Principal’s Message

Oran Park Public School was completed in January 2014. The school has a unique modern architectural design. Our Australian environment has been taken into consideration, as has 21st century technology. Our staff, students and parents have worked together to design a school emblem, uniform and cooperative culture. Our collective focus is to deliver high quality teaching and learning programs for our children. In our first year, students performed well in sporting, academic and cultural pursuits. Personal best, achievement and active involvement are valued and encouraged. The school motto, ‘Love of Learning’ encompasses the vision of the school.

I am exceptionally proud to be a member of our school community. 2014 was a very busy and productive year for all concerned. At Oran Park Public School we established quality programs that cater for the needs of students from diverse backgrounds. We instill the values of being Organised, Proud, Productive and Safe, through our Positive Behaviour for Learning Program. We have focused on developing students’ literacy and numeracy skills through our commitment to Synthetic Phonics, Envision Maths and Teaching Early Numeracy strategies.

The establishment of digital learning facilities for students and staff was a priority in 2014. All classes have an interactive whiteboard and computers are available in each classroom. Each class has use of iPads and there are 30 computers available in the Technology Lab. This focus on 21st Century technologies has ensured that our school continues to prepare our students for the future and engages them in their learning.

I commend the professional work of the teaching personnel, on their efforts in establishing curriculum and sports programs, whilst supporting students’ learning across a range of curriculum areas. I would also like to thank our Learning Support Officers for their commitment in supporting our teachers and students across the school. Thanks must also go to our Administration staff for their excellent work in establishing our office, library and administration areas.

Our school has an enthusiastic and caring parent community who support us in all areas. This year we established the Parents & Citizens Association. This dedicated group of parents has generously provided the school with substantial resources, which have significantly improved teaching and learning conditions for students and staff. This support is greatly appreciated by all staff and students. We have a commitment to maintaining and building our relationship with parents and the wider community.

Finally, all students at Oran Park Public School must be congratulated on their successful transition to a new school. All students have worked well and achieved excellence in both academic and sporting areas. I look forward to working with you in 2015 as we continue to provide outstanding learning opportunities for our students.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Donna Shevlin
Principal

P&C Message

I would like to thank all of the staff at Oran Park Public School for their ongoing support throughout 2014. I would also like to thank each and every parent who has volunteered their time to assist with the various fundraisers the P & C has had throughout 2014.

Thank you to the businesses that donated $10,450 in cash and a further donation of 1 split system.

Further fundraisers throughout 2014 included, a disco glow stick stall, school cake stall, Easter Raffle, Mother’s Day Stall, Father’s Day Stall, Bunnings BBQ, Bunnings Cake stall, Mc Donald’s family night, Shopping bus trip, End of Year raffle. These fundraisers saw us raise an additional $12,463 for the school.

The P & C also organised for fruit donations from Coles Narellan and Coles Camden to support the athletics carnival, Book Parade and end of year fun day along with providing cold drinks supplied by McDonalds.

The P & C through funds raised has provided back to the school the following:
$500 donation for library resources

$710 towards Healthy Harold providing a subsidy of 50% for parents

$18,000 towards air conditioning of the classrooms

$1,000 towards playground art

We have also been fortunate enough to receive a $15,000 grant from the Building Partnership Program. This grant has been used to provide air-conditioning to the school’s library, computer room and special purpose room.

In total we have provided approximately $33,000 worth of air-conditioning to the school. This is a fantastic achievement for our first year and it has paved the way to ensure that all of our students are able to learn to best of their ability in a comfortable learning environment.

I would again like to take this opportunity to thank everyone for their support and look forward to another successful year in 2015.

Simone Murphy
President

School context
Oran Park Public School is a new school which opened in term one 2014. The school year started with five mainstream classes and three Special Education classes. The school began the year with 122 enrolments and by the end of term four we had grown to 155.

Student information
It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

Management of non-attendance
Student attendance is monitored on a daily basis, with parents being asked to explain student absences. These explanations are required in writing and where possible, to be accompanied by a doctor’s certificate. When a pattern of non-attendance becomes apparent, the school has a designated Attendance Coordinator who contacts parents with any concerns. If there is no subsequent improvement, referrals are made to the Home School Liaison Officer.

Workforce information
It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>6.704</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.2</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4.956</td>
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<tr>
<td>Total</td>
<td>15.46</td>
</tr>
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The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. On the basis of available information Oran Park Public School has no Aboriginal staff.
Teacher qualifications
All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>65%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>35%</td>
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</table>

Professional learning and teacher accreditation
Professional learning is embedded in classroom practice with a strong focus on improving student achievement and engagement. School based funds together with funds provided by the Department are combined to ensure that our staff access current educational thinking and have time for professional dialogue, reflection and inter-class visits.

The School Plan priorities for 2014 were Literacy, Numeracy, Positive Behaviour for Learning and the implementation of the new Australian Curriculum.

The school developed many of its own non-registered courses for 2014 that focused on student, whole school and teacher need. The school also participated in DEC courses with a major focus on the new curriculum.

Areas of study included: The National Curriculum, English and Mathematics; Disability Standards for Education, Quality Teaching and Programming; Effective Teacher Performance and Feedback; and Positive Behaviour for Learning. Staff also completed all mandatory training as required by the Department of Education and Communities.

100% of teachers participated in professional learning activities. The total school expenditure on teacher professional learning was $7464.24 from tied Teacher Professional Learning and $14,144.09 from our global funding.

Beginning Teachers
Early careers teachers are supported and mentored in their growth and development. Teachers have a mentor and a designated supervisor, who inducts them to our school and guides them with their accreditation. They also have professional meetings with the principal.

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
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<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
<td>448,513.84</td>
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<tr>
<td>Tied funds</td>
<td>114,681.46</td>
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<tr>
<td>School &amp; community sources</td>
<td>16,042.44</td>
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<tr>
<td>Interest</td>
<td>2,898.68</td>
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<tr>
<td>Trust receipts</td>
<td>289.00</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td><strong>Total income</strong></td>
<td>582,425.42</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
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</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>80,332.91</td>
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<tr>
<td>Excursions</td>
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<td>Extracurricular dissections</td>
<td>3,353.97</td>
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<td>Library</td>
<td>43,525.49</td>
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<tr>
<td>Training &amp; development</td>
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<tr>
<td>Tied funds</td>
<td>30,488.01</td>
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<td>Casual relief teachers</td>
<td>7,091.10</td>
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<tr>
<td>Administration &amp; office</td>
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<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
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<tr>
<td>Maintenance</td>
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<tr>
<td>Trust accounts</td>
<td>196.00</td>
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<tr>
<td>Capital programs</td>
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<tr>
<td><strong>Total expenditure</strong></td>
<td>301,945.97</td>
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<tr>
<td><strong>Balance carried forward</strong></td>
<td>280,479.45</td>
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A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2014
Our school performed well overall, considering the transition of students from various schools overseas, interstate, in New South Wales and from both public and private sectors. We are proud that we know our students as both learners and people. We have a rigorous schedule of assessment for learning which informs our teaching as well as tracks student progress. All team members work together to ensure all students are reaching their potential.
Academic achievements

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.

Alternatively:

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
Other achievements
The school ran a number of programs to provide all students with a rich and diverse curriculum. These included:

- Leadership opportunities for senior students in organising assemblies, sport, technology, and the Presentation Day with whole school responsibilities.
- A strong sport program including both in school and inter school sport opportunities.
- Performing arts involving the 2567 Community of Schools Concert, drumming and choir.
- Participation in the Premier’s Reading Challenge and Sporting Challenge.
- Education Week, Book Week and other times when parents and community were invited to share our students’ learning.
- Formal commemorative ceremonies for Anzac Day and Remembrance Day chaired by the school leaders.
- Lessons conducted by The Music Bus, an external music tutor, one day per week.
- Life Education participation.

The Arts
In 2014, our students were provided with a variety of opportunities to participate in Creative Arts activities. Oran Park Public School participated in the ‘2567 Showcase’ at Elizabeth Macarthur High School. The production was held
as a matinee and evening performance and was attended by the families of the students involved, staff and community members. There were 13 students participating in the Years 3-6 Dance group and 21 students in the Years 3-6 Choir. Both productions were visually spectacular.

Students are also provided with opportunities to learn a musical instrument with the optional addition of ‘Music Bus’ to our school. In Term 3, all students were given the opportunity to interactively learn the African drums. A team of African Drummers presented differentiated music lessons to individual classes on a weekly basis. Students performed an outstanding end of term performance, using the drums, to parents and staff.

Kristie Banfield

Sport
2014 was a very successful and exciting first year for the students at Oran Park Public School. Our students participated in a wide variety of sporting opportunities both inside and outside of the school and experienced great success. Students were provided with ongoing opportunities to develop their skills in many games and activities.

All students participated in whole school weekly sport sessions on Fridays. During these sessions the focus was on developing and practising students’ fundamental movement skills, through playing a range of games and sports, including dance. Students were also given the opportunity to participate in an NRL Backyard League Football Clinic.

During the year, students participated in the first Oran Park Public School Cross Country and Athletics Carnival. These carnivals were run on the school grounds and were very successful. Fifteen students attended the Razorback Zone Cross Country Carnival, two students attended the Sydney South West Cross Country Carnival and one student attended the State Cross Country Carnival. Twenty-six students represented the school at the Razorback Zone Athletics Carnival and one student represented the zone at the Sydney South West Athletics Carnival.

Oran Park participated in the Razorback North PSSA Gala Days in Netball, Rugby League, Softball/Tee-ball and Oz-Tag divisions. Our student’s results were very positive with both Junior Rugby League and Junior Oz-tag teams winning their division.

Oran Park Public School also participated in the Premiers Sporting Challenge.

In conclusion, for a school in its first year, this was a great achievement and our students should be very proud of their efforts.

Courtney Bailey

Technology
At the beginning of the year, teachers were using their SMART Interactive Whiteboards (IWBs) with borrowed equipment. Since then, our computer hardware has grown significantly. The school has purchased some equipment, whilst local schools have kindly donated other computer hardware. Our school is equipped with wireless internet access. All of our occupied classrooms have desktop computers and monitors attached to IWBs. We have a fully functioning computer lab with thirty desktop computers, forty iPad minis, and an allocation of four desktop computers per two classes. All staff has access to ten desktop computers in the administration office.

With our school T4L (Technology for Learning) allocation, we have purchased four new desktop computers to add to our new classrooms for next year and thirteen 11” notebooks for student use.

All students K-6 have internet and email access at school. We facilitate the use of school purchased technology based literacy programs such as Bug Club and Phonics Hero. Our iPad minis have been set up, appropriate apps such as iMovie are being purchased and added and staff are undergoing training in the integrated use of these apps with students.

We have purchased and implemented a school SENTRAL system for tracking individual students throughout their schooling at Oran Park Public. This system tracks student welfare and academic progress each year. It contains modules such as attendance, award systems, student welfare and parent communication records, reporting, student profiles and an integrated school communication dashboard. Staff continuously participate in training and development in the use of this system.
All teachers are competent users of technology and effectively integrate Information and Communication Technologies (ICT) in their teaching and learning programs. Students access class IWBs for whole class and small group learning, as well as using the computer lab for more individual program access. Parents receive email communication and our school website is maintained as a form of up-to-date information for our school community.

**Jodie Bland**  
**Responsible Pet Program**  
The Responsible Pet Program was implemented at Oran Park Public School this year and students in Kindergarten, Year 1 and Year 2 were actively involved in this valuable experience.  
The program involved a visit to our school by a guest speaker and her dog, to explicitly teach students about responsible pet ownership. They particularly focused on teaching children to be safe around dogs, the appropriate ways to approach a dog and strategies to keep safe around an angry dog.

It was an informative, interactive program for the students and promoted safety within our community.

**Road Safety Education**  
At Oran Park Public School, we understand the importance of teaching children road safety. Road Safety Education is a focus of our PD/H/PE programs across the school. Our programs aim to develop positive attitudes and safe behaviours for our students, as present and future road users. Focus learning areas included:
- Pedestrian Safety: Safe crossing procedures, using traffic facilities and identifying distractions
- Passenger Safety: Safe passenger behaviour and minimising distractions for the driver
- Safety on Wheels: Safe places to ride and safety equipment

Road Safety Education resources have been purchased to support teaching and learning programs. Oran Park Public School now has a range of interactive resources and books, kits, posters and games to positively engage children in Road Safety Education.

Kindergarten Orientation packs were also given to new families commencing school in 2015. These packs contained a range of valuable information including guides and brochures about road safety in the school and community. Brochures and various information booklets are available in our front office. Road Safety Education is an ongoing focus for Oran Park Public School.

**Rachel Fulwood**  
**Library**  
Our library plays an integral role in the teaching and learning programs of Oran Park Public School. All students K-6 have weekly sessions in the library. These lessons include literature activities to promote literacy skills and the enjoyment of reading for pleasure, as well as research activities for the development of information and technology skills.

Students are invited to participate in activities during Recess break. Students enjoy reading books, colouring and drawing and playing cards and board games.

The library collection has been rapidly established and was supplemented with support from the community through a Book Drive as well as donations received from the Book Fair. Library staff worked hard to get as many books as possible accessioned and available for borrowing. It was with the help of the community that many of these books were contact covered. Borrowing commenced at the beginning of Term 3.

Book Week was celebrated with a book character parade as well as library lessons that focused on exploring the books nominated for the Children’s Book Council of Australia (CBCA) awards. These celebrations encouraged students to “Connect to Reading”.

**Liana MacDiarmid**

**Stage 2 and 3: The Great Aussie Bush Camp**  
In Term 3, twenty-eight students from years 4 to 6 participated in a three day excursion to the Great Aussie Bush Camp in Tea Gardens, NSW. Mr Browne, Mrs Hayek and Mrs Salter were the teachers in attendance.

Students participated in activities including rock climbing, canoeing, a mud run, indoor games, the giant swing and many more exciting adventures.
Friendships were strengthened and students enjoyed the time away with their peers, supporting and looking out for one another.

**Stage 3: Local Excursions and Activities**

Stage 3 students also participated in a number of local events and activities throughout 2014. In Term 1, twenty year 5 and 6 students attended the Premiers Sporting Challenge, Sport Leadership Program. Students spent the day at Elizabeth Park, Narellan, participating in a variety of skills based sport activities led by year 10 and 11 students from Elizabeth Macarthur High School. Throughout this day, students were also provided with opportunities to socialise with Stage 3 students from other local primary schools.

In Terms 2 and 4, students in 4/5/6S participated in an information session to assist in the development of the Oran Park Town Skate Park. Students met with one of the designers and discussed the types of equipment they would like to see included in the skate park. They created clay models of their ideal skate parks and presented these to their peers. Students were given the opportunity to view pictures of initial designs and vote on the sections that they liked or disliked.

In Term 4, students in Year 6 were invited to attend the official opening of the Oran Park Podium Shopping Centre. They listened attentively to a number of official speeches before being given the opportunity to meet the NSW Premier, Mike Baird. Students particularly enjoyed attending the morning tea on the third floor of the podium, giving them a 360 degree view of Oran Park.

Deborah Salter

**Stage 2 and 3: Wollongong Science Centre**

In Term 3, sixty-three students from Stage 2 and 3 went to the Wollongong Science Centre to enhance their studies on Space and the Solar System. The students participated in many hands on science activities in the exhibition hall. They watched a show in the planetarium, which analysed the planets of our Solar System and a ‘Fantastic Fluids Show’ that allowed the students to question what is classified as a fluid and how fluids move in our environment. The students enjoyed being active participants in this show. All children demonstrated exemplary behaviour and enjoyed building on their learning outside the classroom.

Katherine Hayek

**K-2 Excursion**

This year our K-2 students had the opportunity to attend an excursion to Calmsley Hill Farm at Fairfield. This excursion supported the students learning in the Science area of Biological sciences and in the Human Society and Its Environment (HSIE) areas of Social Systems and Structures and Environments. 99% of students across K-2 including our support classes, attended a day that involved hands on experiences with animals and farm life. Students were able to milk a cow, see sheep herding and shearing and tractor rides. They were given information about animals, their babies and the products we gain from animals. The day was action packed and ran very smoothly, with all students receiving some freshly shorn wool to take home.

Jodie Bland

**Life Education**

This year all students were given the opportunity to attend the Life Education program in the mobile classroom on the school grounds. With a 92% attendance rate, students were active participants in lessons regarding Healthy Eating, Drug Education, How the Body Works, Changing Schools, Making Good Choices, Cyber Safety and Making Friends. There was a parent session offered to the wider school community.

Cristy Treble

**Kindergarten Orientation**

Last year, our 2014 Kindergarten students attended their school orientation visits at Narellan Public School, due to Oran Park Public School receiving its finishing touches before opening in January. In 2014, our 2015 kindergarten students had the very first onsite orientation program.

During the first few weeks of kindergarten, all students had the opportunity to mix with each other in a variety of groups and school settings, before set classes were established. This is to ensure that the best possible placements can be made for students to achieve success in their founding year of school.
We aim to establish solid foundations for parent partnerships and a positive transition for their children into Kindergarten. In Term 3, parents, carers and students were invited to attend a ‘Getting ready for school’ interview, where students were informally assessed by an executive staff member for school readiness. This established a communication link with parents and carers to discuss social and emotional development of their child, along with any health concerns.

During Term 4, students attended three classroom visits where they participated in developmental play, early literacy and numeracy tasks, fine and gross motor activities and the use of the Interactive Whiteboard. Parents had the opportunity to hear a presentation by the school executive and receive a pack about beginning Kindergarten, followed by a tour of the school. Parents met the current P&C, and learnt how they can be involved. Parents who had children start in kindergarten this year spoke to the new parents about their experience as a Kindergarten parent.

Jodie Bland

Public Speaking
Oran Park Public School values opportunities for students to develop their public speaking skills. Our focus has been on professional learning for teachers along with formative assessment and personal goal setting for students. Of key importance is the participation of all K-2 and 3-6 students in school oracy. Early Stage One and Stage One did not compete, but some of the best speakers from those stages shared their speeches at our competition day.

Tina Duffield

Significant programs and initiatives –

Aboriginal education and background
Our goal is to provide support for our Aboriginal students and to implement programs designed to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia. In 2014, we have worked to increase cultural awareness of indigenous people throughout the whole school.

The students participated in a variety of activities for both Reconciliation and NAIDOC weeks. Activities were designed to educate students on Aboriginal culture and the meaning behind many Aboriginal traditions.

During Term 4, a group of indigenous students attended Belonging Day activities with K-12 students from surrounding schools. The day was a great success and allowed students to immerse themselves in their culture and meet other members of their local community.

Throughout the year, we began working with outside agencies to assist indigenous families in need. These agencies have greatly helped all involved and we hope to continue these relationships into the future.

Priorities for our school include Aboriginal education and training for all staff, to ensure the improvement of educational outcomes of Aboriginal and Torres Strait Islander students across all areas of schooling.

Kathleen Wortley

Multicultural education and anti-racism
Oran Park Public School ensures that multicultural perspectives are embedded into daily teaching and learning practice. Students develop knowledge, skills, values and attitudes to truly appreciate and understand our culturally diverse society. Primarily this is delivered through exploring the history and culture that influence Australia’s diverse population.

Teachers ensure they foster an inclusive school community and provide an anti-discriminatory environment for all our students and families. This year we participated in Harmony Day and created a collage of children’s pictures in the Administration area.

To embed multicultural perspectives within our school culture, a member of our staff is a qualified Anti-Racism Contact Officer. This supports the school in ensuring that multiculturalism remains a priority in our curriculum and that any form of discrimination can be dealt with in a concise manner. We have had no complaints registered with our Anti-Racism Officer this year.

English language proficiency
Our Learning and Support (LAST) teacher works with our students who speak English as a Second
Language. The teacher supports our students with English literacy skills to access the curriculum. Most of this support is within the classrooms.

**Learning and Support**

Our Learning and Support team plays a vital role in ensuring that students receive the support they need to be successful. Our LAST (and SLSoS (Special Learning Support Officer) together with our counsellor, work with teachers to provide learning assistance strategies and support systems to meet the needs of all students. This mostly occurs by working with groups of students in the classrooms.

**Positive Behaviour for learning (PBL)**

Throughout 2014, Oran Park Public School's Positive Behaviour for learning (PBL) team worked with staff, students, parents and DEC personnel to achieve many goals.

Some of these include:

- **Students who regularly displayed positive behaviours** were consistently rewarded throughout the year, resulting in over ten students already earning an Assistant Principal's award.
- **School values were designed** with easy to recognise logos, voted in by the students.
- **Staff, Students and Parents** collectively created the school behaviour matrix, which is constantly referred to for the consistent use of language and expectations.
- **The 3 and 2-step plans** were introduced to promote problem solving and the correct response in difficult situations for students.
- **Members of our team** were trained in universal interventions by our regional consultants. The team developed an action plan and minor and major behaviour continuum. They also worked to survey the staff, collating results, which will be used to update the action plan for 2015.
- **Through a consultative process the team** evaluated the ways in which student behaviours, both positive and negative, are recorded, tracked and monitored. A team member worked on the set up of our Sentral system and began training staff. All staff use the new Sentral system in 2014. The current behaviour management system continues to allow the PBL team to collate and analyse data to successfully determine the focus of weekly social skill lessons.
- **Weekly social skills lessons** were designed for teachers to implement with students, addressing areas of need from school data. These social skills lessons provide increased communication to students about whole school behavioural expectations.
- The communication of our weekly rule and behaviour focus to our school community was established this year. Rule focuses were relayed daily at whole school eating times. A PBL section was added to our fortnightly newsletter to assist parents in consolidating strategies and expectations of behaviour at home, enhancing partnership with the school.
- **Staff communication meetings** were utilised to remind the whole staff of the correct practise involving; awards, reporting and documenting behaviour both positive and negative, playground slips, signage, lessons and specific student welfare practises.
- **PBL roles** for all committee members were established.
- Learning Support Team (LST) was utilised as an avenue for the referral of concerning student behaviours.
- **PBL was found to have a significant positive impact on creating quality teaching and learning environments, increasing student engagement levels, improved student behaviour and establishing a school culture.**

**Future Directions 2015**

- **Continue to evaluate school practices and develop policies, procedures and programs to implement PBL in line with three phases, working closely with the PBL external coach.**
- **Continue to implement weekly social skills lessons**
- **LST meetings to be adjusted to include a focused section primarily on behaviour concerns in relation to referrals and/or Sentral behaviour data, from all settings. LST acting as behaviour support team.**
- **Counsellor** to complete functional behaviour tests to assist staff in developing targeted behaviour interventions. PBL Coordinator and Internal Coach to attend LST meetings to report results and strategies to the PBL committee and subsequently to all staff members;
- **Improve feedback to staff** on problem behaviours at a stage level and involve them
directly and indirectly in school-wide interventions. Focus to include how to make clear distinctions between classroom and office/executive managed behaviours.

- Ensure all staff, including executive, are actively involved directly or indirectly in moving, scanning and interacting whilst supervising non-classroom settings. Staff to receive professional learning in this area.
- Staff to have regular opportunity to access assistance and recommendations for behaviour management through executive and district support in stage/communication/staff meetings.
- A clear budget for the PBL team for teaching students, annual staff planning and parent information sessions on behaviour strategies.

Tina Duffield

Educational and management practice

Background

As part of our school’s continuing evaluation process, the students, staff and wider community were surveyed on the leadership of the school. The responses received were collated and analysed to provide information for future directions across the school.

Findings and conclusions

The survey responses indicated that:

- The majority of staff and parents agreed that school leaders consider all groups within the community when deciding what it is aiming to achieve
- It was strongly felt by all groups that the school leaders had an understanding of the school and were getting the best from staff and students
- There was overwhelming support for the leaders in their role to ensure that everyone is treated fairly
- The majority of staff and parents agreed that school leaders introduce changes that are good for the students and are open to new ideas
- Leaders are always looking for ways to improve the school and student outcomes
- Staff, students and parents alike feel they have support from leaders when taking on leadership roles at the school.

Future directions

Based on these findings, the school will:

- Continue to encourage and involve the wider community and all groups that are an integral part of our school in the decision-making process; and
- Maintain equity when dealing with students, staff and visitors to our school

School planning and evaluation

2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Surveys, focus groups and questionnaires
- Analysis of internal and external data
- Evaluations of school initiatives and programs
- Anecdotal evidence

School planning 2012-2014:

School priority 1

Numeracy

Outcomes for 2014

- Improve student achievement in Mathematics
- Quality teaching evident in all Mathematics programs through a whole school approach to the implementation of quality teaching and learning in numeracy practice
- Increased levels of overall numeracy achievement for every student

Evidence of achievement of outcomes in 2014:

- There is a whole school approach to working with the Mathematics Syllabus
- Mandated time frames were adhered to in the implementation of the new syllabus

Strategies to achieve these outcomes in 2014

- Introduce, implement and revise a whole school scope and sequence in line with new curriculum
- Provide on-going professional learning of the new Mathematics Syllabus
- Professional development in the Targeting Early Numeracy program
- Teachers will clearly identify syllabus outcomes relevant to the different needs of students in their class and differentiate classroom program accordingly

School priority 2

Literacy

Outcomes for 2014

- Whole school approach to the
implementation of quality teaching and learning in literacy

• Quality teaching evident in all literacy programs through a whole school approach to the implementation of quality teaching and learning in literacy practice

• Increased levels of overall literacy achievement for every student

**Evidence of progress towards outcomes in 2014:**

• 37.5% of Year 3 performed at or above proficiency standard in reading as measured by NAPLAN

• 28.6% of Year 5 students performed in Band 6 or above in reading as measured by NAPLAN

• Ongoing teacher and stage planning was effective in raising the learning outcomes of students and ensuring assessment tasks are embedded in learning

• Synthetic Phonics training for all staff K-6 has been ongoing to improve teaching of explicit skills in phonics and reading

• Teacher capacity to deliver new Australian English syllabus has been facilitated through Teacher Professional Learning for ongoing implementation.

**Strategies to achieve these outcomes in 2014:**

• Collaboratively plan and write systematic and explicit literacy programs with a focus on modelled, guided and independent learning with a literacy consultant

• Professional learning opportunities for staff focusing on implementing the English curriculum within a quality learning environment

• Use of the K-6 Literacy Continuum and syllabus documents to facilitate the accurate assessment of students through Consistent Teacher Judgement

• Teachers will clearly identify syllabus outcomes relevant to the different needs of students in their class and differentiate classroom programs accordingly.

**School priority 3
Engagement and Retention
Outcomes from 2012–2014**

• Differentiated teaching and learning practices engage every student and improve student attainment across all stages of learning

• To ensure students are engaged in their learning and involved in the community

• Improved social and emotional wellbeing for every student with a focus on establishing a school environment which fosters building self-esteem, the school’s values and anti-bullying

**Evidence of progress towards outcomes in 2014:**

• Implementation of proactive student wellbeing approaches through Positive Behaviour for Learning focus.

• Enriched and differentiated practices engaging every student and improved student attainment across all stages of learning with a focus on Synthetic Phonics.

• Lesson studies and ongoing teacher reflection time have occurred to reflect on current practice and improve quality teaching.

• Use of Information and Communication Technology is supported throughout the school as a tool for quality teaching and learning. All classes have an Interactive White Board and Wi-Fi. There is a class set of iPads. There is a Computer Lab with 30 computers. Each class has at least 2 computers for use in their room.

**Strategies to achieve these outcomes in 2014:**

• Opportunities provided for engaging learning through assemblies, 2567 Arts Night, performances, Book Week, special events

• Whole school approach to student well being through whole school Positive Behaviour System (PBL) consolidated within classrooms

**Parent/caregiver, student, and teacher satisfaction**

In 2014, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

98% of families responding to the survey indicated that they were happy and satisfied with the education their child was receiving at Oran Park Public School.

Families recognised the school’s strengths as including: Positive Behaviour for Learning (PBL) and student welfare. Other areas of strength included friendly, effective and approachable staff, communication and an engaged community. Families indicated that the development of the whole child was a priority and strengths in performing arts, sport and the learning environment were all seen as positives for their child.
Parents, staff and students recognise the value of engaging student learning through technology. Parents and staff indicated that the school’s focus should be directed towards meeting the needs of every student in every class. Overwhelmingly the consensus was to engage students through support at every level, challenge in learning and high expectations.

**Educational and management practice**  
**Background**
As part of our school’s continuing evaluation process, the students, staff and wider community were surveyed on the leadership of the school. The responses received were collated and analysed to provide information for future directions across the school.

**Findings and conclusions**
The survey responses indicated that:
- The majority of staff and parents agreed that school leaders consider all groups within the community when deciding what it is aiming to achieve;
- It was strongly felt by all groups that the school leaders had an understanding of the school and were getting the best from staff and students;
- There was overwhelming support for the leaders in their role to ensure that everyone is treated fairly;
- Leaders are always looking for ways to improve student outcomes; and
- Staff, students and parents alike feel they have support from leaders when taking on leadership roles at the school.

**Future directions**
Based on these findings, the school will:
- Continue to involve the wider community and all groups that are an integral part of our school in the decision-making process; and
- Maintain equity when dealing with students, staff and visitors to our school

**Future Directions**
**2015-2017 School Plan**
NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

The three broad areas in our school plan are:

1. **Creative, innovative teaching and learning**
   Quality teaching practices and creative, innovative learning experiences are embedded within an engaging curriculum. Individuals are encouraged to develop technological competencies and work collaboratively and creatively to achieve success.
   - Improved literacy and numeracy results
   - A differentiated curriculum caters for every student enabling them to engage positively in quality individual learning programs to achieve their personal learning goals.
   - School wide assessment and reporting systems and support structures, ensure consistent teacher judgment processes.

2. **Quality leadership and professional practice**
   Teacher capabilities are strengthened through professional learning with a focus on building teacher expertise to deliver a differentiated and inspiring curriculum. Teacher capacity is developed through ongoing leadership opportunities to guide new and innovative practices.
   - Teacher Performance and Development plans drive the delivery of quality educational programs
   - Teachers are provided and supported with leadership, coaching and mentoring opportunities in their field of expertise.
   - Develop and implement the practice of Instructional Rounds.

3. **Strong Foundation Partnerships.**
   Positive school culture and strong foundation connections are developed through building community relationships, mutual responsibility, respect, trust and a shared vision. Community engagement is developed through establishing effective communication processes, and building supportive, collaborative partnerships to provide students with a quality learning environment.
   - The community and school share responsibility for student learning and wellbeing through authentic participation in strong, collaborative partnerships.
   - Oran Park Public School is a supportive learning community with a collective responsibility to strengthen parent capacity to support learning at home and actively improve communication.
   - There is evidence of increased community participation in school activities with visible parent involvement in assisting teachers and the student community in school initiatives.
About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Donna Shevlin- Principal
Tina Duffield- Assistant Principal
Donna Bradley- School Admin Manager
Courtney Bailey- Teacher
Kristie Banfield- Teacher
Jodie Bland- Teacher
Rachel Fulwood- Teacher
Katherine Hayek- Teacher
Liana McDiarmid- Teacher
Deborah Salter- Teacher
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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: