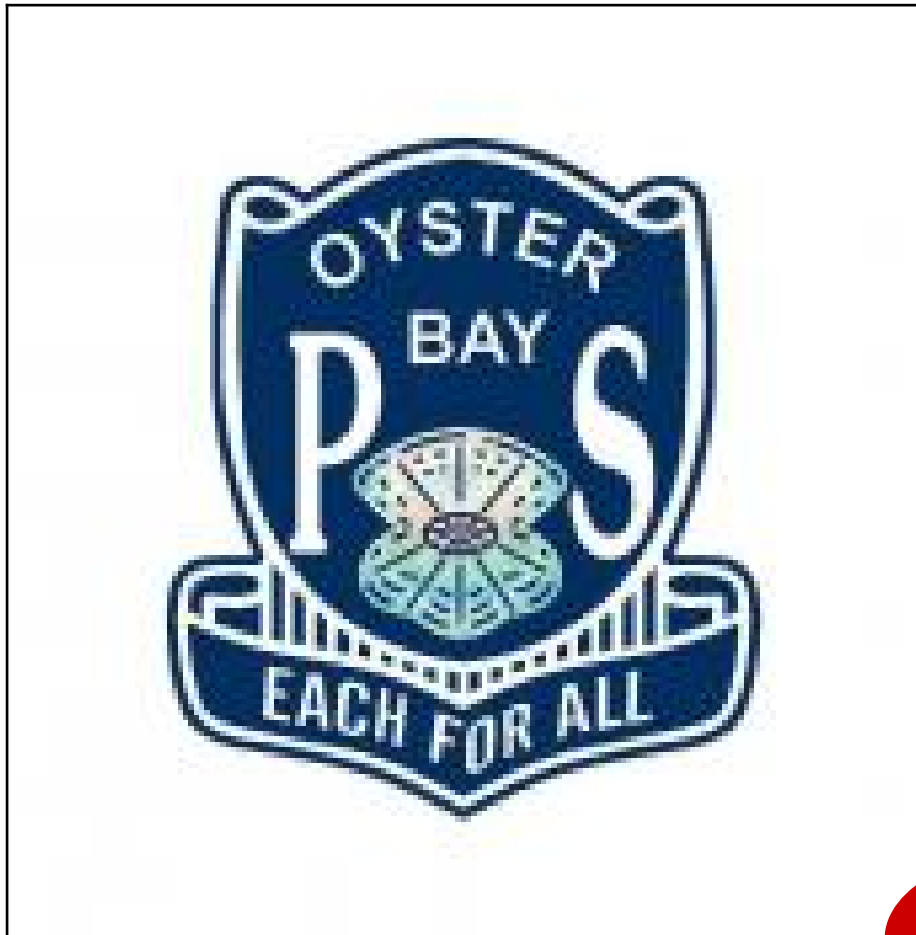


Oyster Bay Public School Annual Report



2016



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Introduction

The Annual Report for 2016 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

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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.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

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 2016 Oyster Bay PS continued to create new programs for students in Literacy and Numeracy. K–6 strategies for teaching were supported by Learning Support teachers and a collegiate attitude by all staff. The majority of improvement measures were met and the introduction of PLAN software and differentiation at the end of 2016 indicates appropriate student growth.

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.	\$14000	As needed, assistant Principals led Stage groups to undertake Parent focus groups to promote understanding and a common language from school to home. Transition to school parent groups was an example of a well received learning session for parents to understand expectations of school and 21st Century learning. Leaders in many areas led teams to deepen understanding of syllabus. Leaders in Geography led workshops across the region including 12 different schools to introduce syllabus.
In Year 3 NAPLAN Writing (58%) and Numeracy (56%) of students achieve in Bands 5 and 6 with a 2% improvement each year.	Learning support programs \$16000 – to support students of need. RAM equity funds of 27600 to support smaller class sizes to support student learning.	In NAPLAN Writing Year 3 achieved improvements. This will remain an expectation for 2017
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.	Learning support programs \$16000 – to support students of need. RAM equity funds of 27600 to support smaller class sizes to support student learning.	In NAPLAN Writing Year 3 achieved improvements. This will remain an expectation for 2017
To achieve school growth in school based assessments at the completion of each year in learning Mathematics and English.	\$7900	This remains a continued expectation. Resources were purchased to support teaching and learning programs and extra support offered to students of need.

Next Steps

In 2017 Oyster Bay PS will continue to implement new programs throughout Literacy and Numeracy. Professional Learning for all staff will include differentiating curriculum and deepening understanding utilising the Numeracy continuum and associated programs. The focus on quality teaching, effective and explicit programming and quality assessment are key strategies for 2017.

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 2016, an increase in understanding of Professional Development Plans was evident across the school. Lesson observation with supervisors were completed and opportunities to increase professional knowledge through readings. Staff were given opportunities to lead across a number of areas and work commenced in understanding the School Excellence Framework and collecting evidence to support achievement.

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	\$14000 for professional learning	A team of aspiring leaders led school across the region in professional learning – building leadership capacity and deepening knowledge.
An increased number of teachers accredited by BOSTES at proficient and higher levels.		Two teachers were accredited through BOSTES at the Proficient level. Any further accreditation will continue to be supported.
Teacher surveys indicate an increase in work satisfaction and increase levels of support to achieve personal professional learning goals.		The Tell Them From Me survey indicated an increased level of work satisfaction from staff and an attention to individual professional goals.
All teachers will have a Performance and Development Plan (PDP)	\$1000	100% of staff completed a PDP and was filed for continual improvement across the future year.
Supervisors report programming with differentiated teaching and learning activities with reference to the Quality Teaching model	QTSS staffing allocation to support	This will continue into following years as PLAN software training which supported this differentiation was introduced at the end of 2016.

Next Steps

Leadership capacity are important factors for students and staff at Oyster Bay PS to ensure success for all. Updated PDPs and success criteria will support observations and collegiate sharing. Deepening knowledge of the School Excellence Framework and staff understanding of the Australian Teaching Standards. Full understanding of PLAN software and its capabilities to support teaching / learning and differentiating learning to meet all student needs.

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 2016 the introduction of the Sentral system to support student welfare has allowed for an extensive file of Individualised Learning Programs to be held. This has allowed for a transparent Learning support system to be utilised where all staff are very informed and able to differentiate their programs according to the use of documented support files on each student. This has been furthered by the training in the PLAN software and will be continued further into 2017.

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 \$14000	This will continue into 2017 as the new guidelines policy was released at the end of 2016
All teachers will have a performance and development plan (PDP)	\$1000	100% of staff completed a PDP and was filed for continual improvement across the future year.
Supervisors report improved programming with differentiated teaching learning activities with reference to the Quality Teaching model.	QTSS staffing allocation	This will continue into 2017 as staff were introduced to PLAN software at the end of 2016 to support understanding around differentiation
The Sentral system is effectively used by teaching and administration staff.	\$1000	All modules of the Sentral electronic system are being utilised by all staff to support areas of teaching and student needs. This is inclusive of the uploading of an extensive file of individualised learning plans and support documents for all students.

Next Steps

Implementing well-being and values programs will be a focus and incorporating community support through greater participation and a common language. Learning and support will be targeted toward student need as required. Survey results indicate community are satisfied with involvement levels within the school.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$438	Students received individualised plans. Staff given time to meet with parents to discuss students needs
English language proficiency	\$1848	All students identified and progress updated throughout the year. Staff released to allow programs to differentiate for students highlighted.
Low level adjustment for disability	\$67000	Reduced class sizes across school to improve student outcomes. Closer learning support provided for students with need. Extra staff to provide support
Quality Teaching, Successful Students (QTSS)	\$0	Staff allocation used for programming and quality teaching.
Socio-economic background	\$7500	Reduced class sizes across the school. Improve student outcomes benefiting all students.
Support for beginning teachers	\$0	N/A

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	226	217	216	230
Girls	170	183	191	186

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.2	95.4	96.7	95.7
1	94.9	95.8	96.9	96.1
2	96.1	95.9	96.7	95.7
3	96.2	96.8	96.1	95
4	95.9	96.3	95.8	95.9
5	96.8	95.8	97.3	94.8
6	95.5	96.7	94.7	95.5
All Years	95.9	96.1	96.3	95.5
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	15.41
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.8
School Administration & Support Staff	3.42
Other Positions	0.15

*Full Time Equivalent

The Aboriginal composition of Oyster Bay PS school's workforce is 0%

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	10

Professional learning and teacher accreditation

In 2016, two staff achieved accreditation at the Proficient level. These teachers were mentored by staff to improve and deepen understandings and meet set goals. These teachers were observed and monitored by Assistant Principals throughout the year.

All staff participated in professional learning across the year. Professional Learning sessions and regular staff meetings ensured staff had regular communication and professional dialogue. All staff completed training on the Geography syllabus via a whole staff development day with 12 other schools in Term 3. Staff members led a workshop and helped to facilitate a scope and sequence to trial throughout the future year.

Staff were trained in Child Protection, Code of Conduct and CPR as part of compulsory training updates for 2016

Throughout the year staff attended courses aligned to their PDP to improve pedagogy and student outcomes.

Staff regularly met to collegiality collaborate and plan and develop units of work.

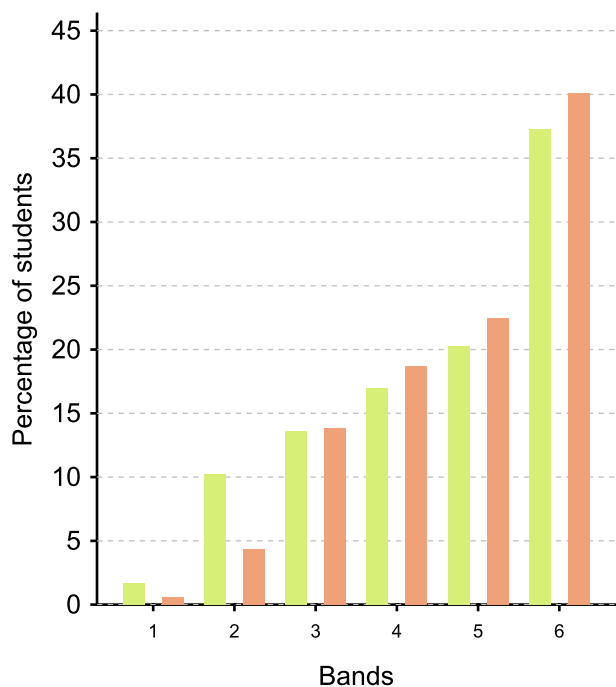
School performance

NAPLAN

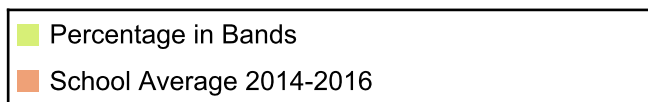
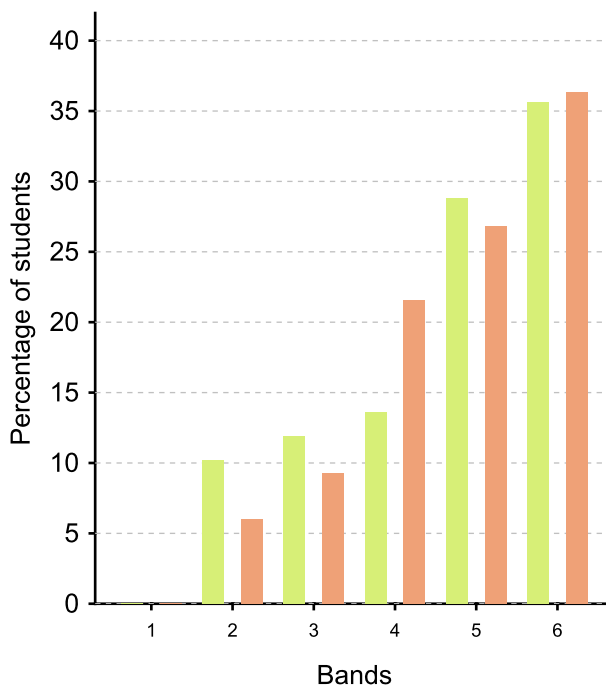
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

In 2016, 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 moving ahead as expected and in some cases above expectation. Both Year 3 and Year 5 display strong achievement in all areas of Literacy.

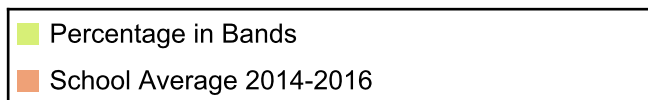
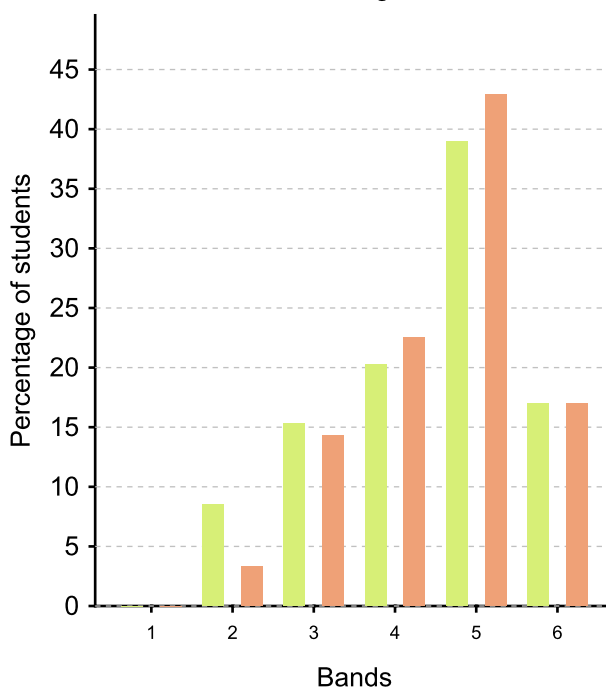
Percentage in bands:
Year 3 Reading



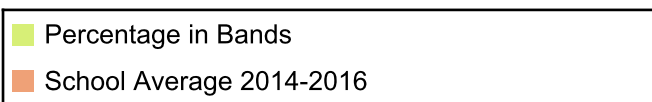
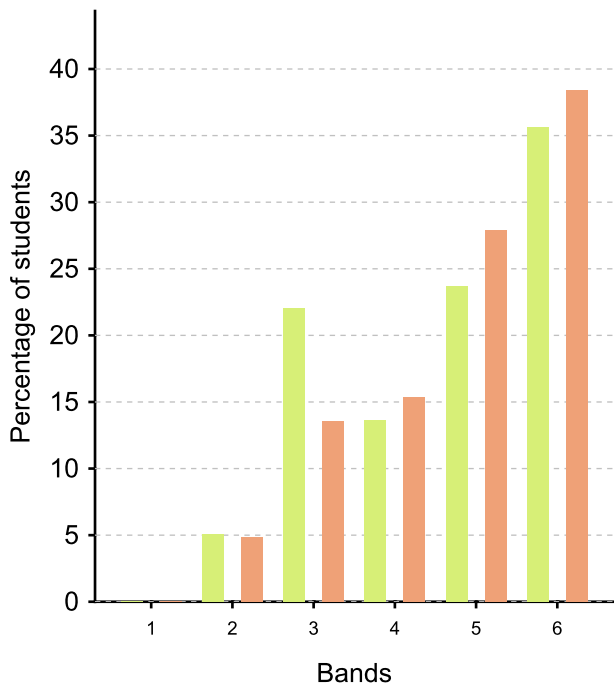
Percentage in bands:
Year 3 Spelling



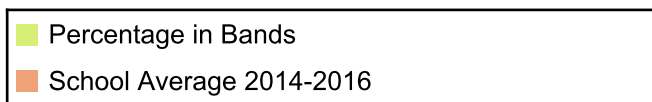
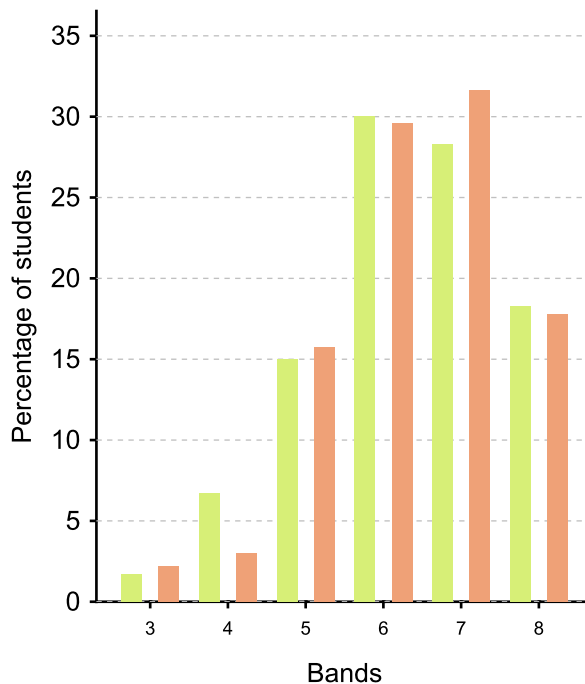
Percentage in bands:
Year 3 Writing



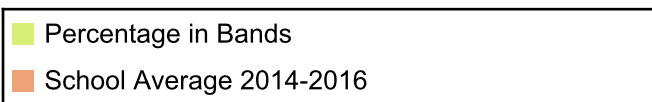
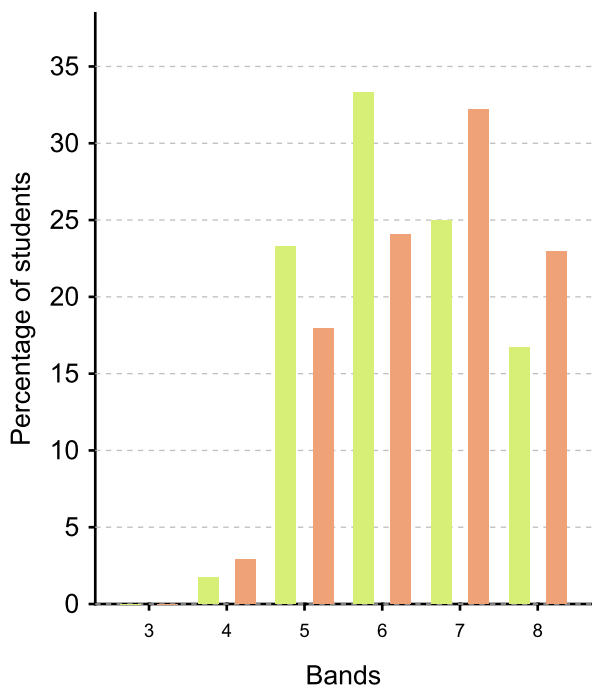
Percentage in bands:
Year 3 Grammar & Punctuation



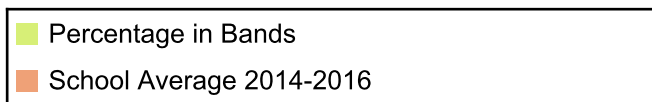
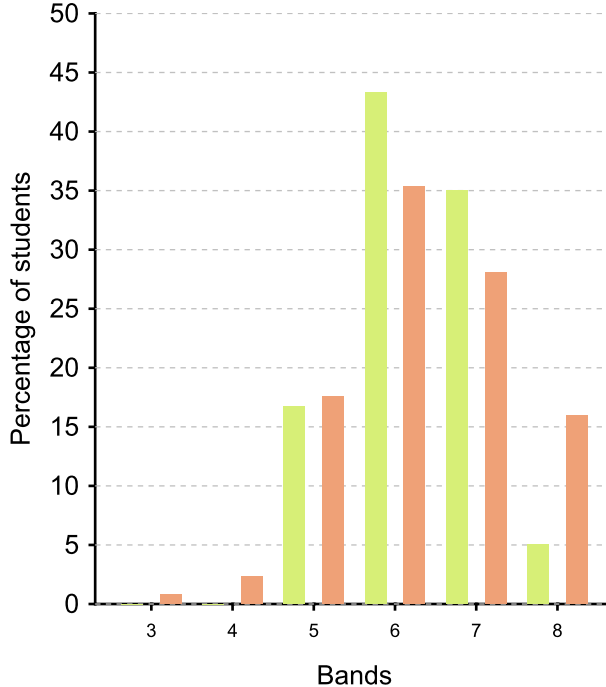
Percentage in bands:
Year 5 Reading



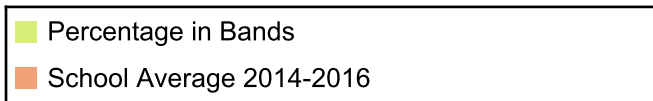
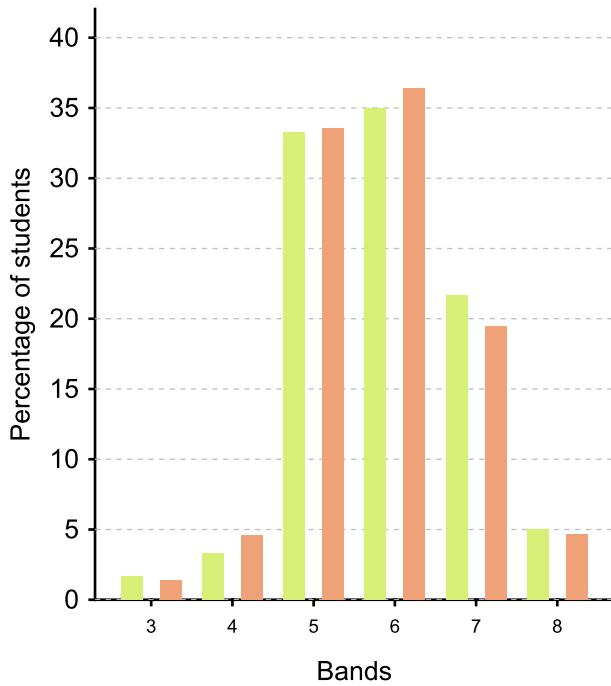
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Spelling

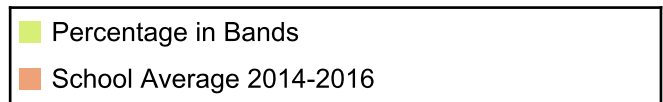
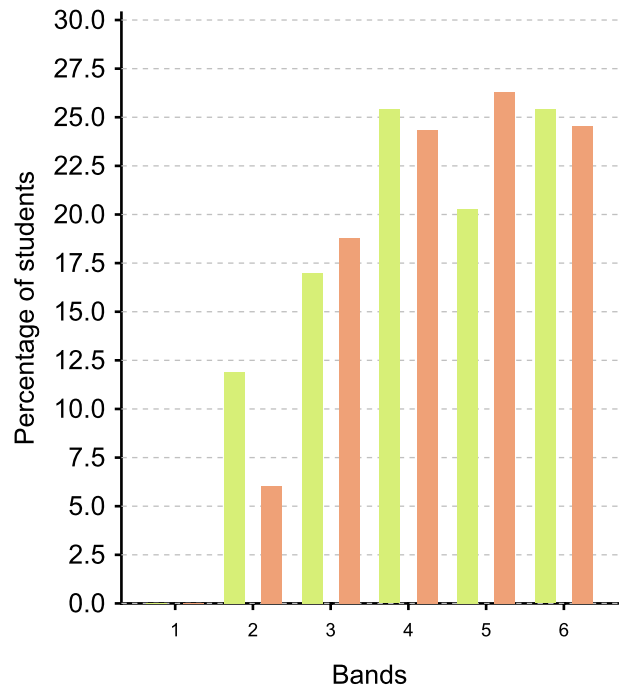


Percentage in bands:
Year 5 Writing

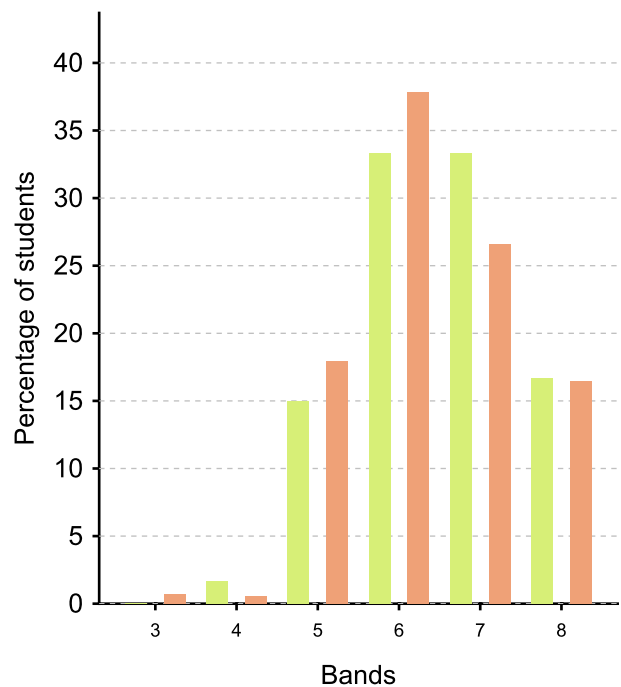


In 2016 our Numeracy results highlight strong growth across most areas. The cohorts of students in Year 3 and Year 5 achieving in the top bands was over 80%. The growth from Year 3 to Year 5 was significant and the trend data throughout Numeracy is consistent and pleasing for both Year 3 and Year 5 in 2016.

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

In 2016, Oyster Bay PS surveyed the parents through the Tell Them from Me survey. The feedback was positive. The strengths in the data showed most parents feel welcome to our school and they can easily speak with class teachers. Parents feel informed at OBPS especially around student behaviour. Parents felt that staff took an interest in their child's learning and encouraged them to do their best. They believe the school supported positive behaviour and school rules are clear. Parent responses showed that they believe in our school and feel part of it. Over 40% of parents responded to the survey.

In 2016, Oyster Bay PS surveyed staff through the Tell Them from Me Survey in Term 3. Staff felt they worked well with their leadership team and discussed learning issues with other staff to improve their own knowledge. They set high expectations for student learning and are developing strategies to feedback to students during lessons. They felt that clear rules are set and high standards set across all classes. Staff felt they work well with the parents and keep them informed. The staff survey was positive and showed the focus of quality teaching was evident in their responses.

In 2016 the students were surveyed using Tell Them from Me. Most of students felt they had a high sense of belonging to the school. 92% of students valued school outcomes. 96% of students had positive behaviour and most students tried hard to succeed. An area for improvement was student engagement. Students enjoyed the positive teacher student relationships that are formed so strongly at Oyster Bay PS.

Policy requirements

Aboriginal education

In 2016 Oyster Bay PS had one identified Aboriginal student. They were supported through a Personalised Learning Plan. The school has a raised Aboriginal flag permanently 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 each time we have any event within our school and sing the Dharawal verse during Advance Australia Fair.

Multicultural and anti-racism education

The total number of students at the school with a Language Background other than English is 10%. These students come from a wide range of non-English speaking backgrounds. The teachers developed programs in consultation with the learning support teachers and supervisors to address the needs of students. The classroom teachers were able to differentiate any programs and worked with student needs where needed on an Individual Learning Plan.