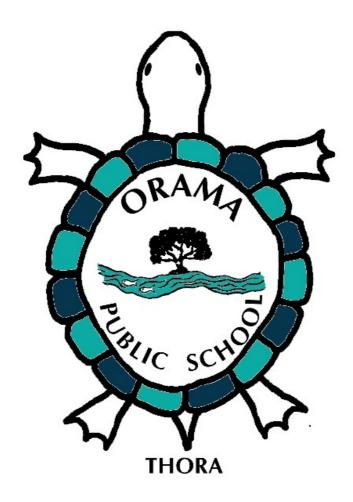# 2020 Annual Report

Orama Public School

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Introduction

The Annual Report for 2020 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.

School contact details

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School vision

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 Bellingen 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. 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

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
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	Excelling
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	Sustaining and Growing

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%)

Deepen the engagement of parents and community in the school. Whilst the school is a symbol of the community, develop it as a hub of the community.

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)
Questions: • How has the Seven Steps Pedagogy been implemented into classrooms so far? • What elements of the Sevens Steps Pedagogy has been implemented? • What impact is this having on our students' writing progress? • What impact has the LI/SC implementation had in LS2? • What growth are the students showing on the Understanding Texts, Creating Texts, Additive Strategies and Multiplicative Strategies progressions. **Data Sources:** • Teaching and Learning Plans • WALT, WILF and WAGOLL statements presented to the students • Student work samples • Student results and progress along the school based data wall and monitoring document. **Analysis/Findings:** • 92% of students in LS2 had positive growth in Understanding Texts. • 75% of students in LS2 had positive growth in Creating Texts. • 75% of students in LS2 had positive growth in Additive Strategies. • 100% of Teaching and Learning programs are reflective of the Seven Steps Pedagogy. • Engagement levels of all students in writing continues to grow. **Implications:** • Student growth rates are positive and this is evidence of a healthy learning culture. • Teaching staff embedding Seven Steps to Writing Success pedagogy with innovative and engaging strategies.	$1452 Seven Steps Training $8724 in Quality Teaching Successful Students funds for additional teacher (cost for whole year) $29366 for the employment of the School Learning and Support Officer (cost for whole year) **Funding Sources:** • Professional learning ($1452.00) • Quality Teaching, Successful Students (QTSS) ($8724.00)

Progress towards achieving improvement measures	
• Students are now seeing themselves as writers with content to share. • Desire from staff to share our strategies and learn from other schools in the small school network.	

Process 2: Parent and Community engagement at whole school events such as Easter Hat Parade, Education Week, UNE Discovery Day, Riverwatch and OZ Green Days.

Evaluation	Funds Expended (Resources)
Questions: • What impact has the Parent/Teacher Wellbeing meetings had on student and parent engagement and teacher understanding of student and family background? • What impact has the Parent/Teacher Wellbeing meetings had on student achievement? **Data Sources:** • Parent/Teacher Wellbeing meeting notes/minutes and follow up notes or actions. **Analysis/Findings:** • Despite the COVID-19 restrictions having an impact on parental engagement, innovative approaches by the school ensured the wellbeing meetings could continue. • Due to the changes in class teacher for both learning spaces, these meetings were necessary to offer all stakeholders the opportunity to share feedback and give clarity. **Implications:** • The Parent/Teacher Wellbeing meetings gave the school and parents the opportunity to engage at a deeper and meaningful level. The meetings were positive and growth orientated. • Student academic, social and emotional needs addressed in a more explicit and collaborative manner.	Casual teacher costs

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.

Continue the development of the Small School's Alliance.

Evaluation	Funds Expended (Resources)
Questions: • How has the Seven Steps Pedagogy been implemented into classrooms so far? • What elements of the Sevens Steps Pedagogy has been implemented? • What impact is this having on our students' writing progress? • What impact has the LI/SC implementation had in LS2? • What growth are the students showing on the Understanding Texts, Creating Texts, Additive Strategies and Multiplicative Strategies progressions. **Data Sources:** • Teaching and Learning Plans • WALT, WILF and WAGOLL statements presented to the students • Student work samples • Student results and progress along the school based data wall and monitoring document. **Analysis/Findings:** • 92% of students in LS2 had positive growth in Understanding Texts. • 75% of students in LS2 had positive growth in Creating Texts. • 75% of students in LS2 had positive growth in Additive Strategies. • 100% of Teaching and Learning programs are reflective of the Seven Steps Pedagogy. • Engagement levels of all students in writing continues to grow. **Implications:** • Student growth rates are positive and this is evidence of a healthy learning culture. • Teaching staff embedding Seven Steps to Writing Success pedagogy with innovative and engaging strategies. • Students are now seeing themselves as writers with content to share. • Desire from staff to share our strategies and learn from other schools in the small school network.	

Progress towards achieving improvement measures

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 scheduled meeting every term. Collaboration between all staff to provide the best learning outcomes for students.

Evaluation	Funds Expended (Resources)
Questions: • What impact has the Strategic Analysis, Seven Steps and PLAN training had on the school's PL Plan? *The PL plan for OPS has reflected the current changes in a post COVID PL environment. This has carried with it an increase in workload for the staff. It is anticipated that this will reduce once analysis of the PL occurs to create practices that are sustainable at Orama Public.* • What processes will be undertaken during the next School Planning phase to facilitate classroom observations and feedback sessions across the Small School Alliance? *Principals have discussed a where-to-next approach to classroom observations and feedback sessions now that all three schools are participating in the Seven Steps to Writing Success.* • How has the Seven Steps pedagogy been implemented into classrooms so far? • What elements of the Sevens Steps Pedagogy has been implemented? • What impact is this having on our students' writing progress? • What whole school practice will now take part as a result of the PLAN2 training? **Data Sources:** • Updated PL Plan • PDP Meetings • Classroom observations and feedback statements • Reflections and refinements on Teaching and Learning Plans **Analysis/Findings:** • Both learning spaces had class teacher changes. The interruptions were kept at a minimum where possible. • 92% of students in LS2 had positive growth in Understanding Texts. • 75% of students in LS2 had positive growth in Creating Texts. • 75% of students in LS2 had positive growth in Additive Strategies. • 100% of Teaching and Learning programs are reflective of the Seven Steps Pedagogy. • Engagement levels of all students in writing continues to grow. **Implications:** • Student academic, social and emotional needs addressed in a more explicit manner. • Student growth rates are positive and this is evidence of a healthy learning culture. • Teaching staff embedding Seven Steps to Writing Success pedagogy with innovative and engaging strategies. • Students are now seeing themselves as writers with content to share. • All teaching staff are active users of the Literacy and Numeracy Progressions and school based monitoring documents and data walls are deepening in their purpose. **Implications:** What implications does the findings have for the school as it	

Progress towards achieving improvement measures	
moves to the next phase of school planning? *There is the need to ensure Professional Learning remains rigorous and student need based. Staff are already reflecting on their 2020 Professional Development Plan to guide their 2021 Professional Development Plan.* *Deepening the learning culture for students and staff at Orama Public School will continue to be a focus for the school's leadership team.*	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading		**Questions:** • What has the impact of the ACRO training had on the school and community? • What impact has the embedding of local Aboriginal perspectives had on the students' understanding of local culture? • What impact has the updating of PLPs had on the school and community? **Data Sources:** • Updated PLPs • Teaching and learning documents • Student work samples • Student anecdotal feedback and discussions. • Newsletter articles about ARCO role and diversity. **Analysis/Findings:** • Very positive anecdotal feedback from community members about the anti-racism and diversity messages in the newsletter and through the school. • Engagement and genuine inquiry from LS2 students into our local cultural history and perspectives. • PLPs (and the associated processes) were conducted in a positive and goal orientated manner. Parents spoke about the shared values that they feel have been developed through the process. **Implications:** • How is the embedding of Aboriginal perspectives continued in an authentic manner when staff may alter? How can this be sustained? • How does the positive PLP process become embedded into other parent/community engagement processes?
Low level adjustment for disability	Casual Staffing Costs	**Questions:** • What impact does the collegial meetings with the counsellor have? • How can the transition program with the feeder schools be deepened to have positive student outcomes? **Data Sources:** • PLaSP documents • Meeting minutes • Student engagement and work samples • Anecdotal feedback and conversations from all stakeholders **Analysis/Findings:** • LaS items being actioned in a collegial and efficient manner with the support of the school counsellor • Parent/student/school relationships deepened through PLaSP review process. **Implications:**

Low level adjustment for disability	Casual Staffing Costs	• Exploration of tracking strategies of negative and positive student wellbeing incidents. • Increase in positive student outcomes, wellbeing and engagement
Quality Teaching, Successful Students (QTSS)	Sparky and Shady costs $2000	**Questions:** • What impact will the Sparky and Shady program have on student wellbeing? • What impact does the collegial meetings with the counsellor have? • How can the school track wellbeing incidents to show impact? **Data Sources:** • Wellbeing incidents • Meeting minutes • Student engagement and work samples from Sparky and Shady. • Anecdotal feedback and conversations from students. **Analysis/Findings:** • Students finding engagement with Sparky and Shady difficult as its current delivery is not very engaging. • LaS items being actioned in a collegial and efficient manner with the support of the school counsellor. **Implications:** • Teacher follow-up and embedding the Sparky and Shady concepts in other lessons and day-to-day activities is very important for students to have the most positive impact from the program. • Exploration of tracking strategies of negative and positive student wellbeing incidents.
Socio-economic background	Casual costs	**Questions:** • What impact does the Socio-Economic Background have for our students? • What can the school do to support the families in an authentic and sincere manner? **Data Sources:** • SCOUT data **Analysis/Findings:** Data pooled from Enrolment forms suggest; • 59% of parents potentially on minimum wage. • 37% of parents/carers are working in trades, sales/service or skilled office occupations and 22% have not been in paid work for the last 12 months. **Implications:** • Student assistance funding to increase. • Innovative programs and practices to support students/families and the community to source opportunities for their children. • Possible supplementation of extra curricula costs

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	12	11	13	12
Girls	8	12	15	13

Student attendance profile

School				
Year	2017	2018	2019	2020
K	91.8	84.8	89.2	81.9
1	79.6	94.6	88.2	88.1
2	92	90.3	85.5	83.5
3	87.6	86.7	90.5	98.9
4	90.4	73.1	92.9	87.9
5	90.2	92.1	80.2	89.7
6	94.4	75.9	91.3	62.6
All Years	91.2	84.4	89.8	86.8
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
Classroom Teacher(s)	1.29
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*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[1]	2020 Aboriginal and/or Torres Strait Islander representation[2]
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 **Actual** ($)
Opening Balance	122,931
Revenue	581,264
Appropriation	564,574
Sale of Goods and Services	996
Grants and contributions	15,522
Investment income	172
Expenses	-485,899
Employee related	-427,007
Operating expenses	-58,891
Surplus / deficit for the year	95,366
Closing Balance	218,297

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 **Approved SBA** ($)
Targeted Total	0
Equity Total	47,476
Equity - Aboriginal	10,580
Equity - Socio-economic	7,619
Equity - Language	0
Equity - Disability	29,276
Base Total	494,715
Base - Per Capita	6,734
Base - Location	10,673
Base - Other	477,308
Other Total	11,127
Grand Total	553,318

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 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

Parent Survey

In April the school surveyed parents about their Learning at Home experiences. We received 4 responses. The responses share struggles that parents had with engaging their child. In response the school produced Learning at Home packs that were then delivered to each student. The packs included playing cards, dice, phoneme prompts, rulers etc for families to have the resources to help whilst at home.

Other feedback included strategies of how to teach particular skills. In response to this the school produced six videos to assist families. These videos were posted to our school's Facebook Page and they continued to be used regularly.

Student Survey

When students returned from the COVID-19 Learning at Home period the school conducted a "Plus, Minus, Interesting" survey with the students. The students spoke of their joy in completing their tasks without too many interruptions and some students were able to complete tasks early in the morning which gave them a large proportion of the day to undertake their own learning. Students reported that working at a time that suited them was the best outcome of the learning at home process. Students also reported that they missed the feedback and guidance that teachers provided and they missed the social opportunities that school also gives them.

In term 4 of 2020, students in years 4, 5 and 6 completed the Tell Them From Me Survey. This survey reflected that 67% of the students felt advocacy at school, 85% felt they had an expectation of success at school and 36% have a sense of belonging. In the 2021- 2024 school planning process the school is intending to address the sense of belonging that students feel at school.

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.