

2020 Annual Report

Oyster Bay Public School



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Introduction

The Annual Report for 2020 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 vision

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

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

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)
<p>EST1 Team - Learning Intentions and Success Criteria were used in all google slides teaching and learning programs. Students have learning goals in every writing book and is evaluated and moderated with team through Bump It Up Walls displayed in each Kindergarten class.</p> <p>Stage 2 have set individual personal, Maths and Writing learning goals which are revised and re-set on a regular basis. Used feedback stamps and WALT, TIB and WILF in the classroom. WAGOLL walls are in all classrooms.</p> <p>Stage 3 - Learning Intentions/Success Criteria used in classrooms and during remote learning on Google Classroom, WAGOLL Walls, Peer/Self Feedback, Personal/Maths/English goal setting, Maths checklist goal setting through Seesaw</p>	

Process 2: Formative Assessment

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

Evaluation	Funds Expended (Resources)
<p>EST1 - Bump it up walls used for writing, Feedback stamps were used daily and learning intentions and success criteria were used in all spelling, writing, maths, history and geography lessons using google slides.</p> <p>Stage 1 - More consistently implement the 1 star and a wish in our assessment of writing.</p> <p>Stage 2 - Exit slips, two stars and a wish and the traffic light system are used to enhance effective feedback and promote self/peer assessment</p> <p>Stage 3 - Use of Exit Slips in Science, Geography and Maths, hand gestures to understand where students are at, writing surveys, traffic lights in maths groups.</p>	

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)
<p>EST 1 - All teachers and students worked well over the course of the year using the 7Steps Writing for Success program. Students writing improved and changes were made to the scope and sequence due to COVID-19. Data showed that Kindergarten needed Term 1 as an establishing term for writing e.g. holding a pencil, name writing, looking at finger spaces and therefore the scope and sequence was changed to prepare for 2021.</p> <p>Stage 1 - Feel confident and successfully implement all text types for narrative, persuasive and informative writing, including pre and post testing, with moderation for assessment and reporting.</p> <p>Stage 2 - Taught Narrative, Persuasive and Informative text forms throughout the year. Instructional videos during 'Remote Learning' were used to guide instructional learning in the Persuasive text form along with the implementation of the PEEL process to support writing a structured argument. Pre and post testing in Term 1 for Narrative, post testing Term 2 for Persuasive and Pre and Post testing for Informative in Term 3 were used to guide instruction and gauge progress. Term 4 involved revision of each text form to consolidate learning for the year. Classes has also ensured all students share their writing at some point and give oral feedback on other students' writing.</p> <p>Stage 3 - Successfully taught imaginative and persuasive texts in two week cycles for each of the 7 Steps, produced video lessons for each step in narrative to use during remote learning, planned and implemented the informative writing program, used PEEL and other structured formulas in conjunction with 7 Steps to support persuasive and informative writing</p>	

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

Progress towards achieving improvement measures

Process 2: across K to 6.

Evaluation	Funds Expended (Resources)
<p>EST 1 - Scope and sequence of ideas and investigation areas linked to Term topics. Outcomes were aligned to areas and resources were purchased in Term 4 to support teachers in changing pedagogical practice.</p> <p>Stage 1 - Walker Learning resources to be aligned with 2021 Key Learning Areas and future programming ideas, including updated Scopes and Sequences.</p> <p>Stage 2 -</p> <p>Stage 3 - Communication boards evident in some classrooms. Focus children timetables being developed, however we would like to clarify required check-in frequency.</p>	

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)
Due to the disbandment of the Fathering Project in 2019 due to lack of interest, along with Covid 19, all onsite community events were cancelled for 2020	

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)
After a complex year due to Covid restrictions and guidelines, most community events proceeded, but in an alternate digital format. We received positive feedback from our community survey with over 90% of our community still feeling connected to our school through the efforts of staff during the peak of the pandemic. OBPS had a consistent approach to remote learning, communication and the live-streaming of events K-6.	

Process 3: Community Connectivity

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

Evaluation	Funds Expended (Resources)
Due to feedback from our community survey, we have decided to streamline OBPS communication methods in 2021 by utilising one platform (Seesaw)	

Progress towards achieving improvement measures

across K-6.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$6000	Our Mentor teacher worked with all staff and then one to one with any teacher with Aboriginal students. This has allowed for greater understanding, communication with families and the development of Personalise Learning Plans for all Aboriginal students.
English language proficiency	\$14832 - teaching support staff	All EALD students are highlighted and noted by class teachers and differentiation of their learning occurs when needed. This has ensured that the Learning Support team track these students and monitor their progress with the support teacher
Low level adjustment for disability	\$44,695 - Learning support staff	We have a 0.4 allocation of a permanent staff member who has small group withdrawal for K-2 students in the minilit program. This data has shown growth and improvement for all involved students. As an extra support for all students K-6 our support teacher held small group instruction for students who had been identified through data and teacher input that had not understood a concept or had 'gaps' in their learning. This was a very successful approach this year.
Quality Teaching, Successful Students (QTSS)	0.7 Allocation of staff	We have four Assistant Principal positions at our school and these very hardworking educators mentor their teams through observations, development of staff goals, professional learning, programming and utilising instructional leadership skills to ensure our school is consistent and thorough in the robust and explicit programs we create to meet all student needs. This allocation of 0.7 has supported this.
Socio-economic background	\$10,690	These funds were utilised throughout the year to support student learning through additional staff or the access to resources. It has also supported any families needing financial support.
Support for beginning teachers	\$13500	These days were interrupted by Covid and remote learning. However we were able to provide our beginning teacher with a more regular program of mentoring and this has enabled her to also work through her proficiency accreditation which is well on its way to completion.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	219	220	227	219
Girls	208	209	198	193

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.4	95.9	94.1	95.7
1	94.8	94	94	95
2	95.7	94.3	94.4	92.7
3	93.6	95.2	93.8	94.1
4	94.5	92.6	94.9	95.6
5	94.9	93.9	93.3	95.9
6	95.2	93.1	92.8	95.9
All Years	94.8	94.2	93.9	95
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	15.12
Literacy and Numeracy Intervention	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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	551,520
Revenue	4,023,460
Appropriation	3,749,869
Sale of Goods and Services	53,147
Grants and contributions	218,447
Investment income	1,997
Expenses	-3,989,135
Employee related	-3,367,931
Operating expenses	-621,204
Surplus / deficit for the year	34,324
Closing Balance	585,844

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 Approved SBA (\$)
Targeted Total	84,069
Equity Total	131,596
Equity - Aboriginal	6,686
Equity - Socio-economic	10,690
Equity - Language	14,832
Equity - Disability	99,387
Base Total	3,010,084
Base - Per Capita	102,214
Base - Location	0
Base - Other	2,907,870
Other Total	329,996
Grand Total	3,555,745

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and staff about the school. In 2021 our school used the "Tell Them From Me" online surveys to gather feedback from parents, students and teachers. 2020 did not allow for workshop feedback due to covid guidelines.

As an addition we 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.

Through surveys our OBPS 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. We were particularly pleased with the students feedback on 'bullying' as this incident data has dropped dramatically over the years, as the connection and belonging has risen positively for all students.

Teachers are strong collaborators to develop programs that meet student needs that have clear learning intentions and success criteria while monitoring individual student goals and grade progress. This has had a positive effect of staff and students.

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. In 2020 we have had to be very creative and have utilised 'Zoom' and 'Bright cove' to livestream events and communicate with families to ensure our Community connection remain positive and strong.

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.