2020 Annual Report

Orana Heights Public School

4549

Introduction

The Annual Report for 2020 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 vision

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. 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	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	Delivering
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

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)
Q - Are all teaching PDPs aligned to ATS? - How has PL met the goals? - What commonalities were there and how have they been addressed? D - Supervision documents, copies of PDPs, PL record, snapshot from NESA, accreditation records, collation of PL goals across the school, A - All PDPs completed. I - COVID did affect many goals.	($0.00)

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

Evaluation	Funds Expended (Resources)
Q - What assessments are consistently used across the school? How is assessment data used to inform programming? What impact has this had on student outcomes? D- Teaching programs, assessments and assessment analysis. A- PAT assessments introduced. I- Not enough reliable laptops available. Q - Have all beginner teachers received induction and mentoring? What impact has this had? D - Survey A- Survey not completed.	Beginning Teacher: $57924 PAT assessments: $5000 Technology upgrading: $18500 Inquisitive: $2000

Progress towards achieving improvement measures	
I - Casual Teachers not available.	

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)
AVID (Advancement Via Individual Determination) is a teaching tool that is accessed through an institute in Melbourne which has a membership fee, online resources and visits. Due to COVID, all professional learning and visits to the school were cancelled thus funds expended were not as anticipated.	$15 000

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)
Q - What assessments are we using? What data is being collected? Is data being used to differentiate? What is the new assessment schedule? What PL has been provided to staff? D - Copy of the new schedule. Sentral reports re: data collected. Minutes from a stage meeting that shows how the data is being used. Snapshot of program showing data use. PL schedule for teachers. A - Review of assessment schedule to determine best point to implement new assessments. I - School-wide implementation of assessment in Term 4. For 2021 Q - What does stage analysis indicate about student growth? Are all teachers effectively monitoring student achievement using the tool? D - Analysis data, teaching programs, CTJ A - Data analysed to support implementation of COVID- ILSP. I - Student groups selected and data analysed to select appropriate small group interventions.	**Funding Sources:** • ($0.00)

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)
Q - Have we reviewed attendance data? Did we present students with 100% attendance award. Have CRT passed on attendance concerns to 2021	

Progress towards achieving improvement measures	
teachers? What impact have these strategies had on whole school attendance? D - Attendance reports, Trend data, Stage minutes data. Copy of school attendance policy. Newsletter snippet re: attendance. PAP. Snippet of information sheet for next teacher. Meeting minutes telling staff to pass on information. A - 100% attendance information gathered. Due to COVID-19 disruptions and LFH the guidelines for this were amended. Regular attendance data tracking continued. I - One attendance referral has proceeded to court in line with attendance policy following continued non-engagement with HSLO/ASLO.	

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)
Q - What do teachers think team teaching is? D - Google survey about teacher understanding of collaborative teaching. A - Due to COVID-19 regular classroom practice was modified and team teaching ceased due to social distancing guidelines. I - Goal to be restarted once school returns to normal teaching practices. **Next steps in 2021 once teaching resumes as normal.** Activity: Review with teachers the positives and challenges of these classrooms Q - What is working well and what is not? D - Teaching programs, informal conversations with teachers, Google survey about teacher engagement. Activity: Evaluate team teaching approach and identify focus areas for Semester Two.	

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)
Question - T4 What activities were provided? How many students participated in each activity? How many community groups have been involved? What level of involvement was provided? (Whole year analysis of data.) **Data -** Number of community contacts involved, how often they attended, description of the involvement. **Analysis - No data was collected due to COVID 19. Restrictions in place did not allow for community organisations or external providers to access the school.** **Implications - No data has been collected or analysed this year due to COVID-19.**	Advertising, excursion subsidies, speaker payments, general resources

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)
2020 provided unique opportunities for school and homes to communicate. As students moved to online learning and/or learning at home packs, teachers made adjustments to how they could do their best to maintain current contact with all the students in their class to track both welfare and curriculum achievements. Teachers were provided with a "tracking sheet" for each student in their class where they recorded all contacts made to, and from, home. These sheets minimised risk of vulnerable students not being monitored and were filed in the student record cards for later reference should it be required. Once students returned to school, parent/carer contact remained via phone, Dojo and the school's App. End of year events were deleivered to parent/carers via Zoom.	Recording sheets- $0 Zoom- $0 (DoE access) Phone- $1000

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
Like other across group activities, all events planned for this during 2020 were either cancelled or conducted via Zoom.	Zoom, phones, emails and website.

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$363737	The ratio of more adults with students allowed for an individual approach and implementation of plans and programs to cater for student's goals. Extra adults and activities in the playground has reduced the negative incidents as students are guided to socialise appropriately. DHUB groups with Stage 3 students supported transition to high school settings.
English language proficiency	$52327	Identified EAL/D students received one on one support each week with the employment of teacher time. This was done both in class and through withdrawal time two days per week. Communication with home was important during 2020 as learning from home was particularly challenging for many families. This specialised teacher also completes the surveys required and supports class teachers with writing student reports each semester.
Low level adjustment for disability	$92457	The school has an FTE of 1.5 Learning and Support Teacher however with almost 40 Out of Home Care students and 38 students in the mainstream classrooms with a diagnosed disability whom attract Integration Funding Support, the school prioritises the extra employment of teacher time in the L&ST roles. The L&ST has a caseload to support class teachers with complex students and communication with families and outside agencies.
Quality Teaching, Successful Students (QTSS)	FTE: 1.233	Assistant Principals in their supervisor roles are provided with time to support teachers in their stage through mentoring, demonstrating lessons, targeted planning, team teaching, lesson observations and releasing teachers to observe others. Time is also valued to support both teaching and non-teaching staff in accessing professional learning opportunities in line with PDPs.
Socio-economic background	$373889	After evaluating data from previous year, the implementation of programs such as MiniLit and MacLit continued with employment of extra SLSO hours for small group implementation. There were significant disruptions this year and time was re-directed to create programs for home. The need to support excursions was also limited and thus budget aligned with the need for more devices to expose students to various online platforms for school lessons. Within the context of the school, extra hours were dedicated to students who required further individual support both in class and the playground.
Support for beginning teachers	$57924	During the one day per fortnight, beginning teachers were able to plan. observe others, have time with their negotiated mentor and team teach. Professional growth continued through working alongside a mentor and having dedicated time with their supervisor for authentic feedback. Again their were some

Support for beginning teachers	$57924	disruptions to these timetabled days during Term 2 and 3, however it was monitored closely and these teachers provided support where required.

Student information

Student enrolment profile

Students	Enrolments			
	2017	**2018**	**2019**	**2020**
Boys	309	318	352	344
Girls	301	319	346	339

Student attendance profile

School				
Year	**2017**	**2018**	**2019**	**2020**
K	95.5	94.3	94.2	87.9
1	93.8	94	93.3	86.7
2	95.3	94.1	93.2	87.2
3	94.4	94.1	93.3	82.5
4	95.1	93.2	93.6	81.5
5	94.2	93.7	93.8	89.3
6	93.4	93.2	93.4	89
All Years	94.6	93.8	93.6	86.3
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
Deputy Principal(s)	2
Assistant Principal(s)	6
Classroom Teacher(s)	29.24
Literacy and Numeracy Intervention	0.4
Learning and Support Teacher(s)	1.5
Teacher Librarian	1.2
School Counsellor	1
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, 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	2,484,406
Revenue	8,745,401
Appropriation	8,675,439
Sale of Goods and Services	6,359
Grants and contributions	60,153
Investment income	3,250
Other revenue	200
Expenses	-7,855,947
Employee related	-7,183,429
Operating expenses	-672,517
Surplus / deficit for the year	889,455
Closing Balance	3,373,860

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	810,669
Equity Total	1,122,762
Equity - Aboriginal	440,014
Equity - Socio-economic	373,889
Equity - Language	52,327
Equity - Disability	256,533
Base Total	5,499,196
Base - Per Capita	174,284
Base - Location	3,049
Base - Other	5,321,864
Other Total	727,330
Grand Total	8,159,958

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

The People Matter survey is one form of data that may be used for mapping with teacher and staff satisfaction. Whilst the number completed was down compared to 2019 with 36 out of the possible 82 people responding, there are areas which provide important information for planning. 59% of respondents were class teachers with other categories too low to remain confidential.

Some areas worth noting are:

* Manager communication improved from 66% satisfaction to 77%.

* Recognition for work undertaken at school was +19% going from 50% to 69%.

* Job satisfaction decreased -11%, from 82% to 71%.

* Staff feeling they are contributing their best at school increased from 90% to 97%.

* Staff reported that 97% knew there was someone in the workplace who cared about them.

* There was a decrease that staff felt change was managed well moving from 50% to 32%.

* Majority of respondents felt that personal background was not a barrier to their participation at work: 79% to 81%.

* Very few staff reported that they are paid fairly considering the increase of workload.

Tell Them From Me surveys were not completed in full due to the changes with COVID-19, student attendance and connections with parents.

Overall during periods of school time, families may not have been happy with the circumstances but were very supportive and happy with the school's processes during 2020. There was a high level of alternate contact between teachers and families as the face to face was challenging. Staff devised new systems for recording contact and comments which captured appreciation from many parents.

There was not the opportunity for any community events which involved visitors. The end of year Presentation Evening was run at school with separate cohorts in the school auditorium. Parents were able to attend Presentation Day events virtually via Zoom links. This was well received with large numbers of parents able to use this versatile technology to be involved in a remote end of year activity.

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.