

Oyster Bay Public School Annual Report



2018



3593

Introduction

The Annual Report for **2018** 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

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

9528 7525

School background

School vision statement

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

School context

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

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

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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.

Learning 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 well being and ensuring optimal 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 with individual learning goals, which provide the basis of discussions with parents. Students at our school are showing growth on internal school performance measures.

Teaching In the domain of teaching, staff regularly review and revise teaching and learning programs. All classrooms display explicit instruction 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 and this 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 draw 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.

Leading 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 maximize 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

Learning for Today

Purpose

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

Overall summary of progress

In 2018 Oyster Bay Public School staff were able to attend and participate in professional learning around the strategies of Visible Learning. This pedagogical change enables staff, students and families to understand the importance for students to know what they need to achieve and how to monitor their own learning by framing goals for themselves and the importance of the "why" in their learning. Learning intentions for each lesson sets the relevance to student learning and success criteria enables the students to see how they can achieve this. This has been the 'value add' component to all of our teaching and staff have implemented this consistently (with the guidance of an Instructional Leader) beginning in Writing. This will continue in 2019.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of students meeting individual growth targets in Year 3 & 5 NAPLAN Literacy and Numeracy.	\$3000 – Teacher Professional Learning	Visible Learning has been positively introduced at OBPS in 2018. All classes are using Learning Intentions & Success Criteria in all Writing lessons
Teacher observations, programs, surveys and reflections show learning intentions, success criteria, feedback and increased use of data is embedded to assist student growth.	Professional development sessions that focus on how to create, and implement learning intentions and success criteria.	Some teachers have begun to use LISC in Maths lessons. All students K–6 are setting goals and reflecting on their achievements.
Every classroom has a Bump–It–Up Wall to demonstrate student progress and identify, monitor and address student learning needs.	All teachers will be provided with modelling in classrooms on how to use WALT, TIB and WILF. Parents will be invited to attend a workshop on the importance of WALT, TIB and WILF.	Executive staff have been up–skilled on Visible Learning through a range of professional development opportunities. A baseline survey has been established and completed.

Next Steps

Future directions include running Parent Information Sessions to give parents a clearer understanding of Visible Learning.

The classroom focus of Visible Learning for 2019 is on feedback and WAGOLL (What A Good One Looks Like Walls) and consolidating the LISC (Learning Intentions Success Criteria) strategies. Learning goals will also be evident in School Reports to further the understanding of individualized learning.

Strategic Direction 2

Teaching for Tomorrow

Purpose

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

Overall summary of progress

From our internal tracking we were able to observe improvement overall from all students. It also enabled us to capture any students who were not improving within the developmental parameters and this enables the next teacher to easily see this data and continue the work with them.

This data has shown us an overwhelming increase in students growth in Writing and some wonderful results and also student confidence. Staff are more confident to teach Writing and now have a great resource to utilise as well as the collaboration of staff and mentors.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students will show an improvement in their writing ability as evidenced through the 'Track Your Success' monitoring feature of the 7 Steps for Writing Success program.	Quality Teaching, Successful Students (QTSS) funding approx– \$70000 for Instructional leader	All students will show improvement in their writing and engagement through internal data and external data using the 'Track Your Success' mechanism of the 7 Steps for Writing Success Program.
Increased percentage of students in top two bands in NAPLAN writing.	• Literacy Budget \$16800	This will be continually monitored throughout the 2018 –2020 period
Observations conducted during instructional leader rounds indicate that teachers are meeting the individual needs of students through employing the 'best pedagogical principles'. This is in conjunction with collecting data through formative assessment practices.	Instructional Leader to mentor and support staff by observing and modelling teaching practices with the explicit intent of improve students writing and engagement with writing. Purchase of Premium 7 Steps Package Oyster Bay Public School Google Team Drive – 7 Steps for Writing Success	Feedback and mentoring was very positive and ensured a collaborative effort from all K–6 staff with a common language and approach to Writing. Staff and student feedback was overwhelmingly positive with the "7 Steps" approach and improvement was evident in confidence and teaching strategies

Next Steps

Due to our Instructional Leader leaving our school we have up skilled a mentor (exceptional class teachers in Writing) for "7 steps" in K–2 and 3–6 to continue professional learning and mentoring in 2019 and onward. This ensures the continuation of the program as an approach used in every class as well as the collaborative approach to marking using a rubric style scale for pre and post assessments throughout 2019 and 2020.

This strategic direction will now look towards pedagogical difference but 2019 we will be moving into the "Walker approach" to learning while still consolidating "7 steps to writing".

Strategic Direction 3

Building Bridges

Purpose

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

Overall summary of progress

Every class teacher utilises Class Dojo or Seesaw to as a communication platform sending messages either individually and each week uploading information presenting class work/ information for that week. The Fathering Project was overwhelmingly positive and is continuing through 2019. Over 500 people attended the initial breakfast with majority of fathers and father figures feeling more connected to our school and their children's learning environment

Parents and Caregivers state (2018 Community Survey) that they are most proud of "community involvement", "innovative, rigorous curriculum", "dedication to child's academic and social growth".

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increasing proportion of staff are using a digital platform to communicate with the school community. Along with an increasing proportion of parents accessing information about students through these digital platforms.	Digital platforms – Facebook, Seesaw, Class Dojo and Skoolbag Skoolbag – \$1200 Professional learning for all staff	Parents /caregivers report (community survey) that they are more able to be positively engaged in the school community and students learning.
Increased engagement of fathers and male role models within the community through meeting attendance and social events.	The Fathering Project Package Preparation of Workshop material – Sentral reporting system \$2000	Parents and caregivers – particularly fathers and father figures – were able to be actively engaged and informed about student experiences at Oyster Bay Public School. Students were supported in their learning and social/emotional development at home
Parents feel meaningfully connected and upskilled in supporting their child's learning and development through workshop attendance.	\$2000 – Preparation and organisation of workshops	2018 Community survey results indicate that parents understanding of how their children are taught writing has increased.

Next Steps

The Fathering Project will continue with the ideal being that the group of fathers on the committee will drive future events with the school as a support.

The digital communication platforms will continue in 2019.

72% of the community feel that they would like more information of the teaching of writing and the pedagogical approach of visible learning strategies employed by teachers at OBPS. The community indicate that they would like to attend Workshops on a varied range of topics. This may be considered in 2019 planning.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$1986	All Aboriginal students have a collaborated personalised learning plan devised by their teacher and revised by families and students. An Aboriginal mural was painted by a visiting artist at the front of the 3–6 site – with the vision of a matching mural on the K–2 site in 2019.
English language proficiency	\$11015	Teacher support – extra teacher support was provided for EALD students
Low level adjustment for disability	0.5 – Teacher allocation \$25881 – Flexible	Teacher support – extra teacher support was provided for students with learning needs
Quality Teaching, Successful Students (QTSS)	0.7 – Teacher allocation	An Instructional Leader was added into classrooms to provide support for all teachers 3–6 to refine pedagogical change to ensure best practise.
Socio–economic background	\$8626	Utilised to support students unable to financially meet the demands of fees associated with their learning Learning resources to support students with needs.
Support for beginning teachers	N/A	

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	216	230	219	220
Girls	191	186	208	209

Student attendance profile

School				
Year	2015	2016	2017	2018
K	96.7	95.7	95.4	95.9
1	96.9	96.1	94.8	94
2	96.7	95.7	95.7	94.3
3	96.1	95	93.6	95.2
4	95.8	95.9	94.5	92.6
5	97.3	94.8	94.9	93.9
6	94.7	95.5	95.2	93.1
All Years	96.3	95.5	94.8	94.2
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Regular attendance at school for every student is essential if students are to achieve their potential and increase their career options.

Student attendance was closely monitored by teachers and team leaders. The school used an online roll marking system and collaborated closely with the Home School Liaison Officer to monitor rolls and support students whose attendance was a concern. The learning and support coordinator and Principal made phone calls, sent letters and arranged meetings with families of students whose attendance was a concern.

Reminders were placed in the newsletter about the

importance of regular attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	15.14
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	3.42

*Full Time Equivalent

In 2018 there were no Aboriginal staff members at Oyster Bay Public School.

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

Our school is committed to professional learning for all staff. Research suggests that there is a strong link between the professional qualities of teachers and the learning outcomes of students.

To achieve the school plan all teachers, Learning and Support Officers and Administration staff participated in an extensive range of professional learning opportunities in 2018. The school is committed to ensuring professional learning is ongoing and relevant.

At Oyster Bay Public School professional learning takes on many forms which includes grade meetings, whole school learning from staff members and outside agencies, online courses, external learning, mentoring and coaching.

Ongoing professional learning was provided in 7 Steps to Writing Success, Visible Learning, the continuation of the implementation of new syllabus documents,

mentoring including team teaching and instructional learning from the Assistant Principals and our Instructional Leader.

Mandatory compliance training was also undertaken including—Child Protection, Code of Conduct, CPR, Emergency Management, Asthma Management and Anaphylaxis Training.

Oyster Bay Public School continues to commit to the NSW teacher accreditation processes stipulated by NSW Education Standards Authority, in order to ensure that we have the highest quality teachers in each of our classrooms every day. Our Assistant Principal Elizabeth Rudder received accreditation as Lead Teacher which was celebrated as a school community. Several beginning teachers worked towards completing their accreditation at Proficient Teacher status, submitting their accreditation at the end of the year. Other teachers are working towards completion of their first or second cycle of maintenance.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	219,083
Revenue	3,799,393
Appropriation	3,417,209
Sale of Goods and Services	46,982
Grants and Contributions	329,781
Gain and Loss	0
Other Revenue	0
Investment Income	5,422
Expenses	-3,536,083
Recurrent Expenses	-3,536,083
Employee Related	-3,017,250
Operating Expenses	-518,833
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	263,310
Balance Carried Forward	482,393

Oyster Bay Public School received funding from the NSW government, allocated by the NSW Department of Education. The school also received funding from community sources, including school fundraising and the Parents & Citizens Association (P&C). The school managed its finances and budget with due diligence and appropriate financial responsibility.

The Principal, School Administrative Manager (SAM) and on occasions an independent Business Manager continued to ensure that budget accrual and spending was managed in line with NSW Department of Education policies and procedures, and supported the implementation of our School Plan. Accrual financial accounting was monitored and reviewed during finance committee meetings. Budgets were formulated by the school leadership team and acquitted by the SAM and the Principal.

Annual funding was committed against RAM loadings as determined for our school by the NSW government and always spent in keeping with these priorities. During 2018, we continued to expend surplus funding accrued in the years prior in alignment with school plan strategies and targets, the learning needs presented by

our students, as well as NSW Department of Education priorities

School performance

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	2,865,057
Base Per Capita	82,569
Base Location	0
Other Base	2,782,488
Equity Total	99,564
Equity Aboriginal	1,986
Equity Socio economic	8,626
Equity Language	11,015
Equity Disability	77,937
Targeted Total	86,776
Other Total	226,318
Grand Total	3,277,716

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.

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Oyster Bay PS average percentages for Year 3 in Literacy across 2016 – 2018 have been consistent. The top 2 bands for Reading had 55% of students while a further 18% extended into band 7 and 8. In Year 3 Writing our students had a school average 2016–2018 with 54% of students in the top two bands and this is an area that we are highlighting as an area of improvement in 2019.

In Numeracy our students average across 2016 –2018 in Year 3 achieved over 50% in the top bands with a further 10% extending into higher bands.

Year 5 student average across 2016–2018 achieved over 40% of students in the two top bands.

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

Oyster Bay PS reports to families twice a year and holds Parent / Teacher conferences in accordance with the mandatory reporting requirements. As well as this our staff hold many individualised parent meetings to support students with needs throughout the year.

To actively participate in the support of our aboriginal students our staff devise personalised learning plans to ensure all needs are met. This is in collaboration with students and staff.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2018 our school used the "Tell Them From Me" online surveys to gather feedback from parents, students and teachers as well as forums for parents, students and staff.

We also send an end of year survey to all families in the Oyster Bay PS community and collate the data to drive future vision in our school

Students conveyed that they felt there was a positive sense of belonging and they have someone at school who consistently provides encouragement, classroom instruction is well organised, with clear purpose, and with immediate feedback that helps them.

Teachers are strong collaborators to develop programs that meet student needs that have clear learning intentions and success criteria while monitoring individual and grade progress.

Parents feel they can speak to their child's teacher about their child's needs, they are informed about the school rules and are encouraged to attend all school events such as assemblies, parent/teacher interviews and parent sessions.

Policy requirements

Aboriginal education

At Oyster Bay PS we have 4 identified Aboriginal students. They are supported through Personalised Learning Plans.

The school has a permanently raised Aboriginal flag located in the school hall and our Parliament team elected to raise money to donate a new flag pole on the 3–6 campus to raise the Aboriginal flag.

Aboriginal initiatives are strongly woven throughout the programs within each classroom and are evident in teaching programs. We had a visiting Aboriginal artist who designed a new entry to our school with his Aboriginal painting along the entry walls which depicts the feeling of inclusivity and acceptance for all who enter Oyster Bay PS.

In future we would like to replicate this on our K–2 site to display a link and connection from one site to the other. Our Aboriginal students acknowledge the Dharawal people before any event held in our school and all students sing the Dharawal version of Advance Australia Fair.

Multicultural and anti-racism education

At Oyster Bay PS we have 10% of our students with a Language Other than English. 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. We have utilised funding in 2018 to allocate a teacher to support students with English as a second language and any students who are new arrivals to Australia.

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