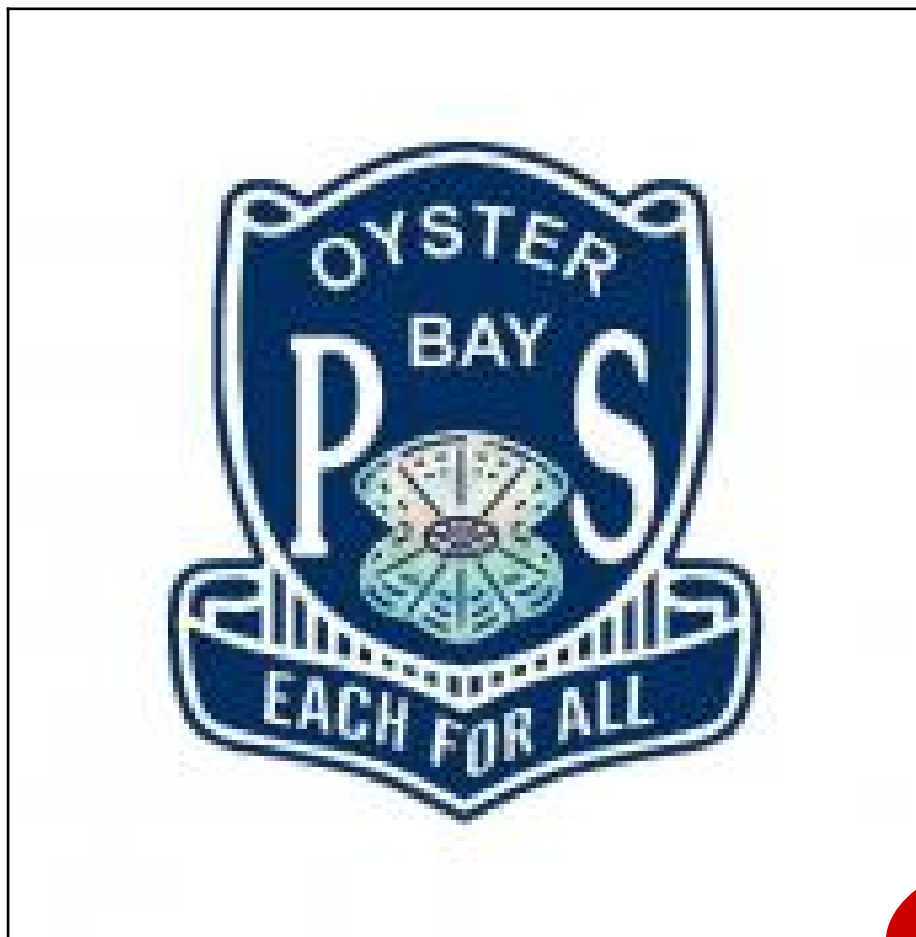


# Oyster Bay Public School Annual Report



2017



3593

## Introduction

The Annual Report for **2017** 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.

Wanita Bowles

Principal

### School contact details

Oyster Bay Public School

Short St

Oyster Bay, 2225

[www.oysterbay-p.schools.nsw.edu.au](http://www.oysterbay-p.schools.nsw.edu.au)

[oysterbay-p.School@det.nsw.edu.au](mailto:oysterbay-p.School@det.nsw.edu.au)

9528 7525

## 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 globalization 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 to reach their full potential.

Students will be instilled with our Core Values: Respect, A Fair Go, Compassion, Happiness, Acceptance and Loyalty. Our vision is consistent with the Melbourne Declaration.

### School context

Enrolment in 2014 was 401 across two sites. The school's enrolment trend is increasing, 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 Sunsafes 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. Whilst writing has trended down over that time for Years 3 and 5 – Numeracy has trended in an upward direction for Year 5, particularly in number, patterns and algebra. 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 87%.

Student participation in sport is enthusiastic and the school enjoys "Diamond" status in the Premier's Sporting Challenge as well as solid performance in PSSA Athletics. 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 achievement

## Self-assessment using the School Excellence Framework

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

This year, our school undertook self–assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Oyster Bay PS is always striving for excellence in all domains Learning, Teaching and Leading. The data we have collated from staff, students, and community will continue this pursuit and / or commitment for our future vision for 2018 – 2020.

In the domain of learning, teachers are committed to strengthening and delivering on school learning priorities. Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring positive conditions for student learning. Oyster Bay PS has well developed programs and processes which identify, address and monitor student learning needs. Student reports contain detailed information about individual student learning achievement and areas for growth, which provide the basis of discussions with parents. Students at our school are showing growth on internal school performance measures.

In the domain of teaching, staff regularly review and revise teaching and learning programs. All classrooms display explicit instruction well, with well–planned teaching, so that students can engage in learning productively with minimal disruption. When planning, teachers take into account data analysis and assessment is regularly used to help monitor student learning progress. Teachers work together to improve teaching and learning in their stage and year groups. They provide and receive planned constructive feedback to improve teaching practice. The school identifies expertise within the staff to collaborate and draws on this to further develop the professional learning community. Teachers actively share learning from targeted professional development with others and actively engage in planning for their own professional development.

In the domain of leading, staff can articulate and are committed to the purpose of each strategic direction in the school plan. Monitoring, evaluating and reviewing processes are embedded in school's procedures and are completed regularly, with accompanying milestones and timelines directing the implementation of the school plan. Physical learning spaces are used flexibly and technology is accessible to staff and students. Strategic financial management is used to maximise resources available to implement the school plan. Practices and processes are responsive to school community feedback.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching–and–learning/school–excellence–and–accountability/sef–evidence–guide>

## Strategic Direction 1

### Strong Foundations

#### Purpose

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

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

In 2017 Oyster Bay Public School continued to implement new programs to support students in their learning in Literacy and Numeracy. Learning Support Teachers and Student Learning Support Officers continued to assist our teaching programs to cater for all student needs. SOLE, PBL and Genius Hour were introduced in every class as a way to engage students in critical and creative thinking.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Curriculum leaders in each new Syllabus drive the implementation throughout the school in Professional Learning.	\$13000 for professional learning	Planning and programming documents reflect differentiated teaching practices. Students are aware of their current level of development and how to move to the next progression.
In Year 3 NAPLAN Writing ( 58%) and Numeracy (56%) of students achieve in Bands 5 and 6 with a 2% improvement each year.	\$21000 – Learning support programs	In NAPLAN Numeracy, Year 3 achieved the expected improvement. There have been some improvements in Writing, but this will still be a focus area for further development.
In Year 5 NAPLAN Writing ( 26%), Reading (20%) and Grammar (20%) of our students achieve in Bands 7 and 8 with a 2% improvement each year.	As above	In NAPLAN Writing further improvements will continue to be a focus for 2018. Reading and Grammar achieved the projected improvements.
To achieve school growth in school based assessments at the completion of each year in learning Mathematics and English.	\$14000 – resources and professional learning to ensure all student needs were catered for.	The focus in 2017 was to achieve school growth for all students on the Literacy and Numeracy Continuum, this was tracked using PLAN software and all students showed developmentally appropriate growth.

#### Next Steps

In 2018, Oyster Bay Public School have identified the need to support teachers in the planning and implementing of writing programs to address the needs of all students. Teachers will be engaged in active and reflective practice with an Instructional Leader to develop a consistency in skill development and engagement. All students will have their progress tracked and monitored to enable learning experiences to be developed to address individual student needs.

## Strategic Direction 2

### Building Teacher and Leader Capacity

#### 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

In 2017 a greater focus was given to Professional Learning during weekly staff meetings. This enabled all staff to collaborate with planning, programming, assessing and setting individual and school goals. Staff were given the opportunity to lead in a variety of learning areas to develop the capacity to collect and analyse evidence to support school and student achievements.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Aspiring leaders develop their leadership capacity for innovation and best practice in teaching and learning to become dynamic facilitators of student learning	\$13 000.00 was spent to enable all teachers to receive professional learning and to have student engage in a leadership program within the Woronora River Network.	Staff attended professional learning to enhance their skills in supporting student in their learning.
An increased number of teachers accredited by BOSTES at proficient and higher levels.		All teachers have met the mandatory requirements for accreditation at proficient.
Teacher surveys indicate an increase in work satisfaction and increase levels of support to achieve personal professional learning goals.	Teachers were released to plan and collaborate. \$10 000.00	The Tell Them From Me survey and an internal school survey indicated that staff gained satisfaction from the professional learning that they had been engaging in.
All teachers will have a Performance and Development Plan (PDP)	Teachers were released to plan and develop goals. \$5000.00	All teachers have met the mandatory requirements for their Performance and Development Plan.
Supervisors report programming with differentiated teaching and learning activities with reference to the Quality Teaching model	QTSS staffing allocation to support.	Two Assistant Principals were released to offer teachers the opportunity to observe each others practice.

#### Next Steps

In 2018 teachers will be learning to incorporate visible learning strategies and formative assessment practices to clearly articulate learning intentions and success criteria in order to develop student understanding of what they need to learn to progress. Learning will be planned and differentiated in response to student need. Stage teams will work collaboratively to support their colleagues in ensuring that all students achieve developmentally appropriate growth.

### Strategic Direction 3

#### Accountability

#### 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

In 2017 all staff completed Individualise Learning Plans for all students of differing needs and these were transparent and compiled in the Sentral system while correlating with NCCD data. All staff were up skilled in the advise around differentiation and management of all data associated with students within any disability range and therefore replicated within programs. The understanding and uploading of data in PLAN was extended and time given to staff to understand, train in the usage and program using PLAN to differentiate for all students K–6.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Evaluation of current assessment and reporting guidelines.	Professional learning funds – \$8000	This was an area of revision and will be continued in 2018 –2020 school plan
All teachers will have a performance and development plan (PDP)		100% of staff completed a PDP and was discussed and mentored by supervisors
Supervisors report improved programming with differentiated teaching learning activities with reference to the Quality Teaching model.	QTSS funding	This will be continued in the 2018 –2020 school plan and extended with an introduction of an Instructional Leader for all classes.
The Sentral system is effectively used by teaching and administration staff.	\$3500	All modules of Sentral are utilised and revised report to parents facilitated by the Sentral system.  Future plans will be to refine the welfare module of this system to suit OBPS.

#### Next Steps

The school surveys indicate a need for more transparency of programs and further parent education. So in 2018–2020 our intentions are to further communication from individual class teachers to each family and workshops to further educate our community as to the programs taught at school. We would also like to extend our values programs to embed it within our school community and celebrate this each term. It is also our intention to extend the use of QTSS funding to include an Instructional Leader in every class and this will allow individual teacher accountability as complete involvement into our school programs will be observed and feedback given.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$631	Students received Personalised Learning Plans – staff received time to plan for individual needs
<b>English language proficiency</b>	\$9873	All students identified and progress updated throughout the year. Data collated with DEC. Staff employed to work with students to support their needs.
<b>Low level adjustment for disability</b>	\$72861	Extra staff employed to support student needs. Staff given time K–6 to program and support all students – Individualised Learning Plans prepared and discussed with parents to cater for all students
<b>Quality Teaching, Successful Students (QTSS)</b>	\$0	Staff allocated to support staff in class – observations and feedback given.
<b>Socio–economic background</b>	\$8153	Staff allocation to prepare and assist students. Also resource allocation.
<b>Support for beginning teachers</b>	\$4063	Professional learning allocation matched to individual goals.  Time allocated to teacher and mentor.



## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	217	216	230	219
Girls	183	191	186	208

Student enrolment has been steadily rising as OBPS is the local school of choice for our community.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.4	96.7	95.7	95.4
1	95.8	96.9	96.1	94.8
2	95.9	96.7	95.7	95.7
3	96.8	96.1	95	93.6
4	96.3	95.8	95.9	94.5
5	95.8	97.3	94.8	94.9
6	96.7	94.7	95.5	95.2
All Years	96.1	96.3	95.5	94.8
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

At Oyster Bay PS we maintain steady attendance rates for all students. Any student not attending is recognised by the staff member and the family contacted. The school works in partnership with our HSLO officer to gain direction for any student needing to improve attendance.

Oyster Bay enjoys a proactive community who support us and our students ensuring good attendance rates.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	15.72
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.5
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	3.42
Other Positions	0

\*Full Time Equivalent

Oyster Bay PS has no Aboriginal staff at this point in time.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

## Professional learning and teacher accreditation

2017 has been a year of professional learning.

Understanding the Literacy and Numeracy continuum to upload data in PLAN software in order to track students achievement across K–6. Staff were mentored by staff and goals set to improve and deepen understanding. All staff were observed by supervisors and mentors throughout the year.

Embedding 21st Century practice by introducing a change of pedagogy through the understanding of the strategies implemented in Self Organised Learning Environments, Project Based learning and Genius Hour. This was then trialed in every classroom.

Staff also embedded their professional learning around the Wellbeing Framework into our values program and this will continue into 2018. In Term 4 all Oyster Bay staff also began their journey into a writing project as our staff survey showed this was an area that all staff wanted more experience and expertise in. We also discussed and received training in to School Excellence Framework (2) to collate data and discuss the vision of our next School Plan.

Staff were trained in Child Protection, Code of Conduct and CPR as part of the compulsory training updates for 2017. Throughout the year staff attended courses that aligned with their PDP to improve pedagogy and attain professional goals.

Staff meet regularly as teams to collaborate and collegially plan and develop units of work.

## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	183,934
<b>Revenue</b>	3,482,809
Appropriation	3,151,893
Sale of Goods and Services	43,892
Grants and Contributions	282,712
Gain and Loss	0
Other Revenue	0
Investment Income	4,312
<b>Expenses</b>	-3,447,660
Recurrent Expenses	-3,447,660
Employee Related	-2,893,364
Operating Expenses	-554,296
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	35,149
<b>Balance Carried Forward</b>	219,083

Oyster Bay PS office and Executive staff has had financial management training through the Department of Education. We have set structures and management systems in place to support maintenance programs, strategic direction budgets and allocated funds according to feedback from staff and community.

We have some funds rolling over to support a new playground for our K–2 site and also the ever increasing demands of supply to technology for all students.

## School performance

### NAPLAN

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

In 2017 our Literacy results show growth from Year 3 to Year 5. Over 80% of our students are consistently achieving in the top 3 bands in all areas. Trend data indicates that as a school most areas are steadily moving ahead as expected and in some areas above expectation. Both Year 3 and Year 5 display strong achievement in most areas of Literacy. Writing data has shown room for improvement and this will be an area of direction in the 2018–2020 school plan.

In 2017 our Numeracy results remained a highlight with strong growth across most areas. The cohorts of students in Year 3 and Year 5 remained at over 80% in the top bands. The growth was significant from Year 3 to Year 5 and the trend data throughout Numeracy is again consistent and pleasing for Year 3 and Year 5 in 2017.

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

Oyster Bay PS strives to meet – in accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands.

## Financial summary equity funding

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

	2017 Actual (\$)
<b>Base Total</b>	2,714,561
Base Per Capita	63,576
Base Location	0
Other Base	2,650,986
<b>Equity Total</b>	91,518
Equity Aboriginal	631
Equity Socio economic	8,153
Equity Language	9,873
Equity Disability	72,861
<b>Targeted Total</b>	84,649
<b>Other Total</b>	178,245
<b>Grand Total</b>	3,068,973

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

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

## Policy requirements

### Aboriginal education

Throughout 2017 Oyster Bay PS we have 2 students identified Aboriginal student. They were supported through Personalised Learning Plans. The school has a permanently raised Aboriginal flag located in the school hall. Aboriginal initiatives are strongly woven throughout the programs within each classroom and are evident in teaching programs. Our students acknowledge the Dharawal people before any event held in our school and sing the Dharawal version of Advance Australia Fair

### Multicultural and anti-racism education

The percentage of students at Oyster Bay PS with a Language Other than English is 10%. These students come from a wide range of non-English speaking backgrounds. The teachers have developed programs in consultation with the learning support teachers and supervisors to address any needs of students. Classroom teachers differentiate any programs and work with students needs where needed as a part of Individualised Learning Plans.

Oyster Bay PS follow all Department of Education Policies related to Multiculturalism in schools and anti-racism.