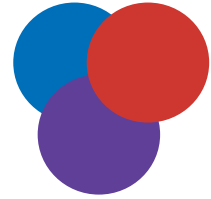


Oyster Bay Public School Annual Report



2015



Introduction

The Annual Report for 2015 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.

Mr. Mark Meacham

Principal

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Message from the Principal

The Annual School Report affords us the opportunity to focus on the achievements, the initiatives and the relationships from 2015. The report will showcase the very essence of our school.

It also provides us with the chance to reflect on our practices and consider where our school sits within the wider educational experience we offer. Our school is part of the Woronora Network of schools and more specifically part of a local Community of School called "Heart of the Shire". We are also part of the Southern Sydney Governance Group which provides outstanding professional learning.

I am proud of our students and the good citizens they become.

At Oyster Bay Public School we continue to inspire and empower our students through our approach to teaching and learning. Whilst teaching and learning styles can vary the very essence of our school is underpinned by our Core values of Respect, Acceptance, Compassion, Happiness, A Fair Go and Loyalty.

Education needs to ignite and inspire, empowering students to develop and use their talents. Programs like the University of Wollongong Science Fair, Create South and The Artist In Residence Program are examples of how students are being catered. Students gained selection into the Sydney Symphonic Wind Ensemble. Our band, dance and choir programs excel with many brilliant performances over the duration of the year. All of these performing art groups have received the highest of accolades. I thank all the organising teachers for their skill and enthusiasm in ensuring we offer high quality programs.

Naplan Data shows that our rate of growth in Literacy and Numeracy is excellent whilst we are continually well above the State and National Average.

The initiative of Ipads in the school, the establishment of infrastructure across both sites over a two year period, has been a clear aspect of our school plan. Students and staff have relished the opportunity of using this tool to enhance and challenge students' learning.

This year at sport our students excelled in football, netball, cricket, softball and tee-ball. I congratulate all students involved particularly those who played as good sports and who trained hard. Premierships and Runners Up places were a real bonus for their commitment with 6 teams placing in the top two places in their competition. We had students represent above school level in athletics, swimming, cross country, rugby union, rugby league, softball, soccer, tennis and cricket. Students also achieved through to State level in athletics, softball and union.

To the student leaders I particularly like to acknowledge all the outstanding contribution to our school over the last year. Our Parliamentarians, House Captains and Vice Captains, Tech Team, Library Monitors, Environmental Monitors, Class Captains and SRC representatives have ensured: one the students have a voice; but equally important is the modelling demonstrated to younger students. You can be proud of your amazing effort.

Specific thanks to our three student leaders: Prime Minister Lauren Hills, Deputy Prime Minister David Niumatawalu and Speaker of the House Mathew Buckley. All three of you have been inspiring leaders.

Not all students hold a formal position of leadership. Many students who currently lead or have led in the past do so by their daily actions or their inspiring self generated leadership roles. That in itself is amazing and I am very thankful.

To the parents who work with our staff for the betterment of the children in our care, thank you. To all parents and caregivers, I thank you for entrusting us with the extraordinary responsibility of supporting your child through their growth and development. We achieve what we do best by your commitment as partners in your child's education.

The involvement of the community is at the very fabric of our school. We are as a school community very appreciative of that involvement. Parents bring their expertise to these school groups so that we all learn from each other's skills.

The P&C, the Art and Craft Festival and the wider school community continue to provide us with the opportunity to better cater for students' needs. To our P&C committees thank you for your tremendous effort volunteering to do so many great things at our school for the students. The Canteen and Uniform Committee work tirelessly throughout the year to support our school community.

Special thanks to Alex Hills and Stu Wood for leading their committees so enthusiastically and skilfully. We are continually thankful of your leadership within our school community.

To the staff, I am proud of your dedication to our students. Our new report format this year has come about through need and the recommendations from a parent focus group. To the teaching staff I thank you for taking on the change so readily.

You ensure we use best practice and are leaders in ensuring new curriculum is introduced effectively. Having our team curriculum leaders trained by State consultants makes a real difference rather than being training by an Adobe training package on line only. Over the last few years our staff have introduced your children to new English, Mathematics, Science and Technology, History and in 2016 Geography. Thank you for all the extra curricular activities we offer here at Oyster Bay PS which differentiates us and provides our students with unique opportunities.

To our administration staff lead by Gae Pearce we are continuously thankful for your positive attitude, hard work, commitment, patience and ingenuity. You continue to improve our communication practices with our community. The Skoolbag app, refined money collecting and roll marking procedures are just a few of the implementations over the last year. Orientation and Transition programs continue to shine.

To my Executive: Mrs Harrison, Mrs Stevenson, Mrs Wallace and Relieving Assistant Principals Christine MacKenzie, Sue Morgan and Alyson Exton I congratulate you on your professionalism, dedication and loyalty to our school. I have great trust in my Executive and that is vital when we have a split site school.

To the support team for our students, our School Counsellor, Learning and Support teachers, and all of our Learning Support Officers I acknowledge the difference you continue to make to our students. I thank our maintenance staff in their effort in keeping up with maintaining our two sites.

The six year Gonski agreements signed with States and Territories have been designed to bring schools up to an appropriate level of resource in six years. Most of the funding comes in the final two years of the agreement.

The Federal Government has not agreed to fund the final two years therefore putting a significant halt on supporting students who need it the most: children with disability, those from disadvantaged and non – English speaking backgrounds and Aboriginal students.

I strongly encourage you to support education in this country by having the last two years of the agreement funded by whichever party is in power. This is the least we can do for our current and future generations.

One of the great aspects of Public Education is the inclusiveness. Our system doesn't draw a line in the sand and not welcome newcomers. Public Education is a true reflection of modern society without being closeted from those that may be different. The tolerance, acceptance and respect taught is priceless.

Finally as this is my final Annual Report after 22 years as Principal I would like to thank my wife Karen and children David and Catherine for putting up with me and for inspiring me.

I would like to thank the Department of Education for giving me the responsibility of looking after so many students throughout my 39 years of service. I would like to acknowledge those outstanding school communities I have worked with and leaders who I have had the great pleasure of working with.

M.Meacham

Principal

P&C PRESIDENT'S REPORT 2015

Oyster Bay Public School P&C has enjoyed another busy and rewarding year in 2015. We are very fortunate to have such an active school community who work alongside our great team of teachers, Administrative Staff and Executive Team lead by Mr Meacham, all with the same goal of creating the best school and learning environment for our students.

Thank you to Mr Meacham and his Executive team for their leadership and support of our schools P&C and as I have stated previously for recognizing the importance of parental involvement in the running of our school.

On behalf of the school community I would like to thank the following sub committees and congratulate them on all their achievements this year.

The Art and Craft Committee lead by Convenor Stu Wood who works alongside a very dedicated and hardworking committee for many months to ensure our Art and Craft Festival is a success. With approx. \$60k again being raised. A huge thank you to everyone involved and Oyster Bay School can be proud that they host such a successful and well run community event each May. Stu Wood and Stu Carey are both leaving the school at the end of 2016 so we wish you both all the best and the school thanks you for all your time, dedication and commitment in your roles again this May.

Uniform Committee. A huge thank you to Peta Van Der Woerd and Melanie Miller for their hard work and behind the scenes commitment in providing this much valued service to our school community. You both continually strive to improve and streamline the service and the school community thanks you.

Canteen Committee – To the outgoing Canteen Committee President Caroline Hills, thank you for your years of hardwork, time and commitment, and sense of humour you have dedicated to our school canteen, it is much appreciated. To Donna Turner and your team of volunteers for all the hard work over the last 12 months. Also a special mention and thank you to the outgoing committee members and volunteers to all the new volunteers who have stepped up in new positions so that services such as sushi day, yummy cake day, sausage sizzle and Mothers and Fathers day stall can continue.

It has been a pleasure to lead the P&C this year alongside my hard working co executives of the P&C, Rebecca Rathbone and Stuart Carey as Vice Presidents, Nicole Jones, treasurer and Michelle Herrett as secretary. Thank you for all your time, effort and the many hours of work spent behind the scenes so that the P&C meetings run smoothly and efficiently.

The P&C is very excited to have been awarded a \$29,100 grant from the 2015 NSW Government's Community Building Partnership Program. Alongside funds also donated from P&C and the School this will enable a large much needed COLA to be built this year on the infants site. Thank you to Rebecca Rathbone for all her time, help and effort in writing the grant application. We are both thrilled with winning the grant and very much looking forward to seeing the finished result.

With funds raised this past year our P&C has contributed by spending \$42,000 which improves the school environment and provides many resources that importantly enhances teaching and learning in our classrooms. This includes 28 brand new iPads and support equipment on the infants site. The iPad initiative is proving very popular with both teachers and students. \$5,900 towards home readers and an additional new infants reading scheme also. \$15,000 towards the Infants COLA and much more.

Thank you to all parents and members for attending our P&C meetings throughout the year. These meetings enable us all to discuss, plan and contribute towards the running of our school. Thank you to the teachers and Executives who also attend and contribute their time and share their valued teacher perspectives..

Lastly, The P&C Association would like to thank our school Principal Mr Mark Meacham who is retiring at the end of Term 3 next year. Mr Meacham has always worked very closely with our schools P&C including attending many many meetings and also, countless hours dedicated towards the smooth running of The Art and Craft Festival each year. During his time as Principal Mark has always demonstrated our school's values and been a great role model for our children. We wish Mark all the best for the future and enjoy retirement.

Alex Hills

P&C President 2015.

School background

School vision statement

At Oyster Bay Public School our vision is to equip our students to be problem solvers and creative and critical thinkers. As 21st Century learners their skills and values will develop the whole child.

We will enable staff and students with expertise to incorporate technology as an integral tool for learning.

Our school learning environment will play a vital role in promoting resilience and confidence so children will be respectful, happy, safe, lifelong learners. We will meet the new demands of globalisation and technological change. A differentiated curriculum will be provided to cater best for student's needs. Students, staff and community working harmoniously and collaboratively providing students the opportunity to reach their full potential.

Students will be instilled with Core Values: Respect, A Fair Go, Compassion, Happiness, Acceptance and Loyalty.

Our vision is consistent with the Melbourne Declaration.

School context

Enrolment in 2015 was 407 across two sites. The school's enrolment trend is up, consistent with **the changing growing families demographics**. 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%.

The school's **ICSEA at 1101**(ACARA website) shows a substantially high socio-educational spread with 4% in the lowest quartile and 45% in the highest quartile.

The school is accredited **Asthma Friendly** and **SunSAFE** and operates the **Live Life Well @ School initiative**.

Overwhelmingly students are cooperative and positive in the approach to learning and each other. **The school values of Respect, A Fair Go, Compassion, Happiness, Acceptance and Loyalty underpin all aspects of Oyster Bay Public School.**

Our general **NAPLAN** performance since 2010 shows the school is significantly above other schools within the Woronora Network in all areas.

Teacher turnover and leave is trending upwards, consistent with the ageing profile of the staff.

Parents are generally supportive and very active. The rate of voluntary contribution is about 89%.

Student participation in sport is enthusiastic and the school enjoys "Diamond" status in the Premier's Sporting Challenge. Team sport is encouraged with students provided opportunities to play a large variety of sports. Obesity rates in students are relatively low. The new artificial turf on the Primary site has resulted in students overall fitness increasing as they very actively engage in using the new resource during break time.

Student participation and performance in creative and performing arts is strong with students achieving at school and representative level in choir, dance and band.

The student leadership program including Student Parliament and Playground Post initiatives provide outstanding modelling and pathways for students.

Self-assessment and school achievements

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. 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.

This year, our school undertook self-assessment using the elements of the School Excellence Framework. During 2015, our staff at Oyster Bay Public School used the School Excellence Framework as a tool to inform, monitor and evaluate our teaching practice. During Professional Learning sessions during term, as well as on Staff Development Days in Term 4, teams of teachers examined the School Plan 2015-17 to determine areas of strength and development as we continue our journey of excellence. A survey, via Survey Monkey, was conducted to ascertain where staff felt the school achieved with all aspects of the School Excellence Framework.



Learning

In the domain of Learning, our school has primarily focused on the domains of Assessment and Reporting and Wellbeing. Commencing in Term 1, we reviewed the student reports issued at the end of Semester One and Two. With the support of the P&C, a revised report format was issued for all students at the end of Semester One. To build on these gains, the school engaged Sentral to provide an online solution for teachers to use when preparing reports for students. The staff were involved in Professional Learning to support the transition towards the new reporting format.

The wellbeing of students is a priority for all members of the Oyster Bay Public School community. This year, the school revised the school discipline practices. The revised practices have had a demonstrated positive influence on students with measured decreases in inappropriate behaviour and an increase in the opportunities for students to be recognised for positive behaviour choices.

Teaching

In the domain of Teaching, our focus has been planning, assessing, differentiating and developing a consistent teacher judgement of expectations. As teachers, the use of assessment data for teaching is required to ensure the best possible outcomes for students. Putting this into practice, we have undertaken professional learning as a whole school and teaching teams to determine the baseline achievement level of our students. Staff are continuing to align teaching and learning with new New South Wales Syllabus for the Australian Curriculum as they are implemented. Teachers are in Curriculum teams which have been trained by State Consultants in each new subject area. These teams develop Scope and Sequences for staff to use in planning and assessing.

Leading

In the domain of Leading, our school has focused on our partnerships with parents and the community. We have developed parent workshops to aid our community in linking with community resources. Parents have been informed via the newsletter of all Professional Learning staff are involved in. Through the Oyster Bay Art and Craft Festival we have also strengthened relationships with businesses in the local area who provide goods and services to our school. This approach is based on of our commitment to Oyster Bay Public School being recognised as a central part of the Oyster Bay community.

This new method of planning and assessing our school achievements has had a substantial, positive impact on our school. Details of our achievements in 2015 and next steps in 2016 for our School Plan 2015-17 goals are outlined on the following pages. Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.

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Strategic Direction 1 Strong Foundations

Literacy and Numeracy are the foundations for learning and the core of our work as a school.

At our school, each and every student, regardless of background and ability must be provided with the conditions to learn so that they can be the best that they can be.

To be successful learners, our students need to be **literate, numerate, confident, creative** and **cooperative**.

These are the Strong Foundations supporting learning in our school and for life.

Purpose

To be successful learners our students need to be literate, numerate, critical and creative thinkers.

The direction is important in that students' learning needs are met and they can be developed .

Staff need to understand the curriculum changes across all syllabus areas.

Overall summary of progress

A new Maths Scope and Sequence has been developed. Science leaders facilitated new curriculum workshops and are working towards developing a Scope and Sequence. History team was trained by State Consultant and then trained staff of OBPS. English Team developed a Scope and Sequence. Maths team led Professional Training for P&C whilst parents were inserviced in Naplan. Parents introduced to new reporting process developed following parent focus group input.

The impact of these implementations has been positive as evidenced by staff and parent surveys on Survey Monkey.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
Curriculum leaders in each new Syllabus drive the implementation throughout the school in Professional Learning.	Scope and Sequence developed in Science and Technology. History leaders run training with Southern Sydney Governance Group strategy using State Consultant. Subject teams given Professional Learning time to refine and develop further directions.	\$5600 (14 days release for Team leader days and all staff trained with Southern Sydney Governance Group)

Next steps

Geography team training with State Facilitators.

Staff to be surveyed re English Curriculum.

New Maths, and Science and Technology Scope and Sequence reviewed.

Reporting format updated for inclusion of History.

Strategic Direction 2 Building Teacher and Leader Capacity

Our teachers need to be **assured** that they are **world class educators**. As such our teachers will need to understand and support the new teacher performance and development cycle.

Our teachers should look inward and outward to identify both their strengths and their areas for development and so they will have to become increasingly interdependent. In this way they will be better positioned to deliver student learning that is relevant, challenging and engaging for each child that they teach and every child that they influence.

In a period of **teacher turnover**, it is imperative that our teachers plan for change while maintaining the best of our culture and sharing better ways forward.

Purpose

Our teachers will need to understand and support the new teacher and performance development cycle. They will develop goals and evaluate teaching practices so that they will be best positioned to develop optimal student learning.

To provide teachers with opportunity and the capacity to lead.

Overall summary of progress

Initiated three week planning cycle.

New scheme teacher mentors established.

Skoobag introduced to wider community with staff trained. Growing utilisation by staff. Parent feedback very strong.

Years 3-6 Ipad program introduced. Students surveyed on use very positive. Teachers and students trained in Ipad usage. Apps examined at staff meetings. Photo evidence of student involvement. Strong impact.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
All teachers will have a performance and development plan (PDP).	Staff briefed on new Performance and Development Framework. Staff finalized goals. Staff identified colleagues to observe lessons and provide professional feedback. Observation of lessons actioned and monitored. Feedback provided to teachers by supervisors. Evidence of PDP on school server.	\$ 2300
Aspiring leaders develop their leadership capacity for innovation and best practice in teaching and learning to become dynamic	Three week teaching/planning cycle introduced. Executive and Relieving Executive participate in Executive Conference for Aspiring Leaders. Leaders in Maths, Science and Technology and History	\$ 4700

facilitators of student learning.

teams train staff and plan for evaluation and future directions for our school. All leaders trained through the Southern Sydney Governance Group.

Next steps

Ipad training for K-2 staff and students.

Smart Data analysed to identify student need.

Circle time fully implemented in classroom practice (modelling by staff).

LMBR training for Administration and Acting Principal.

Staff become more proficient in using Sentral – training to grow through new staff's expertise.

Learning Support team continually identify needs amongst students.



Strategic Direction 3 Accountability

Our school will increasingly be making **local decisions** in an era of increased self-regulation and budget control.

We will need to **integrate** the **new management systems** so that they are both efficient and focused on learning.

We need to show that our resources are **aligned** to our Vision.

As we will have more control over our destiny, we will have to **account** for our achievements, our challenges and our disappointments in a consistent, transparent way.

Purpose

To build integrity through transparency and consistency.

To demonstrate to the school, staff and community the quality teaching and learning achievements of our school.

Overall summary of progress

New Reporting Process introduced following Focus Group input. Parents trained on report format.

Staff trained on Sentral. Sentral used as reporting mode. Familiarisation of all staff on Sentral ongoing.

Community of Schools Group (HOTSCOS) initiatives providing for range of subject areas for students who show deep knowledge and interest.

Two staff members attend G&T training at The Jannali High School. Return to train OBPS staff.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
Evaluation of current assessment and reporting guidelines.	Proforma report finalized. New report used and sent to families after parents trained at P&C meeting by Principal. New report format used for first year. Staff continually review format throughout year.	\$2400
The Sentral system is effectively used by teaching and administration staff.	This information will draw from the School plan, template B: Annual milestone evaluation section. All staff trained in Sentral by Sentral and School Administration Manager who has taken a key role in implementation. Sentral now used in attendance marking, assessment marking, reporting and interview scheduling. Regular Sentral updates during professional learning time at staff meetings.	\$5600

Next steps

Reporting protocols to be defined and refined when necessary.

Survey parents and staff about interview and reporting process.

Sentral markbook to be used more frequently.

Sentral wellbeing aspect to be used more often and lead by the Learning Support Team.



Key initiatives and other school focus areas

This section includes:

Key initiatives (from School planning template B).

Policy requirements such as Aboriginal Education, Multicultural Education and Anti-Racism Education.

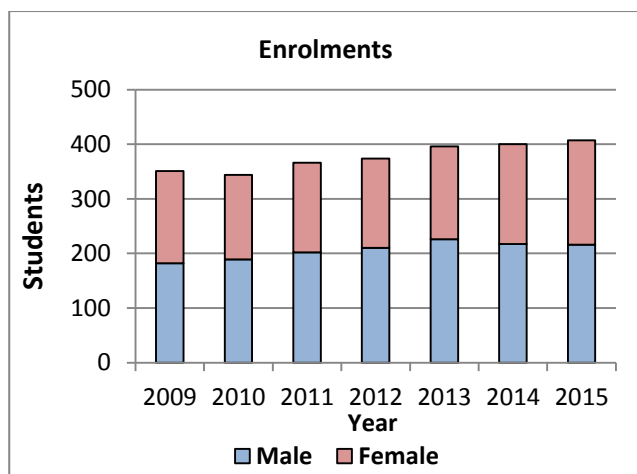
Initiatives and other school focus areas which may not have been included in the school plan such as Early Action for Success, student leadership, partnerships and projects.

Key initiatives (annual)	Impact achieved this year	Resources (annual)
Aboriginal background funding	Funding went towards excursion participation and resources allocation	\$450
English language proficiency funding Nil	This information will draw from the School plan, template B: Annual milestone evaluation section [Insert text here]	<\$>
Targeted students support for refugees and new arrivals Nil	This information will draw from the School plan, template B: Annual milestone evaluation section [Insert text here]	<\$>
Socio-economic funding	Supporting all classes K-6 with SLSO. Learning Support Team played key role in allocation of time.	\$8448
Low level adjustment for disability funding	Supporting all classes K-6 with SLSO. Learning Support Team played key role in allocation of time.	\$15436
Support for beginning teachers	Attendance at professional learning, site visits to support mentoring and sharing of best practice. Extra release for planning, programming and assessing.	\$4020

Mandatory and optional reporting requirements

Student enrolment profile (mandatory)

Gender	2009	2010	2011	2012	2013	2014	2015
Male	182	189	202	210	226	217	216
Female	169	155	164	164	170	183	191



Student attendance profile

	Year	2010	2011	2012	2013	2014	2015
School	K	96.5	96.1	95.1	96.2	95.4	96.7
	1	95.5	96.1	95.4	94.9	95.8	96.9
	2	98.1	95.9	96.3	96.1	95.9	96.7
	3	95.4	96.4	95.0	96.2	96.8	96.1
	4	96.0	96.1	97.3	95.9	96.3	95.8
	5	95.4	94.6	95.7	96.8	95.8	97.3
	6	93.9	96.1	95.1	95.5	96.7	94.7
	Total	95.8	96.0	95.7	95.9	96.1	96.3
State DoE	K	94.7	94.7	94.3	95.0	95.2	94.4
	1	94.2	94.2	93.9	94.5	94.7	93.8
	2	94.4	94.2	94.2	94.7	94.9	94.0
	3	94.5	94.4	94.4	94.8	95.0	94.1
	4	94.5	94.3	94.3	94.7	94.9	94.0
	5	94.4	94.2	94.2	94.5	94.8	94.0
	6	94	93.8	93.8	94.1	94.2	93.5
	Total	94.4	94.3	94.2	94.7	94.8	94.0

Class sizes and structure of classes

Class Sizes

Roll class	Year	Total in class	Total per year
KA	K	19	19
KM	K	19	19
KS	K	19	19
K/1C	K	12	22
	1	10	22
1ET	1	21	21
1H	1	21	21
2M	2	24	24
2MT	2	25	25
3C	3	29	29
4W	4	28	28
5H	5	30	30
6B	6	24	24
6W	6	25	25
1/2W	1	10	24
	2	14	24
3/4L	3	17	29
	4	12	29
3/4S	3	18	29
	4	11	29
4/5C	4	14	26
	5	12	26

Workforce information

Workforce composition

Position	Number
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	14
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.8
School Counsellor	0.2
School Administration Manager	1
School Administration Officer(s)	1.822
School Learning Support Officer(s)	1.6
General Assistant(s)	0.6
Other Teacher(s)	0.8
<i>(Note 0.2 is equivalent to one day a week)</i>	1.564
Total	24.286

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

The school has 5% of its staff with Aboriginal Background.

Workforce retention

There has been two retirements in the last year school year. There have no transfers or promotion to permanent executive status. Two relieving executive part time roles have occurred during the last school year.

Teacher qualifications

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

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	42

Professional learning and teacher accreditation

In 2015 Oyster Bay PS continued to develop and enrich its staff in their professional learning. There were several major initiatives implemented this year.

All teachers were involved in professional development activities during 2015. These activities are designed to develop the skills and understandings of staff to improve student outcomes. Professional development takes many forms, including whole school staff development days, subject specific inservices, meetings and conferences. When individual staff members attend an inservice course, they then share their acquired knowledge with the staff, which aids in developing a culture of professional learning and teacher leadership.

The Committee of Teacher Professional Learning at OBPS discusses professional learning opportunities and decides on the allocation of available funds. Teachers are able to advise the committee of specific areas in which they would like to extend their professional development.

In 2015, we once again achieved our goals and met our targets in the area of staff development. Despite the fact that most courses had significant fees and that we had to find funds for casual teachers to replace teachers on inservice days, we were able to successfully implement a wide range of professional learning for our staff. As in previous years, this report acknowledges the goodwill of staff members who often attended inservice courses in their own time and then presented and shared their knowledge. A strong and supportive collegiate body has enabled our school to develop the knowledge,

practices and attitudes that are needed to achieve agreed goals and expectations.

One major focus for 2015 has been preparation for the introduction of the new Australia wide History Curriculum which is mandatory from 2016. Next year, History will be taught in conjunction with Human Society and its Environment (HSIE) until the new Geography Curriculum is implemented. Our whole staff joined other schools from the Southern Sydney Governance Group at a day conference. On these days, we learned about changes to the curriculum and attended small group workshops. At the end of the day, we gathered as a staff to discuss what we had learned and the implications for planning and implementation at OBPS. All staff members received copies of the content of each workshop. Four staff members attended courses throughout the year where they undertook training to learn all facets of the new curriculum. They then presented training modules to all staff on a regular basis. Special acknowledgement is given to these teachers who completed many, many hours of extra work in preparation, planning and programming. These teachers were also involved in drafting Scope and Sequence timetables for 2016. New units of work have been developed and existing units have been researched and adapted. All staff at Oyster Bay will be well equipped to begin teaching History in 2016.

Staff also revised both the Maths and Science Curriculums which were started in 2015. We developed further units and refined the Scope and Sequence timetables based on our teaching experiences this year.

Another major implementation in 2015 was the use of the online Sentral reporting system. The school is confident that this program gives teachers a chance to more fully report to parents in greater detail and that it accurately reflects the new curriculum areas which have been implemented over recent years. There were considerable hours of both school and personal time devoted to learning how to use this system in the most productive way, to achieve the best results for recording and reporting student progress.

2015 also saw the introduction (by the Department of Education and Communities) of a *Performance and Development Framework* for principals, executives and teachers in NSW Public Schools. The purpose of this framework is to support the ongoing improvement of student outcomes through

continuous development of a skilled, effective and professional teaching workforce. Phase 1 of this plan requires teachers, executives and the Principal, to create an individual *Performance and Development Plan* (PDP). In this plan, staff set meaningful and appropriate professional goals, which recognise their experience and expertise, their existing strengths and also areas for professional growth. This is done through collaboration and professional dialogue with colleagues. All staff members began the first phase of this framework this year.

A final major part of professional learning at OBPS in 2015 was the introduction of the iPad program. This program was headed by staff members who were trained in the implementation process and they in turn, worked with classroom teachers to put the program in place on a regular basis in Years 3-6. Work has already begun to duplicate this process on the K-2 site for 2016.

The Staff also completed all other mandatory professional learning courses (such as CPR, Child Protection and Emergency Care) and attended a wide variety of courses in other Key Learning Areas.

In 2015 all teaching staff completed the following professional development courses:

- *Sentral Reporting and Markbook*
- *Disability Standards for Education: NSW DEC*
- *Child Protection Update 2015*
- *Performance and Development Framework Mandatory Training*
- *SSGG Conference: Time for History. Keynote Speakers were Jackie French (author and Australian Children's Laureate) and Anne Southwell (HSIE curriculum advisor).*
- *iPad Training Sessions*
- *Differentiating the Curriculum for Gifted Learners*
- *Student Wellbeing*
- *Anaphylaxis Training and Update*
- *CPR Mandatory Training*

Other professional learning by individuals or small groups in 2015 included:

- Sutherland Shire Schools Music Festival – Junior and Senior Choir Teacher Training Workshops*
- Mini Certificate of Gifted Education*
- e-Emergency Care*
- Sutherland Shire Public Speaking Adjudicators Training Course*
- Sutherland Shire Public Speaking Network Meeting*
- Sutherland Shire Teacher Librarian Course – Reading, Research and Resources.*

- Sydney Region Learning and Support Training Day*
- Restorative Practice training*
- Physical Education Professional Development Conference*
- Thinking While Moving in Maths*
- Implementing the New History Curriculum – Team Leaders Training Days*
- Your School and the History Syllabus*
- Historical Inquiry in Action*
- Resourcing and Programming for the Teaching of History*
- A Process for Programming a Unit of Learning*
- SyllabusPLUS History K-6: History Syllabus in a Nutshell*
- SyllabusPLUS History K-6: Snapshots of the History Topics*
- Premium Health First Aid Course*
- Supporting Teachers Seeking Accreditation at Proficient Teacher*
- Achieving Accreditation at Highly Accomplished and Lead Teacher*
- Building Understanding of Aboriginal Culture*
- Your School and the History K-6 Syllabus*
- PSSA Network Meetings*
- Sutherland Shire Public Speaking Network Meeting*
- Port Hacking and Woronora River Principals Network Meeting*
- Teaching Gymnastics is Not Scary*

- Historical Inquiry and Historical Skills*
- Multi Staging History*
- Evaluating History Resources*
- Literature Support for All Stages K-6*
- Developing Empathetic Understanding*
- Technology in History*
- Adapting HSIE for History*
- Community Sources Early Stage 1 and Stage 1*
- Key Historical Concepts*
- Historical Inquiry (Local Sources)*
- Historical Narratives*
- What is History?*
- Dove "Body Think" Workshop*
- "Talking Transition" Conference*
- K-6 Physical Activity, Sport and Healthy Eating Conference*
- Developing Your Leadership Capacity*
- Transitions Conversations: Pre School to Kindergarten*
- Personalised Learning Plans for Aboriginal Students*
- Conversations on Transition*

Financial information

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school's 2015 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.

Summary for 2015	
Date of financial summary	30/11/2015
Income	\$
Balance brought forward	115938.49
Global funds	263312.68
Tied funds	130269.97
School & community sources	312135.05
Interest	3829.93
Trust receipts	11804.95
Canteen	0.00
Total income	837291.07
Expenditure	
Teaching & learning	
Key learning areas	55241.19
Excursions	82161.74
Extracurricular dissections	136746.61
Library	5548.10
Training & development	1353.00
Tied funds	122776.77
Casual relief teachers	97105.08
Administration & office	83878.52
School-operated canteen	0.00
Utilities	50921.99
Maintenance	63264.91
Trust accounts	16049.90
Capital programs	0.00
Total expenditure	715047.81
Balance carried forward	122243.26

School performance

NAPLAN

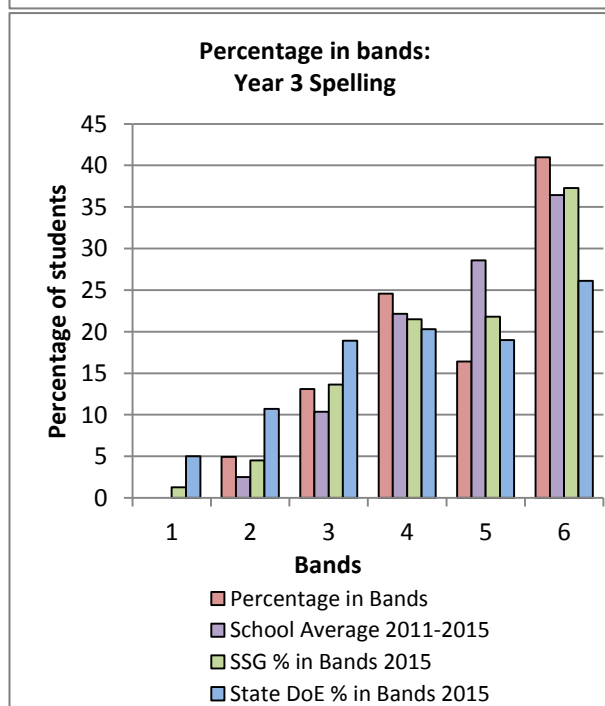
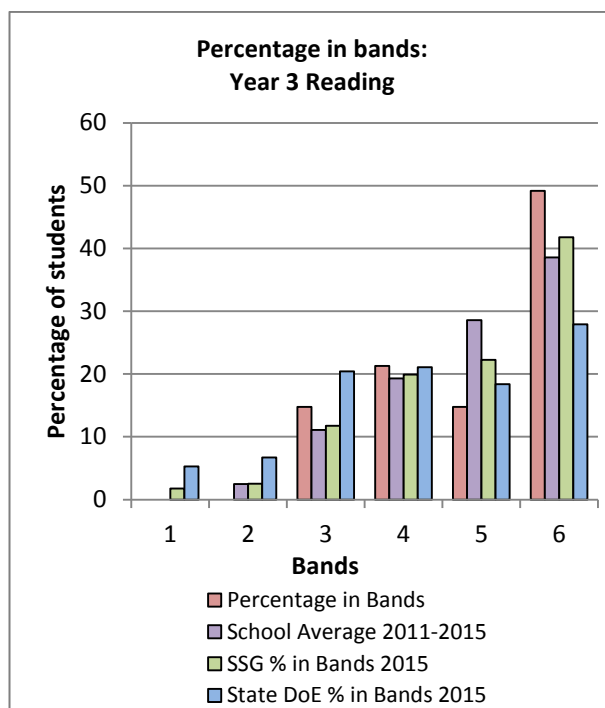
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link [My School](#) and insert the school name in the *Find a school* and select *GO* to access the school data.

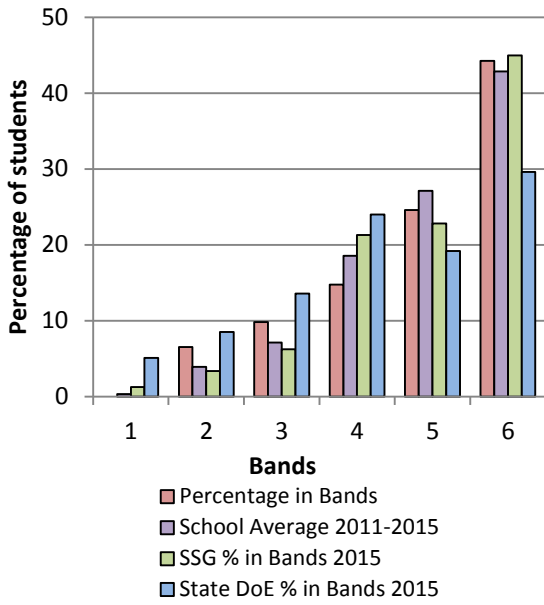
NAPLAN - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Note that SSG refers to a Similar School Group.

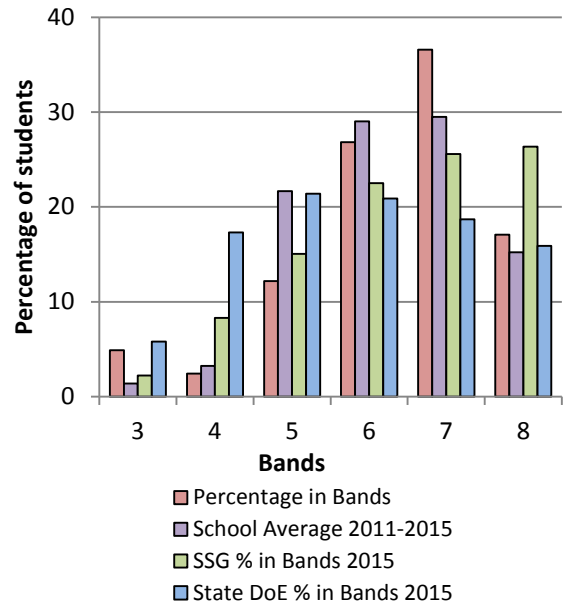
DoE refers to Department of Education.



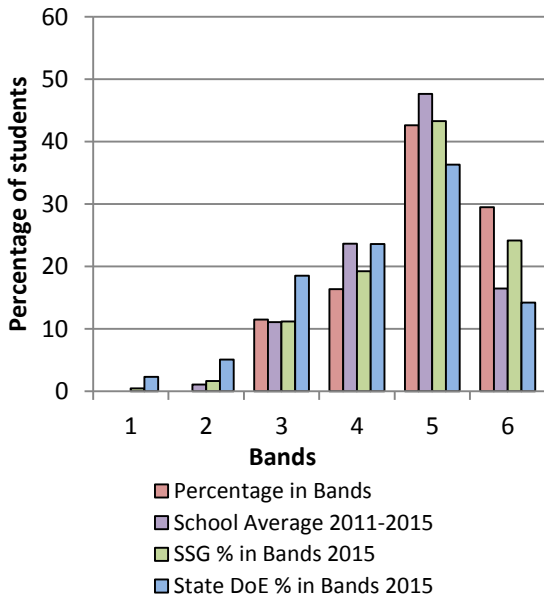
**Percentage in bands:
Year 3 Grammar & Punctuation**



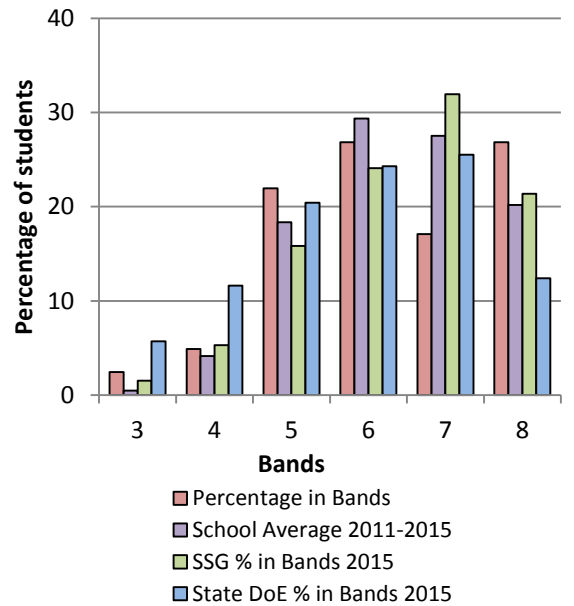
**Percentage in bands:
Year 5 Reading**



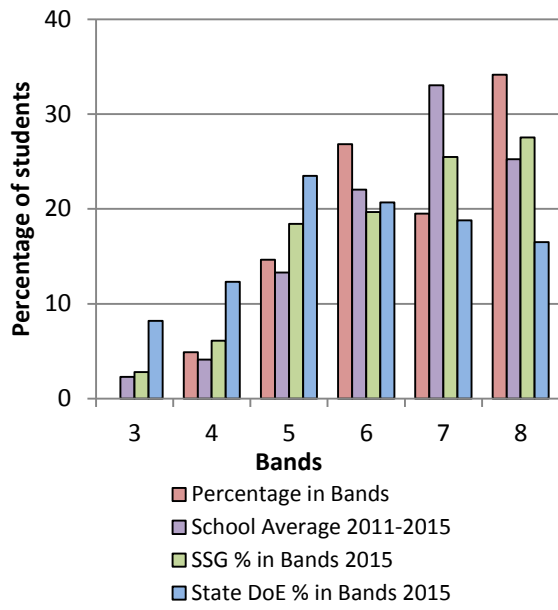
**Percentage in bands:
Year 3 Writing**



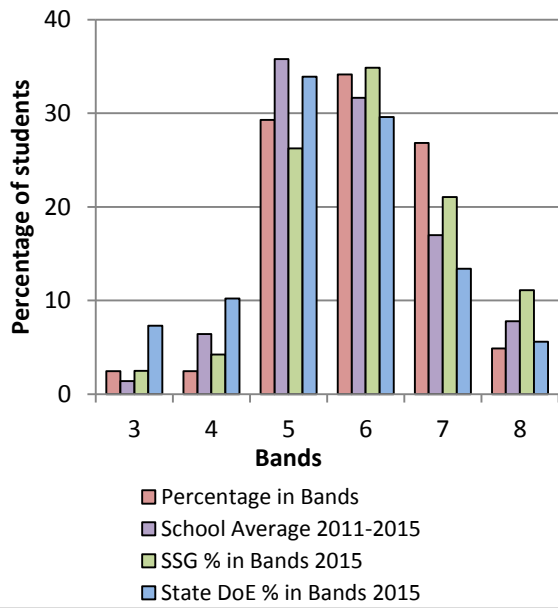
**Percentage in bands:
Year 5 Spelling**



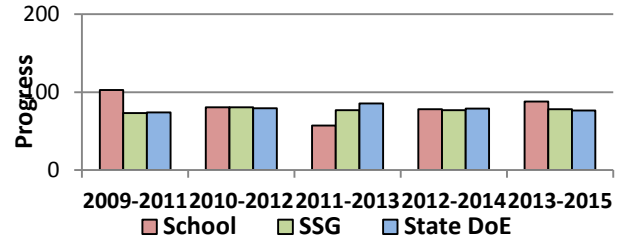
**Percentage in bands:
Year 5 Grammar & Punctuation**



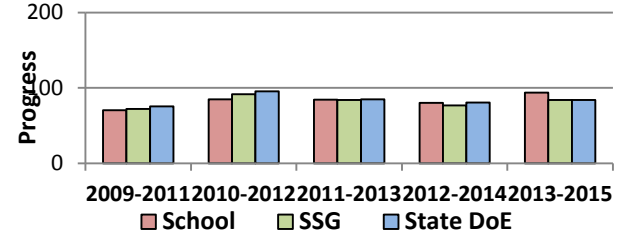
**Percentage in bands:
Year 5 Writing**



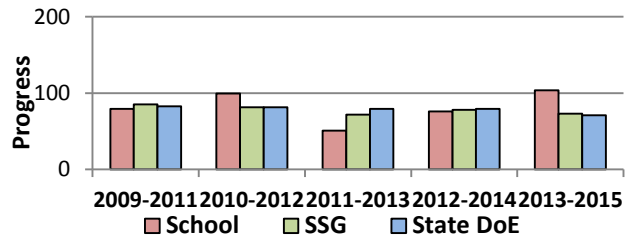
**Average progress in Reading between
Year 3 and 5**



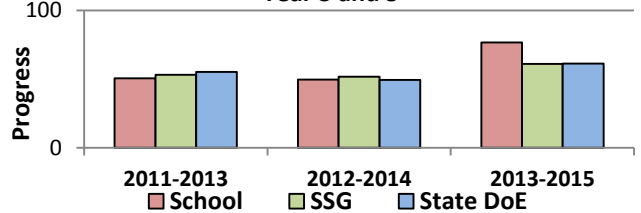
**Average progress in Spelling between
Year 3 and 5**



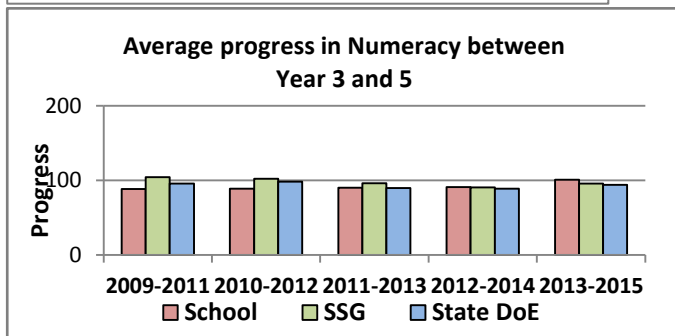
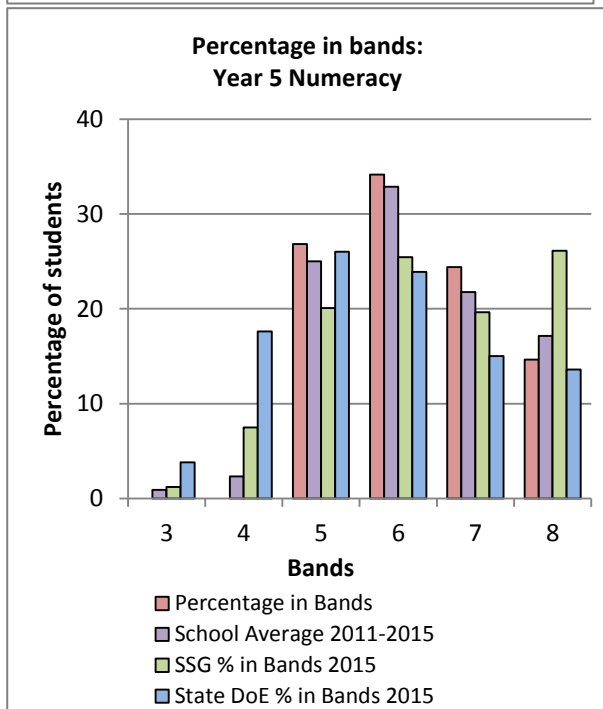
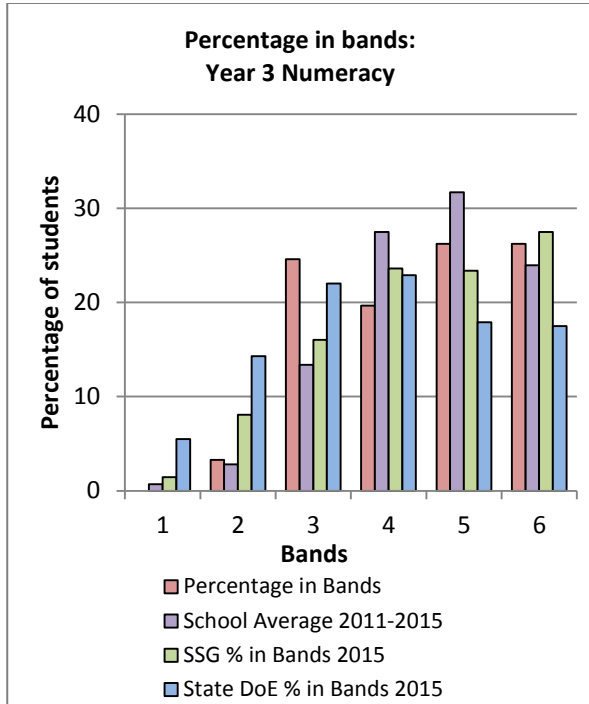
**Average progress in Grammar & Punctuation
between Year 3 and 5**



**Average progress in Writing between
Year 3 and 5**



NAPLAN - Numeracy

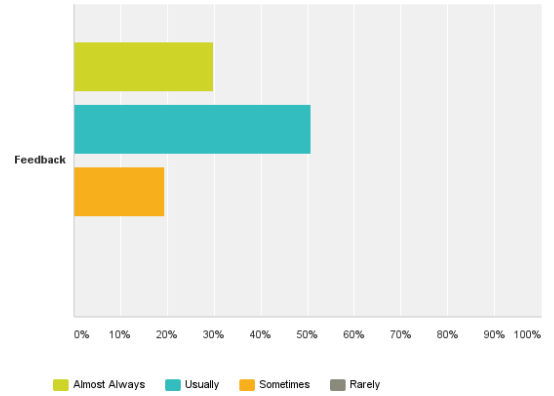


Parent/caregiver, student, teacher satisfaction (mandatory)

Each year schools are required to seek the opinions of parents, students and teachers about the school.

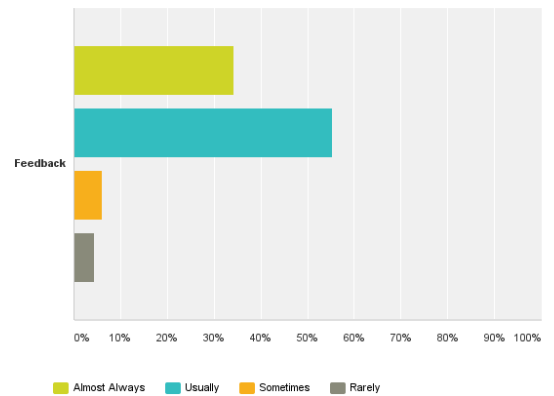
Q1 The school knows about the families and community in which it serves.

Answered: 67 Skipped: 0



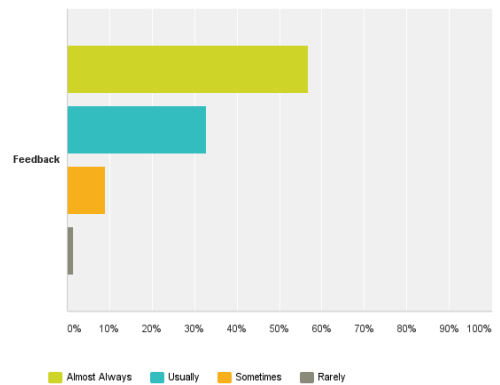
Q2 The school leaders have a positive influence on the school culture.

Answered: 67 Skipped: 0



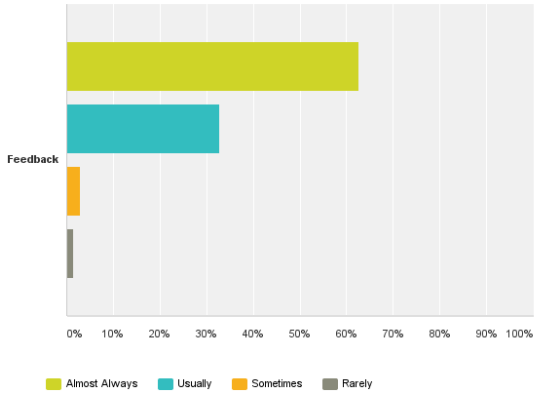
Q3 The school often praises and rewards individuals who are successful.

Answered: 67 Skipped: 0



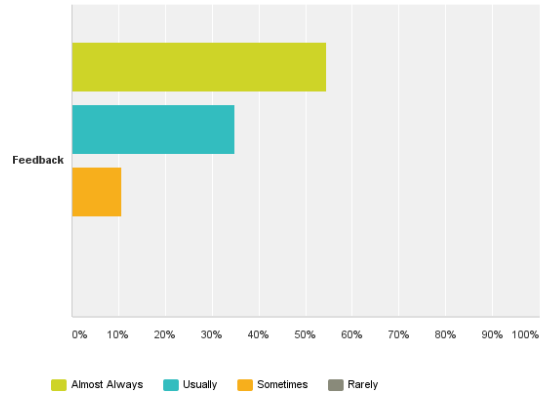
Q4 The students are the school's main concern.

Answered: 67 Skipped: 0



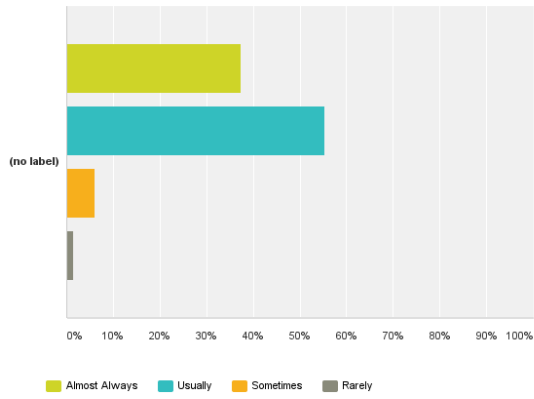
Q7 The school encourages new students and their families to be involved in school activities.

Answered: 66 Skipped: 1



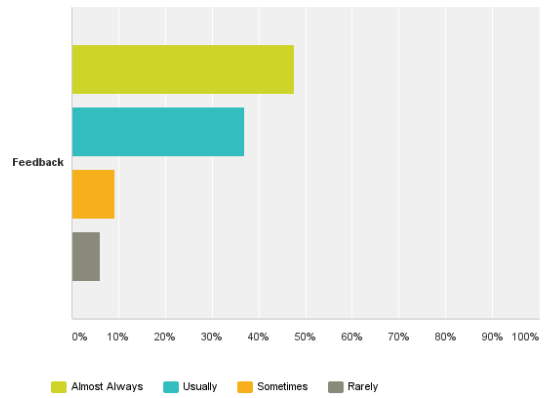
Q5 Parents support what is happening at the school.

Answered: 67 Skipped: 0



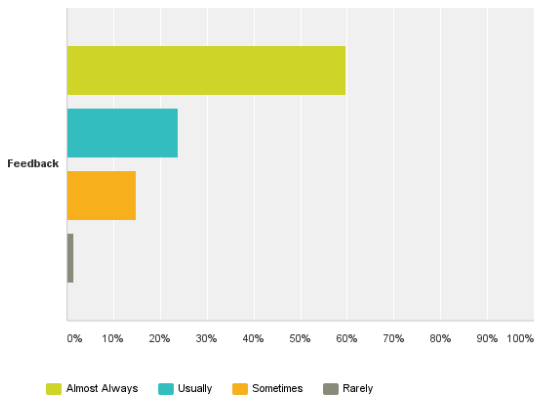
Q8 The school appreciates having my child as a student.

Answered: 65 Skipped: 2



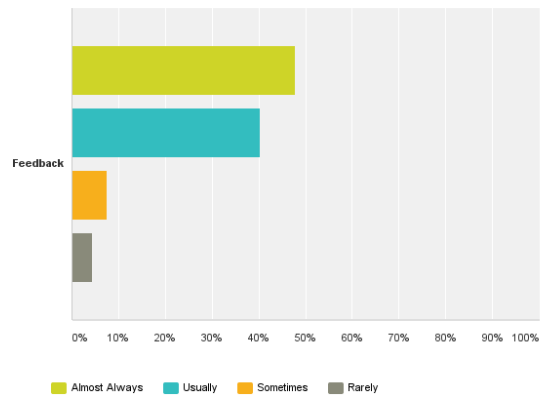
Q6 I am proud of my child's school.

Answered: 67 Skipped: 0



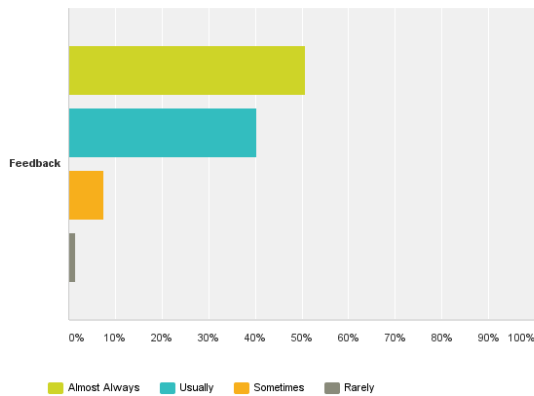
Q9 The school encourages students to achieve their best.

Answered: 67 Skipped: 0



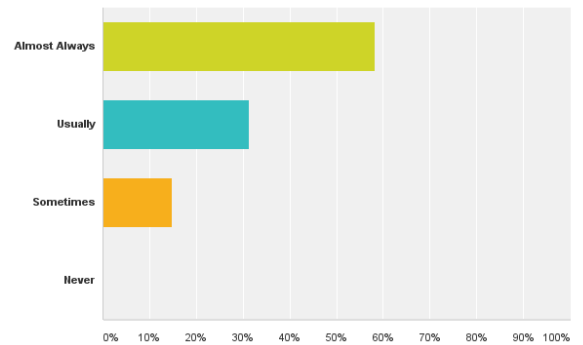
Q10 The school encourages everyone to learn.

Answered: 67 Skipped: 0



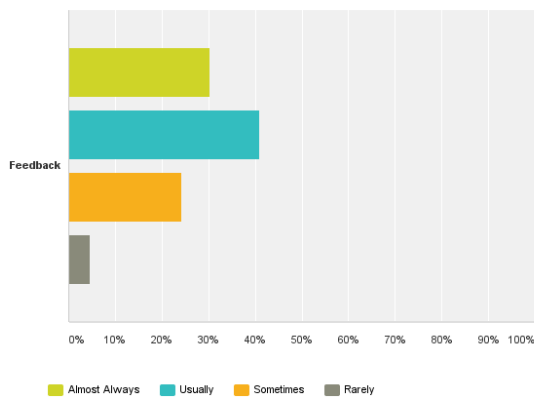
Q15 The school's Core Values of Respect, Acceptance, Compassion, Happiness, A Fair Go and Loyalty are reflected by staff.

Answered: 67 Skipped: 0



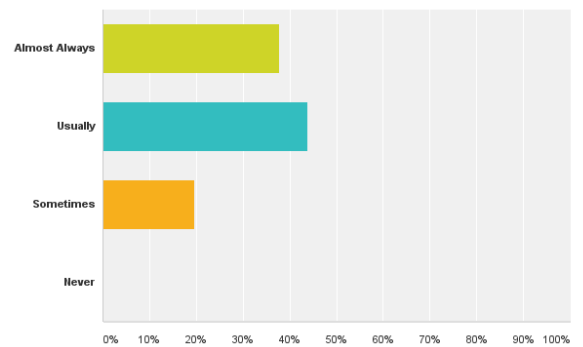
Q11 The school caters for the learning needs of all students.

Answered: 66 Skipped: 1



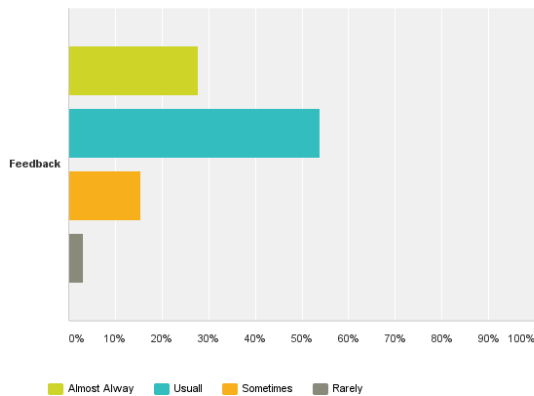
Q16 The school's Core Values of Respect, Acceptance, Compassion, Happiness, A Fair Go and Loyalty are reflected by students.

Answered: 66 Skipped: 1



Q12 The school is continually finding ways to improve what it does.

Answered: 65 Skipped: 2



Policy requirements

Aboriginal education

Oyster Bay Public School is committed to ensuring all students develop an understanding of the culture and perspectives of Aboriginal people as the First Peoples of Australia. Staff realise the importance of the 'Welcome to Country' protocol. 'Acknowledgement of Country' is displayed in the school hall with the Aboriginal and Torres Strait Islander flags. These protocols are observed at all formal gatherings.

Staff participated in professional learning on Aboriginal Education conducted by the University of Sydney. Deeper knowledge was gained to teach the cross-curriculum priority of Aboriginal and Torres Strait Islander histories and cultures. Students were given access to a wide range of Aboriginal resources in the classroom.

All of our students enjoyed learning about numerous aspects of Aboriginal culture. This began with listening to the Prime Minister's speech for National Sorry Day. Celebrations for NAIDOC Week included Dreamtime Stories and Aboriginal Art. During Education Week we acknowledged Reconciliation

with a 'Sea of Hands' display which included a contribution from every student in the school.

Our school networked with Regional Aboriginal Education Officers and connected with our local Aboriginal Education Consultative Group (AECG). These partnerships are the foundation for future programs and learning opportunities.

Multicultural Education and Anti-racism

Students are encouraged to present to class various cultural experiences they or their extended family have a background in and which will broaden all students understanding.

Students continue to experience a strong integration of multicultural perspectives within the curriculum.

The school celebrated Harmony Day by joining in a range of harmony day activities across both sites.

Library

Classes attend the library for a weekly library session when they borrow resources and participate in literature and research activities, developing skills in information processing and selection of resources that "best fit" their needs. These sessions are conducted by the teacher-librarian as part of the Release from Face to Face (RFF) Program. Students use a variety of resources, and this year have also used iPads for accessing, collating and presenting information.

As part of our Book Week 2015 celebration, author and illustrator Frané Lessac visited the school where she spoke to students in years 1-6 about her work. She completed 3 artworks during her talk which are now on display in the library.

OBPS students have achieved an outstanding result in the Premier's Reading Challenge again this year with 100% of students K-6 completing the Challenge. For students in years 3-6, this entailed independently reading 20 books, of which at least 15 were from a set list of quality literature. For K-2 students, 30 books were either read to the students or by the students themselves, of which at least 25 were from the set K-2 list.

Of all students, 64 achieved Gold Certificates to recognise completing the PRC for 4 years, while 41 students achieved Platinum Certificates which recognise completing the PRC for 7 years. The Challenge aims to encourage in students a love of reading for leisure, and to enable them to experience quality literature.

Premier's Spelling Bee

All students from Years 2-6 participated in class Spelling Bee activities which culminated in a School Competition in Term 3 in which thirty five students competed. Four students were selected to be our School Representatives at the Regional Final. The goal-specific focus on spelling had a positive impact across the school. The competition was vibrant and engaging, and thoroughly enjoyed by students and teachers alike.

Student Leadership

The Student Parliament plays a vital role in the school decision making process. Parliamentarians are elected by the students from Years 3 to 6. Each Parliamentarian chooses an area of responsibility and becomes the Minister for that portfolio.

Motions are generated from classes and after going through Caucus, are debated and voted upon at the full Parliament, with every student from Years 3 to 6 included. This means that they feel they have ownership of the Parliamentary process.

Parliamentary sittings are every three weeks and are managed by the Speaker of the House.

Science and Technology

The new NSW K-6 Science and Technology syllabus was successfully implemented by K-6 staff during 2015. The curriculum has been a key milestone in 2014-2016 .

K-6 staff were trained and upskilled during Semester 1. These skills, knowledge and understandings enabled the staff to implement effective learning activities and programs using an inquiry approach. New units "That's not Rubbish" and "Bend it, Stretch it" were successfully trialled with Stage 1 during 2015.

A comprehensive scope and sequence, including an across stages overview, was also developed for the K-6 staff. This was introduced in Term 3 and then reviewed and modified in Term 4. It is anticipated that this will be reviewed and finalised in 2016.

The scope and sequence was then introduced to the parents and community members during a P&C meeting. As a result funding was granted to purchase Science and Technology resources to support the new Information, Products and Digital Technologies Strand.

Achievements in the Arts and Sport.

In 2015 at Oyster Bay Public School we continued to provide a wide range of opportunities for our students in Visual Arts.

The annual Art and Craft Festival saw 26% of Oyster Bay students participate in the Children's Art Competition, reflecting a high level of technical skill and interest in Visual Arts.

Kindergarten attended an excursion to Hazelhurst Regional Arts Centre where they completed workshops on Painting and Sculpture.

Create South provided students with the opportunity to showcase their skills and imagination and take part in Lunacy, Mayhem on the Moon.

Students contributed to the foyer display at the Sutherland Shire Music Festival, creating an array of mixed media works of outstanding quality. Artworks were of an exceptionally high standard and some were selected to be a part of the SSSMF program.

In Term Four we once again participated in the Artist in Residence program with Ken Tucker, completing individual artworks based on native birds found in the local area. The student's art works were of outstanding quality and will be displayed in the primary school stairwell.

Band

The Oyster Bay School Band program ran extremely well this year. The OBPS/Como Band continued some initiatives introduced last year which included making a film clip to their music and playing centre stage at our annual School Presentation night.

There are two Bands available to the students. The Training Band is for novice students, mainly from year 4. They developed their knowledge and skills on their individual instruments while learning to play as a team in the Training Band Concert Band. The Performing Band is made up of students with at least 1 year experience on their instruments. Both bands have a 1 hour rehearsal each week and all members have a 30 minute tutorial each week.

The Bands have a number of performance opportunities during the year. Both Bands take part in the Bandfest, Showcase Night and the Oyster Bay Art & Craft Festival. In addition the Performing band takes part in Easter Parades, Book Week activities, Presentation Night and a two day Band Camp. The Training Band have been involved in 'Blowin', a full day experience playing with Training Bands from all over the Shire. A number of ensemble Groups also

provided entertainment for parents during Orientation activities.

The quality of the performances is guided by Mrs Jenny Williams (Conductor), Mr Brendan Wall & Mrs Christine Cuthbertson (Co-ordinators) and a wide range of very talented Tutors.

On the K-2 site students were involved in various sport programs throughout the year. Students participated in the Launchpad Program during Terms 1 and 4. Got Game balance, rhythm, movement and dance programs were undertaken during terms 2 and 3.

The K-2 athletics carnival was also a huge success with students displaying enthusiasm and encouragement to their peers as they participated in various events, races and activities. Year 2 was also involved in a swimming scheme during term 1..

The 3-6 site had students representing Oyster Bay Public School in Zone Carnivals for swimming, cross country and athletics. Students also represented Sutherland Zone in cricket, rugby league, touch football, softball, tennis, rugby union and football (soccer).

Students competed in Sydney East teams in athletics, rugby union and softball.

A number of our PSSA teams made finals throughout the year with 4 of those teams being successful in placing first in their respective competitions. At all of these events the different team managers have commented on Oyster Bay Public School's students fair play, sportsmanship and integrity. It is wonderful to see the students display the Oyster bay spirit and Core Values through their sport.

This year we recognized students in school sport which includes the sports options program with an award.

Students participated in water polo and rugby league gala days. A sports option program ran during terms 1 and 4.

Staff members held positions at Zone, Area and State PSSA levels and coached various school teams. Thank you to the teachers who coached the different teams as most training was held before school.. Parents assisted staff in training a number of sports.

Well done to all our students' achievements, we look forward to more sporting achievements in 2016.

Environmental Education and Sustainability

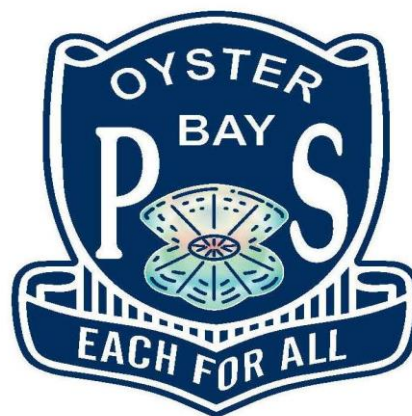
Environmental Education is incorporated into the school curriculum so that students develop skills required for active and informed participation in managing a sustained environment.

The Student Garden Group tend the vegetable garden on K-2 site on a weekly basis, cultivating herbs and vegetables that are then sold by Year 2 students to parents. Funds raised are then spent on equipment and new seeds and seedlings for the garden.

While Environmental Education is integrated into the curriculum, special days provide a focus for sustainability. Students on both sites helped maintain the school grounds by participating in special days such as Clean-Up Australia Day.

Waste management on a daily basis at OBPS involves recycling of paper, fruit and vegetable scraps and printer cartridges. Worm farms and compost bins on both sites actively recycle waste and enrich the vegetable garden. Waste-free lunches are encouraged to reduce packaging.

Class Environmental Monitors assist by organising the recycling program and managing energy and water usage in their classrooms and playgrounds.



Family and Community Programs

- Families were provided with contact information when needing assistance for grief, family counselling and mental health issues.
- Sutherland Shire Health facilities information were provided to families in need.
- The school ran information nights for families of students from Years 3-6 through Interrelate dealing with personal development.