

Oaklands Central School

Annual Report



2016



2791

Introduction

The Annual Report for 2016 is provided to the community of Oaklands Central 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.

Mr Peter Craft

Principal

School contact details

Oaklands Central School

Coreen St Oaklands NSW 2646

NULL, 2646

www.oaklands-c.schools.nsw.edu.au

oaklands-c.school@det.nsw.edu.au

02 6035 4290

Message from the Principal

Oaklands Central School is a vibrant school with strong community links and engagement. The school has a supportive culture where educational excellence is being pursued through programs that focus on each individual student. Our school is committed to the wellbeing of students and promotes a culture of respect, resilience, individual responsibility and safety. Three key elements underpin the school's approach to excellence in all activities the school engages in.

Firstly we have a highly dedicated and skilled staff who focus on the needs of each student in their classes. Being a small central school, staff are uniquely placed to know their students, including their strengths and weakness. Learning programs are designed to cater for the individual needs of each student, so that every student is expected to grow continually. Indeed the idea of growth underpins the work of all teachers in the school.

Secondly, the school promotes a whole school approach to educating students. Literacy and numeracy programs are taught from kindergarten to year 10. Across the school, students are provided with strategies and skills to meet the expected standards in both literacy and numeracy. This whole school approach ensures that learning programs build student capacity from the moment they enter kindergarten until they finish their schooling.

Finally, Oaklands Central School engages in world leading practice to support students in their learning. The school uses modern teaching tools in every classroom. Senior students participate in the Riverina Access Partnership, a program that allows senior student to remain in their community while completing their HSC. The Riverina Access Partnership uses video conferencing, learning management systems and current teaching methods to provide cutting edge learning for our rural students., who achieve result equal to schools across the state.

Peter Craft

Principal

School background

School vision statement

Oaklands Central School aims to have students who are 21st Century learners, self-motivated and strive for excellence. They will possess resilience, respect and educated risk taking in order to enter the world with confidence.

We will work as a whole school to produce teaching and learning programs that stimulate students to achieve to their potential.

We would like the community to feel connected to all aspects of school life by providing support to enhance both educational and personal development of learners.

The school's mission is "To produce self-motivated, life-long learners who can work independently and cooperatively, and take their place in the world with confidence, compassion and enthusiasm".

School context

Oaklands Central School provides an educational setting for students from Kindergarten to Year 12. Our students come from the immediate township, outlying farms and other nearby towns

Luceat Lux Vestra (Let Your Light Shine) is the school motto and reflects one of the school's core beliefs, that every student has strength.

Oaklands Central School is part of the Riverina Access Partnership which involves 50 other schools across the Riverina. This partnership provides access to a broad curriculum for our Stage 6 students.

Our Primary section has strong connections with our local primary schools (Savernake, Berrigan and Urana). Staff work together providing a number of educational excursions, broadening the knowledge and understanding of our students K-6.

We acknowledge that, in relation to our school, the key-stakeholders include students, parents, teachers and staff. They are led by the school executive which includes the Principal, Head Teacher and Assistant Principal. The cohesion of stakeholders is apparent through the Student Representative Council, Parents and Citizens Association [P&C], Learning & Support Team and relevant reference groups. At Oaklands Central School we pride ourselves on the close relationships that we hold with the families who support our school.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the domain of learning the school has been heavily focussed on implementing differentiated, evidence based literacy and numeracy programs across the school. There has been a focus on developing staff capacity through professional learning in the use of SMART goals for the classroom, the Secondary Literacy Strategy, Super6 Literacy Strategies and creating a positive learning environment. There has been increased focus on using the Literacy and Numeracy Continuums to track student progress and then develop targeted learning programs. This has resulted in large student growth in NAPLAN tests and better interventions for students that require support.

In the teaching domain the school provides equitable delivery of the curriculum and provides a broad range of academic and extra-curricula opportunities for all students. Our students have a clear understanding of expectations and are explicitly taught to meet those expectations. The school works to build learning alliances with other organisations to give students improved educational outcomes. The use of data has become a focus of teaching at Oaklands Central School.

Oaklands Central School promotes a culture of community engagement, student leadership and developing leadership

capacity across the school. There is a focus on developing strong planning across the school in conjunction with consultation with stake holders. Increasingly staff are taking on leadership roles within the school to develop distributed leadership and a shared sense of ownership. Student leaders continue to work with the school to deliver initiatives across the school.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Leadership Development of Staff and Students

Purpose

To develop a school culture in which staff and students take responsibility for their own ongoing learning, strive for innovation and improvement and make strong connections within the Oaklands Central School network and beyond.

Overall summary of progress

At Oaklands Central School there was a strong commitment to building teacher capacity. Executive staff started training in coaching methods with the aim of using the skills they develop to train all staff in coaching. However the depth of understanding required a change of planning to enable all staff to be adequately trained in coaching. This training commenced late in 2016 and will continue in 2017.

A Learning Support Team was established and two part time LST teachers employed to drive improved literacy outcomes across the school. The team established procedures, provided training and support in the Secondary Literacy Strategy to all staff, assisted in the establishment of SMART goals across the school and supported students in their learning. The Learning Support Team are a pivotal team for supporting innovation in the classroom.

While feedback was sort from key stakeholders, the amount of feedback fell short of that envisaged by the school plan.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All staff provide and receive planned constructive feedback resulting in improved teaching practice and leading in areas of expertise.	Staff at Oaklands Central School developed focused Professional Learning Plans that aligned with the processes in the school plan. All staff gained skills in peer coaching, a process that will lead to staff being more reflective about teaching as well as collaboratively providing feedback to improve teaching across the school. The Learning Support Team supported professional learning for all staff in the delivery of key literacy initiatives. The team was also instrumental in monitoring student progress, writing learning plans for students and providing direct support for identified students.	Funding was provided for initial professional learning for growth coaching. \$2800
Students show leadership in learning by reflecting on assessment and reporting processes and feedback to plan future learning.	Students developed skills in reflecting about their learning and taking leadership in learning through the development of SMART goals across the school. Every student in the school developed SMART goals that were designed to improve learning in the classroom and the development of critical literacy skills.	

Next Steps

During 2017 it is envisaged that all staff will complete training in coaching to build teacher capacity and drive classroom change. With completion of the training package all staff will trial coaching in teams of two teachers. The school will investigate methods to embed coaching into the teaching culture of the school and into the school timetable. This will allow a culture of continuous improvement to develop.

The Learning Support Team will continue with their critical role in 2017. The staff on the team will be supported by professional learning in L3, Writing, MultiLit systems and other learning support innovations. The team will support teacher professional learning across the school. They will also be instrumental in developing the use of SMART goals across the school to support student growth in literacy and numeracy.

The school will need to be more reflective as a community to meet the needs and challenges of our school. Tell Them From Me surveys will continue and there should be a greater commitment to seeking engagement with our community. This will occur in face to face meeting and through online surveys.

Strategic Direction 2

Quality Learning Environment

Purpose

To ensure all students will have access to relevant, engaging and challenging learning experiences to achieve their goals and strive for high expectations.

Furthermore to ensure student learning is personalised, connected in a purposeful way and all students become successful learners, leaders and active citizens, contributing positively to their community.

Overall summary of progress

Oaklands Central School made great progress with this strategic direction. To develop a teaching and learning focus that is student focused and needs based, the school introduced SMART goals. Throughout the year teachers worked with students to develop effective methods of using SMART goals for all students. The goals were linked to the Literacy and Numeracy Continuums and were set, taught and evaluated every 5 weeks. The progress that students made was mapped using PLAN and a data wall.

Staff at Oaklands Central School participated in a range of professional learning designed to improve staff capacity and classroom practice. Staff received specific training in HOW2Learn, the Secondary Literacy Strategy, using SMART goals and aspects of peer coaching. These programs were selected specifically for their positive effect on student learning and also because the programs were complimentary to each other. Staff were supported in the implementation of these programs in the classroom through the LST. Students in every class improved their literacy skills because of improved teaching and learning across the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
There are systematic policies, programs and processes to identify and address student learning needs.	Oaklands Central School introduced the use of SMART goals for all students. Students were guided in the selection of their SMART goals using the Literacy and Numeracy Continuums so evaluate their learning. The Learning Support Team worked alongside staff to introduce the Super6 while a reading program was also introduced across the school. Student progress was monitored every 5 weeks.	
100% of students demonstrate growth in school-based assessments.	All students at Oaklands Central School has there learning measured against the Literacy and Numeracy Continuums on a regular basis throughout the year. All students made progress in their literacy and numeracy skills, although more complete intervention programs are needed for some students.	Additional staffing for the Learning Support Team and primary staffing: \$120 000

Next Steps

The introduction of SMART goals has been observed to improve student outcomes. There is a need to continue to develop the use of SMART goals and revise the use of Super6 / Secondary Literacy Strategy techniques with student to automate these important literacy skills. There needs to be an evaluation and update of the reading program in 2017 along with an investigation into quality writing programs for students.

There also needs to be a continued focus on the professional learning of teachers. In 2017 there will be a planned and more co-ordinated approach to whole school training. Staff will receive professional learning in L3, Secondary Literacy, Coaching for Classroom Change and HOW2Learn. The continuing commitment to staff capacity building will improve student outcomes.

Strategic Direction 3

Community Partnerships and School Wellbeing

Purpose

A learning community that is working in a planned and consistent manner to establish and maintain meaningful partnerships. This develops shared values of inclusivity and diversity in a caring and tolerant community, enabling individuals to build their leadership capacity and to strive for personal excellence.

Overall summary of progress

There was significant progress in 2016 in achieving the three targeted areas designed to support community partnerships and school wellbeing. Students were supported with the continuation of the Bounce Back Program across the school. This program was delivered to all students from K–10 by the school chaplain and is designed to build social skills and resilience in students. This was supported by programs in PDHPE classes as well as special days, such as a Careers Day, that helped students develop positive plans for the future.

Developing a positive environment for learning was emphasized throughout the year. A new, weekly assembly was introduced. The assembly allowed students to be shown what acceptable behaviour looks like and what the school and community expectations for behaviour are. This developed a common framework for discussing expected behaviour with students. The school set up SENTRAL and began to track student behaviour across the school, so that targeted support could be given to students. The school, in consultation with its community, also developed a wide range of policies, including discipline procedures for the classroom and playground.

This year we also increased our connections with the broader community. The school continued its involvement in significant cultural events in the community, taking a lead role in ANZAC Day. The school also participated in Schools Spectacular for the first time in its history. This was achieved with significant community support and engagement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of students care for self and contribute to the wellbeing of others and the wider community.	Students at Oaklands Central School participated in a variety of programs that encouraged the wellbeing of others and the wider community. These programs were delivered as part of PDHPE sessions and as part of the highly successful Bounce Back Program. This program was delivered as part of the Chaplaincy Program in the school.	School Chaplaincy Support: \$4000
Students Staff and the broader school community understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes.	A number of measures were successfully undertaken to broaden student understanding of behaviours, expectations and wellbeing. The school, in conjunction with the community, completed the update of the Discipline Policy and started a review of the Wellbeing Policy. Additionally the school developed a Positive Behaviour Program across the school.	

Next Steps

The introduction of positive behaviour for learning has been ad-hoc, although it has been effective in guiding student behaviour. In 2017 it is important that staff are formally introduced to the program and formal training start with identified staff. It will also be necessary to build staff capacity in the use of student management software to support the implementation of PBL across the school.

The school will need to determine a new program of student self development to replace the Bounce Back program that has been in the school for several years. The program will need to be suitable for a K–12 school and support the wellbeing needs of students.

The school will work to widen its connection with the community. Previously planned surveys were often missed, meaning the school missed out on valuable discussion with the community. This year the opportunities to connect with the community will need to be given a higher priority.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Oaklands Central School actively promotes an understanding of Aboriginal culture and the importance of our Aboriginal heritage. We also support our ATSI students with our school learning support programs despite only 5% of students identifying as ATSI.	Program for NAIDOC Week: \$850 Learning Support Funding – additional staff \$340
Low level adjustment for disability	This year has seen significant work in providing low level adjustment for disability. The school subsidized the employment of an SLSO to support a variety of students with learning needs. Additionally the Learning Support Team was reformed and new processes put in place to promote student achievement in literacy and numeracy.	SLSO support funding through the school \$3430 Learning Support additional funding \$5227 Learning Resources for the classroom \$4200 Additional Staffing Primary \$18838
Socio–economic background	The students at Oaklands Central School come from a rural setting. To promote broader cultural experiences and give students insights into other opportunities, the school runs a program of excursions. The school utilizes ITC to overcome difficulties of isolation and socio–economic disadvantage.	Additional Staffing Primary \$34629 Staff Professional training \$3233

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	34	38	35	36
Girls	43	41	47	40

Enrolments at Oaklands Central School have been relatively stable over the last four years. The ratio of students in the Primary and Secondary Departments also continue to be relatively stable. This year has seen a relatively large number of students enroll into Yr 11 for 2017.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	91.1	95.7	96.4	85.5
1	94.5	93.2	85	95.6
2	96	95.3	95.5	93.5
3	92.2	92.7	91	94.4
4	94.3	91.3	92.7	90.8
5	95.7	92.7	93.8	95.2
6	91.6	90.9	92.8	90.2
7	97.2	89.8	91.8	82
8	93.4	88.3	92.4	89.8
9	77.7	85.4	90.5	93.3
10	75.5	92.4	94	82.6
11	94.4	90.8	91.6	95.7
12	84.3	89.7	83.5	88.6
All Years	92.2	91.4	92.2	90.6
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
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	92.7	93	92.3	92.3

Management of non-attendance

While the figures suggest that attendance during 2016 declined slightly compared to previous years, the overall attendance of students has improved. The small cohort of students means that poor attendance by a small number of students can affect the statistics. In Kindergarten the attendance of one student and in Year 7 the attendance of two students, greatly influenced the overall attendance statistics.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	50
Employment	0	0	0
TAFE entry	0	0	50
University Entry	0	0	0
Other	14	0	0
Unknown	0	0	0

This year has seen excellent retention of students in upper stage 5 and stage 6. All year 10 and 11 students have continued their studies in high school settings. The small Yr 12 contingent of two students successfully completed the HSC and one has gone onto further studies.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	1
Head Teacher(s)	1
Classroom Teacher(s)	2.35
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.47
School Administration & Support Staff	3.32
Other Positions	2.4

*Full Time Equivalent

Oaklands Central School had one full time staff member who was of Aboriginal descent.

Delete text not required.

Workforce retention

Staffing at Oaklands Central School has been stable during 2016. The school funded an additional Classroom Teacher position, enabling the establishment of three primary classes. Additional funds were also provided to expand the Learning

Support Team. The Learning Support staff were already established teachers within the school. One Learning Support Teacher left at the end of Term 4 to move to another town. At the end of 2016 the Assistant Principal was successful in obtaining a service transfer and a new appointment was made by Merit Selection Processes towards the end of term 4. It is anticipated that staffing numbers will be similar in 2017.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	18

Professional learning and teacher accreditation

Oaklands Central School is highly committed to supporting the professional learning of staff to support classroom practice. Staff at the school participated in a wide variety of courses throughout 2016 including:

- HOW2Learn Phase 1 and 2 Training
- Coaching for Professional Growth Course
- Remote and Rural Education Conference
- Teaching and Learning Conference
- Introducing AIARM training
- Lifting Achievement in 7–12 Program
- Project Based Learning in Schools Course
- Coaching for Classroom Change
- Teaching a Learning Forums for teaching and SASS staff

and mandatory training modules as determined by the Department of Education.

Staff development sessions were conducted on the first day of terms 1, 2 and 3. The term 4 staff development sessions were replaced with four after school school sessions held in terms 2, 3 and 4 of 2016. The staff development sessions saw staff participate in a wide variety of professional learning designed to support programs within the school. Staff undertook professional learning in Child Protection, Code of Conduct, CPR, Anaphylaxis, WHS, ALARM for the classroom, HOW2Learn, the Secondary Learning Strategy, Project Based Learning, 21st Century Learning and other topic during these sessions. All school staff attended these sessions and feedback indicates that all training was favourably received. The school invested \$23 400 into professional learning, including the provision of casual teaching staff to cover classes where teachers were involved in professional learning.

Currently eight staff at Oaklands Central School are maintaining accreditation at Proficient level. One staff member is working towards achievement of Proficiency

under the teacher accreditation scheme.

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

Financial summary

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

	2016 Actual (\$)
Opening Balance	443 454.76
Revenue	1 494 686.66
(2a) Appropriation	1 457 956.62
(2b) Sale of Goods and Services	2 767.40
(2c) Grants and Contributions	31 025.19
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	2 937.45
Expenses	-1 439 655.07
Recurrent Expenses	-1 439 655.07
(3a) Employee Related	-1 282 306.15
(3b) Operating Expenses	-157 348.92
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	55 031.59
Balance Carried Forward	498 486.35

Oaklands Central School is committed to good financial management. Each year a budget is produced with spending targeted to support teaching and learning across the school. This year the school made a significant investment in staffing, teacher professional development and maintenance of school property. The school spent an additional \$62000 in providing additional Learning Support staff and a classroom teacher. An additional \$12000 of school funds were also committed to planned maintenance around the school to ensure that school infrastructure was kept to an acceptable standard. To strengthen teaching across a total of \$23 400 was spent on professional learning. Evidence suggests that these funds lead to improved outcomes for students across the school.

Projections for school spending were affected by unusual staffing costs, due to the long term absence of one staff member. At the commencement of the school year, it was projected that the school surplus would be reduced, largely through targeted spending on additional staff, school maintenance and professional

learning. This anticipated reduction in school funds did not occur as general staff costs were reduced by the long term absence.

In 2017 it is anticipated that the school will reduce its surplus significantly as it continues to invest in school infrastructure, targeted staffing and professional learning. Additional technology spending is anticipated as well as a commitment to training staff in L3 and PBL.

Financial summary equity funding

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

	2016 Actual (\$)
Base Total	1 270 351.63
Base Per Capita	4 773.18
Base Location	58 848.10
Other Base	1 206 730.35
Equity Total	70 746.93
Equity Aboriginal	1 190.10
Equity Socio economic	37 862.14
Equity Language	0.00
Equity Disability	31 694.70
Targeted Total	14 984.76
Other Total	67 903.77
Grand Total	1 423 987.09

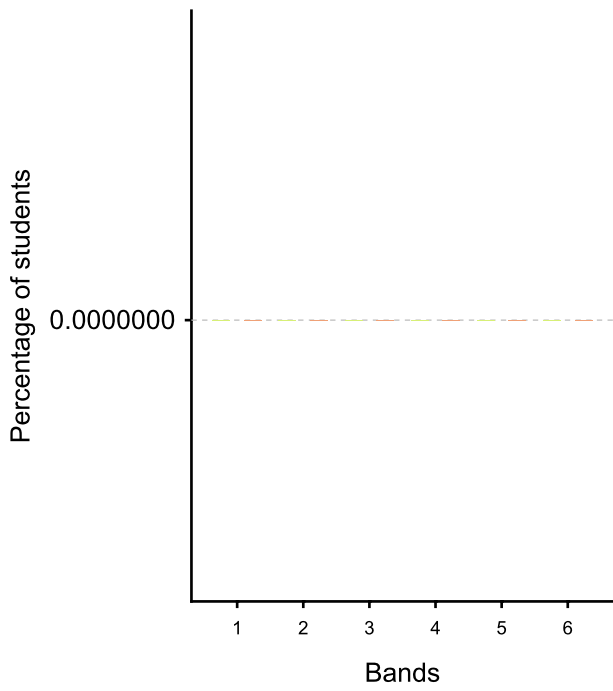
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

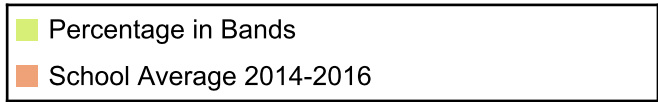
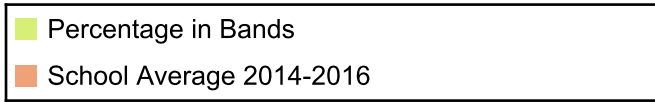
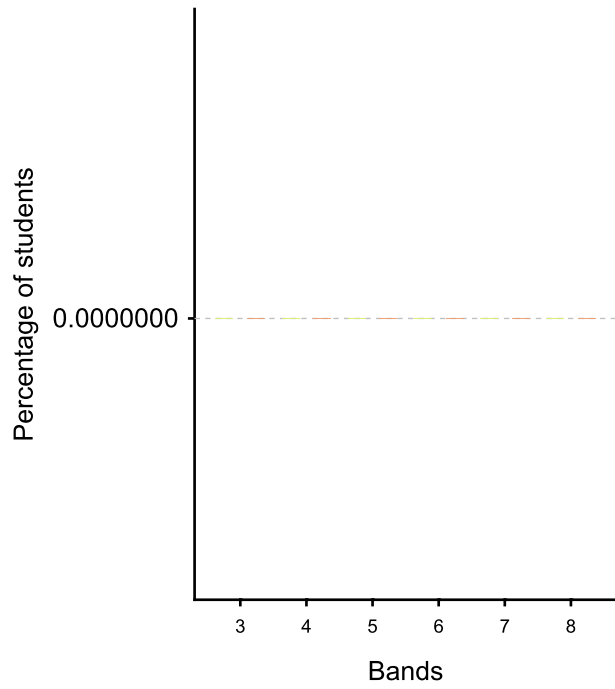
NAPLAN

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.

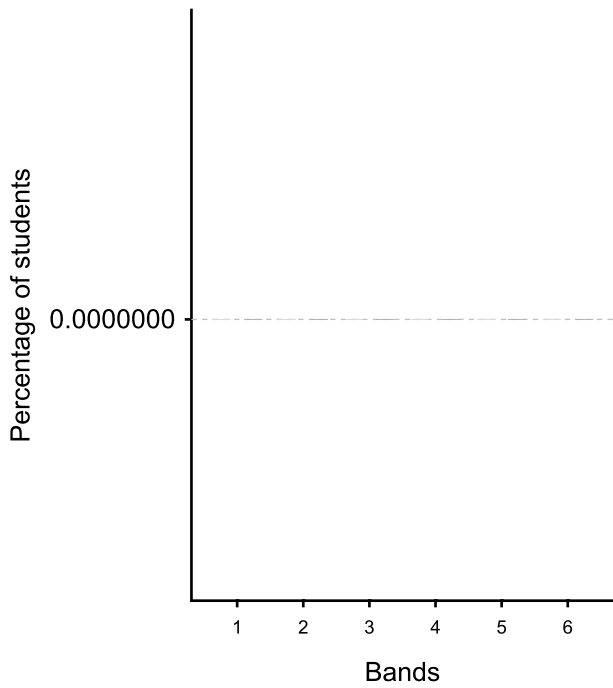
Percentage in bands:
Year 3 Reading



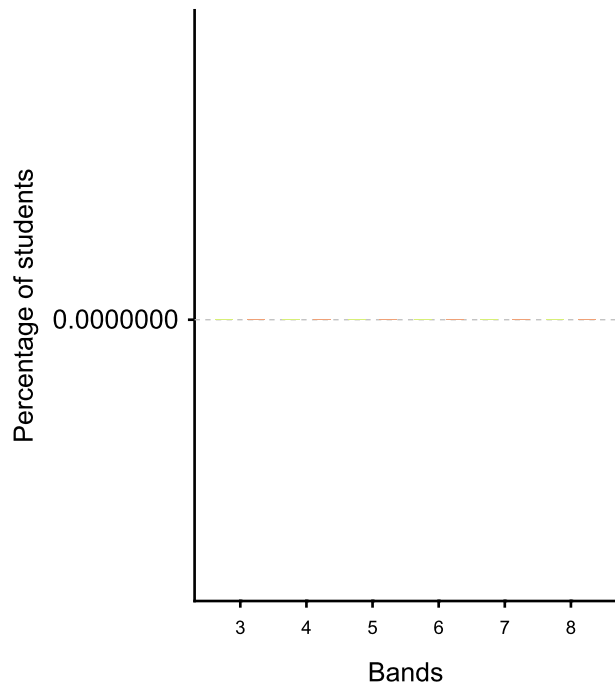
Percentage in bands:
Year 5 Reading



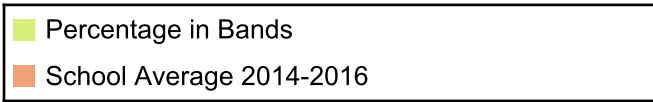
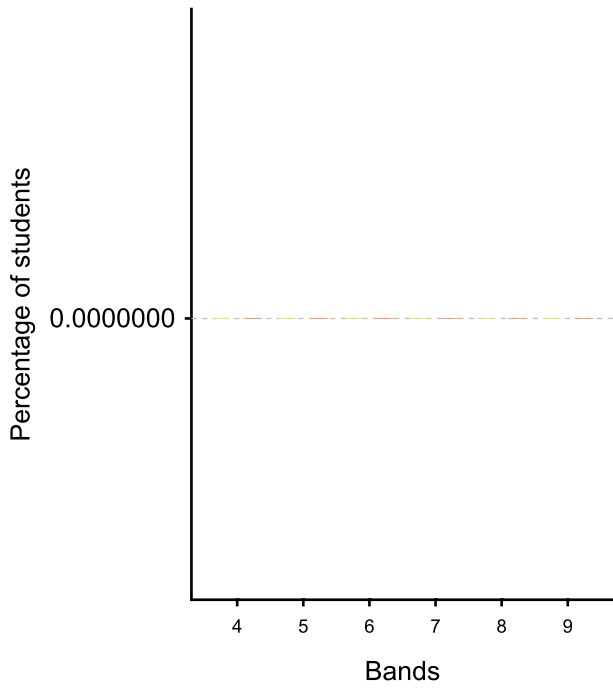
Percentage in bands:
Year 3 Writing



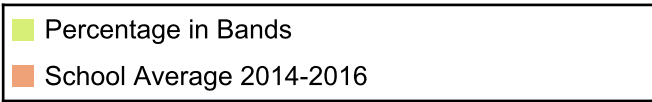
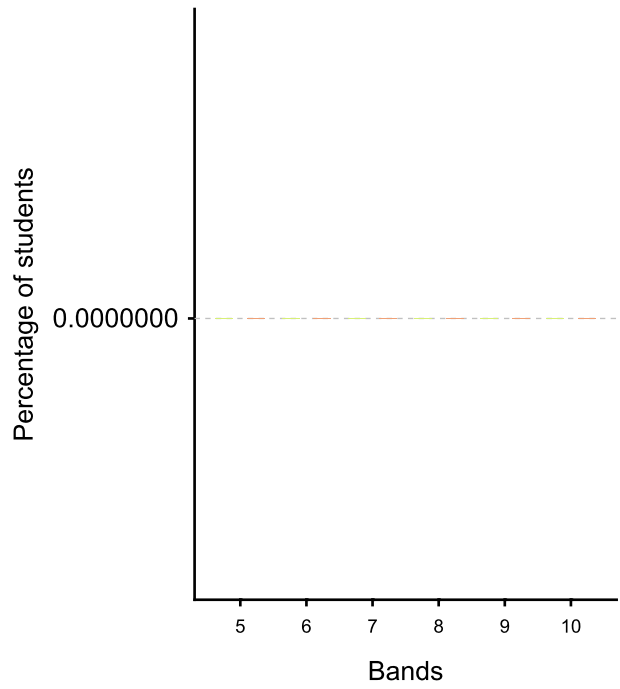
Percentage in bands:
Year 5 Writing



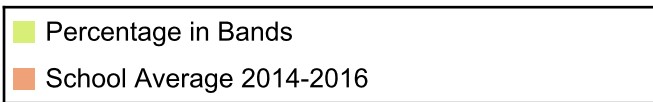
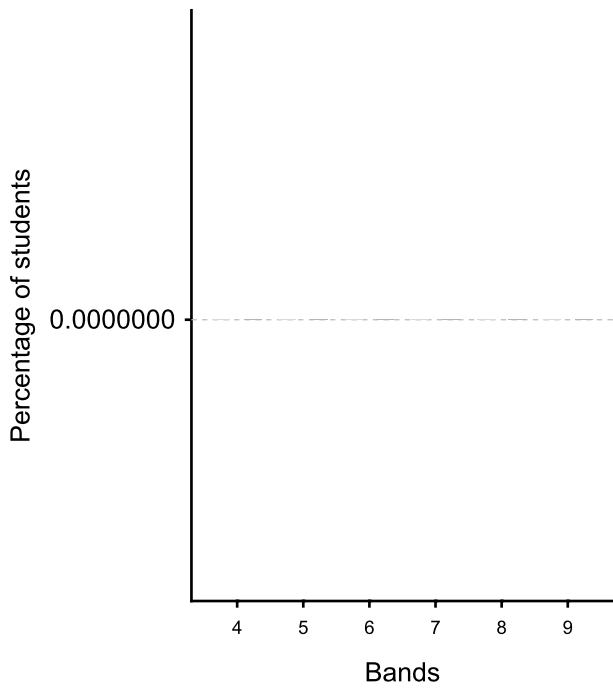
Percentage in bands:
Year 7 Reading



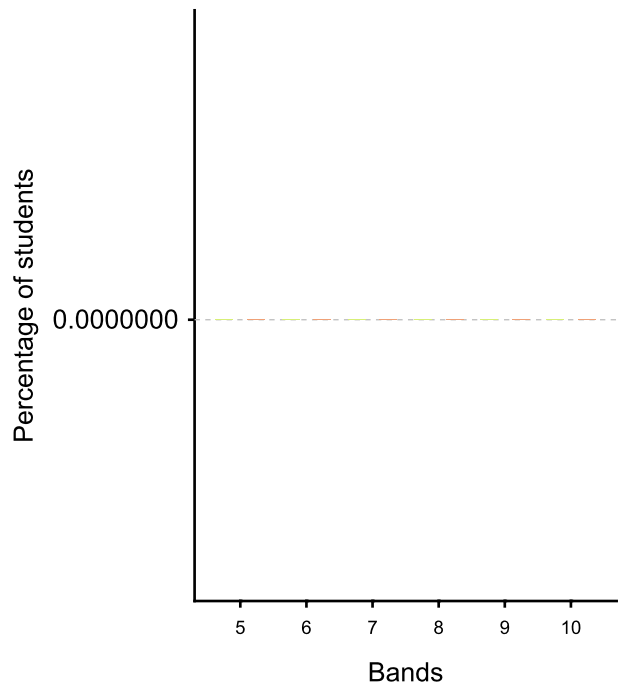
Percentage in bands:
Year 9 Reading



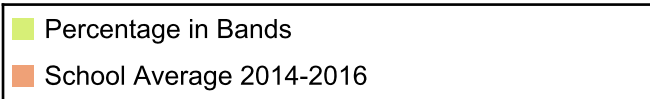
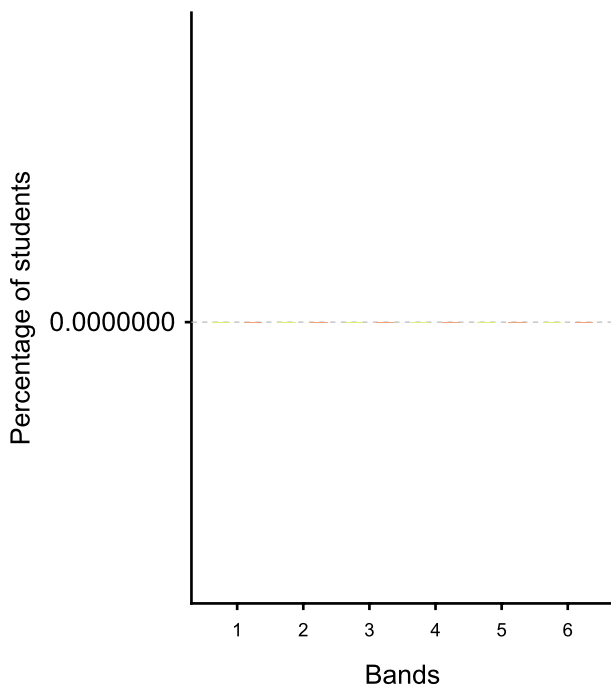
Percentage in bands:
Year 7 Writing



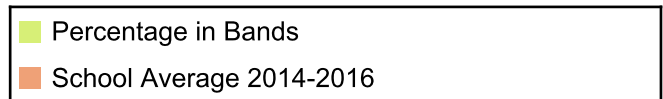
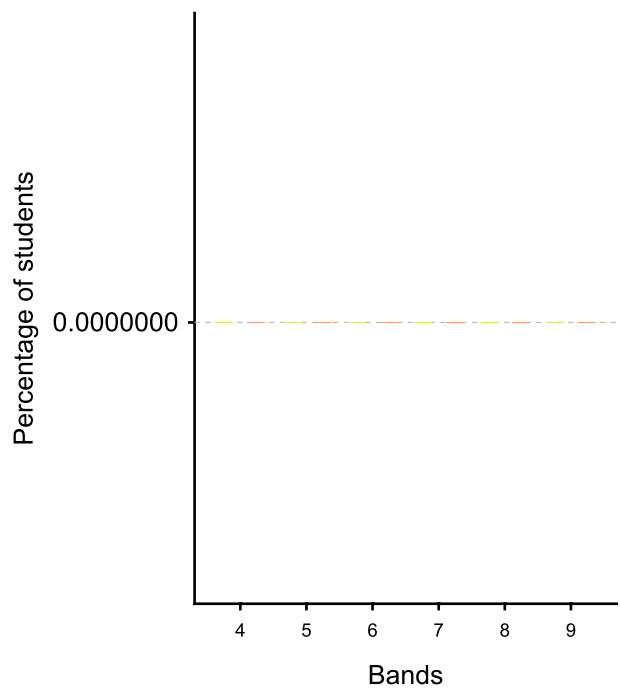
Percentage in bands:
Year 9 Writing



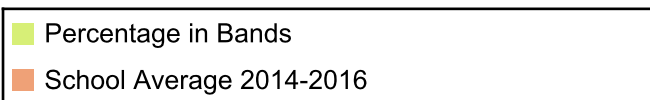
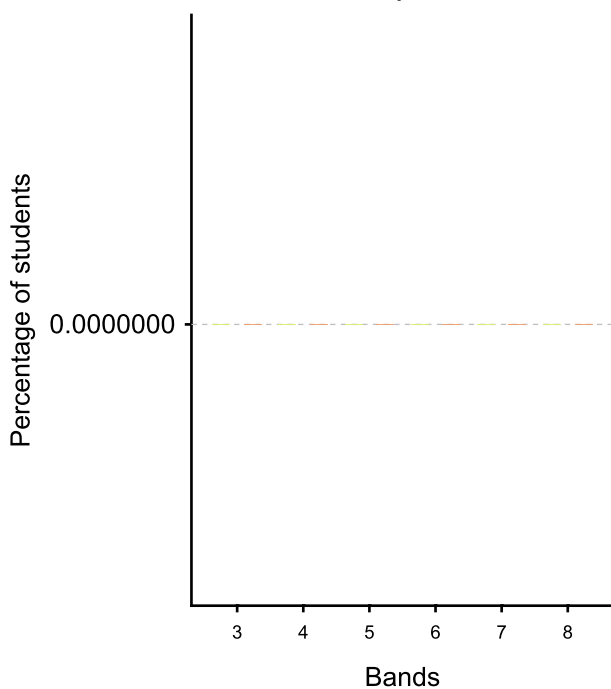
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 7 Numeracy



Percentage in bands:
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

Parent/caregiver, student, teacher satisfaction

There is broad agreement between parents, caregivers, students and teachers on the strengths of Oaklands Central School. The school is noted for its strong commitment to wellbeing, the strong ethos of supporting students across the school, and a caring environment for students, staff and community. Overall satisfaction with the school is strong across the school community. In the four key operational areas of the school, Teaching & Learning, Organisation, Communication and Wellbeing, more than 80% of responses indicated that the school is performing at high or excellent levels. Parents did indicate lower levels of satisfaction with organization and communication than the staff and students at Oaklands Central School.

While the results of consultation with the school are

pleasing, helpful comments were received indicating areas that the school could do more work in. These included further improving communications, further develop extra-curricula activities for students and continuing to develop a whole school approach to school programs.

Survey results indicate that parents, students and teachers are generally supportive and satisfied with Oaklands Central School.

Policy requirements

Aboriginal education

The school continues to include Aboriginal Education by emphasizing indigenous perspectives across all Key Learning Areas (KLAs) from Kindergarten to Year 12. Specific teaching strategies have been used to cater for Aboriginal students including personalized learning plans. 2016 saw the successful inclusion on NAIDOC activities involving all students and staff. NAIDOC day gave students the opportunity to participate in learning about stories of the Dream-time, traditional dance and storytelling through art. Students were involved in creating a rainbow serpent art piece that was displayed prominently in the foyer of the school through out the year.

At all official functions the school acknowledges Aboriginal cultural heritage through the Acknowledgement of Country. All teaching programs include cross curriculum content that focus on the significance, influence and importance of our Aboriginal heritage. Students are actively involved in Aboriginal education and the school promotes a culture of tolerance, respect and awareness of other cultures, including the culture of our first peoples.

Multicultural and anti-racism education

Oaklands Central School is a multicultural school with students from numerous cultural backgrounds. Cultural diversity is celebrated through the support of whole school events, including Harmony day, and video conferences with people from backgrounds different to those represented at our school. Stage 4 students currently undertake LOTE and have been learning Italian and are being immersed in Italian cultural experiences. .At OCS in 2016 we had a trained Anti-racism Community Officer (ARCO) who could assist staff when needed. Furthermore Harmony Day was an opportunity to celebrate cultural diversity and multiculturalism in Australia. Oaklands Central School celebrated this day through a series of lessons looking at sport in different cultures. Students then participated in a sporting day, playing games from different countries around the world. The school is also actively forging connections with schools from other countries.