Oxley Vale Public School

Annual School Report

2013
School context

Oxley Vale has a current enrolment of 340 students, including 112 students who identify as being of Aboriginal or Torres Strait Islander heritage. The school has 14 mainstream classes, and 1 multi categorical class (MC). The teaching staff is comprised of 11 classroom teachers, 3 teaching Assistant Principals, and 1 Special Education trained teacher.

Principal’s message

I would like to begin the 2013 Annual School Report by acknowledging the Kamilaroi people who are the Traditional Custodians of the land upon which Oxley Vale Public School stands.

The Annual School Report highlights the school’s achievements, academic record and significant events for the 2013 school year. It provides data on students, staff and school finances and indicates school targets for the second year of our three year School Plan.

2013 was a year of significant change for the staff, students, and community of Oxley Vale Public School. Several staff members either retired or took up positions in other school across the state and the school received several new staff including administrative staff as well as 2 new permanent teachers, a new Assistant Principal and a new Principal. The school also implemented the “Positive Behaviour for Learning” program (PBL), and as a result students are now celebrating their success more frequently, enhancing their enjoyment and sense of achievement whilst at school.

Oxley Vale Public School services students from the local community and beyond. In 2013 our student numbers reached 340. Our school continued to work hard to maintain our reputation in the academic, sporting and cultural domains. The commitment of the teaching and support staff was dedicated to the learning, welfare and the development of the students and community interaction was high on the agenda.

In 2013 our school benefitted from additional funding under “Improving Literacy and Numeracy National Partnership” program. These funds were used to support both student and teacher learning in order to further improve outcomes for the students of Oxley Vale Public School. The program saw the implementation of more effective data analysis across the school to better inform assessing, planning and reporting practices. These measures were significant in improving the strategic directions for the school.

Our students, staff and community enjoy a friendly and caring environment and actively promote the school’s core values of Respect, Integrity, Pride and Excellence. These values form the basis of our welfare and discipline approach and are firmly embedded in every aspect of school life. Oxley Vale Public School is a school that endeavors to engage with all stakeholders to work harmoniously and collaboratively to ensure the best possible educational experiences for our students.

At Oxley Vale Public School our aim is to ‘Create effective and caring Australian citizens of the future.’ We educate the whole child of today to become the successful person of tomorrow. When students graduate from Oxley Vale Public School they leave with the skills to guide themselves to a bright future.

I thank everyone who has contributed to making 2013 another highly successful year and it is with great pleasure that I present this report outlining the outstanding achievements of the students, staff and parents of Oxley Vale Public School.

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.

Luke Norman
Principal

P & C

2013 was a quiet year for the P&C in regards to a major fundraising event. However we did have a few smaller events such as the pie drive, Mother’s Day Stall, and BBQ/raffle at Christmas. We provided a P&C member to be on the interview panel for a position within the school. Caterina Walker was employed as the new Canteen Manager in term 2 and she is doing a
great job. The Uniform Store is run by a volunteer and was open on Friday mornings. It was exciting for the P&C to welcome the Yarn-Up group as an Auxiliary Group to the P&C and we look forward to a continued partnership with the parents involved in this group. In 2013 the P&C was again able to assist with the music program, Kinder Ready, the technology program and producing the school yearbook. A huge thank you must be extended to the executive members of this year’s P&C and the many volunteers who helped out at various events. Without your support we could not do what we do for the students and staff of Oxley Vale Public School.

Kim Smart
P&C President

Student Representative’s Message

As a student representative council member in 2013 we were given opportunities to do great things as leaders of Oxley Vale Public School. The 2013 SRC is made up of 14 students: Sophie Ison, Elijah Debenham, Lachlan Russell, Jasmine Webb, Lily Christian, Breanna Russell, Logan McCarthy, Broden Jouben-Grasnic, Krystal Noble, Tyler Morgan, Elsie Ellard, Declan O’Neil, Lachlan Renton and Annika Sharples.

The SRC have been actively involved in organising school fund raisers such as discos, out of uniform days and cake stalls. The SRC are also responsible for other tasks across the school such as flying the flags, setting up the hall for assemblies and events, operating school gates and tallying House Points for Friday assemblies.

We have all appreciated the opportunity of being SRC members in 2013.

Annika Sharples and Breanna Russell
SRC Representatives

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

![Graph showing student enrolment by year and gender]

<table>
<thead>
<tr>
<th>Year</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tr>
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<td>131</td>
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<td>153</td>
<td>147</td>
<td>155</td>
<td>170</td>
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Student attendance profile

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<tr>
<th>Year</th>
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<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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<td>92.9</td>
<td>94.6</td>
<td>91.9</td>
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</tr>
<tr>
<td>2</td>
<td>91.4</td>
<td>95.1</td>
<td>93.3</td>
<td>93.6</td>
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<tr>
<td>6</td>
<td>92.4</td>
<td>92.6</td>
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<tr>
<td>Total</td>
<td>92.6</td>
<td>93.5</td>
<td>93.2</td>
<td>93.4</td>
<td>91.1</td>
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Management of non-attendance

Classroom teachers are responsible for keeping accurate daily rolls as a record of student attendance. These rolls are then transferred to OASIS for careful monitoring and record keeping.

School procedures for managing non-attendance of students include a PIP program. Two designated staff members make phone calls each day to the parent of any absent student. If there are any areas of concern, the matter is referred to the school Executive for follow up. Where non-attendance is considered to be an ongoing problem, parents are supported in developing a regular attendance plan. This may involve contact with 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>
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<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3.0</td>
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<tr>
<td>Teacher of Multi Categorical Disabilities</td>
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<tr>
<td>Classroom Teacher(s)</td>
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<tr>
<td>Teacher of Reading Recovery</td>
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<td>Learning and Support Teacher(s)</td>
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<td>Teacher Librarian</td>
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<tr>
<td>Teacher of RFF</td>
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<td>Priority schools funding staff</td>
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<tr>
<td>School Counsellor</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
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<tr>
<td>Total</td>
<td>26.069</td>
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The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

At Oxley Vale Public School we have one Indigenous member of staff employed in a full time capacity, and a further five staff members employed in a part time, temporary capacity. These staff members work in a variety of support roles including School Learning Support Officers, one Aboriginal Education Officer and Aboriginal Education Workers.

Teacher qualifications

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

<table>
<thead>
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<th>Qualifications</th>
<th>% of staff</th>
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<td>Degree or Diploma</td>
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<tr>
<td>Postgraduate</td>
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<tr>
<td>NSW Institute of Teachers Accreditation</td>
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Financial summary

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

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<td>Tied funds</td>
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<td>Canteen</td>
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<tr>
<td>Total income</td>
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</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
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</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
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<td>Key learning areas</td>
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<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<td>Library</td>
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<td>Training &amp; development</td>
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<td>Casual relief teachers</td>
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<td>Administration &amp; office</td>
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<td>Trust accounts</td>
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<td>Balance carried forward</td>
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</table>

A full copy of the school’s 2013 financial statement is tabled at the annual general meeting of the P&C. Further details concerning the statement can be obtained by contacting the school.
School performance 2013

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)

All graphs show the school performance in 2013 in pink, the average school performance over the past four years in lilac and the performance of similar schools group (SSG) in pale green.

For more detailed information please see the My School website.

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.

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
ACHIEVEMENTS IN THE ARTS, SPORT AND OTHER SCHOOL PROGRAMS

ARTS

Creative and Performing Arts is considered a very important part of Oxley Vale’s curriculum. Many dedicated staff and students devote countless hours to this area with great success.

Band

Mr Bill O’Neill leads the school’s concert performance band. He has been instrumental in providing opportunities for students of all abilities to learn instruments, develop their skills and gain experience in performing.

Students progress through beginner, intermediate and concert bands, expanding their performance skills at each level. These bands have performed for a variety of audiences throughout the region, showcasing the talents of many Oxley Vale students.

A highlight of the 2013 year was the Concert Band winning the Gunnedah Eisteddfod against two other very good bands.

Choir

2013 was another successful year for both the infants and primary choirs. Both groups performed throughout the year at assemblies and other school functions. Under the guidance of Mrs Ali Jamieson the groups impressed audiences with their performances. Oxley Vale has a proud tradition of producing high-quality vocal groups, the choirs from 2013 were no exception to this tradition.

Guitar Group

The Guitar Group continues to flourish at Oxley Vale under the guidance of teacher, Mr James Steele. In 2013 the guitar group operated each Thursday at afternoon tea. Students involved in the group were at various levels of competency on the instrument and spent many break times practising for various performances.

The highlight of the year for the guitar group was a performance at our annual presentation evening of the Slim Dusty classic “The Lights on the Hill”. The performance was enjoyed by all and
the group continued to be a shining example of the Creative and Performing Arts opportunities offered at Oxley Vale Public School.

Dance

Many of our students participated in the Regional CAPERS Showcase. It was a great opportunity to experience being part of a team and performing in front of a large audience. Despite the long and tiring week of rehearsals and performances, all those who participated enjoyed the experience.

Oxley Vale PS also sent a dance team to the 2013 Schools Spectacular in Sydney. They performed with 2000 other dancers from across the State. Members of the dance team were Sophie Ison, Krystal Noble, Jasmine Webb, Breanna Russell, Annika Sharples, Lori Edgar, Kaecia Beattie, Lucy Bowden, Jada Ison and Jack Williams. The team was facilitated by Miss Langford. The students returned with great memories from such a special experience.

The Boys’ Aboriginal Dance Group again enjoyed the opportunity to learn about their cultural dances, storytelling, and the importance of country and respect. During the year the group had many opportunities to showcase their skills both at school and in the community. Thank you to Tom and Brad Flanders for their dedication to this group of boys.

SPORT

The opportunity to sporting activities, sports, is extended to students of all abilities are catered for through the school sporting program.

Apart from the usual carnivals, (Swimming, Athletics and Cross Country), students participated in Touch Football, Cricket, Soccer, Netball, Horse Sports, Rugby League and Hockey.

In Swimming, Ellie Wiseman qualified to compete at the NW District Carnival in Armidale in the 8 yr girls 50m freestyle.

In Touch Football, Jayme-Lee Averillo was selected to represent NSW in Oztag against ACT and Queensland in the annual Tri Series.

In Horse Sports, the school’s Equestrian team won highest point score for the third year in a row at the Moonbi Horse Sports Day. The team, consisting of Lori Edgar, Bridie Martin, Hugh Morris, Ellie Wiseman, Bridie Morris and Jayme-Lee Averillo competed very successfully at many Horse Sports Days through the year with successes such as highest point score and reserve. Thank you to Miss Eather for managing the team.

In Rugby League, our Years 3 and 4 team won all of their three games at the Captains Cup Rugby League 7s Gala Day. Congratulations to the team on their great performance.

OTHER SCHOOL PROGRAMS

Tournament of Minds

Two Oxley Vale PS teams competed in the Regional Tournament of Minds Challenge in 2013. The Maths and Engineering team consisted of Declan O’Neil, Connor O’Neil, Lachlan Russell, Will Cadby, Lori Edgar, tom Kemp and Bryce Kelly. The team, facilitated by Mrs Charlton, was successful in winning their division and travelled to Sydney two weeks later to compete at State level. The team did not place in Sydney, but all did an exceptional job.

The Language Literature Team consisted of Bridie Martin, Annika Sharples, Lily Christian, Sophie Trewern, Jack Williams, Kaecia Beattie and Lucy Bowden. This team, facilitated by Miss Langford, was awarded the ‘Spirit of Tournament’ for their inspiring team work and co-operation in the presentation of their challenge.

The school is very proud of the achievements of both teams.

Debating and Public Speaking

Two Stage 2 students, Billy Russell and Bridie Martin, represented Oxley Vale Public School at a Regional Public Speaking event based on multicultural perspectives. They both presented a prepared speech on Multiculturalism and an impromptu speech with 5 minutes preparation. It was very challenging with both students giving moving speeches.

Math & Engineering Tournament of Minds Team
Science & Engineering Challenge
A group of enthusiastic students was selected to participate in the Science & Engineering Challenge held at the Tamworth Regional Entertainment Centre. The students had to work through different challenges and everyone had a great day.

Clean Up Australia Day
Under the supervision of teachers, students donned their gloves and participated in the Clean Up Australia Day initiative in March. Infants students cleaned inside the school grounds while the Primary students cleaned the perimeter of the school and surrounding areas.

Harmony Day
In March the whole school participated in Harmony Day where students enjoyed activities relating to different cultures from around the world. On the day, there was a sea of colour as students wore shades of orange (the official colour of Harmony Day 2013) and spread the message that ‘Everyone Belongs’. Students participated in many activities such as craft, games and music groups. Every student created a paper cut-out of themselves which are now lining the walls of the main hallway, with hands linked to demonstrate harmony. 6S entertained the whole school with their performance of the Cuban song ‘El cuarto de Tula’, sung in Spanish.

Book Week
The theme for Book Week in 2013 was “Read Across the Universe”. The Book Week parade was again very successful with students and teachers dressing in costumes depicting characters from their favourite books. The annual Book Fair was held during the week with over $4000 worth of books being added to the school library. This would not have been possible without the support of students, parents and school staff.

After School Learning Centre
The After School Learning Centre is a program supported by the University Department of Rural Health, Newcastle University. The program operates 4 afternoons per week to support two separate cohorts of children, an infants and a primary group. Up to 15 students are accommodated on any given afternoon. They engage in activities that are engaging, promote good health behaviours and incorporate literacy and numeracy wherever possible.

The program also connects allied-health students from the university who run health-related workshops for the students. These workshops are run by pre-service dietitians, occupational therapists and medical students. This is a highly successful program and a wonderful partnership with an organisation from the wider community.

ANZAC Day March
It is a tradition of Oxley Vale Public School that students participate in the Tamworth ANZAC Day march. In 2013 the School Captains led the school group, including teachers, for the march and then represented the school at the ANZAC ceremony at the Town Hall.

An ANZAC Day ceremony is also held at the school each year.

Sorry Day
A Sorry Day assembly is held each year in order to recognise this important day in our national calendar. Mrs Julie Blanch, retired Principal of Oxley Vale, returned to participate in the assembly and assisted in planting a feature tree in our Sorry Day garden.

NAIDOC Week
The school celebrated the 50th annual NAIDOC Week in 2013 with many activities including a Flag Raising ceremony featuring our Aboriginal Boys’ Dance Group. Visitors attended the school throughout the week to talk about their life experiences through the Link and Learn program. Aboriginal artist, Peter Murray, also came to talk to the students about his art.

The Aboriginal Boys’ Dance Group also participated in the NAIDOC march to Bicentennial Park where they performed for the public.

Each class painted their own banner with art inspired by Indigenous artworks to celebrate NAIDOC week, with some outstanding results.
Ronald McDonald House Fundraising Broadcast

Every year Ronald McDonald House undertakes a 5 day bike ride through northern NSW to raise money for their cause. Along the ride, cyclists like to visit schools to speak to children about their programs. In September 2013 92.9 FM Radio broadcast their Breakfast Show live from Oxley Vale Public School from 6 to 9 am. There was a BBQ breakfast and fun stalls and activities for the school community. A significant amount of money was raised for the Ronald McDonald House Programs through this initiative.

Excursions

Major excursions during 2013 included Stage 3 to Canberra and Stage 2 to Dubbo. The infants students also enjoyed several outings to provide opportunities to access the curriculum in a more engaging, hands-on manner.

On 9th and 10th of September Years 3 and 4 travelled to Dubbo for an amazing excursion that included visits to the Dubbo Gaol, the Dubbo Cultural Center and a morning feeding session at Tarongo Zoo. Students also took part in a night-time game of ten pin bowling.

Whilst at the gaol students were able to experience what life would have been like as a prisoner in the early days of Dubbo. They were able to visit the solitary confinement cells which were tiny rooms with no ventilation or light. They also got to try out the stocks, and thankfully no-one was left there for long.

The zoo was a magnificent experience, with a guided tour from zoo volunteers. Students were able to feed the animals and get up close and personal with giraffes, buffalo, primates, elephants and zebras. Students were also able to pat several reptiles including a large python. It was a fantastic experience for all.

On Tuesday the 4th of June year 5 and 6 students travelled to the nation’s capital, Canberra. The students visited several key locations to support their studies on democracy and the political systems in place in Australia.

The students visited Parliament House, Old Parliament house, the National Sound and Film Archive, the National Museum, Questacon and the National Planning Centre.

Highlights of the trip included visiting the War Memorial and the Australian Institute of Sport. All students and teachers had a fantastic time and the experience provided educational opportunities far beyond those of the classroom walls.

Significant programs and initiatives

Positive Behavior for Learning – PBL

In 2013 several staff members were trained in the implementation of the Positive Behaviour for Learning framework. This initiative was selected as a whole-school focus after consultation with staff, students and the community. It was identified that the school had a punitive-based welfare and discipline system and recognition of positive behaviour was lacking.

PBL was chosen as the preferred system to address this and the school began the process of developing core values and determining the specific systems to be implemented to support this recognition of student achievement.

Aboriginal Education

2013 was another year in which Oxley Vale Public School received significant funding to support Aboriginal Education. The school continued to grow its relationship with the local community for the benefit of all our students. Over the past few years the school has encouraged the community to become more involved in the school. The employment of several Indigenous staff members to support students has also managed to build relationships between the school and the community.

Yarn Up Group

In conjunction with our AEO, Donna Nixon, the community has maintained its commitment to the Yarn Up parents group. This is a group that aims to support the students and the school as well as build on community involvement at the school.

In 2013 Yarn Up, in cooperation with teachers, ran another successful Deadly Day where students participated in activities that were
physical, cultural, highly engaging and promoted healthy lifestyles.

Yarn Up has been well-attended throughout 2013 and also made the decision to become an affiliate group to the school’s P&C, enabling them to raise funds to ensure their efforts are self-sufficient.

**NAIDOC Week**

NAIDOC week is a celebration of Aboriginal Culture. It is an opportunity to recognise and encourage Aboriginal Culture and Education at Oxley Vale. The schools’ Aboriginal Education Committee was involved in organising a wide range of activities during the schools NAIDOC week.

**Personal Learning Plans**

PLPs were again developed and revisited for all Aboriginal and Torres Strait Islander students from K – 6. This program aims to strengthen partnerships between students, parents and teachers involved to foster and maintain positive relationships. The PLP also provides students with the opportunity to set realistic academic and personal goals both short and long term. Equity funds were set aside for interviews for students and to support the ongoing development of PLPs. Copies are available to the students at school and to take home.

PLP’s will need to be a continued focus area in 2014.

**Sorry Day Garden**

In 2013 our third perpetual garden was created to mark National Sorry Day. Another circular garden was built and connected to the previous garden by a pathway. It is the schools intention to continue this garden each year to establish over time a network of interconnected circular gardens. Each year the garden created will signify the continuing journey home for the stolen generations.

**After School Learning Centre**

The school has an agreement with University Department of Rural Health in that the UDRH provide funding to run an after school learning centre. Students have a tutor to work with and have regular visits from training health professionals. Activities are designed to support students with their studies as well as instill a love of learning. Students are provided opportunities for education in the areas of allied health such as nutrition and occupational therapy. Students work in conjunction with school staff as well as staff from the University.

**Visiting Performance**

On Thursday 31st October the school had a performance by the world-renowned musician Tjupurr. This was a highly entertaining performance involving song, dance and stories. Tjupurr played for over 2 hours and had the audience spellbound the entire time. It was a magnificent opportunity for students to become engaged in cultural learning and be entertained at the same time.

**Implementation of the Aboriginal and Torres Strait Islander Education Action Plan 2010-2014 (ATSIEAP) and the Partnership Agreement between the Department and the Aboriginal Education Consultative Group Incorporated.**

Oxley Vale has made very sound progress in 5 of the six domains in the ATSIEAP.

- **Readiness for school** – Kinder Ready, Tamworth Family Support Playgroup and Yarn Up all encourage pre-school age children to visit the school setting. Every child starting kinder also receives a pre-school literacy and numeracy bag of resources for use at home.

- **Engagement and connections** – the school works every day with the community to ensure there are positive connections with parents and students. This involves parent-teacher conferences, communication to the community, and events that involve the entire community.

- **Attendance** – Oxley Vale Public School encourages all Indigenous students and parents to work towards regular
attendance at school. In 2013 the school started a telephone program where parents are called each day if their child is not in attendance. The PIP program is supported by our AEO who calls the parents of our indigenous students. This has had a positive impact on the attendance rates throughout the year.

- **Literacy and numeracy** – see NAPLAN section of this report.
- **Leadership, quality teaching and workforce development** - all staff are expected to embed Aboriginal perspectives into their classroom programs. Expectations are high for all staff to cater for their Aboriginal students to the best of their ability.

### Multicultural education

In an ever-growing multicultural community, Oxley Vale Public School endeavors to be an inclusive school where cultural beliefs and diversity are valued.

The school has less than one percent of students from an ESL background. All ESL students speak English fluently.

Teaching and Learning programs throughout the year regularly address cultural significance whether about Australian Aboriginal culture or cultures from around the world. Oxley Vale Public School has a zero-tolerance rule on racism and discrimination in any way. A highlight of the Multicultural Education calendar is always the Harmony Day celebrations. In 2013 the school again celebrated Harmony Day with a very special function. This year every class embraced a particular country and participated in a games morning focusing on each country studied across the school.

Through their studies of the Australian Identity and Values in HSIE Stage 3 students developed a clear understanding of immigration and refugees and differences they have made to Australia. Stage 2 students studied Personal Beliefs and Values gaining a greater understanding of the values, beliefs and customs of other cultures and benefits of multicultural Australia.

### Transitional Equity Funding

The receipt of Transitional Equity funding in 2013 ensured that the school could continue delivering programs in order to work towards eliminating the achievement gap in student learning outcomes for Aboriginal students. These programs and initiatives included Quicksmart, Mulitlit, PLPs, the employment of an indigenous community member for engagement, kindergarten and high school transition and resources for cultural activities and the library.

### National partnerships and significant Commonwealth initiatives

In 2013 Oxley Vale Public School received funds in the amount of $43977.18 to support either Literacy or Numeracy. The schools determined that the focus for our program would be Literacy.

The school established an Instructional Leader 3 days per week to guide professional learning for all teaching staff to improve their skills in teaching Reading and Comprehending texts. Miranda Langford took the role and developed workshops for teaching staff based on the Super 6 strategies used in Focus on Reading. She then trained in this program to ensure that sustainable professional learning was established at the school.

Staff were released in half-day sessions to work together to increase their skills and knowledge and also prepare units of work to support the implementation of the new English syllabus for 2014. Resources were also purchased using these funds to support the units of work. Class sets of books were among the resources purchased.

As part of the program staff were also trained in the use of the Literacy Continuum. This allowed the school to track student progress with great accuracy and consistency across the school K – 6. This practice will continue into 2014 and will be further supported through use of the PLAN software.
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:

- Focus group surveys including parents, students and staff.
- SMART data analysis
- Student academic achievements using the Literacy & Numeracy continuums.

School planning 2012—2014: Progress in 2013

School priority 1

Literacy

Outcomes from 2012–2014

Evidence of progress towards outcomes in 2013:

- 2013 NAPLAN data shows an increase of 9% in the area of READING in year 5 at a proficient level.
- 2013 NAPLAN data shows an increase of 11% in the area of WRITING in year 5 at a proficient level.
- NAPLAN data shows that year 5 girls are above state average in their growth in the area of READING.

Strategies to achieve these outcomes in 2014:

- Teacher professional learning targeting Reading and Comprehending texts.
- Training remaining infants staff in the L3 program. Continued training for cohort trained last year.
- Instructional Leader to focus professional learning for Stage 2 teachers on using the super 6 strategies.
- Differentiation of programs to cater for all students.
- Using SMART teaching strategies to address targeted areas.
- All teachers to utilise the literacy continuum as an assessment and programming tool.
- Student achievement in Literacy tracked using the PLAN software K – 6.
- The provision of appropriate resources to support students in targeted areas of Reading Text and Comprehension.

School priority 2

Student engagement and attainment

Outcomes from 2012–2014

Students engaging in a broad range of learning experiences within a safe environment.

Evidence of progress towards outcomes in 2013:

- Improved student engagement in learning through a school wide system (PBL) of recognition of students demonstrating the school’s 4 core values of Respect, Integrity, Excellence and Pride. This system reorients students to learning across the school.
- A range of support programs have been implemented to address student needs – Learning and Support Teachers, Multilit, Quicksmart, L3, After School Learning Centre, and Active After School Communities program.
- The school implemented a new attendance system (PIP) which incorporates phone calls every day to the parents of absent students. The system also generates effective reports and letters to parents of students with attendance concerns.

Strategies to achieve these outcomes in 2014:

- Further training of the staff in PBL set for Staff Development Day, Term 2.
- Further refinement in the student achievement process through PBL team
School priority 3

Curriculum and Assessment

Outcomes from 2012–2014

Staff confident in the implementation of the Australian curriculum.

Evidence of progress towards outcomes in 2013:

- Staff were supported in the implementation of the NSW English syllabus incorporating the Australian Curriculum.
- Completion of online modules by all teachers.
- Professional learning sessions on the English Syllabus delivered by the Instructional Leader were completed by all teachers.

Strategies to achieve these outcomes in 2014:

- Develop teachers’ understanding of the new NSW Mathematics Syllabuses.
- Using online professional learning modules to develop teachers’ ability to use the new syllabuses to meet the needs of their students.
- Provide opportunities for collaboration in updating programs, units of work, teaching resources and assessment tasks.
- Create a shared drive so that all teachers can upload and share units of work based on the new syllabus documents.

Professional Learning

Professional learning is an integral part of the school plan and contributes to the professional growth of staff and improved student outcomes. Professional learning activities are targeted at specific areas of need within the school as determined by data analysis and mandatory training practices.

In 2013 all staff undertook the child protection updates, first aid training, CPR, anaphylaxis awareness and epi-pen procedures. Other training on staff development days included code of conduct awareness, NSW English Syllabus online modules, training in the disabilities standards, and planning and rejuvenating the school vision.

Teaching staff also took part in workshops on the English and Mathematics continua, four half-day workshops on the super 6 strategies and professional learning around best start, L3 and using the Best Start (PLAN) software.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school.

Overall the satisfaction ratings were high. Their responses are presented below.

- 97% of parents felt that they were welcomed in the school.
- 100% of parents reported that their child enjoys coming to school each day.
- 91% of students reported that they were happy to come to school each day.
- 94% of parents felt that the school provided a safe and secure environment.
- 100% of students reported that the teachers help them to do their best.
91% of parents agreed that the teachers at Oxley Vale Public School were professional.

95% of parents felt that the school’s main focus was on student learning.

91% of student report that they understand and demonstrate the 4 core values of the school.

91% of parents reported that the school’s communication was effective and that the school was well organised.

94% of parents either strongly agreed or agreed that the school promotes its core values of respect, pride, integrity, and excellence effectively.

100% of staff are happy to come to work each day.

88% of staff endorse the values of OVPS – Pride, Excellence, Integrity and Respect

78% of staff strongly believe Professional Learning to be an important aspect of their work.

78% of staff believe that all teachers do not contribute equally across the school.

88% of staff use the new English Syllabus for planning, implementing and assessing student learning in English.

67% of staff are strongly motivated to contribute more than what is expected of them at this school.

77% of staff believe they integrate technology into classroom practice effectively

77% of staff enjoy working for this school’s Principal.

88% of staff feel supported by the Executive.

89% of staff believe teaching gives them a feeling of accomplishment.

Areas for Improvement

- Only 80% of parents agreed that the school reports provide clear feedback.

- Only 80% of parents felt that the school valued their help and interest.

- 31% of parents indicated that they either disagreed or didn’t know if the school was effectively addressing bullying.

- 18% of students felt that the school wasn’t doing enough to prevent bullying.

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.

Mr Luke Norman - Principal
Mrs Leanne Grinter – School Admin Manager
Mrs Sue Griffiths – retired School Admin Manager
Mrs Kim Smart – OVPS P&C President
Miss Miranda Langford – Classroom Teacher
Annika Sharples – SRC member 2013 Breanna Russell – SRC member 2013

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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: