

# Orange Public School Annual Report



2018



7307

## Introduction

The Annual Report for **2018** 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

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## School background

### School vision statement

At Orange Public School we are a community of learners delivering quality and dynamic learning systems which provide the essential skills in literacy and numeracy which is personalised, success oriented and challenging. We aim to develop students who think deeply and creatively in an innovative, resourceful and powerful learning environment to maximise opportunities and achievements for all.

### 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 680 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 implementation of the Kids Matter Program that children instil in theory and practise throughout the year. 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 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 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.

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 Sustaining and Growing stage – Student Performance Measures, the evidence presented indicates the school is operating at the Sustaining and growing stage.

In the domain of Teaching the school's self-assessment is 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 Sustaining and Growing stage – Data Skills and Use, the evidence presented indicates the school is operating at the Sustaining and Growing stage– Collaborative Practice, the evidence presented indicates the school is operating at the Sustaining and growing 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 Sustaining and Growing stage – School Resources, the evidence presented indicates the school is operating at the Sustaining and Growing stage– Management Practices and Processes, the evidence presented indicates the school is operating at the Sustaining and Growing stage.

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/sef-evidence-guide>

## Strategic Direction 1

StudentsMatter: Quality Learning Opportunities

### Purpose

Purpose: Every student is actively engaged in Quality English and Mathematics programs incorporating Cross Curricular links. Embedded Contemporary features are evident throughout the school including technology, STEM and intention learning. Students will engage in Social and Emotional Learning through systems, structures and learning sequences. Learning and Support structures reflect equitable access to appropriate support and differentiation is embedded in practice through explicit supplementary programming.

### Overall summary of progress

The school has had tremendous success with the Ready for Learning program that has initiated student growth with identified learning needs being addressed and catered for across specialised teams and programs. Staff have felt that the grade reflection time has been invaluable and I seen as one of the most important tools of improvement the school has implemented during the year.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• Increase the proportion of students achieving proficiency in line with the Premier Priorities. (Learning Domain – Student Performance Measures – Student Growth [Delivering to Sustaining and Growing])</li></ul>	Integration support funding totalling \$94160 was supported by the use of equity funding	<p>All student learning goals set in student Learning Achievement Plans have been fully evaluated by all class teachers during Grade Reflection. Students requiring intervention have been referred to LaST and goals to carry forth into 2019 have been recorded on SLAPs.</p> <p>A strong focus on individualized and differentiated learning has been set through the use of supplementary reporting in end of year cycle.</p> <p>Evaluation of Grade Reflection structure by the teaching and executive staff has indicated the initiative has been highly successful in meeting individual student needs.</p>
<ul style="list-style-type: none"><li>• Differentiation catering to learning needs reflected in Student Profiles (SEF Learning Domain –Curriculum Differentiation [Delivering to Sustaining and Growing])</li></ul>		

### Next Steps

The school will look to continue with Grade reflection with the adjustment of the Ready for Learning program being in its 2 year and titled with a new name BOOST to give clearer identity to parents and staff.

## Strategic Direction 2

TeachersMatter: Quality Teaching, Professional Learning and Development

### Purpose

To increase the capacity of teachers within the school ensuring that the Professional Development Framework guides clear expectations and support for each phase of individuals PDP. Develop and deliver System Leadership Executive Portfolios for the improvement of the leadership of school leaders to achieve consistency in practices and processes among staff K–6.

Enhancing thorough support of beginning and new teachers within our school to ensure they are set up for success in our setting. Data analysis to drive the targets of our in school mentoring program and focus on improved communication and support of SASS professional learning opportunities.

### Overall summary of progress

The school has greatly enjoyed a more professional approach amongst all staff and the Performance and Development Plan process. The school has made significant direction change towards consistency of assessment and have greatly improved in data analysis.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teaching and learning programs reflect the use of data to inform practice. (SEF Learning Domain Assessment [Delivering to Sustaining and Growing])	Through flexible use of Learning and Support Funding the school was able to offer staff the opportunity to participate in grade reflection as part of the Ready for Learning Program. Full funding expenditure \$100000.	Teachers engage in professional learning targeted to school priorities, the needs of their students, and the achievement of their professional goals.  Grade Reflection structure in 2019 to maintain focus on data driven teaching and learning and teachers professional learning. Ongoing training and support to be provided to staff with a focus on assessment for learning and data driven teaching and learning.  A commitment to providing high quality learning experiences in English and Mathematics. In 2018, review of English programming and in 2019 review of Mathematics Scope and Sequence and current teaching and learning programs.  Performance and Development Plans reflect school wide initiatives and priorities. Staff are successfully recording their professional learning on NESAsite to gain and maintain accreditation.
Leadership opportunities and Professional Learning that facilitate diversified leadership and succession planning. (SEF Leading Domain – Educational Leadership – Instructional Leadership [Delivering to Sustaining and Growing])		
Updated school policies and procedures to guide teaching, learning and management practices. (SEF Leading Domain Management Practices and Processes – Administrative Systems and Processes)		

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
[Sustaining and Growing to Excelling])		

## Next Steps

The school is looking forward to working with the School Services team in 2019 to formalised Formative assessment strategies within the school even further as part of a three school focus initiative to again improve practise.

Our PDP process will again follow the same time frame as 2018 with significant benefit being evident from this process.

## Strategic Direction 3

### CommunityMatters: Quality Partnerships

#### Purpose

To strengthen the social and emotional wellbeing of the school community by providing a safe, nurturing, positive learning environment where the needs of all students are valued, leading to successful student learning outcomes. On-going development of Quality Transition Planning and Implementation– Pre–K, 2–3 and 6–High and continued focus on Cross Campus relationships and authentic collaboration.

#### Overall summary of progress

The school has enjoyed a tremendous year involving our community and parent body far more than ever before. Through events including the Billy the Blood Drop Challenge , The Beanie for Brain Cancer initiative, the Jump Rope for Heart and the Buy an Bale campaign the school has been tremendously supported.

Our P&C have worked hard through contributions of time and financial support to the school and have significantly been involved in school planning on a number of fronts including uniform options.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Whole School Community approach and understanding of the student welfare policy, reflected as Kids Matter at OPS. (Learning Domain – Wellbeing – A planned approach to wellbeing – [Delivering to Sustaining and Growing])	72 hours teacher release for Kinder teachers equating to \$6000	Progress in learning and achievement is identified and acknowledged. The aspirations and expectations of students and parents are known and inform planning for learning.
Parents/carers and community organisations engaged as partners in consistent and regular Student Learning Achievement Plan Development. (Learning Domain – Reporting – Parent Engagement [Delivering to sustaining and Growing])		

#### Next Steps

The school will look to continue the connection with community and again work closely with the Orange district Pre Schools in establishing strong connections towards transition into a primary setting for students within the area.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$77030 funds consumed from Aboriginal Background allocation. Funding used to support employment of Student Learning Support Officers to assist in student literacy progression, student well being and numeracy improvement.	Strong increase in participation and attendance of staff forming the Aboriginal repr Committee. Regular meetings utilising the Round House with consistent parent and community involvement. Establishment of Aboriginal homework club that has had enormous support from students, families and staff. The development of a more embedded approach to perspectives including unit and special events that culminate with NAIDOC celebrations, rather than starting and finishing with that week. Employment of an SLSO 4hrs a day and is included in all Yarn Ups and associated staff meetings and events.
<b>Quality Teaching, Successful Students (QTSS)</b>	0.5 teaching load for teacher release. \$50,000 QTSS	Student achievement was improved upon through the implementation of R4L in all classes across the school. Reading assessment indicates increased levels of students who were identified through the program delivery of intense support injection.
<b>Socio-economic background</b>	\$130200 equity funding .	The school has benefitted greatly with student achievement being clearly increased across the school by the support and the implementation of the Ready for Learning program. Continuing implementation of the kids matter program the school has seen an overall decrease in behaviour incidents and evidence in student ability to self regulate in social play. The school had developed a consistent approach to student welfare and appropriate expectations.
<b>Support for beginning teachers</b>	\$14 767 Beginning teachers	Smoother transition of teacher progression within the school through their contribution to corporate programming and this allows the beginning teacher better understanding in relation to the running of the school and its systems. Through supervised instruction our new teachers have better student management strategies through the process developed by mentoring.



## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	334	349	354	352
Girls	312	310	311	327

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.7	95.5	95.8	94.7
1	94.9	94.3	94.3	93.7
2	95.9	94.3	96.8	93.5
3	95.2	95.8	95.2	94.2
4	94.7	94.5	94.5	93.4
5	94	94.7	93.8	93.1
6	94.8	94.5	94.5	92.9
All Years	95	94.8	95	93.7
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

Orange Public School is committed to ensuring the highest possible attendance rate from students and monitor constantly the patterns of student absence. The school employs the services of the Orange District Home School Liaison Officer weekly who is tasked to follow up students who have been identified to have excessive time away from the school.

Monitoring of attendance is also complimented with a customary call home to any family whose child has had more than two consecutive days away.

The school is proud to sit above the state average.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	26.48
Teacher of Reading Recovery	0.84
Learning and Support Teacher(s)	1.4
Teacher Librarian	1.2
School Counsellor	1
School Administration and Support Staff	5.66

\*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.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

### Professional learning and teacher accreditation

Orange Public School has 2 teachers seeking accreditation at the proficient level. Another 3 teachers have recently been accredited at proficient following approval. 28 people are midway through the maintenance cycle. 2 teachers are actively seeking accreditation at lead level. 18 pre 2004 service teachers have been rolled over in to proficient level.

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

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	266,070
<b>Revenue</b>	5,932,554
Appropriation	5,693,978
Sale of Goods and Services	8,517
Grants and Contributions	227,076
Gain and Loss	0
Other Revenue	0
Investment Income	2,983
<b>Expenses</b>	-5,496,436
Recurrent Expenses	-5,496,436
Employee Related	-5,019,806
Operating Expenses	-476,630
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	436,118
<b>Balance Carried Forward</b>	702,188

- The Principal and Senior Administration Manager review and manage the budget regularly, ensuring expenditure fits into projected costing. This involves decision making and alignment by the executive team towards student needs and school priorities.
- The school has held funds for planned and expected major Capital works programs to be

completed in 2019–2020. The school also evidenced considered spending patterns in 2018 due to the introduction of a new system management platform.

- The intended use of funds by the school in 2019 is to ensure the school supports all student learning and requirements. The school will be working towards expenditure of funds received in 2019 allocation.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	4,414,560
Base Per Capita	131,584
Base Location	4,059
Other Base	4,278,917
<b>Equity Total</b>	347,393
Equity Aboriginal	49,709
Equity Socio economic	64,097
Equity Language	13,124
Equity Disability	220,464
<b>Targeted Total</b>	258,259
<b>Other Total</b>	478,732
<b>Grand Total</b>	5,498,944

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.

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN

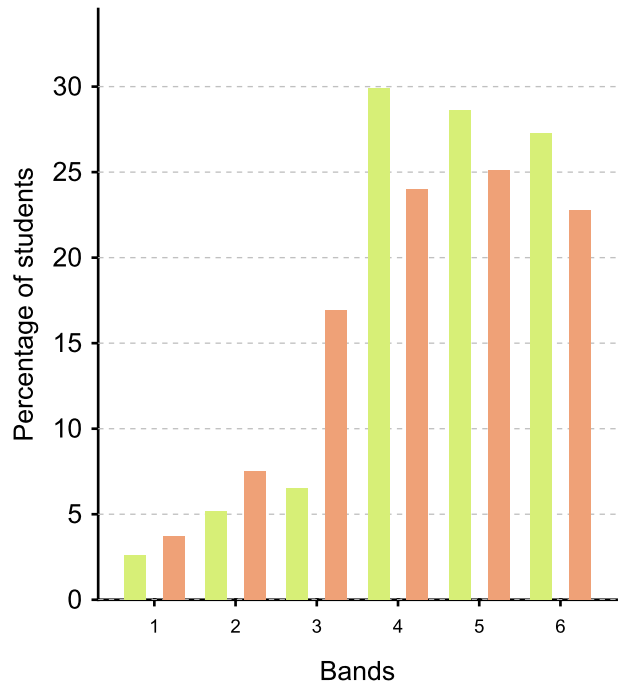
on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

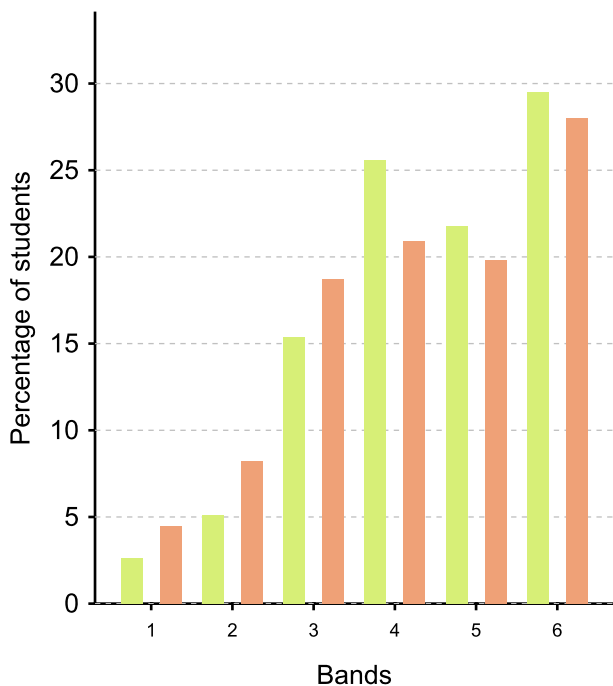
Outstanding results for Orange Public School in Year 3 Literacy NAPLAN showing above stage average in all areas. Significantly higher student numbers in Band 6 in reading and s higher than average numbers of students in band 6 in spelling. Both Grammar and Punctuation and Writing Year 3 NAPLAN results showed significantly less students that the state average in the bottom two bands.

Further outstanding results in Year 5 Grammar and Punctuation showing more than double the state average number of students in Band 8. Orange Public sits above state average in all areas of literacy.

**Percentage in bands:  
Year 3 Reading**

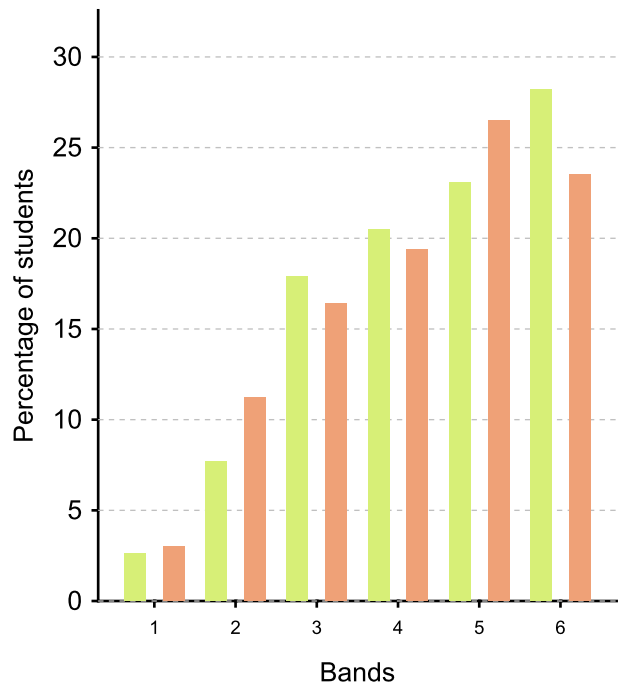


**Percentage in bands:  
Year 3 Grammar & Punctuation**



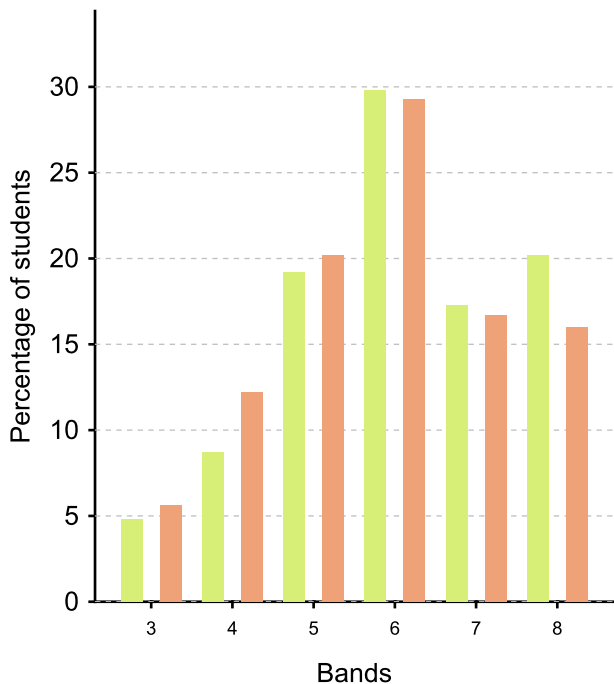
Percentage in Bands (Green)  
School Average 2016-2018 (Orange)

**Percentage in bands:  
Year 3 Spelling**

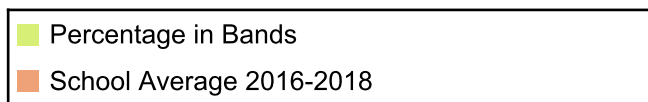
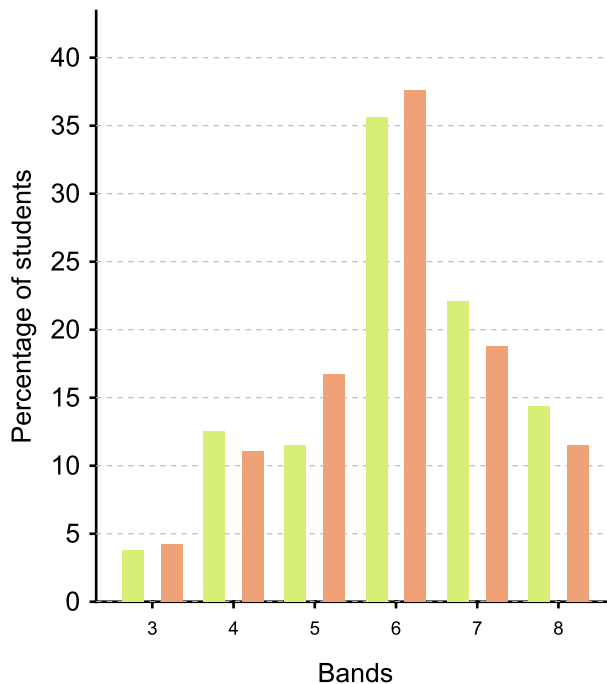


Percentage in Bands (Green)  
School Average 2016-2018 (Orange)

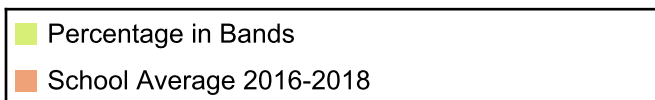
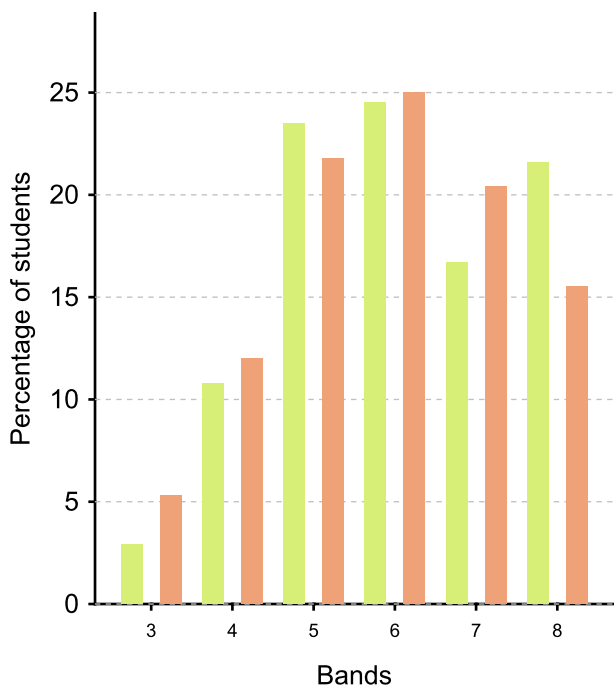
**Percentage in bands:**  
Year 5 Grammar & Punctuation



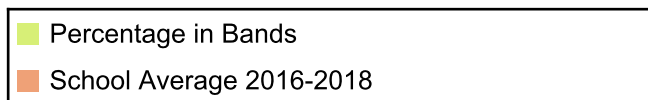
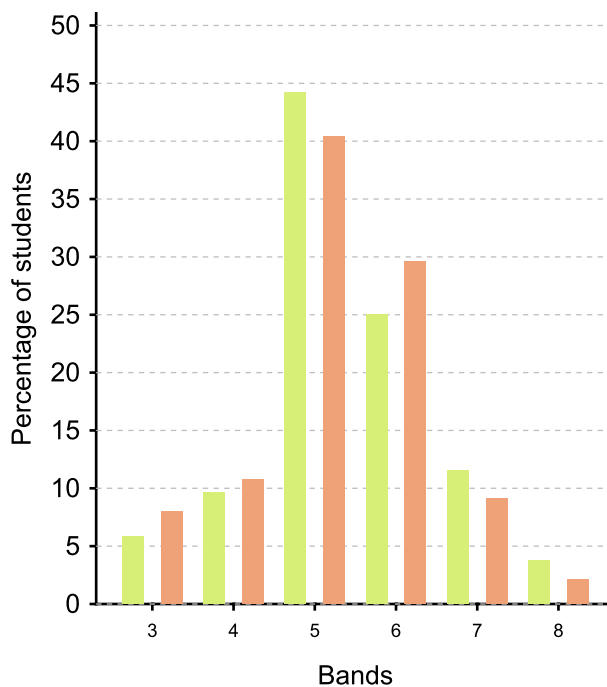
**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Reading



**Percentage in bands:**  
Year 5 Writing



Year 3 Naplan Numeracy results show that 59.5% of Orange Public School students achieved results in the top 3 bands.

Year 5 Naplan Numeracy results show that 77% of Orange Public School students achieved results in the top 3 bands.

### Percentage in Bands:

#### Year 3 - Numeracy

Band	1	2	3	4	5	6
Percentage of students	0.0	9.3	13.3	34.7	25.3	17.3
School avg 2016-2018	1.9	11.7	23.8	24.9	20	17.7

### Percentage in Bands:

#### Year 5 - Numeracy

Band	3	4	5	6	7	8
Percentage of students	3.0	12.0	27.0	23.0	24.0	11.0
School avg 2016-2018	5.7	13.5	25.5	25.9	19.5	9.9

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

*The Premiers set all schools the target to increase the proportion of NSW students in the top two NAPLAN bands by eight per cent by 2019. Orange Public School is systematically working towards this target and has seen increases in Year 3 reading, spelling, grammar and punctuation and numeracy as well as Year 5 reading, grammar and punctuation and numeracy. 29% of Aboriginal students in year 5 sit within the top two bands in Reading while 50% of Aboriginal students sit in the top two bands for Grammar and Punctuation in grade 3. In Numeracy 16.7% of Aboriginal students sit in the top two bands in grade 3, while 28.6% of Aboriginal students are within the top two bands in year 5.*

## Parent/caregiver, student, teacher satisfaction

Through surveys conducted, students were asked if they feel accepted and valued by their peers and by others at their school. 92% of students in this school had a high sense of belonging, with 93% enjoying coming to school each day. It was recorded that 75% of students in this school were interested and motivated and that 92% tried hard to succeed. 91% of students indicated that the teachers are responsive to their needs and encourage independence with a democratic approach. Statistics show that 87% of students felt the school held positive Teacher– Student relationships.

Parents indicated that 100% felt welcome at the school, whilst 97% felt they could speak easily to their child's teacher. Parents felt that 98% of all students in the school were clear on school expectations and 99% of students felt safe at school. 95% of parents felt the school had been consultative in relation to school planning and that 100% of parents believe that the schools P&C helped in improving the school.

86% of teachers at the school indicated that they felt

well supported in their roles by executive staff and 88% enjoyed the challenges of teaching. 100% of staff felt they made consistent improvements to student wellbeing and academic progress.

## Policy requirements

### Aboriginal education

The Aboriginal Education Team has enjoyed a massive year in 2018. The team has continued strong involvement with the Aboriginal community and has significant representation with two members of the school (staff and parents) holding executive positions on the Orange branch of the AECG. 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 and regional finals. One of our Indigenous teachers guided our students in the competition.

The Aboriginal Team and committee made significant inroads towards parent involvement and inclusion in their child's learning with consistent communication with each family and the introduction of an Aboriginal homework club.

Our school has again held termly 'Yarn Up' meetings with many Aboriginal parents coming to 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.

One Indigenous staff member has concluded training in leadership and has also commenced training in Language which is planned to be implemented in the school on completion of the module training.

### 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 The Burnt Stick, The Rabbit Proof Fence, From little things big things grow, Across the Dark Sea and The littlest refugee.

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.