Orange East Public School
Annual School Report 2013
**School context**

Orange East Public School (OEPS) has a proud tradition of providing quality learning opportunities in a caring, nurturing environment for 121 years. It is one of the smallest of the six public primary schools within the township of Orange with an enrolment of 249 children from Kindergarten to Year 6.

Our Aboriginal/Torres Strait Islander children make up 12% of our school population and we have 3.6% NESB children.

Orange East Public School has a great mix of experienced & early career teachers who are committed to providing quality learning opportunities for all students. Through the skills and efforts of all staff, the school has continued to offer a range of excellent classroom and whole-school programs.

**Principal’s message**

Orange East Public School is a place where students are valued as individuals and learning programs cater for the needs of the children.

Our improved academic achievements continue to demonstrate the commitment of a dedicated teaching staff that ensures quality learning outcomes are introduced to all students.

The school has continued to offer a number of extra-curricular activities. One such activity is the expanded dance program which has continued to expand under the expert tutelage of Mrs Sweeting. The school continued to offer a wide variety of team and individual sporting opportunities both at school and in the wider community. Other extra-curricular activities include chess, Student Representative Council, public speaking, choir, learn to swim and various stage excursions.

The national partnership program allowed our children in stage 2 and 3 to receive extra support through activities introduced and developed by Mrs Kable. This program will continue throughout 2014 with the focus being on Stage 1 children.

A huge thank you, once again, must go to the P & C association for the excellent work in assisting the school throughout the year. The various fundraisers by the P & C allowed them to continue to support the school which continues to enhance the learning opportunities for all students at Orange east 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.

Peter Cook (Relieving Principal)

**P & C and/or School Council message**

Once again we had a very successful year with talented and dedicated people involved in P&C at Orange East Public School, we have achieved a lot around the school and the fundraising efforts added up to a whopping $15,000!

We held the Annual Welcome BBQ which had a great turn out even with the pouring rain! This was followed by the highly successful Easter Hat Parade BBQ, a wood raffle, Education Week BBQ, the annual East Orange Village Markets and our end of year disco BBQ.

We also have the P&C run clothing pool which we owe a huge thanks to Sharlene Anderson who as a parent volunteer puts many hours into making it a great service to the parents and carers and a profitable venture for the P&C.

With these funds we have been able to contribute to the school through Naidoc Week, the kitchen flooring, benches and plumbing and a small donation to the garden project.

With the help of the school we have made a head start on the kitchen project and hope to be putting in the ovens, more benches and the finishing touches mid 2014 so the students can begin to use the facility.

Thanks to the P&C members who have worked really hard and volunteered both their time and skills, also the school staff and families of Orange East Public School community for your contribution in 2013.

We are looking forward to 2014 being even bigger and better.

Katrina Smith - OEPS P&C President 2013

**Student representative’s message**

The SRC had a very busy and productive year. We held a variety of dress up days that raised money to continue our World Vision sponsorship of
Solomon in Ghana, for the Morgan Brothers Trust and Give 5 for Kids. We also held a cupcake day to raise money for the RSPCA.

Michelle Hewitt - SRC Co-ordinator

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

Orange East Public School has an Attendance Action Plan and the School Attendance Monitor works regularly with the Home School Liaison Officer (HSLO) to ensure appropriate strategies are in place to monitor student attendance. This year we developed procedures to support parents to encourage regular attendance at school for their children, including parent information brochures, explanation reminder slips for absences, newsletter items and communication with parents. Teachers, executive and school administrative support staff are involved in attendance procedures at Orange East, as part of a whole school drive to raise overall student attendance rates. Students are rewarded each term for high attendance rates through the school merit system.

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>3</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>7</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.315</td>
</tr>
<tr>
<td>Primary Part Time Teacher</td>
<td>0.4</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1</td>
</tr>
<tr>
<td>Release from Face-to-Face Teacher</td>
<td>0.42</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>General Assistant</td>
<td>0.4</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.122</td>
</tr>
<tr>
<td>Total</td>
<td>16.457</td>
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</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

During 2013 the school employed an SLSO to implement the Wambinya program for Kindergarten children who worked closely with classroom teachers with the L3 program. The Norta Norta program was implemented by a teacher for 3hrs/week who worked with children from Years 4 and 6.

Teacher qualifications

All teaching staff meets 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>85%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>15%</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
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</table>
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>
<th>30/11/2013</th>
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<tbody>
<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
<td>$87637.62</td>
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<tr>
<td>Global funds</td>
<td>$126966.20</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$131397.33</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>$86445.39</td>
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<tr>
<td>Interest</td>
<td>$3944.63</td>
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<tr>
<td>Trust receipts</td>
<td>$5664.10</td>
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<tr>
<td>Canteen</td>
<td>$28156.05</td>
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<tr>
<td><strong>Total income</strong></td>
<td>$470211.32</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | $18334.58  |
| Excursions                 | $21353.60  |
| Extracurricular dissections| $37910.68  |
| Library                    | $5449.40   |
| Training & development     | $5651.62   |
| Tied funds                 | $114330.18 |
| Casual relief teachers     | $33049.08  |
| Administration & office    | $27388.12  |
| School-operated canteen    | $27237.37  |
| Utilities                  | $24980.75  |
| Maintenance                | $22647.04  |
| Trust accounts             | $7657.12   |
| Capital programs           | $0.00      |
| **Total expenditure**      | $345989.54 |
| **Balance carried forward**| $124221.78 |

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

At Orange East PS we believe it is important to provide opportunities for students to excel in all aspects of school life. We also believe it is vital that we develop the whole child and reporting on the arts, environmental education and sporting areas are as important as the mandatory academic achievements.

Achievements

Arts

This year we had a very successful year with our school dance program, which saw over half the children taking part. At the Orange Eisteddfod, the Stage 3 Troupe received Highly Commended, Stage 2 Troupe placed second, Year 2 also received second place and Year 1 received Highly Commended. Mrs Sweeting did an outstanding job teaching dance each week.

The Choir, under the guidance of Mrs Carrigan and Mrs Root rehearsed each week, developing their performance skill. The group was made up of students from Year 1 to Year 6 and they performed a medley of Christmas Carols for the elderly citizens at Ascot Lodge as well as our School Presentation day.

Sport

Primary students were provided the opportunity to represent the school in PSSA teams, including soccer (boys and girls) and netball. Stage 3 students had the opportunity to participate in Pre2 sporting competitions including Term 2 netball and rugby league and Term 4 touch football. Stage 2 and 3 students had the opportunity to participate in a Term 3 sporting program engaging the use of community sports facilities and trainers in ten pin bowling, PCYC futsal, boxing, soccer and Zumba. Stage 1 students took part in a well-structured sport program aimed at developing necessary skills and understandings for a range of sports. These experiences help students learn about the importance of an active lifestyle as well as developing positive sporting interpersonal relationships with their peers through organized activities.

Environmental Education

The Orange East Public School Kitchen Garden aims to provide students with opportunities to grow and maintain a variety of seasonal fruit and vegetables and to learn about their environment. The school kitchen garden has an active garden...
club where student members meet regularly to experience the joy of gardening. Harvested produce is used in cooking programs from K to 6 and also utilized in the school canteen. Produce is sold at a school market stall operated by the students for a gold coin donation to allow for the purchase of basic garden resources. New additions to the school kitchen garden include; a 2m x 3m polycarbonate hothouse, a new lightweight wire-mesh potting table and the addition of gravel to the pathway areas.

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)

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)
NAPLAN Year 3 - Numeracy

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
### NAPLAN Year 5 - Numeracy

#### Average progress in Reading between Year 3 and 5*

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<tbody>
<tr>
<td>School</td>
<td>82.8</td>
<td>72.6</td>
<td>91.8</td>
<td>95.2</td>
</tr>
<tr>
<td>SSG</td>
<td>77.0</td>
<td>72.0</td>
<td>82.0</td>
<td>90.4</td>
</tr>
<tr>
<td>State DEC</td>
<td>83.7</td>
<td>74.0</td>
<td>79.2</td>
<td>85.7</td>
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</table>

#### Average progress in Numeracy between Year 3 and 5*

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</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>83.9</td>
<td>69.4</td>
<td>88.7</td>
<td>73.9</td>
</tr>
<tr>
<td>SSG</td>
<td>82.2</td>
<td>92.8</td>
<td>96.7</td>
<td>82.2</td>
</tr>
<tr>
<td>State DEC</td>
<td>89.6</td>
<td>95.8</td>
<td>98.2</td>
<td>89.7</td>
</tr>
</tbody>
</table>
Other achievements

Significant programs and initiatives

Aboriginal education

During 2013, Aboriginal children received funding support through the Wambinya program for children in Kindergarten and during first term for children in Year 1. The Norta Norta program provided assistance to children in Years 4 and 6.

The Wambinya program support in Kindergarten and Year 1 allows us to assist Aboriginal children whilst undertaking L3 (Language, Learning and Literacy). The Norta Norta support allows us to assist those children in Years 4 and 6 who were identified through the NAPLAN results as needing extra assistance. This assistance is offered to individuals in both Mathematics and Reading.

Multicultural education

The school places an emphasis on ensuring that students understand the multicultural diversity of Australian society. This year the school organized a day to celebrate indigenous culture. The NAIDOC committee put together a day of diverse activities and performances to celebrate indigenous culture and to supplement work being done throughout classes. Activities throughout the day included:

- Jewellery making
- Rock painting
- Traditional dance
- Cooking Johnny cakes
- Indigenous games
- Indigenous language

As well as these workshops we had a visiting indigenous dance troupe from Bowen Public School to open the day’s proceedings. We were also fortunate to have a local artist sharing his knowledge of symbols and painting techniques. To finish the day we had a well-known local indigenous group ‘The Sutherlands’ perform for us.

Children were encouraged to come dressed in either red/black/yellow or green/blue/black/white to represent the colours of the Aboriginal and Torres Strait Islander flags. It was a most successful day that was enjoyed by all.

Harmony Day was remembered throughout the school with children being encouraged to dress in the colours of the national flag of their choice. The children and their families embraced the idea and many arrived to school in either colourful clothes representing a national flag or traditional dress.

National partnerships and significant Commonwealth initiatives

The school was selected to participate in the Improving Literacy and Numeracy National Partnership (ILNNP) in 2013 and 2014. The school was provided with funding to be spent over two years, to develop programs and initiatives to improve the performance of students in either literacy or numeracy. A school committee conducted an evaluation and selected numeracy as the focus of our ILNNP participation. Initiatives developed to improve numeracy outcomes in 2013 included:

- Year 3 to 6 students selected as the target group for the National Partnership, based on assessment results, NAPLAN and A-E report grading.
- All teachers of Year 3 to 6 Maths classes participated in the ‘Maths Matters’ professional learning program with a focus on the numeracy continuum and improved quality teaching within classrooms.
- Employment of a teacher to develop numeracy skills programs and resources aligned with the
Mathematics syllabus and Numeracy continuum.

- Trained SLSO’s to deliver a targeted intervention program to improve the numeracy skills of small groups of students.
- A whole school approach to numeracy through collaborative planning opportunities, for teachers to work together to refine school Mathematics units and assessment practices.
- A teacher to coordinate the ILNNP in school by overseeing assessment items and timeframes, data collection, documentation requirements, meetings and professional learning through the Maths Matters Program.

**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 given to teachers, parents and students
- Data collection and analysis of assessments undertaken
- Focus group discussions
- Staff meetings and Executive meetings

- Executive responsibilities in school Plan

**School planning 2012—2014: progress in 2013**

**School priority 1 ~ Literacy**

**Outcomes from 2012–2014**

- To increase the 3 year average of Year 3 students in Bands 5 & 6 in reading by 5% in 2013.
- To decrease the 3 year average of Year 3 students in Bands 1 & 2 in reading by 5% in 2013.
- To decrease the 3 year average of students in the bottom 2 bands in Year 3 & 5 in spelling by 5% in 2013.
- To improve the percentage of Year 5 students meeting expected growth in reading by 5% in 2012.

**Evidence of progress towards outcomes in 2013:**

- Teaching children in line with the Literacy continuum. Focusing attention on similar needs in each cluster through activities specifically developed to cater for each specific need.
- Significant LaST program that caters for children with significant issues in Reading.
- All class teachers benchmark children at least 3 times a year.
- A higher percentage of children taking part in Home Reading program through the use of an incentive program.

**Strategies to achieve these outcomes in 2014**

- Explicit teaching of reading, spelling and writing using teaching strategies referenced from Smart Data resources and linked to student result analysis
- Review, improve and raise the profile of the school home reading program in all stages to encourage greater student/parent participation in reading.
- Greater consistency of literacy programs across all classes in each stage with the continued development and refining of a scope and sequence K-6.
• Development of units of work in line with the new National Curriculum to explicitly teach areas of need.
• Collation and centralization of all literacy resources and continuing to purchase modern resources for use in class programs.

School priority 2 ~ Numeracy

Outcomes from 2012–2014

• To increase the 3 year average of Year 3 students in Bands 5 & 6 in numeracy by 5% in 2013.
• To decrease the 3 year average of Year 3 students in Bands 1 & 2 in numeracy by 5% in 2013.
• To increase the 3 year average of Year 5 students in Bands 7 & 8 in numeracy by 5% in 2013.
• To decrease the 3 year average of Year 5 students in Bands 3 & 4 in numeracy by 5% in 2013.

Evidence of progress towards outcomes in 2013:

• National Partnership assessment used to determine children who participate in small group sessions.
• Up skilling teachers through participation in ‘Maths Matters’ training Years 3 – 6.

Also Stage 1 teachers taking part in session on the Maths continuum.
• Employment of SLSO’s to work with small groups of children with similar needs to develop better skills in Numeracy.

Strategies to achieve these outcomes in 2014:

• Explicit teaching of numeracy skill using teaching strategies referenced from Smart Data resources and linked to student result and question analysis.
• Structuring of all classes across each stage to accommodate Support classes. This will allow for flexibility in group structures and smaller overall class sizes through the provision of additional teachers.
• Employment of SLSO’s to work with Support Math’s classes.
• Stage based collaborative planning to design and implement high quality explicit teaching units linked with a range of current syllabus and support documents. These units will be guided by an explicit K-6 Scope and Sequence developed and agreed upon by each stage teacher.
• Collation and centralization of all maths resources and continual purchasing of modern resources for use in class programs.
• Children identified through explicit assessment undertake small group instruction with trained SLSO as part of National Partnership program.

School priority 3 ~ Technology

Outcomes from 2012–2014

• Authentic daily use of interactive whiteboards to support quality teaching.
• All classrooms operating with efficient and up to date technology.
• Increased staff understanding and confidence to better cater to our students as 21st century learners.
Evidence of progress towards outcomes in 2013:

- Class programs explicitly documenting skills being taught.
- Development of a Scope and Sequence K-6 of ICT skills and competencies.
- Each classroom using Interactive Whiteboard to enhance and engage student learning across the school.
- Increased use of multi model and digital texts in all literacy programs.

Strategies to achieve these outcomes in 2014:

- Continual development of a professionally responsive website for staff, community and students.
- Purchase of up-to-date computers, tablets and associated technology (including hardware and software) and replacement of old equipment. Installation of wireless internet which can be accessed throughout the school.
- Further use and development of SENTRAL computer software to support teaching, welfare and student management.
- Further upgrade of computer lab to incorporate up-to-date technology.
- Refinement of the Technology Committee to designate expert in-school staff to support all technology areas/other staff.

Professional learning

During 2013 all staff had a number of opportunities to access professional learning activities. These ranged from school based training to attending courses of site. In 2013 the school undertook professional learning programs that supported strategies in the School Plan. These programs included Maths Matters, Positive Behavior for Learning, Understanding Autism Spectrum Disorders, National Curriculum/Collaborations, Behaviour Management, Rich Allen (Managing Problem Children’s Behaviour), Austswim, Disability Standard Training, and GROW Training.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

- Overall parents, students and staff reported a very high to excellent level of satisfaction with the school. All felt that OEPS presented a wonderful learning environment which recognized student achievement in a variety of areas.
- Parents felt that there was strong support for students requiring further assistance and staff felt that our approaches in this support were consistent and fair.
- Students reported that they enjoyed working with their teachers and that the school was a friendly, happy and safe place.
- Staff indicated that stage teams operated with effective collaboration and sharing of ideas to enhance student learning. OEPS also addresses the needs of students who present with challenging behaviours.
- Parents felt that the school had good technological facilities and staff indicated that this should be an area for continual investment in the next couple of years.
- Students indicated great enjoyment from the various sports and dance programs and particularly enjoyed attending organized excursions for each stage.
- Parents reported their high level of satisfaction with the OEPS Cultural day.
Students also indicated their willingness to take part in more Cultural events like our OEPS Aboriginal Cultural day.

- Parents also indicated their enjoyment coming into the school to take part in special days like: Easter Hat Parade, Education week activities and Cultural day activities.

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.

Peter Cook, Relieving Principal
Alison Croker, Assistant Principal
Jodie Hawke, Relieving Assistant Principal
Kerry Stokes, Relieving Assistant Principal
Amy Sweeting, Assistant Principal Special Projects
Tracey Press, Assistant Principal Special Projects
Fiona McNamara, Senior Administration Manager

School contact information
Orange East Public School
45 Spring Street
Orange NSW 2800
Ph: 02 6362 7464
Fax: 02 6362 8956
Email: orangeeast-p.school@det.nsw.edu.au
Web: www.orangeeastpublicschool.com.au
School Code: 2811

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: