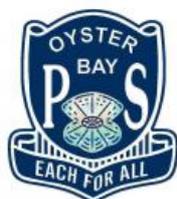


Oyster Bay Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Oyster Bay Public School as an account of the school's operations and achievements throughout the year.

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

School contact details

Oyster Bay Public School

Short St

Oyster Bay, 2225

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

oysterbay-p.school@det.nsw.edu.au

9528 7525

School background

School vision statement

Oyster Bay Public School is a learning community aspiring for excellence. Our purpose is to provide a safe and inclusive environment, where students are nurtured and valued, and experience a quality education. Through innovative, creative and authentic differentiated teaching and learning programs, our dedicated staff are committed to preparing students as confident, creative and successful 21stCentury learners. Students will be instilled with our core values of Respect, Resilience and Responsibility. Oyster Bay Public School works harmoniously and collaboratively providing students today for their future tomorrow in partnerships with our local community.

School context

Oyster Bay Public School is a split-site school located in the Sutherland Shire in the southern suburbs of Sydney. Student enrolment numbers are 430 in 2018. The school's enrolment trend is increasing, consistent with the changing demographics of the area. The school is the first choice for local families. Twenty seven percent of students come from out of area. Students with a language background other than English is 8.69%.

All school stakeholders were consulted in 2017 regarding the School's Values. The overwhelming results indicated that a concise model with three values was preferred. The RRR's of Respect, Resilience and Responsibility are embedded in all school practices.

Oyster Bay Public School has a culture of high expectations for all students and staff in the delivery of quality teaching and learning programs.

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 and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 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	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1

Learning for Today

Purpose

We must put faces to data, know where our students are, where they need to go and regularly engage in professional discussions that connects those faces to appropriate strategies and moves student learning forward.

Improvement Measures

Increased proportion of students meeting individual growth targets in Year 3 & 5 NAPLAN Literacy and Numeracy.

Teacher observations, programs, surveys and reflections show learning intentions, success criteria, feedback and increased use of data is embedded to assist student growth.

Every classroom has a Bump–It–Up Wall to demonstrate student progress and identify, monitor and address student learning needs.

Progress towards achieving improvement measures

Process 1: Visible Learning

Implement Visible Learning across K–6, through the use of Learning Intentions, Success Criteria, Data and Feedback.

Evaluation	Funds Expended (Resources)
Visible learning practices are beginning to become culture at OBPS. Some refinement needs to be made across stages to ensure all the resources and practices are effective for each age level. This will be the aim in 2020.	Teacher made posters, feedback cards and resources Regular Teacher Professional Learning Sessions on Visible Learning \$200 on Star and a Wish Feedback stamps

Process 2: Formative Assessment

Implement formative assessment strategies across K–6 to inform responsive teaching practice.

Evaluation	Funds Expended (Resources)
Some formative assessment strategies around the quality delivery and reception of peer, self and teacher feedback have begun to be implemented at OBPS. Stage 3 effectively use Peer Feedback Prompts to provide critique on other students writing. Formative assessment milestones are to be set for 2020 as the introduction of these strategies was always planned to take place in the third year of our school plan.	Teacher created resources

Strategic Direction 2

Teaching for Tomorrow

Purpose

If effective teaching practice is to exist, teachers have to know their students and what they need to progress in their learning. Informed knowledge of strategies that meet the needs of each student must exist. Students, staff and community must know, how they can reach their next learning goal. Professional development must underpin all innovations. If success is to be achieved collegial practice, a culture of trust, a thorough awareness of teaching standards and shared responsibility for all must exist.

Improvement Measures

All students will show an improvement in their writing ability as evidenced through the 'Track Your Success' monitoring feature of the 7 Steps for Writing Success program.

Increased percentage of students in top two bands in NAPLAN writing.

Observations conducted during instructional leader rounds indicate that teachers are meeting the individual needs of students through employing the 'best pedagogical principles'. This is in conjunction with collecting data through formative assessment practices.

Progress towards achieving improvement measures

Process 1: 7 Steps For Writing Success.

Active engagement of teachers in professional learning and reflecting on their progress as learners, while implementing the 7 Steps for Writing Success Program.

Evaluation	Funds Expended (Resources)
Teachers have introduced informative writing strategies through the '7 Steps to Writing Success' program. Teaching staff have adjusted the persuasive writing program to incorporate some of the '7 Steps' strategies, however it was collectively decided that a more structured approach to persuasive writing was required as many students were having difficulty distinguishing between genres. PEEL was introduced as a strategy in Years 2–6 to assist with this. In 2020, a Stage Writing Expert will be identified on staff to assist with '7 Steps' writing to ensure it continues to be embedded into OBPS culture.	

Process 2: Changing Pedagogical Practice

Implementing and leading the planning of strategic, effective professional development that provides teachers with the skills and knowledge to respond to student need to change pedagogical practice across K to 6.

Evaluation	Funds Expended (Resources)
All teachers gained exposure and taught successfully from the new Science syllabus with lessons well received by students. K–2 staff have implemented aspects of Walker Learning Approach, including the introduction of investigation stations. In 3–6, most classrooms are using communication boards or having class meetings. All 17 classes across the school participated in the 'Stars of the Bay Film Festival', allowing every student the opportunity to take part in a visual literacy program through film-making. This program culminated in the screening of our festival at Even Cinemas Miranda at the End of Term 3. This program was well received by students and the community. In 2020, an increase in using the strategies of the Walker Learning Approach is our goal.	

Strategic Direction 3

Building Bridges

Purpose

If schools are to be moved purposefully forward in an innovative and site specific manner, a culture of collaboration with the local community, needs to be fostered and supported. Communication processes that support and clearly articulate the need, reasoning and vision of each adopted practice are essential, if all members are to feel valued and included within the school community.

Improvement Measures

Increasing proportion of staff are using a digital platform to communicate with the school community. Along with an increasing proportion of parents accessing information about students through these digital platforms.

Increased engagement of fathers and male role models within the community through meeting attendance and social events.

Parents feel meaningfully connected and upskilled in supporting their child's learning and development through workshop attendance.

Progress towards achieving improvement measures

Process 1: Fathering Project

Develop a school culture with our staff, parents and local community to positively enhance our school's perception. Building partnerships with parents will encourage participation and learning opportunities for all students.

Evaluation	Funds Expended (Resources)
The school has decided to shift the focus from the Fathering Project, as the community felt there was a strong involvement of fathers and as a result we were unable to put together a focus fathers group, which is a specific goal of this particular program. Consequently we will instead be running a Grandfriend's Day, during Education Week. This was also the result of a Parliamentary motion.	All FP activities and events

Process 2: Learning Together

Creating home-school partnerships is essential for preparation for the future of learning in our current world.

This will be achieved through an increased awareness and communication about all activities and teaching and learning programs within our school.

Evaluation	Funds Expended (Resources)
This milestone has been extremely effective in regards to community involvement in our various Celebration of Learning assemblies, as well as our end of year Presentation Day which also celebrates student achievements. Our TPL workshops result in some community attendance. However, it has been noted that the community requests for further information regarding specific Learning aAeas but our turnout when sessions are provided is minimal.	

Process 3: Community Connectivity

Inform the school community of their child's learning, progress and wellbeing through effective and consistent communication.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>This milestone has been a focus on general communication to community regarding daily messaging and in class communication. It has been highly successful. The next focus will be to review original focus group survey and assess whether all directions and goals have been met and establish potential further areas of need for our third year of this strategic direction. We may also review Stage 2 use of Dojo and move to the Seesaw platform as one of our refining processes.</p>	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$3468	All milestones were actively met by staff. With a new Aboriginal staff member arriving in 2019 we have been able to upskill our staff when writing personalised plans and also provide greater knowledge in best practise in programs.
English language proficiency	\$10040	Teacher support – extra teacher support was provided for EALD students and the improvements through the EALD data were noted.
Low level adjustment for disability	0.5 – Teacher allocation \$25881	The hiring of a skilled learning support teacher was allocated to K–6 to support all students. The growth shown through our bottom levels of Naplan portray the data that our students in these bottom bands are improving each year. Mini –Lit training and programs were developed for K–2 and some 3–6 students
Quality Teaching, Successful Students (QTSS)	0.7 allocation	Executive team were provided with allocated, explicit and permanent timetabled days to ensure the consistency for their class programs. This allowed all staff to work "shoulder to shoulder " with their supervisor to guide them and support their explicit goals for 2019. 100% of all staff felt supported and made changes in pedagogy and new learning to match the goals of the overall school plan.
Socio–economic background	\$10040	Utilised to support students unable to financially meet the demands of fees associated with their learning. Extra learning resources were added to support students with needs
Support for beginning teachers	\$24780	All funded Beginning teachers were supported by extra release days to work with their mentor. This enabled their deep understanding in programs, reporting and observations of best practice. All funded Beginning Teachers were released to attend Casula PS to observe different practice and have collegiality and ongoing conversations with staff in different settings. This enabled new ideas and greater teaching experiences.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	230	219	220	227
Girls	186	208	209	198

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.7	95.4	95.9	94.1
1	96.1	94.8	94	94
2	95.7	95.7	94.3	94.4
3	95	93.6	95.2	93.8
4	95.9	94.5	92.6	94.9
5	94.8	94.9	93.9	93.3
6	95.5	95.2	93.1	92.8
All Years	95.5	94.8	94.2	93.9
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

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
Assistant Principal(s)	4
Classroom Teacher(s)	15.13
Teacher of Reading Recovery	0.2
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	3.42

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	482,393
Revenue	3,988,665
Appropriation	3,651,844
Sale of Goods and Services	48,174
Grants and contributions	282,900
Investment income	5,247
Other revenue	500
Expenses	-3,919,538
Employee related	-3,237,739
Operating expenses	-681,799
Surplus / deficit for the year	69,127

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.

	2019 Approved SBA (\$)
Targeted Total	70,871
Equity Total	118,582
Equity - Aboriginal	3,468
Equity - Socio-economic	10,858
Equity - Language	10,040
Equity - Disability	94,216
Base Total	2,921,834
Base - Per Capita	100,660
Base - Location	0
Base - Other	2,821,174
Other Total	345,696
Grand Total	3,456,983

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.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2019 our school used the "Tell Them From Me" online surveys to gather feedback from parents, students and teachers as well as forums for parents, students and staff. We also send an end of year survey to all families in the Oyster Bay PS community and collate the data to drive future vision in our school. Students conveyed that they felt there was a positive sense of belonging and they have someone at school who consistently provides encouragement, classroom instruction is well organised, with clear purpose, and with immediate feedback that helps them. Teachers are strong collaborators to develop programs that meet student needs that have clear learning intentions and success criteria while monitoring individual and grade progress. .Parents feel they can speak to their child's teacher about their child's needs, they are informed about the school rules and are encouraged to attend all school events such as assemblies, parent/teacher interviews and parent sessions.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.