

2022 Annual Report

Orama Public School



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Introduction

The Annual Report for 2022 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 Strategic Improvement 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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Message from the principal

2022 was a pleasing year for Orama Public School.

Our students, staff and community were eager to put the interruptions from 2020 and 2021 far behind us.

Term 1 of 2022 saw major floods and landslips again interrupt regular operations of the school. However, the remote learning experiences from the Covid-19 period meant that staff and students transitioned comfortably into at home learning.

The impact of the floods and landslips were greater than students unable to attend school. The natural disasters meant parents and caregivers were unable to attend work. Orama Public School have supported the whole community through student assistance opportunities and providing all teaching and learning resources and subscriptions for all students. This has lightened some of the financial load on parents.

Once term 2 began the school was able to experience the consistency that was craved. Student engagement, attendance and positive wellbeing improved. This was reflected in outstanding academic, social and emotional growth in all students across the year. Students speak of themselves as learners and they are positive about their challenges.

The school was fortunate to have been invited to perform at the Sydney Town Hall in the Festival of Choral Music with over 700 other students from all over NSW. This was an outstanding experience for all students, staff and parents present and it has created a culture of creativity across the whole school.

Finally, major excursions were also able to return. Students in years 4, 5 and 6 attended a week-long visit to Canberra where they were able to visit sites of historical and democratic importance.

Every student and staff member has been instrumental in their successes at Orama Public throughout 2022. Their success will form a strong foundation for 2023.

Katharine Sutherland

Principal

School vision

Orama Public School's unique environment nurtures our aspirational learners. Each students' needs are nourished to understand themselves and others, enabling ongoing adaption to an ever-changing world. Staff create a culture of wonder and exploration. Relationships are developed between educator and student empowering everyone to do their best. We value the Gumbaynggirr People as the Traditional Custodians of the land and we follow their lead to ensure we are in harmony with our surroundings. Students and staff are supported by a community where everyone is striving for the same goal of happy and successful children.

School context

Orama Public School is a small school located on the banks of the Bellinger River in the Thora Valley. The school is a member of the Mid Coast Valley network of schools, the Bellingen/Dorrigo Community of Schools and the Bellingen Valley Small Schools.

The school has a current enrolment of 35 students which includes 2 Aboriginal students. The school is classified as a TP2 with a teaching Principal, 1 permanent teacher, one temporary teacher, a Relief from Face to Face teacher and a Learning and Support teacher. The school is also supported by a School Learning and Support Officer, General Assistant and School Administration Manager.

We have a Family and Occupation Education Index (FOEI) of 103. The school supports all students through differentiated teaching and learning programs as well as recognised best-practice Environmental Education, wellbeing, creative arts, cultural and sport programs.

Orama Public School enjoys a close partnership with the community and these relationships develop our students into leaders of the future.

Over the coming four years we will focus our work on further enhancing our student outcomes in Literacy and Numeracy, strengthening our high quality wellbeing initiatives and continuing to build our community partnerships.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2022 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	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: Student growth and attainment

Purpose

In order to empower our students to do their best, staff will plan and deliver explicit learning experiences for students to reach growth targets in literacy and numeracy. School data will show student progress based on internal and external measures.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Explicit Teaching for Reading and Numeracy
- High Expectations

Resources allocated to this strategic direction

QTSS release: \$3,850.00

Location: \$1,500.00

Integration funding support: \$15,790.00

Literacy and numeracy: \$2,200.00

Socio-economic background: \$2,083.31

Summary of progress

Explicit Teaching for Reading and Numeracy

As part of the Collaborative Support Unique Setting (CSUS) project, Orama Public School completed the Determining Implementation Gap Matrix Tool, short assessments and a principal confidence survey. Short assessments were used for assessing students and assessment data (PLAN) which was then used to identify student learning points of need. NAPLAN data was used to identify improvement measures for students. Close Reading professional learning was delivered to staff by the Lead Specialist of the CSUS project. During a staff meeting the sharing of the CSUS PowerPoint provided a joint understanding of the CSUS project. The Principal was able to utilise, understand and implement the school plan to deliver a narrower and deeper focus into school improvement.

As we are in the early stages of the CSUS project we look forward to continuing to build the capacity of staff and build student outcomes. No changes were made to the original CSUS (IPM) plan, however COVID, flooding and casual staffing availability proved to be challenging in the implementation of the project.

Outcome/impact: Staff capacity of 50% has been built as they attended three sessions of professional learning and have collaborated with staff from other schools as well as the Orama teaching team to devise a plan of what Close Reading will look like at Orama in 2023.

Next Steps:

- Next year, we will deepen our understanding in Close Reading and effective Numeracy teaching and learning to improve comprehension and multiplicative strategies by engaging in professional learning and measuring the impact on our student data.

High Expectations for Reading and Numeracy

Throughout 2022, two-thirds of teachers have established literacy goals with their students. These goals were established after reflecting on student data and expectations for success. The goals have been established in collaboration with the students, support staff and parents. One-third of teachers have established a regular practice of engaging with parents each term. Student engagement in this process has varied depending on each student and their learning journey. Parental engagement has also varied. The school will continue to implement student engagement strategies to meet varied learning needs.

Outcome/impact: Anecdotal data reported students and parents feeling a greater sense of engagement in, as well as an understanding of the learning journey.

Next steps:

- In 2023, student goals and parental engagement meetings will occur across the whole school. This will support our continuing approach to engage all stakeholders in the educational process.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
System Negotiated Targets: Top 2 Bands Reading & Numeracy <ul style="list-style-type: none"> At least three students will achieve the top 2 bands in NAPLAN reading (System Negotiated Target 2022) 	<p>To maintain the confidentiality requirements of our small student cohort and to enable greater reliability of NAPLAN data, our school has a combined target with the six small schools in the Mid Coast Valley's Principal Network. Our combined results in 2022 saw:</p> <ul style="list-style-type: none"> the proportion of Year 3 and Year 5 students achieving in the top two bands in NAPLAN Reading was maintained at 2021 levels (78%). This represents performance well above the system negotiated target.
<ul style="list-style-type: none"> At least three students will achieve the top 2 bands in NAPLAN numeracy (System Negotiated Target 2022) 	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>
<ul style="list-style-type: none"> Whole school student data monitoring is efficient and updated in 5 weekly increments. Class teachers have engaged with inter-school colleagues to deepen their classroom practice in reading and numeracy. 	<p>Analysis of learning programs indicate they are not yet clearly evident of adjustments made to accommodate individual student needs and reflective of 5-weekly pause points. This will be a focus for 2023.</p> <p>Classroom observation notes and minutes indicates 75% of staff have actively collaborated with practitioners from other schools to reflect and improve upon their teaching practice.</p>
System Negotiated Targets: Top 2 Bands Numeracy <ul style="list-style-type: none"> At least three students will achieve the top 2 bands in NAPLAN numeracy (System Negotiated Target 2022) 	<p>To maintain the confidentiality requirements of our small student cohort and to enable greater reliability of NAPLAN data, our school has a combined target with the six small schools in the Mid Coast Valley's Principal Network. Our combined results in 2022 saw:</p> <ul style="list-style-type: none"> the proportion of Year 3 and Year 5 students achieving in the top two bands in NAPLAN Numeracy was 54%, which was below the system-negotiated target.
System Negotiated Targets <ul style="list-style-type: none"> At least three students will achieve the top 2 bands in NAPLAN reading 	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>

Strategic Direction 2: Effective Practices

Purpose

With a focus on student engagement, staff, students and the community will embed effective wellbeing practices and processes that are purposeful and authentic.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Strategic and Planned approach to Wellbeing
- Learning and Support Procedures

Resources allocated to this strategic direction

School support allocation (principal support): \$7,000.00

Integration funding support: \$54,948.00

Summary of progress

Strategic and Planned approach to Wellbeing

Throughout 2022, the school has continued monitoring attendance to ensure (DoE) policy and procedures are met. The school's wellbeing framework was reviewed and modified to meet identified student's needs.

Student and staff illness throughout 2022 has impacted the attendance rates throughout the whole year. Student wellbeing has remained high.

Outcome/impact: Student illness has been a contributing factor. In 2023, the school will strengthen their procedures for classifying absences and a focus will be on students attending 85-90% of the time.

Next Steps

- In 2023, it will be necessary to adapt the school's method of communication procedures with families to reflect the school's wellbeing framework and the DoE Inclusive, Engaging and Respectful policy.

Learning and Support Procedures

The Learning and Support procedures at the school have improved over 2022. All students attracting additional funding have Personalised Learning and Support Plans and have received additional support.

Outcome/impact: The employment of an additional School Learning and Support Officer has enhanced the Learning and Support program. Data shows 80% of students that were involved in one on one support showed growth for their targeted learning goals.

Next steps

- In 2023, the Learning and Support procedures will continue to evolve. Implementation of support for students who have been identified as High Potential and Gifted will also be introduced in 2023.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Attendance <ul style="list-style-type: none">• Overall Student attendance to increase to at least 89%• Students who attend school more than 90% of the time to increase to at least 53%.	The school has not met its overall attendance target of 89% and the number of students attending more than 90% is very low at 8%.

<ul style="list-style-type: none"> • The school has reviewed and implemented the updated Wellbeing Framework to reflect student voice and Aboriginal Pedagogies. • At least 29% of students report are placed in the desirable quadrant of the skills-challenge element of the Tell Them From Me survey. This is an increase of 4%, from 25%. 	<p>All staff engaged in the 8 Ways Aboriginal Pedagogies training enabling a deeper understanding of our local culture.</p> <p>The school has not achieved its target of 29% of students reporting being placed in the desirable quadrant of the skills-challenge element of the Tell Them From Me survey. Data shows that 17% of students identify that they feel challenged and have a high level of skills to address these challenges. This is a reduction of 8%. In 2023, the school will implement practices to build student capacity to address learning challenges.</p>
<p>Wellbeing</p> <ul style="list-style-type: none"> • At least 83% of students will report positively on their sense of belonging, advocacy and high expectations for success on the Tell Them From Me survey. 	<p>Tell Them From Me survey data shows 71% of students report that they have a strong sense of belonging, advocacy and high expectations at school.</p>

Strategic Direction 3: Community Partnerships

Purpose

Partnerships beyond the school will enable relevant and real world learning opportunities and outcomes for our students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Highly effective Professional Learning Community
- Strong Community and Cultural Connections Programs

Resources allocated to this strategic direction

Professional learning: \$4,500.00

Summary of progress

Highly effective Professional Learning Community

Throughout term 4 staff have engaged with the Consolidated Support Unique Settings (CSUS) schools on Close Reading training. This has resulted in a shared approach to the Close reading pedagogy and the sharing of strategies and resources has already deepened staff practice.

These collaborative experiences with five other small schools have built a deeper capacity of the teachers at Orama Public School to improve literacy outcomes in fluency and comprehension. The teachers are improving their practice and sharing their own strategies with their colleagues.

Outcome/impact: These initiatives are having an impact on at least 120 students across the valley through collaborative approaches and shared expertise.

Next Steps

In 2023, the small school Professional Learning Community will continue to develop and strengthen their networking to improve student outcomes in literacy and numeracy.

Strong Community and Cultural Connections Programs

Orama Public School have enjoyed many community events over the year. The opportunity to engage the wider community in events at school has seen students building an understanding of their place in the community. Students are engaging in real-world tasks for example, River Watch Citizen Science Program and their commitment to community groups is developing. The school has found it difficult engaging some parents into school based events.

Outcome/impact: All students in Learning Space 2 engaged in the River Watch Program deepening their engagement with the wider community and the environment.

Next Steps

In 2023, the school will continue to implement activities involving real-world learning and community supports for example, Water Bug Blitz Citizen Science Program. The school will also analyse its engagement practices for families to improve their engagement with the school.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
School-Level Data <ul style="list-style-type: none">• At least 80% of the feedback from	Orama Public School continues to be a hub for community activities and events. The school welcomes all community groups and the programs they

<p>community and focus groups shows that Orama Public School's environmental and cultural education initiatives are positive.</p> <ul style="list-style-type: none"> • Feedback from all staff indicate that Professional Learning Community events between Repton, Orama and Crossmaglen Public Schools have positive impact on their practice. 	<p>offer. All programs have deepened outcomes for students. Discussions with community groups have reported 100% positive outcomes to their involvement at the school and the programs and initiatives the school employs.</p> <p>All staff at Orama Public School report that Professional Learning Community events between Repton, Orama and Crossmaglen Public Schools have positive impact on their practice.</p>
<p>School Excellence Framework</p> <p>In the element of Learning and Development we demonstrate sustaining and growing in the themes of Collaborative practice and feedback, Coaching and mentoring and Expertise and innovation.</p> <p>In the element of Learning culture we demonstrate sustaining and growing in the theme of Transitions and continuity of learning.</p> <p>In the element of Educational Leadership we demonstrate sustaining and growing in the theme of Community Engagement.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Learning and Development.</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Learning Culture.</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Community Engagement.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$88,738.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Orama Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Expectations • Learning and Support Procedures • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in the following impact: Each student requiring additional support has been catered for in a differentiated manner. The employment of additional School Learning and Support Officers has allowed the implementation of these support programs.</p> <p>After evaluation, the next steps to support our students will be: In 2023, strengthening the processes and practices of the Learning and Support program at the school will ensure a streamlined approach to identifying and addressing student needs.</p>
<p>Socio-economic background</p> <p>\$6,083.31</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Orama Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Expectations • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equity of resources and service availability • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: Students at Orama Public School have been provided with high-quality learning resources. These include online subscriptions, text books and stationary equipment. Students have also been supported to attend school excursions, programs and the wearing of the school uniform.</p> <p>After evaluation, the next steps to support our students will be: In 2023, the school will offer student financial support for major excursions so that no student misses an opportunity to engage. The school will review its processes for offering this support.</p>
<p>Aboriginal background</p> <p>\$1,826.71</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Orama Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities

<p>Aboriginal background</p> <p>\$1,826.71</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • creation of school signage embedding local language • engaging an Aboriginal Education Officer (AEO) to facilitate the 8 Ways of Learning Aboriginal Pedagogy and review of our Personalised Learning Pathway procedures. <p>The allocation of this funding has resulted in the following impact: The school signage is imaged with unique symbols that reflect the cultural heritage of Orama Public School. The 8 Ways of Aboriginal Learning Pedagogy has been effectively used to meet the learning needs of our Aboriginal students.</p> <p>After evaluation, the next steps to support our students will be: Review our Personalised Learning Pathways documents and procedures to ensure they align with our community's needs.</p>
<p>Low level adjustment for disability</p> <p>\$29,494.92</p>	<p>Low level adjustment for disability equity loading provides support for students at Orama Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in the following impact: The Learning and Support Teacher (LAST) has developed student learning profiles based on data and where to next goals. These profiles have given direction to the staff, parents and in some cases, the students. The LaST has also trained School Learning and Support Officers, monitored Integration Funding and needs and sought additional funding where necessary.</p> <p>After evaluation, the next steps to support our students will be: Identified learners with High Potential and Gifted status will have adjustments implemented base on the development of learning and support profiles.</p>
<p>Location</p> <p>\$12,404.58</p>	<p>The location funding allocation is provided to Orama Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching for Reading and Numeracy • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • technology resources to increase student engagement • additional staffing for teachers to engage in professional learning <p>The allocation of this funding has resulted in the following impact: Students were funded to engage in excursions and initiatives that would have usually incurred a fee. The school purchased numerous resources for all students to use and staffing was expanded to enable staff to access Professional Learning.</p> <p>After evaluation, the next steps to support our students will be: Offering wider opportunities to students and a stronger impact of staff professional learning in the classroom.</p>

<p>Professional learning</p> <p>\$6,100.06</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Orama Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly effective Professional Learning Community • Strong Community and Cultural Connections Programs • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Staff engaged in various professional learning experiences over the year. These included, but were not limited to, Close Reading, Positive Partnerships, Professional Learning Community peer observations and 8 Ways of Aboriginal Learning Pedagogy. <p>The allocation of this funding has resulted in the following impact: The Professional Learning the staff have participated in throughout 2022 has been relevant and rigorous. All learning has had an impact in the classroom with staff embedding strategies and pedagogy into their classroom almost instantly. Early signs are showing a developing impact on student outcomes.</p> <p>After evaluation, the next steps to support our students will be: Due to staff changes, future professional learning will initially involve building capacity and culture of the new staff members.</p>
<p>Literacy and numeracy</p> <p>\$2,712.74</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Orama Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Expectations • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment <p>The allocation of this funding has resulted in the following impact: Students are using resources that are engaging and explicit in nature for example, rich texts and decodable readers. The resources are considered quality and staff analyse each resource to ensure its use is purposeful.</p> <p>After evaluation, the next steps to support our students will be: With the inception of the K-2 syllabus documents and the Assistant Principal Curriculum and Instruction, the school will refine the literacy and numeracy strategies and resources they employ.</p>
<p>QTSS release</p> <p>\$6,090.81</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Orama Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching for Reading and Numeracy • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p>

<p>QTSS release</p> <p>\$6,090.81</p>	<ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in the following impact: The Quality Teaching Successful Students funds have allowed additional release time for the Instructional Leader to work with the class teacher/s to reflect upon student data and plan accordingly. The teachers have then developed their own teaching and learning experiences based on this data.</p> <p>After evaluation, the next steps to support our students will be: In the new year the Assistant Principal, Curriculum and Instruction will continue with observations of practice and provide opportunities for reflection and coaching.</p>
<p>COVID ILSP</p> <p>\$15,733.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: The COVID ILSP was run in conjunction with the Learning and Support Program at the school. Students were identified and support was provided. Each student had a Learning and Support profile and these profiles were used to guide conversations with parents and develop future learning goals for each student. Every student saw success from this intervention.</p> <p>After evaluation, the next steps to support our students will be: The current model of Learning and Support will continue across the school.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	13	12	15	20
Girls	15	13	19	17

Student attendance profile

School				
Year	2019	2020	2021	2022
K	89.2	81.9	86.2	78.8
1	88.2	88.1	84.7	66.5
2	85.5	83.5	86.8	61.6
3	90.5	98.9	88.9	83.2
4	92.9	87.9	93.3	76.9
5	80.2	89.7	86.1	73.9
6	91.3	62.6	93.4	81.4
All Years	89.8	86.8	89.0	77.0
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

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 2020. 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.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	1.31
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	220,225
Revenue	728,210
Appropriation	702,917
Sale of Goods and Services	1,886
Grants and contributions	22,645
Investment income	761
Expenses	-699,560
Employee related	-615,456
Operating expenses	-84,104
Surplus / deficit for the year	28,650
Closing Balance	248,875

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.

	2022 SBAR Adjustments (\$)
Targeted Total	39,879
Equity Total	37,405
Equity - Aboriginal	1,827
Equity - Socio-economic	6,083
Equity - Language	0
Equity - Disability	29,495
Base Total	516,565
Base - Per Capita	8,591
Base - Location	12,405
Base - Other	495,570
Other Total	20,352
Grand Total	614,201

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.

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.

Parent/caregiver, student, teacher satisfaction

Throughout 2022, the school sought feedback from students and parents via the Tell Them From Me Survey.

The feedback included:

- Students reported an increase in positive social-emotional outcomes by 18.5% from 2021.
- Students reported a 10% increase in the drivers of positive student outcomes.
- 92% of students agree or strongly agree that they are proud of their school.
- Students feel their perseverance has grown by 18% since 2021.
- 83% of students know where to seek help if they are bullied.
- 6 parents responded to the Tell Them From Me Survey.
- 83% of the parent responders continue to feel that the school newsletter is the best form of communication.
- 80% of the parents responders felt the school sets high expectations for their child.
- 83% of parents would recommend Orama Public 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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.