/D survey and writing of students reports each semester.
Low level adjustment for disability	$79570	The school receives only a FTE of 1.5 L&ST yet has a significant amount of students in the mainstream setting with IFS and OoHC. The L&ST role has supported all students in the mainstream classrooms with their individual needs.
Quality Teaching, Successful Students (QTSS)	FTE: 1.131	The release of Exec teachers on set days has been very effective in the implementation of mentor programs, team teaching and modelled lessons. Teachers have been supported across the school in developing capacity to program and engage in professional learning in line with PDPs.
Socio–economic background	$295316	The success of the programs (such as MiniLit, MacLit, excursion support, curriculum supplements, welfare programs, transition programs and social skill programs) meant that students were not disadvantaged due to their background. Individual students were monitored by all class teachers so each student was known, valued and cared for within the context of the school.
Support for beginning teachers	$28260	During the one day per fortnight the beginning teacher was able to plan, team teach, observe others and meet with a negotiated mentor. Time was also considered successful when the mentor was provided with time to observe the beginning teacher and work alongside them for feedback to continue professional growth.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	300	309	318	352
Girls	276	301	319	346

Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.5	95.5	94.3	94.2
1	94.3	93.8	94	93.3
2	93.4	95.3	94.1	93.2
3	94.5	94.4	94.1	93.3
4	93.7	95.1	93.2	93.6
5	93.3	94.2	93.7	93.8
6	95.1	93.4	93.2	93.4
All Years	93.9	94.6	93.8	93.6
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
Deputy Principal(s)	1
Assistant Principal(s)	6
Classroom Teacher(s)	31.16
Teacher of Reading Recovery	0.4
Learning and Support Teacher(s)	1.5
Teacher Librarian	1.2
School Counsellor	2
School Administration and Support Staff	8.97

*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	2,281,772
Revenue	8,269,326
Appropriation	8,118,674
Sale of Goods and Services	5,226
Grants and contributions	134,030
Investment income	10,495
Other revenue	900
Expenses	-8,066,692
Employee related	-7,259,753
Operating expenses	-806,939
Surplus / deficit for the year	202,634

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	1,452,815
Equity Total	948,250
Equity - Aboriginal	356,090
Equity - Socio-economic	295,316
Equity - Language	48,796
Equity - Disability	248,047
Base Total	4,684,034
Base - Per Capita	155,518
Base - Location	3,310
Base - Other	4,525,205
Other Total	886,796
Grand Total	7,971,894

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

In Orana Heights Public School, 264 students completed the Tell Them From Me Survey between 27 Mar 2019 and 04 Apr 2019, which included nine measures of student engagement alongside the five drivers of student outcomes. Due to unforeseen circumstances the survey was not repeated at the end of the year thus data captured should be considered with this in mind.

Students who are 'socially' engaged are actively involved in the life of the school; their friends are there and they are involved in sports or other extra–curricular activities. This involvement can give them a sense of belonging at school and increase academic motivation. The percentage of students in Orana Heights Public School that were socially engaged compared very closely with the data of the NSW Government norms. Feedback to staff will focus on the area of students having a positive sense of belonging at the school.

Compared to the states norms, positive homework behaviours are lower and could be an area for discussion with staff to create a higher student interest in this area. The data has declined in the past three years indicating students not engaging with their homework tasks set each week across the school. Teachers are consistent in their planning across the grades to ensure homework activities are a relevant revision of concepts already taught in class. Data collected across the school shows to be congruous with that of the TTFM statistics– the older students are less likely to engage with school work at home and return it to their teachers than the younger grades.

Staff satisfaction was captured by the 2019 teaching staff in a survey that focused on only three questions. Results were:

1) During 2019 did you feel you had colleagues at work who support you? Always= 55%, Mostly= 36%, Sometimes= 9%. No staff felt completely unsupported at any time. Comments on this question reflected that the general feel in the school was one that staff were able to seek support of their colleagues in the workplace– as per reflected in the data.

2) During 2019 did you feel professionally supported? Always= 36%, Mostly= 32%, Sometimes= 18%, Rarely= 14%. Whilst no staff member answered "Never" to this question, there needs to be robust discussion with executive staff in regards to consistency across the school, and what is required from leaders to improve this area.

3) In 2019 was OHPS a "great place to work"? Always= 37%, Mostly= 41%, Sometimes= 13%, Rarely= 9%. Whilst no staff member answered "Never" to this question, there needs to be robust discussion with executive staff in regards to consistency across the school, and what is required from leaders to improve this area.

Parents have been seen to be supportive of the school through events held throughout 2019. Open classrooms, Book Week, Easter Hat parade, NAIDOC events, Grandparents day, assemblies, sports days, Book Fairs and the school fete are very well attended with each class reporting to have had close to 70% of families have engaged with one or all of the events.

Whole school formal Parent/Teacher interviews are held during Term One each year. The school moved to an online booking system for parent and carers to book a time slot with teachers. From this we are able to capture data to show that approximately 65% of families were able to attend during the designated times on the day. Those not able to attend during these times were provided with alternate dates.

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.