

Orange Public School Annual Report



2016



7307

Introduction

The Annual Report for **2016** is provided to the community of **Orange Public School** as an account of the school's operations and achievements throughout the year.

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

Bradley Tom

Principal

School contact details

Orange Public School

78 Kite St

Orange, 2800

www.orange-p.schools.nsw.edu.au

orange-p.School@det.nsw.edu.au

6362 6369

Message from the Principal

Stepping into Orange Public School, I have been immensely impressed with the school and students and the manner that is projected across the school in relation to respect towards others and a desire to learn. 2016 has seen a year of change at OPS with many new staff joining the school in the capacities of Classroom Teacher, Assistant Principal and myself in the role of Principal. With these changes came the retirement of a number of staff including Mrs Glenda Pickering who had led the school for the last two years.

In reflection of the year I can see student progress being first and foremost the focus of the school assisted by the delivery of quality educational programs across the curriculum. Orange Public School has enjoyed significant student growth, evidenced in National assessment. Our school has also enjoyed numerous academic achievements in the fields of Public Speaking, Debating, Verse Speaking and the NSW Premiers Spelling Bee.

As a school we have consolidated our commitment to the Kidsmatter program, with all staff undertaking ongoing training. This program has been instrumental in the structure of strong school values that have been taught throughout the year, that has seen a positive response from all students.

Our school has again shone in the area of sport with numerous teams competing in the PSSA competitions in a range of sports. The boys team in Rugby Union and Touch progressed through to Western Region and Statefinals while the girls won the Western Softball. Several students represented the Western Region in a number of sport and State competitions with Angus Stainiforth being selected into the NSW Touch Football team that played in the National Championships in Perth. Our school also performed exceptionally well in the fields of Swimming, Athletics and Cross Country with several students progressing to state level.

The students at Orange Public School have had an array of opportunities this year to be involved with extra curricular activities including CWA Public Speaking, Band, Debating, ANZAC Day celebrations, NAIDOC Week celebrations, ICAS Exams, Tournament of the Minds, Sydney and Point Woolly excursions.. In all activities our students excelled with many outstanding results.

Our P&C have again supported the school throughout the year with major development in gardens being undertaken. Our P&C provide significant funds to our school that support all students and I sincerely thank them for their ongoing contribution to the school. The dedicated members and their support and direction have also been greatly appreciated by me in gaining knowledge of the school.

2016 will be remembered for not only the outstanding success of our students through their achievements in academic progress and extra-curricular endeavours, but also the extreme conditions, experiencing the wettest winter ever recorded in Orange. During terms two and three all students were rarely able to play on the playgrounds and I would like to acknowledge the outstanding student management directed by the staff during that period.

I would like to thank the dedicated staff, who repeatedly go above and beyond in their classrooms and to the outstanding students of Orange Public School who continuously strive to achieve. It has been a pleasure to lead the school towards 2017 and we look forward to another exciting chapter.

Message from the school community

Orange Public School continues to be well supported by a remarkable group of volunteers who help amazing things to happen for our children and the P&C have actively funded many projects across the school this year.

One project that the P&C has worked hard all year on is the ongoing revamp of the playground at the Infants Site. Despite some very wet conditions in winter the P&C working bee to plant a hedge along the fence lines in the playground was well attended by parents and staff. This planting was the second stage of the revamp, after the installation of the sandpit last year. At the time of writing this report, the P&C have also approved payment for the third stage of the playground revamp where the existing bore that was installed two years ago through a grant secured by the P&C will be connected up to a pump and water tanks. Once this is complete the next step will be to install an irrigation system to help facilitate the rejuvenation of the school oval.

The P&C also purchase a Smart TV for the library at the Primary Site and continuing along the lines of technology the P&C also donated funds to purchase Beebots for the Infants Site and Pro-Bots for the Primary site. This technology introduces students to programming and is being used by teachers in classrooms to engage students learning. A donation was also made to purchase new books for the school libraries. In total, the P&C donated approximately \$22,000 towards projects for our students at OPS. Thank you to everyone who has been involved in making this possible.

And all of this could not have been possible without the continued fundraising efforts and grant hunting by our volunteers. Approximately \$10,000 was raised this year through our Easter Raffle, Movie Night, 5c challenge, Family Portrait, three Book Yards, School Banking and Clothing Pool Sales. In addition to this the P&C were fortunate to secure donations from NewCrest, Newcastle Permanent and Orange City Council, all adding up to a total of \$5,450. We would like to sincerely thank all of these business for supporting Orange Public School.

I would like to thank every volunteer who comes into OPS to make a difference in our children's education. Whether it be helping in the classroom with reading, volunteering in the canteen, helping with netball, all the 'behind the scenes' work that gets forgotten about and everything in between – your continued dedication is what helps us all to achieve amazing things. Thank you also to all the P&C committee members for your ongoing support and professionalism. You are all a true asset to the P&C and the way you juggle work, family and volunteering commitments is a credit, especially in an age where it can be easier to just 'let someone else do it'. Also a big thank you to all the volunteers who at some time or another over the years have helped out and will be leaving OPS this year. I would also like to take this opportunity to formally recognise one amazing lady who has been part of the OPS P&C for 8 years as part of the fundraising committee and will be leaving OPS this year. Lisa Tracey has been the 'face' of three fetes, countless raffles, BBQs, spell and jog-a-thons and so much more and her dedicated efforts, drive and passion will be dearly missed.

Good luck to all the students leaving OPS this year and a big thank you to the countless number of students who are always willing to help out the P&C at a moment's notice. You help us move stuff, find stuff, run errands and put up with distracted parents. It is all appreciated!

I look forward to 2017 and another fantastic year at OPS.

School background

School vision statement

Orange Public School delivers a quality, dynamic learning system providing essential skills in literacy and numeracy while developing students who think deeply and creatively in an innovative, resourceful learning environment.

School context

Orange Public school is a school steeped in heritage and a history of fine traditions. Located in the centre of the CBD, Orange Public school boasts a split site and is able to cater for its population of 650 students across two campuses. Academic achievement, sporting prowess and cultural immersion is embedded in every day curriculum. High expectations are in place for all students as they actively engage in learning both in and out of the classrooms. Each classroom is equipped with the latest in technology and teachers are highly professional and well trained in the needs of the 21st century learner. 'Deeds not Words', our school motto, is evidenced by the Random acts of Kindness children celebrate every five weeks. Children at OPS come from a wide variety of socio economic and cultural backgrounds.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the domain of Learning the school's self-assessment is consistent with the evidence presented in one element and is validated using the School Excellence Framework. In the element of; – Wellbeing the evidence presented indicates the school is operating at the Sustaining and Growing stage – Curriculum and Learning the evidence presented indicates the school is operating at the Sustaining and Growing stage – Assessment and Reporting the evidence presented indicates the school is operating at the Delivering stage – Student Performance Measures the evidence presented indicates the school is operating at the Delivering stage.

In the domain of Teaching the school's self-assessment is not consistent with the evidence presented using the School Excellence Framework. In the element of; – Effective Classroom Practice the evidence presented indicates the school is operating at the Delivering stage – Data Skills and Use the evidence presented indicates the school is operating at the Delivering stage – Collaborative Practice the evidence presented indicates the school is operating at the Delivering stage – Learning and Development the evidence presented indicates the school is operating at the Sustaining and Growing stage – Professional Standards the evidence presented indicates the school is operating at the Sustaining and Growing stage.

In the domain of Leading the school's self-assessment is consistent with the evidence presented in one element and is validated using the School Excellence Framework. In the element of; – School Planning the evidence presented indicates the school is operating at the Delivering stage – School Resources the evidence presented indicates the school is operating at the Delivering stage – Management Practices and Processes the evidence presented indicates the school is operating at the Delivering stage.

School determined next steps in the self-assessment process

During the External Validation process the leadership team at Orange Public School identified a number of areas for future focus. These included; 1) A focus on staff placement organisation occurring early within school organisational structures. 2) Learning and Support organisation and structures be reviewed with a focus on sustainability. 3) Parental engagement, with a focus on assessment and reporting, be investigated. 4) Criteria for the school mentor position be clearly defined and articulated to all staff. 5) The use of the AITSEL survey information be looked at from a whole school perspective. 6) The role of leadership of school teams be further refined.

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Raising expectations and enhancing the quality of teaching & learning

Purpose

To engage every student in meaningful challenging and future focussed learning through personalised learning.

To provide all students with opportunity to thrive as 21st Century learners, leaders and active citizens.

To build the capacity of the learning community to enable students to develop knowledge, understanding and creativity.

To engage staff in professional development that creates a culture for ongoing relevant and evidence based learning at an individual and collective level.

Overall summary of progress

Orange Public School has been able to ensure student improvement and delivery of curriculum through continued professional learning of staff. Evidence indicated through the termly learning goals of students with students being able to track their progress along the continuums. Staff have been continuing with ongoing training in FOR, TEN and L3 and enhancing the quality of curriculum delivery.

Staff has an understanding of the aspects of 21C learning through targeted staff and stage meetings.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All teachers articulate and demonstrate what 21st century learning is through their practise.	<p>Student improvement in reading levels through individualised learning plans and support.</p> <p>All students have access to online independent and personalised math practice to use at home or school, plus other internet subscription costs.</p> <p>Kindergarten transition program based over a ten week program to enhance and promote positive connection and readiness of students into the school.</p> <p>New kindergarten and stage 1 staff trained in L3 and all staff trained in Focus on Reading phase 2.</p> <p>All stage 1 staff trained in TEN.</p>	<p>School Learning Support Officers employed in additional support and delivery of Mini Lit and Mac Lit programs \$23000</p> <p>Mathletics program purchase (\$7000)Global.</p> <p>Staff release\$15000 for .2 teacher load off class and additional staff release during Kindergarten transition program.</p> <p>Training in both TEN and L3 and subsequent teacher release. \$ 23,680 (RAM funding –Literacy and Numeracy)</p>
All students have an electronic Student Learning Achievement Profile(SLAP), which is developed in consultation with parents and students and is evident in differentiation and adjustments.	<p>100% of Orange Public School students now are periodically assessed and plotted against the numeracy and literacy continuums using PLAN. Ongoing formalising of whole school assessment schedule is still being adjusted and reviewed each year.</p> <p>Targeted students assessed with OT and supported through OPS "Get Set" program and coordinated by SLSO and Classroom teacher</p>	<p>\$8000 Literacy/ Numeracy</p> <ul style="list-style-type: none"> • \$7350 ram equity low level adjustment for disability.

Next Steps

In 2017 the school will continue to enhance student learning through the implementation of ongoing monitoring of PLAN data to assess student progress. Differentiation and adjustments of individual student needs will be recorded using electronic Student Learning Achievement Profiles (SLAP) which are developed in consultation with parents and students. The school will look to continue to develop staff capacity through professional development that enhances relevant and evidence based learning. This will include further targeted professional learning of staff that has been identified in their Performance Development Plans that is aligned to the National Teaching Standards. The school will look to continue to develop and implement a common language when discussing teaching and learning.

Strategic Direction 2

Quality System Leadership

Purpose

To develop a culture of organisational improvement.

To enhance a collaborative approach to decision-making that is accountable transparent and reflective of the school's priorities.

To build sustainability and consistency in processes and practices within the school to support quality teaching and learning whilst building an active learning community.

Overall summary of progress

Orange Public School has offered coaching and mentoring of staff in the implementation of teaching and learning programs. This has enabled the school to have consistent understanding of the goals within the school plan and actively support the successful implementation of the plan. The school has been able to establish clear organisational structures that includes executive portfolios that promote sustainable leadership. This has led to more efficient and effective practice in both system management and staff development.

The school undertook capital investment towards technology capacity that has greatly improved the delivery of teaching programs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Documentation of OPS processes in a central place including role statements for each responsibility in the school-"12 step plan".	All student records and data stored on SENTRAL and a 12 step plan implemented to ensure sustainability of school programs during significant change to staffing. Ongoing employment and training of SLSO's in mini Lit to assist student who have been targeted.	Teachers released to complete 12 step plans (\$4000 TPL)
Comprehensive induction for all newly appointed staff that is assigned a mentor and casual information session	Professional development activities held each month for all staff. Teacher mentor working with beginning teachers, relieving exec and other staff as required. Pre 2 network days to support staff PD, accreditation processes and educational opportunities through pre 2 events.	Teacher Mentor position within the school(\$62000) RAM

Next Steps

In 2017 the school will look to continue to enhance the development of a culture of collaborative decision-making that is accountable, transparent and reflective of the schools priorities. The school will further develop executive teachers capacity to engage in sustainable leadership based around the school priorities of the school plan using executive portfolios. The entire staff will engage in professional learning that is aligned to school priorities and state requirements towards mandatory training.

Being a school split over two sites the school will look to continue the development and improvement of basic communication between the campuses to ensure that information isn't lost. The school

The school will be moving towards the LMBR model in 2017 and as such will be undertaking extensive training towards resource and finance management practices and the changes that will be apparent.

The school will continue to update and upgrade physical and electronic resources within the school that will enhance the

program delivery of curriculum.

Strategic Direction 3

Enhancing staff, student and parent partnerships

Purpose

To cultivate a collaborative, cohesive school community committed to consultation and shared responsibility in delivering on the school's priorities.

To foster staff, student and community relationships through effective communication, positive and honest relationships, wider community partnerships and quality learning environments.

Overall summary of progress

The school has undertaken extensive training in student Well-Being programs Kidsmatter, Fun Friends and Friends for Life. This has enhanced the overall understanding and practice of student interaction between their peers and staff and has developed a shared approach amongst staff in relation to language used with students both in lessons and during recreational time. The school has completed a weekly focus Well Being lesson that has been consistently taught throughout the school that ensure a shared and consistent direction to school focus. This has also been successfully communicated and advertised to students and parents.

The school has developed a firmer connection with parents through the SLAP process that has parents have discussions with the teacher on student goals and academic progress. This has increased parent participation within their child's learning and understanding and has been possible with an increase in scheduled opportunities for parents to meet with teachers.

The staff have been involved in Professional Development as part of Pre2 based on Wellbeing that highlighted strategies towards student improvement of engagement, behaviour and learning as well as staff well being and managing work life balance.

Staff were involved in Professional Learning coordinated by an Aboriginal parent on Aboriginal culture and working with Aboriginal students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
The wellbeing handbook and steps are developed to support the mental, emotional and social wellbeing of students.	<p>Students engaged in Strengths & Difficulties Questionnaire–K–3 prior to Fun Friends, Strengths & Difficulties Questionnaire–K–3 post Fun Friends, also Years 3–6 Antibullying survey conducted. Kids matter team holding regular meetings and providing whole school staff training.</p> <p>Weekly focus and social skill is discussed consistently across the school</p> <p>Establishment of a social skills scope and sequence 3–6.</p> <p>Friends for life training 3–6</p> <p>Employment of Aboriginal SLSO to support students with Learning, Playground programs and positive mentoring.</p>	<p>\$2800 RAM</p> <p>\$12000 Global</p> <p>\$6000 RAM Equity loading for Aboriginal background..</p>
There is a structured student leadership and peer support programs to develop leadership skills.	<p>Clearer understanding from parents of school expectations of the wellbeing system.</p> <p>Student leaders involved in Grip Leadership program.</p> <p>Establishment of peer support activities that</p>	\$2000 resources for Peer Support activities(RAM)

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
There is a structured student leadership and peer support programs to develop leadership skills.	incorporate year 2 into Primary groupings.	

Next Steps

In 2017, Orange Public School will look to further develop the connection between the school and parents and look to establish early contact with parents through scheduled meetings. The school will hold formal and informal meetings that enable the parent body to feel welcome in the school and promote a sense of belonging and shared responsibility towards their child's education. The school will continue the program development of KidsMatter and look to further entrench the processes of student wellbeing within the school.

The school will be increasing and developing stronger connection with Aboriginal families and the AECG through regular Yarn Up meetings and executive involvement in AECG meetings.

The school looks to develop in 2017 stronger links to community partners and have involvement towards and promoting a culture of sharing and opportunities for collaboration.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Our Aboriginal SLSO has received training and has allowed us to implement recommended programs for students.</p> <p>Students have been exposed to culturally sensitive unit planning and implementation using Quality teaching practices. The implementation of these high quality pedagogies has been monitored by a teacher mentor. This mentor ensures our Aboriginal student data reflects improvement of results due to this focus on quality instruction.</p>	<p>Aboriginal SLSO employment. \$16488 Teacher mentor \$5105 • Aboriginal background loading (\$43 186.00)</p>
English language proficiency	<p>Students benefit from High Quality Learning programs and assessment that require high quality instruction and implementation of learning.</p>	<p>\$4758 spent on Professional learning for staff(Ten and Focus on Reading trainer training)</p>
Low level adjustment for disability	<p>All students have Student Learning Assistance Plans that are created by class teachers. These include learning goals that are considered and updated each term to address the individual needs of students. Adjustments are also individualised in these plans for optimal learning opportunities.</p>	<p>\$22843 spent on professional learning of staff in Plan implementation.</p>
Socio-economic background	<p>Training of staff in Kids Matter well being program that has a base in social and emotional learning that builds an inclusive approach throughout the school.</p>	<p>\$19667 spent on student support in the employment of SLSO time. Additional Professional learning of staff towards Kids Matter Action team training</p>
Support for beginning teachers	<p>The teaching mentor role has a particular focus on Beginning teachers, providing them with extra RFF over and above entitlements aligned to RFF with both their mentor and teaching AP. Collaborative planning, assessing and reporting has been a focus of these interactions.</p>	<p>Mentoring expenditure that equated to \$ 62000</p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	331	349	334	349
Girls	304	319	312	310

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.2	95.5	95.7	95.5
1	95.2	95.5	94.9	94.3
2	94.4	95.1	95.9	94.3
3	95.4	95.2	95.2	95.8
4	95.7	94.6	94.7	94.5
5	94.4	96.4	94	94.7
6	94.7	94.9	94.8	94.5
All Years	95.2	95.3	95	94.8
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	24.32
Teacher of Reading Recovery	0.82
Learning and Support Teacher(s)	1.2
Teacher Librarian	1.2
School Counsellor	1
School Administration & Support Staff	5.66
Other Positions	0

*Full Time Equivalent

Orange Public School currently have 3 permanent classroom teachers who identify as Aboriginal and employ an Aboriginal Student Learning Support Officer.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Professional learning and teacher accreditation

Orange Public School has 5 teachers seeking accreditation at the proficient level. Another 2 teachers have recently been accredited at proficient following approval. 8 people are midway through the maintenance cycle and one teacher has submitted their 5 year maintenance. 2 teachers are actively seeking accreditation at lead level. 22 teachers will be rolled over in 2017 to proficient level because of their service pre 2005.

Schools have been provided with funding under Great Teaching, Inspired Learning to support newly appointed permanent beginning teachers adjust to their roles in NSW public schools.

1. Beginning teachers have reduced responsibilities or teaching loads sufficient to support the development of their skills in the first year.

Collaborative program developed and beginning teachers supported in interpretation and implementation.

2. Beginning teachers are provided with ongoing feedback and support that is embedded in the collaborative practices of the school.

Mentor meetings weekly, during extra RFF for ideas,

feedback and support.

3. Mentoring structures and collaborative practices support beginning teachers.

Mentor structure set to focus on: Term 1 Classroom Set Up and Program, Term 2 Behaviour management and Reporting, Term 3 Learning Environment and Program Implementation and Term 4 Differentiation.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30th of November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	473 130.31
Global funds	402 950.85
Tied funds	384 665.72
School & community sources	259 228.36
Interest	8 844.28
Trust receipts	10 011.99
Canteen	0.00
Total income	0.00
Expenditure	
Teaching & learning	
Key learning areas	68 537.24
Excursions	124 426.59
Extracurricular dissections	65 433.93
Library	8 334.10
Training & development	5 464.73
Tied funds	530 698.10
Short term relief	140 148.60
Administration & office	130 551.92
School-operated canteen	0.00
Utilities	83 943.87
Maintenance	75 756.45
Trust accounts	12 768.85
Capital programs	0.00
Total expenditure	0.00
Balance carried forward	0.00

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

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.

In accordance with the **Premiers Priorities: Improving education results** schools are required to report their student performance towards the top two NAPLAN bands in reading and Numeracy.

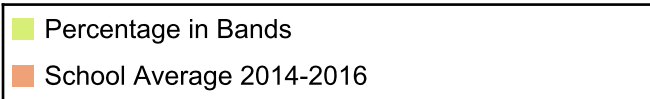
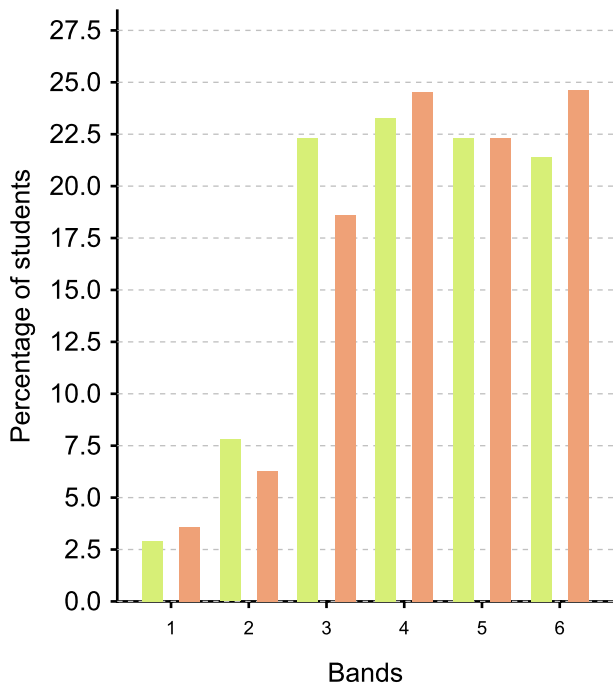
Year 3 Reading results show 44% of our students to be in the proficient bands. Our year 5 reading results show a 13 point increase and an average above that of DOE schools. Our year 5 boys reading results are above both State and DOE averages and have shown strong growth over 4 years.

Our Aboriginal students writing results in year 3 showed an 18 point growth.

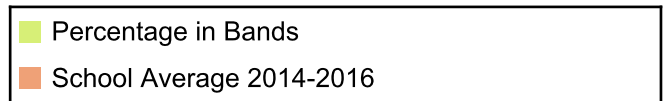
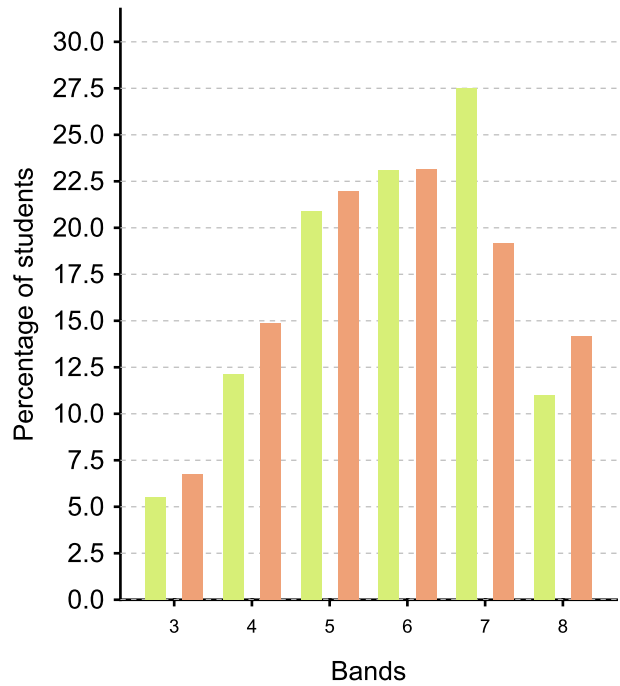
Our year 3 spelling results showed 25 point improvement and we have a higher number of students in proficient bands than the state average. 70% of year 5 students made or exceeded the expected growth from year 3 to year 5.

Our year 5 students showed strong growth in Grammar and punctuation and are tracking above State average.

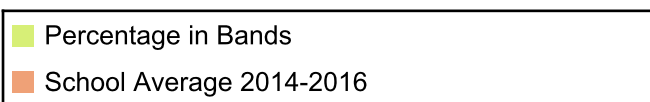
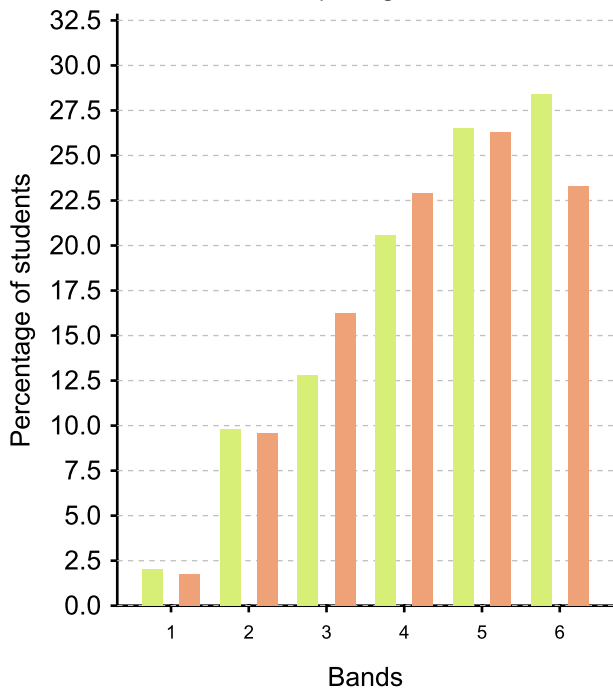
Percentage in bands:
Year 3 Reading



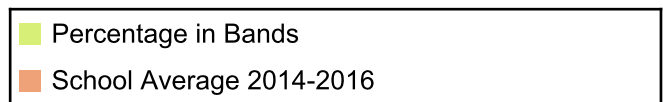
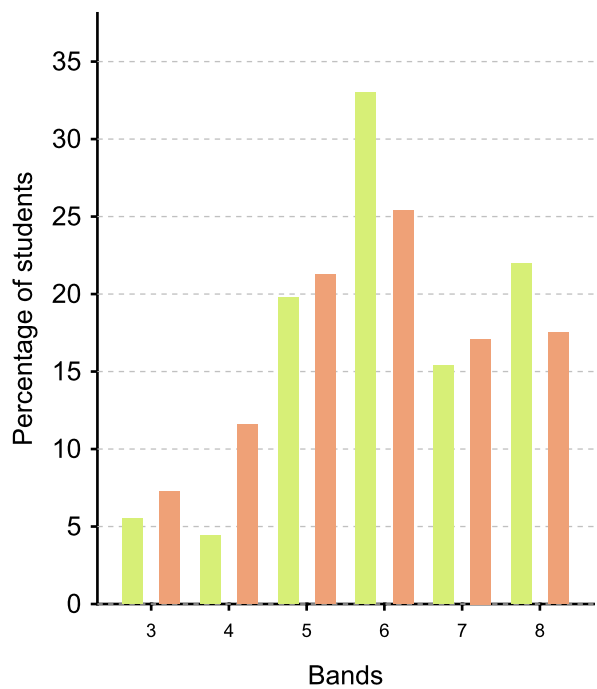
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 3 Spelling

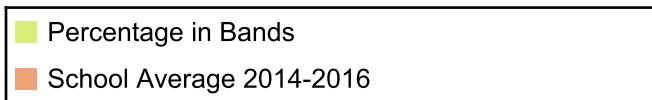
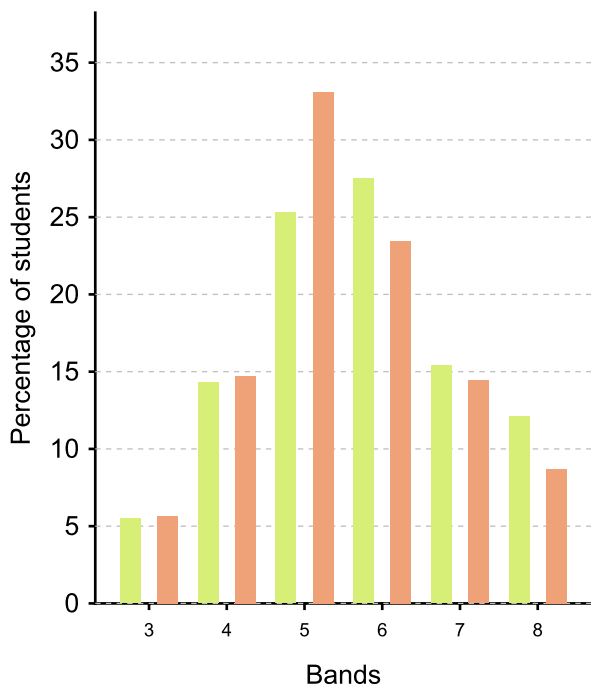


Percentage in bands:
Year 5 Grammar & Punctuation



Year 5 results in Data, measurement, space and geometry have shown growth from 2015. Our results meet the DOE average. The boys results have continued their growth trend with a 24 point increase in 2016. The Year 5 number results show a strong upward trend with a 19 point increase in 2016.

**Percentage in bands:
Year 5 Numeracy**



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

In accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* is for schools with significant number of Aboriginal students to report the percentage of Aboriginal students (Minimum 10 Aboriginal students undertaking Year 3 or Year 5 NAPLAN) in the top two NAPLAN band. In 2016 Orange Public School did not have the required number of students for reporting.

Parent/caregiver, student, teacher satisfaction

Through surveys conducted through the Tell Them From Me program, students were asked if they feel accepted and valued by their peers and by others at their school. 80% of students in this school had a high sense of belonging. Students are interested and motivated in their learning at our school and it was recorded that 76% of students in this school were interested and motivated and that 92% tried hard to succeed. Students indicated that the teachers are responsive to their needs and encourage independence with a democratic approach. Statistics show that 86% of students felt the school held positive Teacher–Student relationships.

Parents indicated that 81% felt welcome at the school,

whilst 83% felt they could speak easily to their child's teacher. Parents felt that 87% of all students in the school were clear on school expectations and 86% of students felt safe at school. 100% of parents felt the school had been consultative in relation to school planning and that 84% of parents believe that the schools P&C helped in improving the school.

Teachers at the school indicated that they felt well supported in their roles by executive staff and enjoyed the challenges of teaching. 95% of staff felt they made consistent improvements to student well being and academic progress.

Policy requirements

Aboriginal education

The Aboriginal Education Team has been had a very successful year in 2016. The team has continued strong involvement with the Aboriginal garden being used as a circle time meeting venue and have classes utilising the space throughout the summer months. The team has also been productive during the NAIDOC Public Speaking Challenge which is a state event. This event is open to all Primary schools in NSW and is seen as a vital opportunity for Aboriginal and Non– Aboriginal students to participate together in competition. This year our two teams participated in local, regional and the state finals. Orange Public was awarded the state championship with Joshua Sutherland and Jackson Hill taking the title.

Our school has again held termly 'Yarn Up' meetings with many Aboriginal parents coming at the school to talk about school related programs. This has been very popular with the team coordinating event days from these meetings and suggestions made. Our school held NAIDOC Week celebrations that also incorporated our Aboriginal members of the community and this highlighted the strong connection the school has with our community. Our school had a full school representation at the NAIDOC march signifying our commitment to Aboriginal value.

Multicultural and anti-racism education

Aspects of multicultural education were covered in classroom learning through quality literacy units which had multicultural focus. The students developed an awareness of differences between cultures, religion, cultures and food. Students in all Years 2 to 6 engaged in literacy units focusing on multicultural issues and refugees. These included First Fleet, The littlest refugee, Culture Clash, One Small Island and Vikings.

In addition the school celebrated harmony day by inviting parents in from ethnic backgrounds to share their culture and food with the students and staff.