

# Oakdale Public School

## Annual Report



2016



2789

## Introduction

The Annual Report for **2016** is provided to the community of **Oakdale Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Maria Green

Principal

### School contact details

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### Message from the Principal

After five years at the helm of leadership I have seen significant positive change across the learning community of Oakdale Public School. At our "Dream Big" meetings consensus was reached that we as a school would be driven by the underpinning principles of promoting equity and excellence; where all students become successful learners, confident and creative individuals and active and informed citizens who positively contribute to society. In order to make these ideals become a reality we have focused very much on providing support for students who have been under performing in Literacy and Numeracy. We have tackled this by providing extra teaching personnel in Literacy blocks at least three days per week, continued a MultiLit program run by a trained SLSO. We have also provided one-one support in a withdrawal situation twice per week for many students and modified and strengthened our home reading and parent volunteer programs. MathsMad is also afforded extra staff during our Mathematics block one day per week and groups are flexible and fluid across the school. Dedication to further extending students who are operating above expected stage outcomes across all curriculum areas has been pivotal to our professional learning and school planning for 2016. We offered Tech Club, Talented Writer, Science Club, formed a choir and started a debating group.

Part of our philosophy is still the development of the whole child and we have provided many and varied learning experiences this year so that students could discover a love for, or a talent in a particular field. We have offered our children dance lessons, Music Bus, performance nights, chess, debating, public speaking, AFL, golf, athletics training and a wide range of other sporting activities above and beyond the regular curriculum requirements. These programs have excited, motivated and engaged students and in some cases extended their participation into private lessons outside school.

The school community has been a cohesive unit, driven by our school plan and united by our care and unwavering determination to ensure success for all students.

## School background

### School vision statement

Our vision is underpinned by the promotion of equity and excellence in an environment where all students can be successful learners, confident, creative individuals, and active and informed citizens.

Oakdale Public School is committed to assisting every student reach their potential by promoting an inclusive environment; supported by ongoing professional learning to meet the needs of a wide variety of students. Making adjustments for students to achieve success underpins the value all staff place on students achieving success. Providing opportunities for students to maximise skill growth and broaden their capabilities is also a foundation of our school plan; we are providing a platform to raise the educational choices of students to make a difference to the quality of a student's lives both inside and outside the school.

### School context

Oakdale Public School is a P1 school with 168 students. It is set in a picturesque semi-rural area in the Wollondilly Shire. It is about a twenty minute drive from the larger townships of Picton and Camden. Surrounded by orchards and farms the school is the hub of the community with families and local businesses supporting the school to achieve its strategic targets. We promote equity and excellence and strive to ensure all learners experience success. Our goal is to develop young people who are confident, creative and active so that they will become contributing, informed members of society. We offer a broad extra curricula program to ensure students have the opportunity to widen their experiences; preparing them for high school and beyond. The learning community feel great pride for the school and that is reflected in the amount of support we receive whenever we ask for assistance. We are "Not too big, not too small, but just right!" We pride ourselves on how visually appealing the school is; beautiful gardens, trees, wildlife and learning areas make this an enjoyable place to work. The school has a relaxed, welcoming and personable atmosphere where staff, students and community are mutually respectful in their interactions. Staff work effectively to provide students with the basic skills and to also broaden their knowledge in cultural, social, and emotional pursuits. We excel in identifying, supporting and guiding talent; assisting students become successful learners. The students enjoy vigorous physical activity and challenges requiring imagination and creative play. They use good manners, show respect and look out for one another. They display enthusiasm and appreciation for all of the extra-curricular events planned for them. The school community come together often to support student learning. Parents and extended family, business and broader community assist with achieving our strategic directions.

# Self-assessment and school achievement

## Self-assessment using the School Excellence Framework

### **This year, our school undertook self-assessment using the elements of the School Excellence Framework:**

At Oakdale Public School we are committed to high quality practice across the three domains of learning, teaching and leading. We have linked our professional learning to the thorough understanding of the elements of the School Excellence Framework and the Australian Professional Standards for Teachers and Principals. We have focused very much this year on knowing our students and how they learn and also connecting this to the domains of the framework. At several "Dream Big" meetings we discussed our learning community and reflected on the progress we had made in 2015 and the changes that needed to be made for 2016 as we embarked on our journey of self-evaluation and improvement. Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.

We consider Oakdale Public School to be Sustaining and Growing in the following areas:

- Learning Culture
- Wellbeing
- Curriculum and Learning
- Assessment and Reporting
- Data Skills and Use
- Collaborative Practice
- Learning and Development
- Professional Standards
- Leadership
- School Planning, Implementing and Reporting
- School Resources
- Management Practices and Processes

We consider to be Delivering in the following areas: which will be a focus area in 2017.

- Student Performance Measures
- Effective Classroom Practice

## Strategic Direction 1

### DEVELOP A COLLEGIAL EDUCATIONAL COMMUNITY

#### Purpose

To strengthen relationships within our educational community by creating an environment that fosters and maintains respectful, collaborative interactions, engages parents in the learning of their child and adheres to educational priorities of the school.

#### Overall summary of progress

We aimed to establish the expectation of a high standard of student behaviour that is inclusive and demonstrates positive interactions with students, staff, parents and the wider community. We set out to create and maintain orderly and workable routines, implementing excellent management strategies for challenging behaviour so as to create an environment where student learning is not compromised but directed toward engaging and purposeful activities. To support this we planned to engage parents more in perspective enhancing opportunities organised by the school e.g. attend coffee afternoons to discuss stimulating topics such as "Dreaming Big". Informing parents through the use of ICT so that they were well informed about school events and programs was also a priority.

In 2016 the majority of students displayed good behaviour, followed the school rules and were respectful to staff, parents and visitors. We did have some extreme behaviour to contend with and staff had professional learning on dealing with difficult behaviours. The feedback from parents, students and staff through surveys and conversations has been very positive. In the beginning a few changes were met with quite a deal of resistance but after two years of implementing our plan the majority of the learning community are on board with all we do. There is still quite a poor response to the completion of surveys online so we need to look at ways to promote this more; possibly by placing reminders in the newsletter and at assemblies or directly on the Skoolbag APP continuously. The majority of parents have downloaded the Skoolbag App, read the newsletters, Face Book page and website and are highly aware of what is happening in the school.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of teaching staff regularly update school website and contribute a class blog to the newsletter each term.	Improved communication methods have heightened parents understanding of processes, payments, attendance and knowledge of their child.	\$1100 expenditure resulted in more informed parents, increased visibility in the school and student behaviour across the school showing continuous improvement
100% of parents use email and school website to view newsletter and access permission and other notes.	80% of families access electronic communication	
100% of parents respond to surveys on website after major school events.		
20% increase in attendance at P&C meetings, coffee afternoons, KLA workshops and information afternoons/evenings.	Inviting parents into the school more often has seen a slight increase in parent representation at all events.	
100% of students follow school rules and demonstrate inclusive behaviour.	The implementation of our Behaviour Plan and the consistent approach in its usage has resulted in 95% of students being respectful and compliant most of the time.	

## Next Steps

Implement additional report on student progress for all students in Term 1 & Term 3. Teachers will distribute weekly positive behaviour letter/ email.

Increased leadership training for students e.g. peer support, Young Leaders Day, Grip Leadership Conference, Year 6 leadership camp, Lead through Sport, Kids Give, SRC fundraising etc.

Students involved in Gifted and talented classes on writing, art, ICT, maths challenges, numeracy.

All staff to complete Understanding Dyslexia and Significant Reading Difficulties / Understanding Personalised Learning and Support online training led by Julie Way to support student welfare.



## Strategic Direction 2

### PROVIDE A QUALITY DIFFERENTIATED CURRICULUM

#### Purpose

To develop productive and inclusive learning settings across the school by reviewing inclusive strategies, teaching and learning programs; leading to an exploration of new approaches to engagement and support, so that all students become 21st century learners.

#### Overall summary of progress

Through the use of RAM funding we employed 3 additional support staff to support the learning needs of students identified through the data collected by quantitative and qualitative assessment measures. This provided targeted individual reading support and assisted the implementation of our MATHSMAD program K–6 to assist all students achieve stage outcomes. We also introduced extension writing groups for each stage. There was a marked increase in numbers of children in K–2 reaching benchmarks and all students in 3–6 below the Stage benchmark reading level received individual support with 75% achieving targets by program end and four students to repeat the program in 2017 and an additional five students to commence the program.

We were also committed to providing increased access to high quality ICT equipment and programs to support the needs of the children as 21st Century learners. Five additional mobile devices were deployed to Years 3, 4 and 5 and 15 to the library to ensure students had an individual device to use. This allowed for an increase in daily access to technology for more students and expanded the students' skills in applying various software programs to assist and support their classroom investigations.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
80% of students achieving stage expectations according to PLAN data for K–2	90% of students achieving stage expectations in K–2 Reading and 75% in Writing. 90% of students in K–2 achieving stage outcomes in counting and Early Arithmetic strategies.	\$115 300.00
80% year 3 students achieving band 3 or above in Literacy and Numeracy	In Year 3 NAPLAN 83% achieved Band 3 or higher in Reading 93% in Writing and 87% in Numeracy.	
80% year 5 students achieving band 5 or above in Literacy and Numeracy	In Year 5 NAPLAN 69% achieved Band 5 or higher in Reading, 81% in Writing and 77% in Numeracy.	
100% students not achieving stage outcomes receiving targeted support		
50% increase in available individual ICT devices for students each year		
100% participation in all extracurricula opportunities offered.	100% of students received science lessons delivered through 5E model.	
30% increase in reading and numeracy in top two NAPLAN bands for Aboriginal and Torres Strait Islanders		

## Next Steps

Upgrading of access to individual devices for students in classes K–2 and provision of Technology assisted devices for identified Learning Support students. Upgrade IWB projectors and equipment.

Opportunities provided by specialist teachers for children to participate in lessons in yoga (Mindfulness), hockey, elements of art, chess, choir and drama.

All teachers to devise, review and rewrite PLPs for Aboriginal students, Learning Support students and Out of Home Care students to cater for their changing needs. As well as, identifying, implementing and recording all adjustments made for students within classrooms. Teachers enter data onto NCCD and implement suggestions generated.

Extension of support provided for targeted individual reading support to assist all students to achieve stage outcomes through Reading Recovery, Home Reading program, Multi Lit and our Reading Support Program.

Extension of implementation of History & Geography Syllabus.

Consolidation of Science syllabus and Scope & Sequence.





### Strategic Direction 3

#### BUILD TEACHER CAPACITY

##### Purpose

To identify and provide professional learning opportunities that engage teachers in the development of their professional knowledge, practice and commitment to the delivery of a high quality curriculum that meets the needs of all students.

##### Overall summary of progress

Through the use of QTSS (Quality Teaching Successful Students) funding we assisted teachers by providing additional support both in terms of release time and collegial support to help build a deep understanding of new syllabus documents through both lesson observations and program writing. We also encouraged visits to other schools to observe teaching that was pertinent to their PDP. All staff were asked to enrol in courses that supported growth in their targeted goals. Teachers through Literacy, Numeracy and Science Committees were also assisted in the development of more student focused teaching and learning programs. In addition to this we sought to cultivate a transparent and collegial working environment through the use of Performance and Development Plans with teachers and executive supporting one another to set personal goals to assist professional growth and development in the 3 areas of their learning, their teaching and their leadership.

By the end of the year all teachers had engaged in shared professional learning through school-wide teams and the PDP process based on meaningful feedback which resulted in improved teacher capacity to ensure improved learning outcomes for all students. This resulted in an increased delivery of more engaging, dynamic and differentiated teaching and learning programs based on current research that was presented for collaborative review via the Literacy, Numeracy and Science Teams.

##### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% participation by teachers in Biannual review.	Teacher's capacity was built in the area of student well-being, delivery of History, Science Geography and Writing lessons.	
100% teachers provide evidence to support PLAN and PDP		
100% of teachers complete AITSL self-assessment tool		
100% of teachers complete Performance and Development plans	Majority of staff obtaining their goals in their PDPs.	
100% of teachers attend, plan and prepare profession learning in school Committees and team meetings		
100% of teachers participate in a minimum of two teaching observations annually		
100% of teachers provide and act upon feedback given in a collegial environment		

## Next Steps

Professional development by all teachers and support personnel in area of Understanding Dyslexia and Significant Reading Difficulties/ Understanding Personalised Learning and Support – 20 hour Board developed online course.

Whole school focus on Back To Basics with emphasis on writing, spelling and number.

Young Minds Under Stress seminar for all staff to gain a better understanding on how stress affects learning.



Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	8 students referred off program at end of 35 weeks as they had successfully completed Multi Lit Program.	\$22,000
<b>English language proficiency</b>	Information shared with new teacher and program, progress and future planning discussed.	\$4,400 Volunteer staff
<b>Low level adjustment for disability</b>	All students operating below stage expectations in reading have received support either through targeted support in the classroom or MultiLit or a combination of both. Our annual review of assessment data has shown an increase in students operating at a S (sound level) in our reports. MultiLit has been very successful in improving the reading of students who operated well below stage outcomes. Several students will need to repeat parts of the process which has resulted in a year or more of intensive instruction for some students.	\$81,259 \$19,355 \$101,000 (rounded up)
<b>Socio-economic background</b>	Early intervention strategies employed using additional staff in Literacy blocks had a very positive impact on Literacy achievement. This model will be adopted in 2017 with a cycle of continuous professional development for SLSOs, teaching staff, parents and volunteers.	\$23,695



## Student information

### Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	73	87	87	92
Girls	78	77	77	76

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	97.1	95.2	93.6	93.1
1	95.6	96.3	95.3	93.6
2	95.2	94.1	94.6	93.6
3	96.2	96	93.2	92.6
4	95.7	94.8	94.8	94.5
5	95.2	94.4	94.7	92.9
6	95.6	95.4	91.9	91.7
All Years	95.8	95.1	94	93.1
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Our attendance pattern has remained reasonably consistent over the past three years. Our initiatives to support student attendance have seen us perform above State average. In 2016 we have had a slight decrease in attendance due to a virus that impacted many families.

### Class sizes

Class	Total
KH	23
1B	19
2B	18
3C	30
4I	23
5C	25
6K	26

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	5.59
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.4
School Administration & Support Staff	2.02
Other Positions	0.06

## Professional learning and teacher accreditation

We spent \$12,000 of our budget on teacher professional learning. At our school we have 1 teacher in the process of gaining accreditation and 4 teachers at proficient. The remaining staff are pre 2004 and will begin accreditation in 2018.

In 2016 the majority of teacher professional learning was linked to our school plan and the three strategic directions. Our QTSS funds supported our goals in our PDPs allowing staff to observe their colleagues and provide constructive feedback. It also allowed for our staff to visit other schools or educational providers.

Staff professional learning and development days concentrated on behaviour management through online training. We also focused on the reasons why students act out and how we could prevent these incidences. We engaged outside agencies to help us develop a tool bag of strategies for dealing with difficult behaviour; DOE employees also presented insightful seminars on trauma. We studied the brain and the effect of stressors on it and we started to look into mindfulness strategies for students to start taking responsibility for their actions and learning. Staff examined policies connected to student wellbeing and welfare and ensured these were a part of their daily teaching. As a staff we reviewed our own behaviour and discipline procedures and how we report to parents in this area.

New curriculum areas of Science, History and Geography were treated in depth and took up much of our professional learning time in staff, stage and development meetings. The school focused on SMART Goals to improve the standard of our writing and we looked at new forms of technology to support our teaching.

Differentiating the curriculum became pivotal in the delivery of student learning and we focused on how to make adjustments to support learning and engagement. Inclusive strategies were revisited to ensure that each student felt successful by having their needs met at school.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	81 649
(2a) Appropriation	71 745
(2b) Sale of Goods and Services	906
(2c) Grants and Contributions	8 975
(2e) Gain and Loss	0
(2f) Other Revenue	0
(2d) Investment Income	22
<b>Expenses</b>	-88 346
Recurrent Expenses	-88 346
(3a) Employee Related	-69 039
(3b) Operating Expenses	-19 306
Capital Expenses	0
(3c) Employee Related	0
(3d) Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	-6 697
<b>Balance Carried Forward</b>	-6 697

	2016 <b>Actual</b> (\$)
<b>Base Total</b>	1 281 937
Base Per Capita	8 721
Base Location	3 998
Other Base	1 269 216
<b>Equity Total</b>	165 083
Equity Aboriginal	13 943
Equity Socio economic	51 983
Equity Language	0
Equity Disability	99 156
<b>Targeted Total</b>	40 449
<b>Other Total</b>	27 612
<b>Grand Total</b>	1 515 083

## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

The information provided in the financial summary includes reporting from to 31 December 2016.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	81 649
(2a) Appropriation	71 745
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# School performance

## NAPLAN

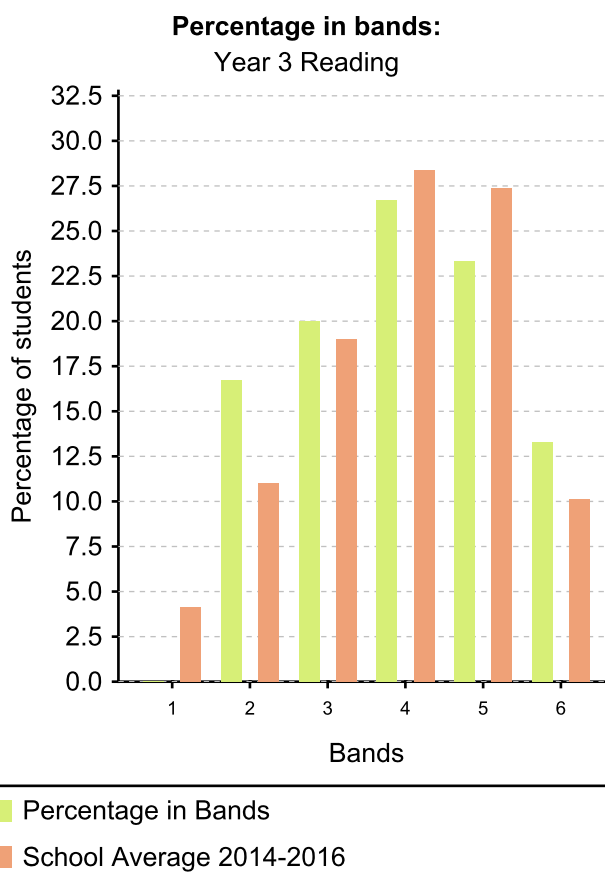
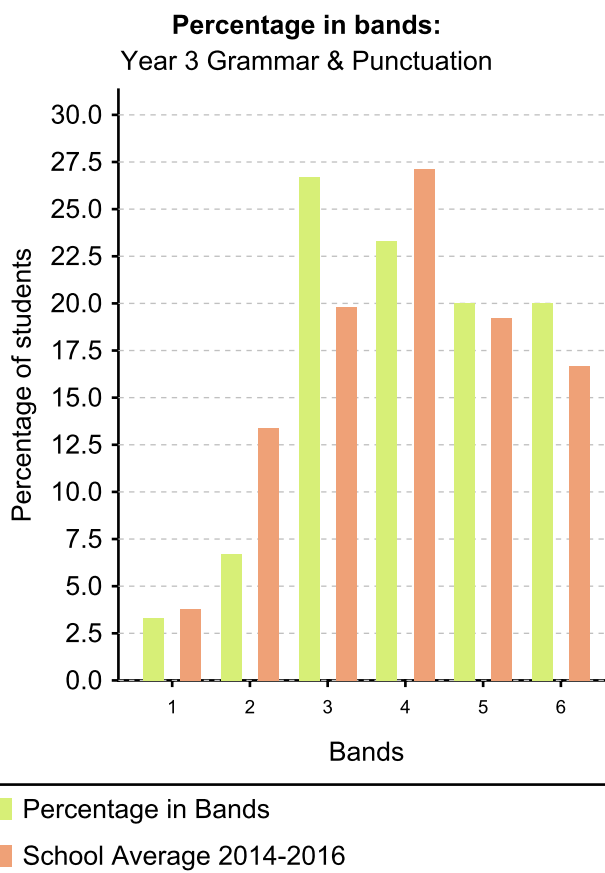
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

### Year 3 Reading

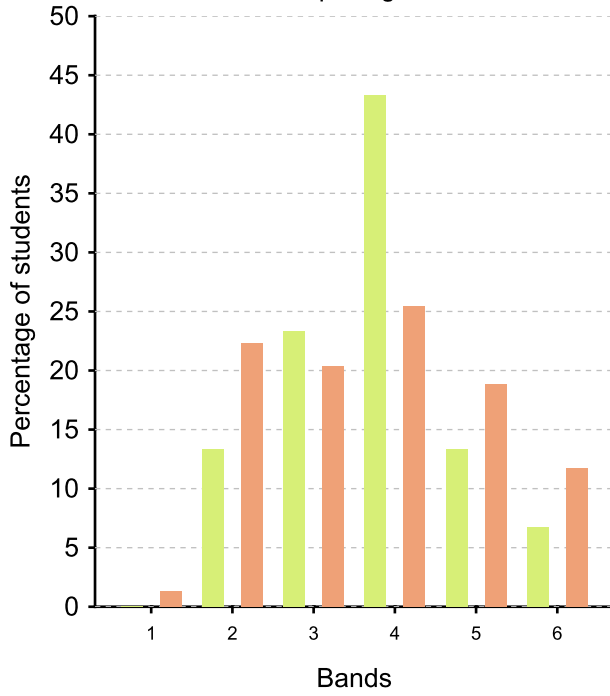
There was a reduction of students represented below minimum standards by 4.8% in 2016. An increase of 9.4% of students were represented in Band 6 from 2015. The representation remained the same for the past two years in Band 5. Trend data shows our results have been fairly consistent over the past three years. Our results remain below state. We need to look more closely at interpreting data from an information and narrative text, methods of persuasion in a letter, interpreting a character and analysing figurative language.

### Year 5 Reading

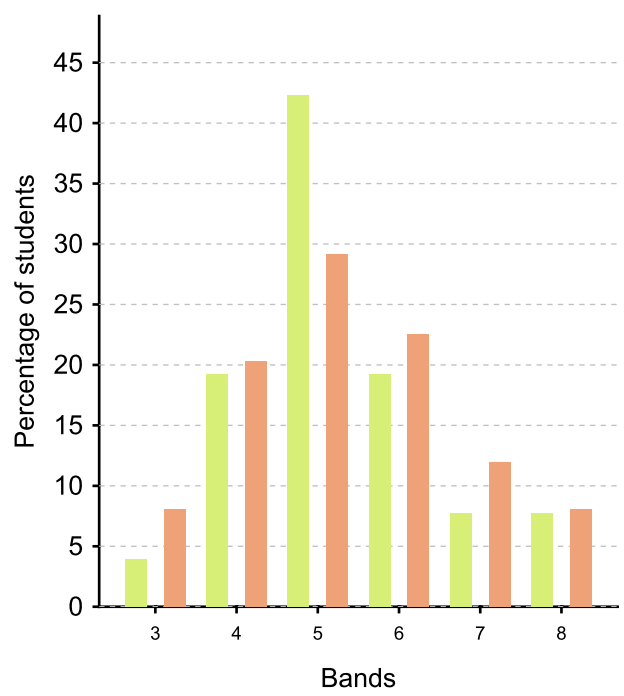
In 2016 we had an increase in students represented in Bands 3 and 4 with 30.8% (8 students scoring below minimum standards). In Band 8 there was minimal representation in 2016 whilst Band 7 had a 14.4% increase from 2015. Trend data showed a downward turn in 2015 but we have started to climb back up to be consistent with 2014 results in 2016. We are below state in growth from Years 3 to 5. Half of our students measured greater than or equal to expected growth. Areas to work on include: locating directly stated information, interpreting detail in a narrative, analysing figurative language, identifying the purpose of a personal address, identifying shared belief between reviews and identifying an emotional appeal.



**Percentage in bands:**  
Year 3 Spelling



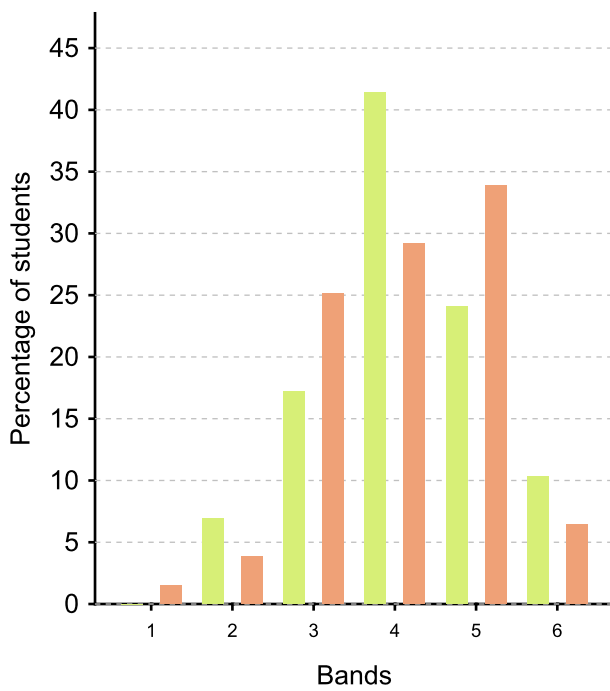
**Percentage in bands:**  
Year 5 Grammar & Punctuation



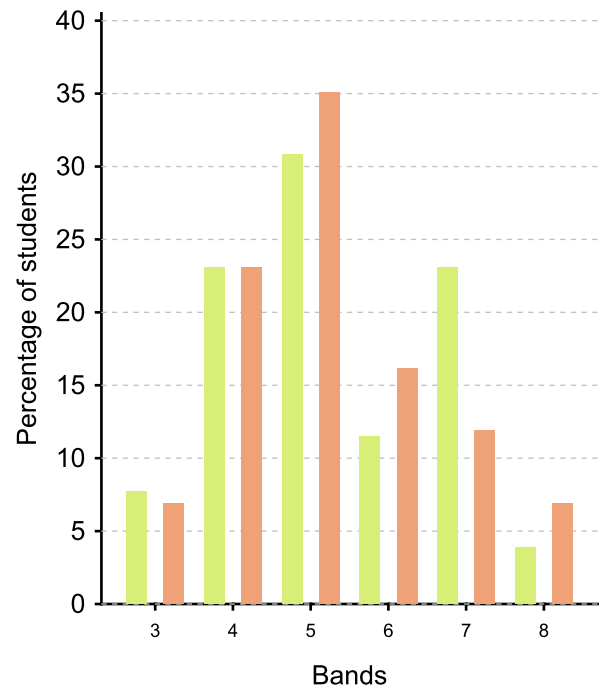
Percentage in Bands  
School Average 2014-2016

Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 3 Writing



**Percentage in bands:**  
Year 5 Reading

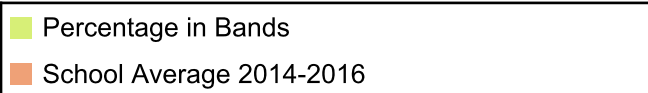
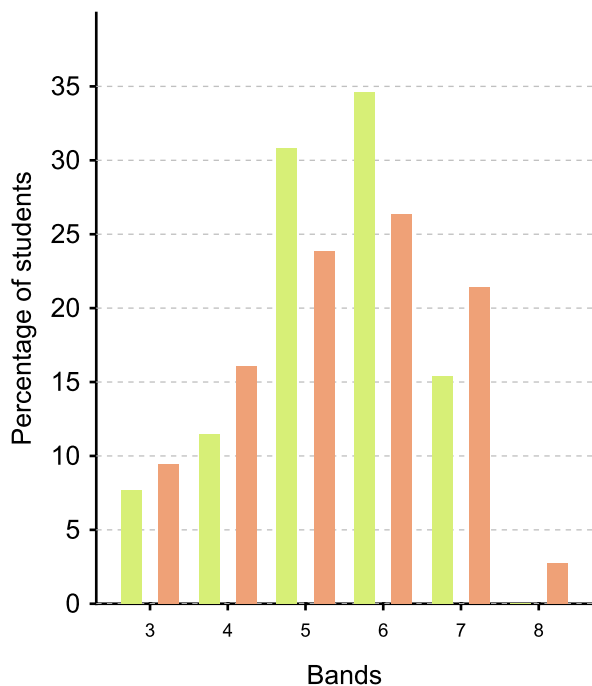


Percentage in Bands  
School Average 2014-2016

Percentage in Bands  
School Average 2014-2016



**Percentage in bands:**  
Year 5 Spelling

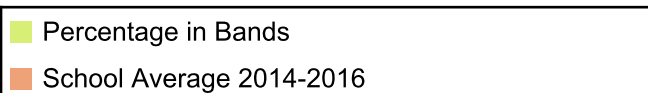
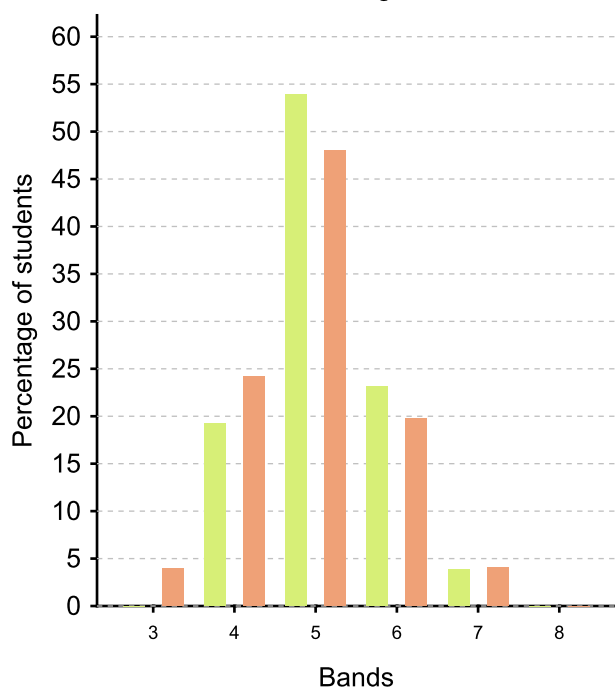


downward turn in our trend data in 2015 we have started to climb back up to be consistent with 2014 results. Our results remain below state. Areas to concentrate on include: matching an object to a 3D net, writing 4 digit numbers as numerals, comparing volume and mass, multiplication as repeated addition, pattern count by 3 and equivalent number sentences.

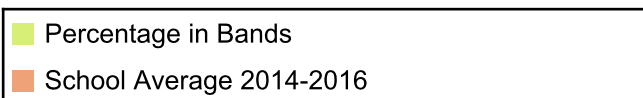
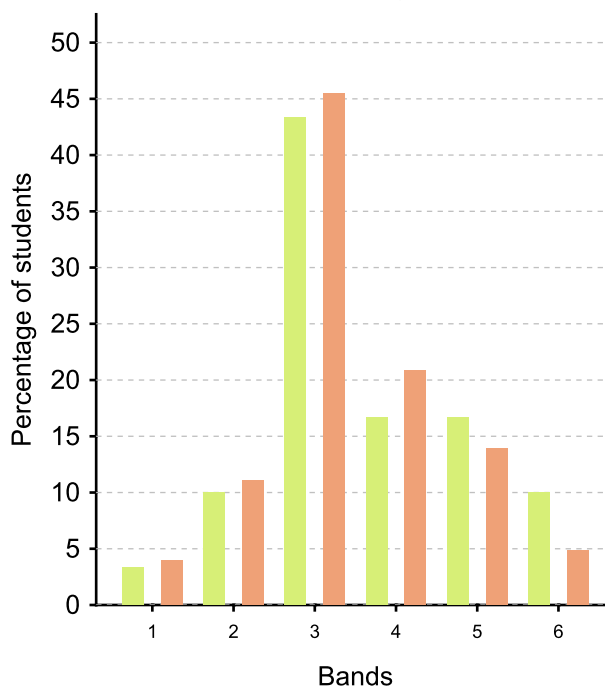
#### Year 5 Numeracy

Our representation in Bands 3 and 4 remained similar over the past three years. In 2016 23.1% of students were operating below minimum standards (6 students). There was a slight decrease in representation in Band 8 from 2015–2016. Trend data showed a slight decline in numeracy results from 2015. Student growth from Year 3–5 showed 66.7% showed less than expected growth with 33% showing greater than or equal to expected growth. Areas for improvement include: 2D shapes, odd and even numbers, using a key to interpret, classifying an angle, volume, place value, addition and subtraction of fractions, locating  $\frac{1}{4}$  on a number line, solving a word problem with a remainder, continuing a pattern of multiplication and calculating a perimeter.

**Percentage in bands:**  
Year 5 Writing



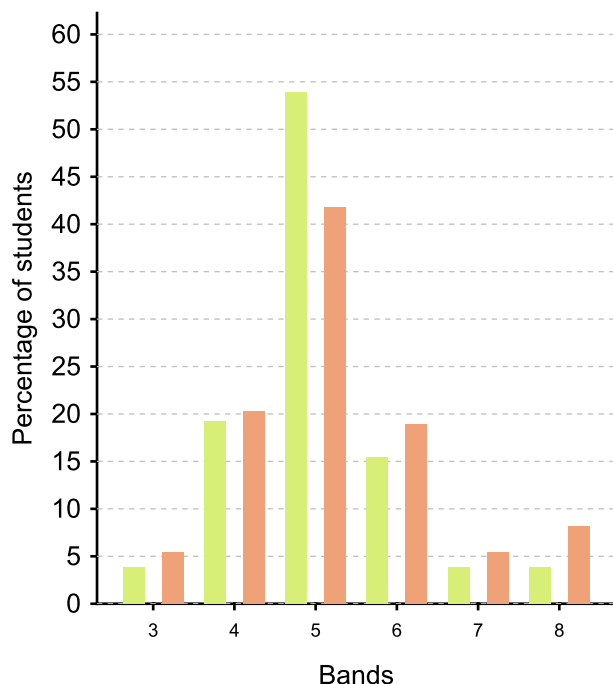
**Percentage in bands:**  
Year 3 Numeracy



#### Year 3 Numeracy

Trend data is showing a reduction of students represented below minimum standards over the past three years and from 2015–2016 a reduction of 3%. An increase of students represented in Band 6 in 2016 16.7% compared to 13.5% in 2015. In Band 5 in 2016 we had 33.3% compared to 16.2% in 2015. After a

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2014-2016



## Parent/caregiver, student, teacher satisfaction

### Parent Survey

Parents and community members expressed that 97% feel welcome and are treated respectfully when they are at the school. The improvement of student engagement through additional activities was confirmed by 96% of parents conceding tennis, science club, talented writer, tech club and more made school enjoyable and motivated students. Raising academic performance was seen by 77% of parents as an area to focus on across the school. Other parents believed the balance was right but felt too much emphasis at times was on school wide achievement and not specifics for individuals. The fortnightly newsletter was seen as the most used communication tool with 81% using it to have knowledge about what happens in the school. 70% use the Skoolbag App, 27% the website and 46% use the P&C Facebook page. It was evident that parents are sourcing information from a variety of communication tools on offer. An area that needs improvement as seen by parents was being provided with regular feedback about their child's progress academically, socially and behaviourally. 59% believe we provide enough feedback but 41% do not. This result has already seen changes made to supply a simple progress report in Term 1 and 3 and to email, phone or meet each parent during the term. The majority of parents, 85% relayed that their child enjoyed school and that they were supported and encouraged in their learning. Many parents believed Oakdale to be an inclusive setting and that students with disabilities were supported by staff who continually updated their learning in this area. A high proportion of parents, 85% believed our identification of student need and providing support for them was invaluable. Others thought the focus needed to be more on stretching the top end so that we could lift academic performance. Many parents, 74% believed the behaviour system was working but others wanted to receive notification every time their child received a behaviour notification in class or on the playground. Parents agreed with the school spending the majority of the budget on support, extension and extra curricular activities and that this tactic has had a positive impact on student wellbeing. Some parents believed more should be spent on the basics. The principal and executive team were seen as approachable and willing to support parents in any matter by 97% of respondents. The changes parents would like to see across the school include: a variety of payment options, more inspirational guest speakers, more reports on student progress throughout the year, tougher action on poor behaviour and male role models in the school.

### Staff Survey

Staff, 61% reported that most of the time they plan for contextually relevant opportunities for parents to be involved in their child's learning and 31% commented that they and the school always provide opportunities for parents to be involved. Many staff members believed we involved parents in broader school priorities and activities that develop a school wide

collective responsibility for student learning and success whilst 23% said this is an area that needs improvement. Almost all staff, 93% were satisfied with the professional learning provided to build teacher in the area of catering for special needs in the classroom. Providing support to students based on data collection and analysis and their effectiveness, 31% of staff believed there was too much interruption to whole class lessons and that an outline be provided to less experienced staff working with groups. The majority of staff, 92% valued extra release time to spend on delivering mandatory documentation. Most of the staff concurred that we operate in a collegial working environment. All staff enjoy coming to work, 62% said they always feel valued, appreciated and successful. Others responded that most of the time they like their role but there are variables such as workload and challenging behaviours that can impact wellbeing. Staff reported they feel supported with problematic students and parents 100%. Staffs feel supported with issues concerning other staff members but improvements could be made to strengthen staff confidence in this area. Staff felt that most of the time executive modelled professional behaviour and are supportive. There is room for improvement in some relationships. PDP development has resulted in targeting areas that staff would like to further develop by keeping them focused, documented and having to report to supervisors, 83% attested to this. 69% of staff were familiar with the school plan, the philosophy behind it and why we do what we do. This needs to be revisited and a strong direction outlined. The majority of staff saw the school as a well organised place with good communication most of the time.

#### Student Survey

Students, 92% reported that they were always well behaved in class and allowed others to learn. They, 98% also conveyed they were respectful to staff and visitors. A confident 99% said they knew and understood the school rules and that 40% had been to reflection as a consequence of breaking a rule. They verbalised they knew why they were in reflection and why they received a consequence. The majority of students, 98% had been rewarded in a variety of ways throughout the school year. The majority of students, 85% enjoy coming to school because of friendships, learning opportunities and friendly staff. Most students, 98% believed the school provided them with interesting learning opportunities in the classroom, the arts, sporting and social arena. The majority, 96% of students involve themselves in the activities the school offers. Those students who have received additional support 88% believe they have improved in the targeted area. Our students 96% are proud of their school and acknowledge that the school is caring and supports them when they need help. More than half, 63% believe their play or learning have been affected by poor behaviour from other students.

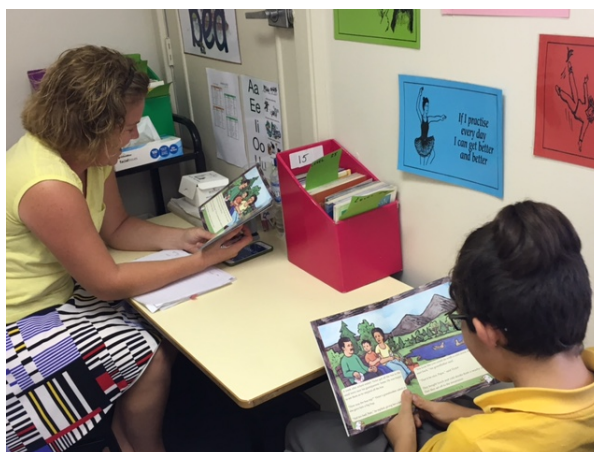
## Policy requirements

### Aboriginal education

At Oakdale Public School we focus on establishing and strengthening relationships with Aboriginal people and communities; in partnership with this our aim to ensure our teaching is engaging, culturally appropriate and relevant. As highlighted in our school plan we promote learning as a lifelong pursuit which will assist with becoming a healthy, contributing, successful person.

In our planning we prioritise the educational outcomes of our Aboriginal students to ensure the gap between Aboriginal and non-Aboriginal students is reduced in the areas of literacy and numeracy. All students operating below expected stage outcomes in Years 3–6 in reading are tutored individually through the Macquarie University Multi Lit program which focuses on reading and spelling. School Learning Support Officers are employed to support students within the classroom and additional teaching staff target particular students for remediation and extension in Mathematics, Literacy, Writing and ICT. Numeracy ability groups are formed across the school to target areas of need and we have a Mathsmad program that runs on a Thursday that originally focused on place value but now focuses on all aspects on Number and Algebra. An early intervention model is used K–2 with three trained reading recovery teachers working with additional support staff to support the literacy block. Two School Learning Support Officers work in the Kindergarten room to ensure a high level of skill development for students in the early stages of schooling.

Our Aboriginal students' attendance is on par with non-Aboriginal students which are above state average. The NAPLAN results for Aboriginal students in Year 3 indicate they are on par or above their non-Aboriginal cohort in all areas of Literacy and Numeracy but below the state for all students and above the state average for Aboriginal students. The NAPLAN results for Aboriginal students in Year 5 indicate that girls outperformed boys and that they were below the state average for Aboriginal students and the DOE in Numeracy. In Literacy Aboriginal students were well below the state average for all students and above the state for Aboriginal students only.





## Multicultural and anti-racism education

Oakdale Public School is an inclusive school; the students make all newcomers welcome and the staff work hard to ensure that each child is accepted for their individual differences. We try hard to bring out the best in each student; working on social skills, finding their unique talents and supporting them through their struggles. We focus on how similar we all really are and celebrate our differences. Each day is a learning experience to find out something new about our own country and the people in it as well as discovering amazing facts about other countries and their people.

Pro-social values are taught in each classroom emphasising the importance of harmony i.e. getting along, collaborating, being fair, kind and sorting out problems in a peaceful manner. Having empathy underpins all of these values.

Harmony Day is celebrated every 2nd year to coincide with The United Nations International Day for the Elimination of Racial Discrimination. The message we send is "everyone belongs." We celebrate Australia's cultural diversity and cultural respect for everyone who calls Australia home. We share what we have in common and learn about our differences. We teach fairness, inclusion and emphasise that we should show respect and support for cultural, religious and linguistic diversity.

All staff are aware of their responsibilities for supporting students to develop an understanding of racism and discrimination and the impact on individuals and the broader community. Oakdale Public School has a trained Anti-Racism Contact Officer and all staff contribute to the eradication of racism by promoting the acceptance of diversity. The Anti-Racism Policy objectives are embedded in our teaching units and we monitor and report on this area.

## Other school programs

### Library

Oakdale PS library aims to create 21st century learners. The library is a bright and inviting place for students to visit and students enjoy coming to the library. Through a combination of library fundraising, P&C donations and school funds, 15 brand new Lenovo laptops were purchased for the library in 2016, bringing the total number of computers in the library to 30. All students are given opportunities to excel in the area of Information and Communication Technology (ICT) through library lessons, and students gifted in the area of ICT are given an opportunity to increase their skill set in Tech Club.

Tech Club is a gifted and talented ICT group that runs for one hour per week. Approximately 10–15 students are chosen by the Teacher Librarian to attend Tech Club each term. Students are chosen based on current ability or their capability to learn ICT at a higher level.

Lessons on computer coding (using code blocks and Logo, an educational programming language) are taught. Beebots and Probots were used for lessons on the Logo programming language, where students learnt how to program small robots to follow a simple set of instructions. Selected students were chosen to attend the Wollondilly STEM Expo at Tahmoor PS, where they demonstrated how the Beebots and Probots worked to students and teachers from other schools.

This year, the Game Training Roadshow visited our school. Years 2–6 attended a free 'Getting Started' information session, aimed to motivate students toward IT by introducing them to Unity, a 3D game engine that they could use to create their own commercial quality video games. 20 students then paid for a full day coding workshop where they used Unity to create landscapes and insert vehicles and characters into a 3D world.

In June, students from Years 2–6 were identified by their teachers as being gifted writers and selected to attend a Virtual Excursion with children's book author, Sally Rippin in the Connected Classroom. It was very informative to hear directly from an author whose books are in our library collection, and students were also able to ask Sally questions.

At the start of the year, parents were invited to attend a free information session on reading strategies run by Miss Hannaford, the Reading Recovery teacher. The content was aimed at K–2 students or struggling readers in 3–6.

The library hosted events throughout 2016. The Book Parade was celebrated for CBCA Children's Book Week and the theme was: Australia! Story Country. Grandparents Day was a great and busy day where: K–2 performed a song and 3–6 performed a dance in the hall, grandparents were invited into classrooms to complete a History questionnaire with their grandchildren, a Scholastic Book Fair was held in the library, students designed and created monsters at home for display in the Monster Expo (which was in the hall), and then grandparents were treated to a complementary lunch.

### Choir

Oakdale Public School proudly formed our first school choir in 2016. Initially it began as quite a small group, but as the word spread, by the end of the year our choir peaked in numbers and reached up to 40 students across years one to five.

Throughout the year our school choir has performed at a number of Class Champion Assemblies and in week 9 of term 4, the choir had an excursion to Carrington Care to perform for the local residents, representing Oakdale with much pride. Over the course of many weekly practises, the choir have learned to use vocal warm up techniques, staggered singing techniques such as singing in rounds and ultimately how to work together to beautifully harmonise their voices as a cohort.

Our songs for the year have included Colour My World,

Try Everything, Count On Me and a number of Christmas songs for performance such as White Christmas and Jingle Bells. Miss Baker, Miss Clay and Miss Hill have proudly taken part in developing this group of students and thoroughly enjoyed increasing their desire to entertain and perform.

## Peer Support

The Peer Support Program is a student welfare program that is “dedicated to providing school communities with an evidence-based, peer led approach to enhance the mental, social and emotional wellbeing of young people.”(Peer Support Australia 2013)

There are many benefits that children gain from participation in this program. The Leaders and Co-leaders: practise leadership skills, develop confidence in leading a group, act as a positive role model, enhance their own life skills and develop organisational and time management skills. Younger students: learn life skills through fun and safe activities, form positive relationships with Peer Leaders/Co-leaders, practise cooperation and collaboration and build confidence to actively participate.

The senior students undertook leadership training last term, on March 30th, with Mrs Coppola and Mrs Karliotis. The students were very focussed on developing their leadership skills, as they worked on activities designed to teach them about managing groups and facilitating learning.

The whole school participates in Peer Support for 30 minutes each week. Year 5 and 6 students lead their group of 6 – 8 younger students through a number of structured activities. The module they are engaged in this year, is called “Keeping Friends”. It helps the children explore the concept of friendship, build relationships and develop skills in empathy and critical thinking.

Peer Support started last week; the children got to know each other, work cooperatively and begin to talk about the meaning of friendship. The program has eight sessions and will run most weeks this term.

## International Competitions and Assessments for Schools 2016

Each year, Oakdale Public School, offers students in Years 3–6, the opportunity to participate in the International Competitions and Assessments for Schools (ICAS). These are external tests, independently run by the University of NSW, that provide the students with invaluable experience in standardised tests whilst giving them a great sense of achievement. Each student receives a certificate to recognise their efforts. In 2016, students participated in Digital Technologies, Science, Writing, English and Mathematics.

Students achieved excellent results and the school is very proud of their achievements. The results are as follows: Digital Technologies: 3 credits, 10

participations; Writing: 11 participations; English: 1 distinction, 2 credits, 2 merits, 6 participations; Mathematics: 2 credits, 1 merit, 15 participations.

## Primary Science Groups

This year, Years 3 to 6 have embarked on a “voyage of scientific discovery”. In Terms 2 and 4, each fortnight, the students engaged in some exciting learning centred on science. The students were in stage groups and taught separate topics by the Primary staff. The students explored the delights of “Microbes and Mould”, lit up their world with “Light”, saw the world in a different way in “Changing States”, were soured by “Acids and Bases” and electrified by the concepts in “Electricity”. They had an awesome time using new technology: looking at the development of moulds using digital microscopes linked to the Smartboard, as well.

## STEM (Science Technology Engineering Mathematics)

This year, STEM (Science Technology Engineering Mathematics) education was prioritised at our school. The Science and Technology syllabus was taught by Ms Fuller in a K – 6 sequence during RFF. Ms Fuller developed a Science and Technology Scope and Sequence and wrote and trialled sixteen stage-based units. Earlier in the year, the school employed Dr Marc Noakes, a scientist, school teacher and lecturer, as a professional consultant to provide professional development and in class demonstrations for the teachers. Ms Fuller linked the school to others in the area as the school representative of the Wollondilly STEM Network, a professional group convened by Dr Noakes.

Funds were allocated to purchase resources related to the science units. For example, sets of programmable devices called “Beebots” and “Probots”, were bought. These can be used to teach coding to students K – 6. Also, consumable resources were purchased to support hands on, enquiry-based learning in the classroom.

In Term 1, to generate more interest in science, Infants and students participated in an entertaining and fun incursion called the “Jollybops Science Show”.

To foster the children’s curiosity and excitement around science, every week, Ms Fuller ran a lunchtime 3–6 Science Club. Students enjoyed short, high interest activities based on such themes as “sound”, “toys” and “flight”.

During Term 3 in Science Club, the students worked on developing and testing a motorised drawing device. They made modifications to their design and tested the efficacy of each change. They subsequently recorded their findings and created visual displays. These became their entries into the first Wollondilly STEM Expo, held at Tahmoor PS.

Ms Fuller communicated to the wider community, the interest and participation of the students by writing regular contributions to the Newsletter, in the form of an article called, “What’s on in STEM”. This article, supported by photographs, showcased some of the class activities she taught.

In Term 4, two groups of senior girls participated in the inaugural St Patrick's College STEM Challenge. This initiative is aimed at highlighting the importance of encouraging girls in STEM education.

This focus on Science and Technology teaching this year is in line with a statement from the syllabus that states that "Science and technology are of increasing importance and integral to our rapidly changing world".

## Sport

Children need the value and habit of lifelong physical activity embedded from an early age. They deserve meaningful physical education classes that incorporate fundamental movement experiences setting the foundation for this lifelong physically active lifestyle. In support of this philosophy, students participate in weekly programmed physical activities promoting fundamental movement, social and emotional benefits and games and sports, which in turn encourages a healthy and active lifestyle. Having a healthy active lifestyle leads to a change in student behaviour as they become more engaged in the classroom and active after school.

Weekly sports consists of a variety of learning experiences such as dance, gymnastics, athletics, tabloids, cricket, softball, netball, tennis, soccer and many other varieties of experiences from the Australian Sports Commission's 'Playing for Life' activities.

Outside agencies have been beneficial in delivering a number of these activities effectively and explicitly to the students. Picton Tennis Association provided us with a 4-week program teaching skills for all students in years K – 6.

In 2016, all of the students participated in gymnastics, tennis and athletics/social skills programs along with the Premier's Sporting Challenge and mini-Olympics. All of these experiences were designed to create an atmosphere of fun whilst teaching skill acquisition. This year the school took part in the 'Sporting School's' program which provided us with funding for additional sporting equipment and to hire sporting coaches. This allowed for student increase in participation. Students in years 1 – 6 were provided with the opportunity to participate in Swimming School at the Wollondilly leisure centre lessons with Aust swim instructors delivering these lessons.

Approximately 85% of students in years 3 – 6 participated in a variety of Razorback PSSA Gala Days. These included netball, soccer, AFL and Tiger Tag. The school had 6 student's trial for Razorback zone sporting teams in Rugby League, Netball, Soccer and Cricket.

School sporting carnivals included swimming, cross-country and athletics. Years 2 – 6 competed in the Swimming Carnival while years K – 6 participated in the Cross Country and the Athletics Carnivals. We had 23 students represent our school at the Zone Swimming Carnival with Georgia going on to represent the school at regional level. 32 students represented the school at the Zone Cross Country Carnival; while 30 students represented the school at the Zone

with 2 students going on to represent the school at regional level.

Students represented the school in 2 Macarthur District Primary School's One Day Chess Tournaments. The first tournament held in September consisted of 8 students that formed 2 teams. The second tournament held in October consisted of 9 students who formed 3 teams. The students A team took out the 14th position, which is now a new Oakdale record.

## Public Speaking and Debating

Public Speaking and debating is becoming more popular within our school. We are developing a committed group of students who have displayed a high level of interest in these areas. Our aim is to continue to participate in public speaking competitions and eventually participate in debating competitions as well.

Across 2016 our school has held an oracy competition for years 3 – 6. All students were required to participate by speaking in front of their peers. From this in school competition, we selected 3 students to go ahead and enter the Multicultural Public Speaking Competition. Students delivered their prepared speeches and an impromptu speech. Our school also competed in the Wollondilly Network Public Speaking Competition where 2 students, one from stage 2 and one from stage 3, competed.

This year we introduced debating to our 3–6 students. Students developed skills in how to form a persuasive argument. Students in years 4 and 6 created 2 teams for our school. We did not participate in any competitions this year but with another year of practise, we hope to compete in 2017. Our students have shown a great interest in debating and a willingness to continue this next year.

## SRC

Our school has a Student Representative Council, comprising of two students from each class. The representatives are voted in by their classmates as students who display leadership qualities and who promote the values of our school. Each Semester, two new Councillors are elected. The SRC meet twice a term to discuss items such as which charities the school would like to support, decide on fundraising events (for charity or school), or plan fundraising events in more detail. The students from the SRC also sit on the stage for our Class Champions Assemblies, which are held at the end of each term, and the SRC students present their Class Champions with their certificates. The SRC, in conjunction with the teacher who lead the SRC, also organise an end of year excursion and fundraise throughout the year to subsidise the cost of this event.

This year, the SRC organised a Funky Hair Day on Friday 7th April, to raise money for the Leukaemia Foundation's Shave for a Cure. This was very successful, with most students in the school participating. Students wore mufti clothes for a gold

coin donation and paid to get their hair sprayed with colour. Half of the money raised went to the Leukaemia Foundation and the other half went towards our end of year movie day.

On Friday 14th October, we held an “Udderly Awesome Mufti Day”, which the SRC had voted to support. This day raised money for families in Australia’s dairy industry, many of whom are facing financial hardship due to a lower wholesale milk price. Students wore mufti clothes of ‘cow colours’ and made a donation to this charity. The SRC also held a milkshake stall on the same day, using locally produced milk, to raise money for our end of year movie day.

Finally, on the 12th and 13th of December, students celebrated a year of hard work and good behaviour with an excursion to a picnic and the movies. This year, half of the school attended on the first day, and then the other half attended the next day.