

# 2020 Annual Report

## Oberon Public School



2797

# Introduction

The Annual Report for 2020 is provided to the community of Oberon Public School as an account of the school's operations and achievements throughout the year.

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

## School contact details

---

Oberon Public School

15 Dart St

OBERON, 2787

[www.oberon-p.schools.nsw.edu.au](http://www.oberon-p.schools.nsw.edu.au)

[oberon-p.school@det.nsw.edu.au](mailto:oberon-p.school@det.nsw.edu.au)

6336 0093

## School vision

**Achieve, Inspire, Create.**

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

## School context

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

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

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

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

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

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

## Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

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

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

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

## Strategic Direction 1

### Developing Deep Knowledge

#### Purpose

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

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

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

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

#### Improvement Measures

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

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

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

#### Progress towards achieving improvement measures

##### Process 1: Quality Teaching Practice.

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

Evaluation	Funds Expended (Resources)
Students and staff are beginning to assess data to monitor progress, identify gaps in student learning and inform planning for quality learning experiences. Staff members are supported by supervisors through PDP processes aligned to the school plan. Participation in formal collaborative practices and processes has begun.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Aboriginal background loading (\$10000.00)</li><li>• Early action for success (\$131700.00)</li></ul>

##### Process 2: Professional Excellence.

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

Evaluation	Funds Expended (Resources)
All staff were given access to high quality professional learning. We began the professional learning around Spirals of Enquiry but this was placed on hold due to COVID 19. Staff undertook more professional learning than previous years. This included High Impact Teaching Strategies, Embedding Formative Assessment, Phonics and Phonological Awareness to name a few.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Literacy and numeracy (\$5000.00)</li><li>• Low level adjustment for disability (\$5000.00)</li></ul>

##### Process 3: Collaborative Practice.

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

Evaluation	Funds Expended
------------	----------------

## Progress towards achieving improvement measures

Evaluation	(Resources)
All staff collaborated to streamline our assessment process and teaching and learning programs. This will continue as a focus within the next school plan. Our enrichment program did not start this year.	

## Strategic Direction 2

### Promoting Student Well-Being

#### Purpose

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

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

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

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

#### Improvement Measures

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

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

#### Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
Updated processes and procedures are in place to monitor and record student attendance. The importance of high attendance rates by students is communicated through the school newsletter. We have a strong Learning and Support Team whose relationship with teachers, interventionists, agencies and families fosters the continuity of student learning.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Integration funding support (\$193000.00)</li><li>• English language proficiency (\$5000.00)</li><li>• Socio-economic background (\$50000.00)</li></ul>

#### Process 2: Quality Learning Environment

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

Evaluation	Funds Expended (Resources)
Our Positive Behaviour for Learning team collects and monitors student behaviour data and implements strategies to support students' success. A change in bell times saw an improvement in positive behaviour in the playground. Mindfulness practices began in every classroom where students spend a number of minutes once or twice a day focusing on breathing techniques. The establishment of a support class at school has had a positive impact on a number of students by providing them with a learning space that caters for individual needs. The support class is made up of students who belong to a home class and integration (based on needs) occurs regularly.	

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

Evaluation	Funds Expended (Resources)

### Progress towards achieving improvement measures

A group of parents engaged in an Oral Reading Fluency program for their children after being provided with data that informed them where their children were at in regards to reading fluency. Children who participated in the program achieved success and parents had a better understanding of where their child was at. During the course of the COVID lockdown, parent and family engagement increased through the use of Facebook and Seesaw. The Student Representative Council will be actively up and running in 2021.



### Strategic Direction 3

#### Providing a Broad Range of Opportunities

##### Purpose

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

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

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

##### Improvement Measures

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

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

##### Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
Staff have begun to engage in leadership roles but this was delayed due to COVID. This will continue in 2021.	

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

Evaluation	Funds Expended (Resources)
Celebrations around student effort and achievement took on a new form due to COVID. Our fortnight assemblies were showcased on an online platform where more families were able to view students' achievements.	

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

Evaluation	Funds Expended (Resources)
Kindergarten transition to school and Year 6 transition to high school were impacted by COVID by remained effective in supporting students. A future focus will be on Stage 1 to Stage 2 transition process.	

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$28 550.00)</li> </ul>	Aboriginal funding was used to employ Student Learning Support Officers to support student learning in the classroom. Time was allocated to teachers engaging in the development of Personalised Learning Pathways for ATSI students. Due to COVID, the Yarning Circle Project was put on hold until 2020.
<b>English language proficiency</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• English language proficiency (\$2 415.00)</li> </ul>	English Language Proficiency (ELP) equity loading resources was used to support students to develop English language proficiency. This funding was consolidated with school funding resources to address specific student needs.
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$149 964.00)</li> </ul>	The low level adjustment for disability funding employs a Learning and Support Teacher (LaST) who provides support to staff, families and students to cater for individual student needs. SLSOs are in place across the school and for individual students as needed. . They contribute to the planning and implementation of targeted support to a wide range of students through individual and small group interventions. We also purchased sensory aides to assist teachers and SLSOs with teaching and learning.
<b>Socio-economic background</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Socio-economic background (\$243 169.00)</li> </ul>	Equity funding received as socio-economic background loading was used in the employment of 2 school learning support officers (SLSOs) who provided additional support to targeted students. It was also used to provide an additional teacher to create an extra class.

## Student information

### Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	138	131	110	127
Girls	104	109	107	109

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	92.5	89.4	90.6	91.3
1	91.5	90.3	85.1	93.1
2	92.2	92.1	89.1	92.7
3	91.7	92.6	91.6	86.5
4	92.1	90.1	90.7	90.7
5	92	91	87.3	93.2
6	90.2	91.7	87.8	92.2
All Years	91.8	91	88.8	91.2
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

### 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)	2
Classroom Teacher(s)	9.53
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1
Teacher Librarian	0.6
School Administration and Support Staff	3.47

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 <b>Actual</b> (\$)
<b>Opening Balance</b>	750,582
<b>Revenue</b>	3,005,388
Appropriation	2,942,636
Sale of Goods and Services	19,219
Grants and contributions	42,028
Investment income	1,204
Other revenue	300
<b>Expenses</b>	-3,384,223
Employee related	-2,869,447
Operating expenses	-514,776
<b>Surplus / deficit for the year</b>	-378,835
<b>Closing Balance</b>	371,747

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.

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	121,584
<b>Equity Total</b>	456,913
Equity - Aboriginal	28,550
Equity - Socio-economic	275,984
Equity - Language	2,415
Equity - Disability	149,964
<b>Base Total</b>	1,990,631
Base - Per Capita	52,189
Base - Location	40,336
Base - Other	1,898,105
<b>Other Total</b>	312,381
<b>Grand Total</b>	2,881,509

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

---

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.



## Parent/caregiver, student, teacher satisfaction

In 2020, we surveyed students, parents/carers and teachers through 'Tell Them From Me' surveys about student engagement and well being.

81% of students in Years 4-6 feel they have someone at school who consistently provides encouragement and can be turned to for advice while 77% of students believe school staff emphasise academic skills and hold high expectations for all. 71% of Aboriginal students believe teachers have a good understanding of their culture.

Of the 33 families that responded, 77% of parents felt they could speak easily with their child's teacher. 72% of parents/carers believe the teachers have high expectations for their children to succeed while 78% of parents their child/ren are encourage to do their best work.

88% of teachers believe they establish clear expectations for classroom behaviour and 80% set high expectations for student learning. 79% of teachers believe they strive to understand the learning needs of students with special learning needs and 80% discuss the learning goals for the lesson.

# 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.