

Orange Public School

2019 Annual Report



7307

Introduction

The Annual Report for 2019 is provided to the community of Orange 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 Orange Public School we are a community of learners delivering quality and dynamic learning systems which provide the essential skills in literacy and numeracy which is personalised, success oriented and challenging. We aim to develop students who think deeply and creatively in an innovative, resourceful and powerful learning environment to maximise opportunities and achievements for all.

School context

Orange Public School is a school steeped in heritage and a history of fine traditions. Located in the centre of the CBD, Orange Public school boasts a split site and is able to cater for its population of 680 students across two campuses. Academic achievement, sporting prowess and cultural immersion is embedded in every day curriculum. High expectations are in place for all students as they actively engage in learning both in and out of the classrooms. Each classroom is equipped with the latest in technology and teachers are highly professional and well trained in the needs of the 21st century learner. 'Deeds not Words', our school motto, is evidenced by the implementation of the Kids Matter Program that children instil in theory and practise throughout the year. Children at OPS come from a wide variety of socio economic and cultural backgrounds.

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	Delivering
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	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

StudentsMatter: Quality Learning Opportunities

Purpose

Purpose: Every student is actively engaged in Quality English and Mathematics programs incorporating Cross Curricular links. Embedded Contemporary features are evident throughout the school including technology, STEM and intention learning. Students will engage in Social and Emotional Learning through systems, structures and learning sequences. Learning and Support structures reflect equitable access to appropriate support and differentiation is embedded in practice through explicit supplementary programming.

Improvement Measures

- Increase the proportion of students achieving proficiency in line with the Premier Priorities. (Learning Domain – Student Performance Measures – Student Growth [Delivering to Sustaining and Growing])
- Differentiation catering to learning needs reflected in Student Profiles (SEF Learning Domain –Curriculum Differentiation [Delivering to Sustaining and Growing])

Progress towards achieving improvement measures

Process 1: Deliver quality student-centred and self-regulated learning experiences which enables students to understand how they learn and to set and achieve their learning goals.

Build a systemic organisational culture that is creative and innovative to expose and promote success for every student.

Evaluation	Funds Expended (Resources)
<p>All student learning goals set in student Learning Achievement Plans have been fully evaluated by all class teachers during Grade Reflection. Students requiring intervention have been referred to LaST and goals to carry forth into 2020 have been recorded on SLAPs.</p> <p>A strong focus on individualized and differentiated learning has been set through the use of supplementary reporting in end of year cycle.</p> <p>Evaluation of Grade Reflection structure by the teaching and executive staff has indicated the continued initiative has been highly successful in meeting individual student needs. and will be retained for 2020.</p>	<p>\$74500 has been used in support of programs enabling grade reflection opportunities for staff throughout the year. Funds were supported through Socio Economic background funding and English Language proficiency.</p>

Strategic Direction 2

TeachersMatter: Quality Teaching, Professional Learning and Development

Purpose

To increase the capacity of teachers within the school ensuring that the Professional Development Framework guides clear expectations and support for each phase of individuals PDP. Develop and deliver System Leadership Executive Portfolios for the improvement of the leadership of school leaders to achieve consistency in practices and processes among staff K–6.

Enhancing thorough support of beginning and new teachers within our school to ensure they are set up for success in our setting. Data analysis to drive the targets of our in school mentoring program and focus on improved communication and support of SASS professional learning opportunities.

Improvement Measures

Teaching and learning programs reflect the use of data to inform practice. (SEF Learning Domain Assessment [Delivering to Sustaining and Growing])

Leadership opportunities and Professional Learning that facilitate diversified leadership and succession planning. (SEF Leading Domain – Educational Leadership – Instructional Leadership [Delivering to Sustaining and Growing])

Updated school policies and procedures to guide teaching, learning and management practices. (SEF Leading Domain Management Practices and Processes – Administrative Systems and Processes[Sustaining and Growing to Excelling])

Progress towards achieving improvement measures

Process 1: Teachers increase their capacity to integrate QTF ICT STEM, Kids Matter and 21st Century teaching and learning practices through the practices of professional learning, sharing ideas, resources and expertise.

Through reflection on professional practice aligned with the QTF, teachers develop individual Performance and Development Plans to guide professional learning which supports the school's strategic direction, individual aspirations and improved learning outcomes.

Evaluation	Funds Expended (Resources)
<p>Teachers engage in professional learning targeted to school priorities, the needs of their students, and the achievement of their professional goals.</p> <p>Grade Reflection structure in 2020 to maintain focus on data driven teaching and learning and teachers professional learning. Ongoing training and support to be provided to staff with a focus on assessment for learning and data driven teaching and learning. This will be undertaken through extensive training in visible learning over the next three years.</p> <p>A commitment to providing high quality learning experiences in English and Mathematics. In 2019, review of Maths programming and in 2020 review of PDHPE Scope and Sequence and current teaching and learning programs.</p> <p>Performance and Development Plans reflect school wide initiatives and priorities. Staff are successfully recording their professional learning on NESA site to gain and maintain accreditation.</p> <p>System concern that the opportunities for professional learning are greatly hampered by the lack of replacement staff to enable school operation to remain at an acceptable standard when a teacher is away doing training. As such, the school is looking towards in house training of staff as whole teams.</p>	<p>\$34324 has been directed towards professional learning of staff. This has been further supplemented with an additional funds from RAM equity funding to the value of \$109,000 to supple an additional staff member to be part of the Grade reflection and professional learning team.</p>

Strategic Direction 3

CommunityMatters: Quality Partnerships

Purpose

To strengthen the social and emotional wellbeing of the school community by providing a safe, nurturing, positive learning environment where the needs of all students are valued, leading to successful student learning outcomes. On-going development of Quality Transition Planning and Implementation– Pre–K, 2–3 and 6–High and continued focus on Cross Campus relationships and authentic collaboration.

Improvement Measures

Whole School Community approach and understanding of the student welfare policy, reflected as Kids Matter at OPS. (Learning Domain – Wellbeing – A planned approach to wellbeing – [Delivering to Sustaining and Growing])

Parents/carers and community organisations engaged as partners in consistent and regular Student Learning Achievement Plan Development. (Learning Domain – Reporting – Parent Engagement [Delivering to sustaining and Growing])

Progress towards achieving improvement measures

Process 1: The school makes strategic use of partnerships with families, local businesses and community organisations to access intellectual, physical and/or other resources for the purpose of improvement of student outcomes

Continue to enhance school transition programs with local pre–schools and local High schools. Support and participate in GO2 initiatives for students and utilise the collective expertise to enhance professional learning opportunities for staff.

Evaluation	Funds Expended (Resources)
There is demonstrated commitment within the school community that all students make learning progress. Partnerships with parents and students support clear improvement aims and planning for learning. The school has been delighted with strengthening support of the school and a large increase in P&C membership.	78 hours teacher release for Kinder teachers equating to \$6500.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$49000 of RAM Aboriginal Background funding supporting the employment of Aboriginal student learning support officer.	<p>Aboriginal SLSO confident in work with reading support packages from corporate units. Ongoing focus for stage 2 students.</p> <p>PLPs reflect ongoing differentiation and modified throughout the year.</p> <p>Aboriginal leadership development needs to explore higher learning, looking for options.</p> <p>Cultural camp an annual activity for Aboriginal students.</p>
Quality Teaching, Successful Students (QTSS)	.5 teaching position equating to \$54000 funded through QTSS in addition to further RAM equity support.	Student achievement was improved upon through the implementation of Boost program in all classes across the school. Reading assessment indicates increased levels of students who were identified through the program delivery of intense support injection.
Socio-economic background	\$130000 of funding used from RAM equity funding.	The school has solidified benefitted from our structure of support with student achievement again increasing across the school by the implementation of the Boost program. Continuing implementation of the kids matter program the school has seen an overall decrease in behaviour incidents and evidence in student ability to self regulate in social play. The school had developed a consistent approach to student welfare and appropriate expectations.
Support for beginning teachers	\$82000 of beginning teachers allocation that was carried over from 2018 and joined with 2019.	Smoother transition of teacher progression within the school through their contribution to corporate programming and this allows the beginning teacher better understanding in relation to the running of the school and its systems. Through supervised instruction our new teachers have better student management strategies through the process developed by mentoring. Many of the beginning teachers are now concluding their additional hours and are moving towards being instrumental with school program implementation. Many have already started to show leadership capabilities within their teams and readily take on new challenges and roles.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	349	354	352	367
Girls	310	311	327	336

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.5	95.8	94.7	93
1	94.3	94.3	93.7	94.2
2	94.3	96.8	93.5	94.3
3	95.8	95.2	94.2	93.8
4	94.5	94.5	93.4	93.6
5	94.7	93.8	93.1	94.5
6	94.5	94.5	92.9	91.8
All Years	94.8	95	93.7	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)	4
Classroom Teacher(s)	27.63
Teacher of Reading Recovery	0.84
Learning and Support Teacher(s)	1.4
Teacher Librarian	1.2
School Counsellor	1
School Administration and Support Staff	5.87

*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	702,188
Revenue	6,102,255
Appropriation	5,833,225
Sale of Goods and Services	15,172
Grants and contributions	250,767
Investment income	2,792
Other revenue	300
Expenses	-5,928,054
Employee related	-5,287,868
Operating expenses	-640,187
Surplus / deficit for the year	174,201

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	268,892
Equity Total	347,160
Equity - Aboriginal	49,463
Equity - Socio-economic	68,516
Equity - Language	5,073
Equity - Disability	224,108
Base Total	4,613,129
Base - Per Capita	162,750
Base - Location	3,653
Base - Other	4,446,726
Other Total	510,863
Grand Total	5,740,044

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

Through surveys conducted, students were asked if they feel accepted and valued by their peers and by others at their school. 96% of students in this school had a high sense of belonging, with 91.5% enjoying coming to school each day. It was recorded that 88% of students in this school were interested and motivated and that 98% tried hard to succeed. 94% of students indicated that the teachers are responsive to their needs and encourage independence with a democratic approach. Statistics show that 97% of students felt the school held positive Teacher– Student relationships.

Parents indicated that 100% felt welcome at the school, whilst 92% felt they could speak easily to their child's teacher. Parents felt that 96% of all students in the school were clear on school expectations and 100% of students felt safe at school. 92% of parents felt the school had been consultative in relation to school planning and that 100% of parents believe that the schools P&C helped in improving the school.

90% of teachers at the school indicated that they felt well supported in their roles by executive staff and 90% enjoyed the challenges of teaching. 98% of staff felt they made consistent improvements to student wellbeing and academic 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.