

The Oaks Public School

Annual Report



2016



2793

Introduction

The Annual Report for **The Oaks Public School** is provided to the community of **The Oaks** 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.

Suzanne Crouch

Principal

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Message from the Principal

The 2016 school year was indeed a year where The Oaks Public School performed at its best in many areas. Within this report you will find a School Assessment Survey completed by the staff to assess the school against the School Excellence Framework. This framework is a little like the poem that you may know as: Good, better, best, let us never rest until our good is better and our better best. If we look at the school as having some of the BEST practices and working towards best practices in other areas, you get a true reflection of the quality of education that exists within this school. For example our behaviour and wellbeing practices. This year with much community consultation and hard work by a great team at school known as the Positive Behaviour for Learning team or PBL we launched a new and so far very effective system to monitor negative behaviour and reward positive behaviour. Some of our students are proudly wearing their new BE – TOPs awards.

In this school we have many educational advantages.

We have a wealth of community participants who work in our school on a daily basis in our uniform shop, canteen, library and classrooms. These people provide a labour of love demonstrating to us all how much they value education – the best education. Members of our P and C were in attendance at the 2016 ULTIMO Principals awards to receive a plaque on behalf of the Parents and Citizens contribution to our school. This group of people have provided \$40,000 during the 2016 school year to improve and enhance the flexible learning space of the library.

We also have staff who are generally experienced and some of the best in the state. This year we had Mrs Delma Aldridge receive an award and Joan Scotney the previous year for their excellence in teaching. We also had two of our School Learning Support Officer's – Mrs Paula Granger and Mrs Sue Parkes receive plaques from the local Rotarians for going above and beyond in their work and commitment to our students and to our school. Our quality staff run programs, maintain high accreditation standards and build bridges to effective classroom practices and community engagement. I would like to publicly thank every member of the staff at TOPS. Each and every one of them does more than can ever be acknowledged and cares deeply about the students in their care. Our acronym is TOPS and this name says it all.

We are also proud of the overall academic education we provide. We know that our students receive a quality education in all Key Learning Areas with the option to grow and develop many additional interests and talents through our extensive happenings before school, at lunch times and after school. We offer: Choir, dance, saxophone, STEM, chess, garden club, handball club, PIP, Culture Club, and we have a wonderful SRC that now runs breakfast club on Tuesday mornings.

Let's look at the areas where we have been part of the top this year – a student as the 4th most accurate speller in the state, chess players winning against many private and government schools, hugely successful writers in the local writing competition, State hockey players, excellent school leaders from Stage 3 leading tabloid sport, Country Fair, distinctions

in some areas of the ICAS international competitions, highly effective and streamlined organisation of sport throughout the school and great carnivals all year, Wollondilly Performing Arts Festival – remember the pride that you and I felt on that night – where our students shone, our Learning and Support Team – daily providing for many students with additional learning needs, review meetings where we discuss individual learning needs with parents and carers, debating teams that demonstrated high achievement, demonstrated learning progress by all students in our school, highly successful transition programmes for Kindergarten and Year 6 to Year 7 .

As the principal I had the pleasure of attending our local High School presentation evening at the end of 2016. The students from TOPS were shining brightly.

Our school also has an excellent executive team in the form of our 3 assistant principals Mrs Leeanne Godkin, Ms Merryn Watling and Mrs Melissa Manga who daily go above and beyond what is required of them. They work hard and long and provide the best for all our students.

This school is a good school in all areas. In some areas it is better than some others but always we will strive to have the best practices, the best knowledge and we already have the best commitment to education by our staff and community.

Good better best, our school community will not ever rest until our good is better and our better is best

Sharing the learning journey,

Suzanne Crouch

Principal

School background

School vision statement

At The Oaks Public School, all staff and community are committed to promoting equity and excellence for students from Kindergarten to Year 6 through our educational programs across academic, cultural, social and sporting areas.

Our aim is to develop:

1. Successful learners
2. Confident and creative individuals
3. Active and informed citizens.

School context

The Oaks Public School has a current population of 311 students. It is situated in the middle of The Oaks township, a semi – rural setting, 14 kilometres from Camden. The surrounding area is rich grazing land subdivided into larger and smaller acreages with an existing local residential area that is currently being extended into large building blocks of quarter acres. This is expected to cause further growth to the school's population over the next few years. The closest schools are twenty minutes' drive away on country roads and are both smaller than The Oaks Public School. The school has a FOEI (Family Occupation Educational Index) of 102, where 37% of the parents are tradespeople, clerks and skilled office, sales and service staff, 17 % had no paid work in the last 12 months, and 14% are senior management and qualified professionals. The children predominantly speak English as their first language. There is a 4% Aboriginal population.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

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.

The Oaks Public School is proud of its development in all aspects across the three domains of Learning, Teaching, and Leading.

In the aspect of Learning the school's on balance judgement for each element is:

Learning culture: Sustaining and growing,

Wellbeing: Excelling

Curriculum and Learning: Delivering

Assessment and Reporting: Delivering

Student Performance Measures: Delivering

In the aspect of Teaching the school's on balance judgement for each element is:

Effective Classroom Practice: Sustaining and Growing

Data Skills and Use: Sustaining and Growing

Collaborative Practice: Excelling

Learning and Development: Excelling

Professional Standards: Sustaining and Growing

In the aspect of Leading the school's on balance judgement for this element is:

Leadership: Excelling

School Planning, Implementation and Reporting: Delivering

School Resources: Sustaining and Growing

Management Practices and Processes: Sustaining and Growing

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

Consistent, High Quality Educational Practices

Purpose

A focus on quality learning programs will ensure a consistent high standard of educational practices across our school. The high quality teaching and learning focus will produce successful learners; confident and creative individuals; and active and informed citizens.

Overall summary of progress

Strategic Direction 1 was planned to support staff to implement quality programs across our school which incorporate new syllabus', technology and teacher accreditation requirements. We have provided professional development and training in English, Maths, Science, History & Geography over the previous 2 years of our Plan. Our school has been supported by increased technology services and the creation of a committee. The DoE accreditation processes are underway with a number of Beginning Teachers achieving Proficient standard and additional teachers working towards gaining Accreditation.

We have achieved most goals set for the first 2 years of the Plan. The impact can be seen amongst staff in their shared understanding of new curriculums and within their class programs, more confidence in staff when using technologies and achievement of Proficient levels of Accreditation.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of teaching staff implementing syllabuses for English (2014) & Mathematics (2015), History (2016) and Geography (2017)	All teachers have received professional learning in new syllabuses and all teachers are teaching from the new syllabuses. Staff are sharing ideas and collaboratively planning across the school. Scope & sequences being created.	
SMART Assessment Tasks incorporated into all Key Learning Areas.	This will occur as part of the third year of the Plan.	
Annual review of Technology across the school.	Strengthening effectiveness of wifi to be investigated in 2017. Additional upgrades to projectors and equipment has occurred and will continue throughout. The development of the new committee has seen issues dealt with in a timely manner.	Casual Teacher days \$800
100% of teaching staff using technology as a learning tool.	Ongoing progress is being shown across all areas of the school. All classrooms are equipped with interactive boards and laptops. All classes have equal access to the computer lab which provides for the largest class sizes. New online resources have been purchased and are being implemented.	
100% of teaching staff working towards Accreditation or Maintenance of Professional Teaching Standards.	Successful program started and will continue into 2017 with two staff members already achieving at Proficient level and another three working towards. PL is planned to prepare pre-2014 staff for transition to Proficient level.	\$1,000
80% of students in Year 3 achieving at or above NMS in Naplan, in all areas.	Increases have been shown over the first two years of the Plan. With the implementation of SMART assessment tasks, we are aiming to reach these targets in 2017.	
Continued growth of students, over three years, achieving at or	Growth rates will be tallied at the end of the three year School Plan period, enabling us to measure	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
above NMS.	the impact of new syllabus implementation and associated programs.	
80% of students showing increased achievement levels in school wide reading assessments.	Ongoing data collection will continue into 2017 and results will be tallied at the end of this School Plan period.	

Next Steps

The final year of our Plan will provide for the creation of Scope & Sequences for Spelling, Synthetic Phonics and Maths. Technology Support will continue as planned and will be reviewed for needs.

Equipment will continue to be updated through T4L funds and supported by the newly formed Technology committee.

The Beginning Teachers Plan and Accreditation & Maintenance schedules will continue and additional Professional Learning will be given to all staff to ensure they are prepared for 2018.



Strategic Direction 2

Well Being – Engagement (Student, Staff and School Community)

Purpose

We are committed to providing a learning environment where all members are valued. Our purpose is to ensure every student is an engaged learner; every teacher is a responsive and caring educator; and every parent is a supportive school partner.

Overall summary of progress

Whole school finalisation and implementation of The Oaks Public School Wellbeing Framework. This included the launch of Positive Behaviour for Learning PBL and the new discipline and purposeful reward systems. Celebrating of Teaching and Learning occurred on numerous occasions. Such celebrations included; assemblies for Student of the Term BeTOPS award, playground tokens, class and stage awards and the end of year Celebration of Learning. Many student achievements were publically acknowledged through our weekly newsletter, whilst others were celebrated at a class or stage level. Such celebrations are an acknowledgment of students achievements on an academic, social and creative level. Transition to primary school and high school programs ran throughout the year, including Year 5 and 6 high school discovery days, local pre-school and Kindergarten visits and parent information sessions. Monitoring of attendance on a weekly basis, in liaison with the Home School Liaison Officer, continued and was strengthened this year. The joint library refurbishment project between our school and the P & C was completed. We now have a much more inviting, practical and flexible learning space within our school. The administration block also had some improvements made including new carpet and the refurbishment of the Assistant Principals' Office.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Decrease in high risk behaviours will be evident in PBL data.	<p>PBL committee met on a weekly basis to plan and direct PBL and Wellbeing implementation.</p> <p>The launch of PBL and the new whole school Wellbeing procedures ensured all stakeholders had a precise understanding, and therefore ownership, of the new system.</p> <p>A decrease in high risk behaviours was evident in the decreased number of students attending reflection and a reduction of behavioural referrals to executive.</p> <p>Finalisation and Installation of signage for school values.</p>	<p>Purchase and installation of signage. \$1,900</p> <p>PBL launch day \$1,500</p> <p>RAM \$8,000</p>
Increase of students showing positive behaviours for effective learning	<p>Staff increased their use of explicit feedback specific to student behaviour through fast and frequent rewards in the playground and classroom.</p> <p>Teacher reflections indicated that more time has been spent on rewarding students for being safe, respectful learners which in turn demonstrated an increase in students engaged in the curriculum.</p> <p>Professional Development of staff re: Punitive Rewards enabled staff to gain a better understanding of purposeful rewards.</p> <p>Acknowledgement of positive student behaviours on the playground and in the classroom.</p>	<p>Purchase of badges \$500</p>
Increase in students confident in utilising conflict-resolution skills	<p>Peer Support Program ran in term 2 titled Resilience.</p>	<p>Peer Support student training workshops \$400</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
to contribute to a positive learning culture within the school. (Peer Support)	Peer Support Program ran in term 2 titled Resilience.	Peer Support student training workshops \$400
Student attendance rate increasing from 93% over 3 years	<p>Attendance Coordinator was responsible for monitoring weekly student attendance.</p> <p>Regular liaison with Principal and HSLO ensured effective record keeping and the monitoring of students at risk.</p> <p>The development and implementation of attendance procedures for staff and parents. communicated through the newsletter and Skoolbag App.</p>	
Annual review of school facilities	<p>Completed refurbishment of library, including soft furnishings, shelving, compactus and painting, resulting in a 21st Century Learning Space.</p> <p>Completed refurbishment of AP office to create a more practical working environment.</p> <p>Installation of new boundary security fence.</p> <p>New Carpet in administration block.</p>	<p>P & C \$40,000 donation for library refurbishment.</p> <p>Department of Education paid for fence. \$110,000</p> <p>AP office \$10,000 from school funds</p>
Decrease of HS cases or concerns	<p>This continues to be monitored weekly at communication meetings where staff report any concerns and/or issues.</p> <p>Principal and AP attended HS training and all staff completed HS professional training.</p> <p>Regular emergency lockdown and evacuation procedures practised and evaluated.</p>	
80% of parents/caregivers providing positive responses about the Reward System through surveys.	<p>10% of parents attended our information and consultation meetings on the new PBL and Wellbeing procedures. 100% support from community at such meetings.</p> <p>Our PBL procedures have been running for two and a half terms and we are due to evaluate it at the end of term 2 2017 through staff, student and parent surveys. This is a 3 year target and we are currently in the second year of implementation.</p>	

Next Steps

The next steps for Strategic Direction 2 Wellbeing – Engagement

PBL

- . Implement action plan in accordance with data impact assessment.
- . Continuation of explicit teaching of school values across the school.
- . Monthly PBL committee meetings.

PURPOSEFUL REWARD SYSTEM

- . Survey parents re: our new system (both rewards and discipline level system)
- . Implement changes as a result of staff reflection and feedback.
- . Review Term 4 2017.

CELEBRATING TEACHING AND LEARNING SUCCESS

- . Continued use of 'SKOOLBAG' app
- . Continued attendance monitoring.
- . Year 6 attend High School Taster Day
- . Year 5 attend High School Discovery Day
- . Acknowledgement of staff and student success through newsletter, assemblies, school website, various school notice boards
- . Transition to School program implementation.
- . Celebration of Learning Assembly

INNOVATIVE AND FLEXIBLE SCHOOL FACILITIES.

- . Obtain quotes for Principal Office refurbishment.
- . Create a 'wish list' for outdoor and indoor learning spaces in partnership with P & C.



Strategic Direction 3

Leadership

Purpose

Through guidance and direction, school leadership teams build capacity amongst others to drive success throughout all areas of the school. Our school learning community work to create the vision and strategies for innovation and adapt to complex changes.

Overall summary of progress

During 2016, leadership opportunities were presented across the school in a number of areas for staff and students. The student leaders had a greater profile as they were regularly involved in running whole school events and as a result of this and their attendance at the GRIP Leadership Conference their leadership skills improved. Other student leaders and the SRC were provided with a variety of opportunities to lead. Staff were also provided with leadership opportunities through mentoring of peers, taking coordinator positions for particular curriculum areas or school events and overseeing curriculum teams. 100% of staff members participated in the PDP process and successfully completed their PDP.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased participation of students in leadership roles.	Successful Student Leadership Program – School Leaders attended GRIP Leadership Conference, ran weekly, whole school ANZAC Day and Celebration of Learning assemblies. SRC initiated weekly Breakfast Club and raised money for a variety of charities. Stage 3 students ran Peer Support and Tabloid Sports program. School Ambassador addressed potential Kindergarten parents at Information Night.	Badges – \$500 Blazers – provided by P&C at \$800 Grip Student Leadership Conference – \$194 \$250 Community Donation
SRC more visibly active across the school in new initiatives.	SRC Councillors elected from each class S1 – S3. SRC met twice per term and raised student ideas from class meetings SRC Councillors raised funds for Picton Flood Appeal SRC Councillors provided and served morning tea to Grandparents at Book Week Parade SRC initiated weekly Breakfast Club and rotated setting up, serving and packing up	\$250 donation to establish Breakfast Club
100% of staff having compiled a Professional Development Plan in line with the Professional Development Framework process, aligned with system and school targets and policies, roles and responsibilities statement, personal goals and Professional Learning Framework.	93% of staff agreed that they had access to valuable and relevant PL, feel safe at school and are happy with the PDP process. Term 1 – All staff wrote PDPs in consultation with their supervisors. All staff met with Principal to share PDP goals. Term 2 & 3 – All staff participated in two peer observations which included pre and post discussions and verbal and written feedback.	QTSS days for observations and feedback

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of staff having compiled a Professional Development Plan in line with the Professional Development Framework process, aligned with system and school targets and policies, roles and responsibilities statement, personal goals and Professional Learning Framework.	All staff completed half-yearly self assessment. Term 4 – Executive staff completed annual reviews of PDPs in consultation with team members. Adjustments made to refine PDP timeline.	QTSS days for observations and feedback
100% staff trained in LMBR & OLIVER	Relevant staff trained in using Oliver software. Oliver software implemented in the Library which meant a more efficient service for school community. Principal, SASS and APs trained in appropriate aspects of LMBR. LMBR rolled out to school in Term 4 and in full use for administration tasks. LMBR continuing to be time consuming.	\$6,000
Increased number of staff sharing leadership of programs across the school.	Staff were provided with opportunities to take on leadership roles across the school, including Technology Coordinator, Sports Coordinator, Curriculum Coordinators, School Events Coordinators, ARCO, Teacher Mentors and Shadowing AP with opportunity for relieving in higher position.	

Next Steps

Leadership

School Leaders will continue to represent and lead the school at whole school events. The SRC is to continue to meet twice a term to raise issues/ideas. The SRC is to continue with running Breakfast Club as well as other playground and school activities. The SRC is to support some selected charities. Stage 3 students are to continue with their leadership opportunities through Peer Support, Tabloid Sports, Sports Captains and the organisation and running of Country Fair.

Staff will be given opportunities to lead curriculum areas, school events, mentor peers, and shadow or relieve in higher positions when available. Executive staff are to participate in leadership and Management Credentials course throughout 2017.

Professional Development Process

As a staff we will continue to refine the PDP process to make it manageable, as well as provide Professional Learning in writing smart goals that are in line with personal, team and school targets.

LMBR

All staff will participate in training of aspects of LMBR that are relevant to them. Staff will use LMBR for roll marking and recording student welfare from 2017. Ongoing training will be provided for staff in LMBR as necessary.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Aboriginal background loading was used to develop programs and initiatives designed to increase awareness of culture for indigenous students and connectedness to culture and school community.</p> <p>100% of ATSI students were members of the school's 'Culture Club', designed to increase student attendance and increase student learning outcomes.</p> <p>100% of Stage 3 ATSI students were involved in the development of a new and personalised 'Acknowledgement to Country'.</p> <p>100% of teaching staff were trained in the planning and development of Personalised Learning Pathways to develop aspirational goals with the students and families.</p> <p>100% of ATSI students and their caregivers attended review meetings to discuss Personalised Learning Pathways and further goal setting.</p> <p>100% of students and staff participated in NAIDOC Week celebrations to promote awareness and connectedness to culture.</p>	\$6,763.24
English language proficiency	<p>All of this money was used to employ a School Learning and Support Officer (SLSO) to utilise her skills with "Board Maker" to create visual resources for two initially non-English speaking students.</p> <p>By the end of the year both students were achieving Stage appropriate levels in Speaking.</p>	\$400
Low level adjustment for disability	<p>Improved student learning outcomes were achieved by catering for identified students' additional needs. This was achieved by developing and implementing social stories, scaffolding, classroom adjustments and applications for appropriate educational settings. Students who have been identified with additional learning needs and/or social and emotional needs received support in both the classroom and the playground to safely access the curriculum. This support was given by Learning and Support Teachers, Learning and Support Officers, the School Counsellor, specialist Departmental personnel, case workers and classroom teachers. The identified students were supported by classroom adjustments and interventions, specialised programs, lunchtime social skills programs, lunchtime games and activities and in-class support. The school conducted twice yearly Review Meetings with parents/carers, class teachers and the Learning and Support Teacher for students being provided with substantial adjustments through Personalized Learning and Support Plans. The school also</p>	\$30,858

Low level adjustment for disability	completed the mandatory Nationally Consistent Collection of Data of Students with Disability.	\$30,858
Quality Teaching, Successful Students (QTSS)	<p>The Oaks Public school received an allowance of 0.12 for Semester 1 with an increase to 0.231 by the end of the year.</p> <p>This gift of time was utilised by executive to assist with classroom observations for PDP and for teaching staff to have access to PL.</p>	
Socio-economic background	<p>This money was divided into 3 areas in order to maximise student outcomes.</p> <p>This included:</p> <p>1) PBL (Strategic Direction 2), purchasing badges, awards, T shirts and launch day material.</p> <p>2) Equity for students (Strategic Direction 2) Impacted on individual students to ensure all students had necessary learning tools, had access to learning experiences in the form of excursions and incursions, suitable clothing eg uniform.</p> <p>3) Leadership Initiative – (Strategic Direction 3) This enabled teachers and executive to shadow others, attend learning and contribute more knowledge to whole school planning. This impacted positively on staff well being, cultural change and feeling valued.</p>	\$25,336
Support for beginning teachers	<p>During 2016 there were two beginning teachers at The Oaks Public School.</p> <p>From April both teachers were in their second year of teaching.</p> <p>Each teacher was provided with ongoing feedback and support through the development of a mentor relationship with another staff member and through collegial observations with their PDP.</p> <p>Experienced extensive professional learning including visits to other schools, attended Beginning Teacher conferences and in school classroom observations.</p> <p>Each teacher had reduced responsibilities</p> <p>Staff surveys indicate that these teachers feel supported in their professional development. Currently each teacher is wanting to continue with teaching as a career</p>	\$20,000

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	166	168	172	162
Girls	121	130	151	145

The school year commenced with a population less than the previous year. During 2016 there was continued movement within our school population resulting in number differences in this report depending on what part of the year the population was viewed.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.7	96.8	96.3	96.8
1	97	95.4	95.9	93.9
2	96.2	96	95.7	94.1
3	97.1	96.2	96.4	94.8
4	96.3	96.5	95.9	95.8
5	96.8	96.3	93.6	94.4
6	96.6	95.9	94.5	93.2
All Years	96.6	96.2	95.5	94.6
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
All Years	94.7	94.8	94	94

Management of non-attendance

In 2016 our overall attendance was reported at 94.60%. This is slightly lower than the 2015 attendance but still in line with our School Plan – Strategic Direction 2 which aims to increase our attendance from 93%.

Management of Non attendance

All parents in the school are advised through regular communication, of the importance of school attendance.

Class teachers monitor student attendance on a daily basis using an electronic third party product known as Easy School Reporting (ESR).

Regularly, as per departmental guidelines, the principal requests an attendance report via the school attendance management system in ESR. This report provides evidence of whole school student attendance patterns.

For students who are identified as having an unusual pattern of attendance, excessive amount of days away from school or absences without explanation, measures are put in place that include; contacting the parents via phone or letters, meeting with the student's parents and reiterating the legislative requirements for student attendance, formal monitoring of students' attendance and putting in place negotiated strategies to support student attendance. Cases that cannot be resolved at school level are referred to the Home School Liaison officer who works with the family, the student and school personnel to develop an attendance plan. In extreme cases non-attendance at school leads to legal prosecution.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	10
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.6
School Administration & Support Staff	2.87
Other Positions	0.12

*Full Time Equivalent

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

In 2016, to our knowledge, 0% of staff at The Oaks Public School were of indigenous decent.

The staff at The Oaks Public School consisted of a principal, three assistant principals with additional staff in classroom teacher roles and support teacher roles. There were two fulltime school administrative support staff with a two day a week general assistant

and School Learning Support Officers utilised according to student need.

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	20

Professional learning and teacher accreditation

During 2016 The Oaks Public School was allocated \$15,660 towards Professional Learning for both teaching and non teaching staff. As well, the school received \$9,301 for Literacy and Numeracy and the majority of this money also went into the professional learning of staff. The teaching staff focused on the development and implementation of synthetic phonics from Kindergarten to Year 2 initially and then throughout the school to develop skills in Spelling for all students. The emphasis on teaching about the language commenced on a Saturday in May during an alternate staff development day and then continued during terms 2, 3 and 4. Teaching staff also spent a great deal of time at Staff Development Days learning about new curriculums and their implementation into quality teaching practices. A scope and sequence was trialed for the new Maths Curriculum as well as History and then Geography being unpacked by staff to develop a scope and sequence from Kindergarten to Year 6. 100% of teaching staff attended staff development days. All teaching staff developed an individual Professional Development Plan (PDP) and were observed by a colleague during the teaching process on at least 2 occasions. The principal was also observed by the Director. This observation of teacher practice has developed strong rapport and support throughout the teaching staff.

The non-teaching staff participated in all mandatory learning and School Learning Support Officers elected to participate in the alternate staff development day in order to enhance student outcomes. By the end of 2016 all non teaching staff had been introduced to the non teaching PDP concept as per the Department's requirements.

The school also transitioned from the existing Oasis financial system to the new state wide Learning Management and Business Reform (LMBR) during 2016. This required the SAM and Principal to attend extensive training in SAP, Well being and EBS4. This also resulted in the Well being staff (AP and LaST) attending relevant professional learning.

Accreditation

In 2016, one staff member successfully completed the process of becoming Accredited at Proficient. The Accreditation program for casual teachers continued, supported by Ultimo Directorate, as the Wollondilly Casual and Temporary Teachers Network (CTTN). This consisted of 6 sessions, after school, focusing on accreditation for casual teachers. As a result, 3 temporary and 1 casual staff member began to collect evidence for their portfolio. The casual staff member submitted her completed document for Accreditation.

Four Staff on Maintenance continued to source Professional Learning for their registered hours and attended Teacher Identified Professional Development as well as staff meetings and planning sessions. The Principal ensures that all Staff Development Days have standards clearly displayed for the learning that is taking place in order to support staff in their accreditation.

Towards the end of 2016 all teaching staff who have been teaching prior to 2004 watched one of the Adobe Connect sessions regarding their mandatory accreditation at proficient level by 2018.

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.

Income	\$
Balance brought forward	152 304.13
Global funds	93 769.03
Tied funds	159 020.51
School & community sources	108 233.23
Interest	3 268.45
Trust receipts	10 405.60
Canteen	0.00
Total income	527 000.95
Expenditure	
Teaching & learning	
Key learning areas	18 989.37
Excursions	21 290.94
Extracurricular dissections	37 473.17
Library	0.00
Training & development	738.70
Tied funds	115 573.00
Short term relief	50 640.65
Administration & office	37 782.73
School-operated canteen	0.00
Utilities	23 482.01
Maintenance	13 404.51
Trust accounts	4 485.88
Capital programs	9 664.00
Total expenditure	333 524.96
Balance carried forward	193 475.99

The information provided in the financial summary includes reporting from 1 December 2015 to 31 December 2016. This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school's 2016 financial statement is tabled at the annual general meetings of the parent and community groups. Further details concerning the statement can be obtained by contacting the school.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	286 795.41
(2a) Appropriation	269 381.33
(2b) Sale of Goods and Services	0.00
(2c) Grants and Contributions	17 247.84
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	166.24
Expenses	-103 318.49
Recurrent Expenses	-103 318.49
(3a) Employee Related	-44 067.83
(3b) Operating Expenses	-59 250.66
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	183 476.92
Balance Carried Forward	183 476.92

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

During 2016 the school migrated to a new financial system resulting in two sets of reports for this annual school report. We are now part of the Learning Management and Business Reform (LMBR) schools.

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	2 018 934.71
Base Per Capita	17 387.55
Base Location	5 517.50
Other Base	1 996 029.66
Equity Total	175 580.61
Equity Aboriginal	6 763.23
Equity Socio economic	25 336.41
Equity Language	400.00
Equity Disability	143 080.97
Targeted Total	48 610.00
Other Total	57 609.28
Grand Total	2 300 734.60

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.

In 2015 and 2016 new programs have begun at The Oaks PS which aim to support increased achievement in NAPLAN assessments.

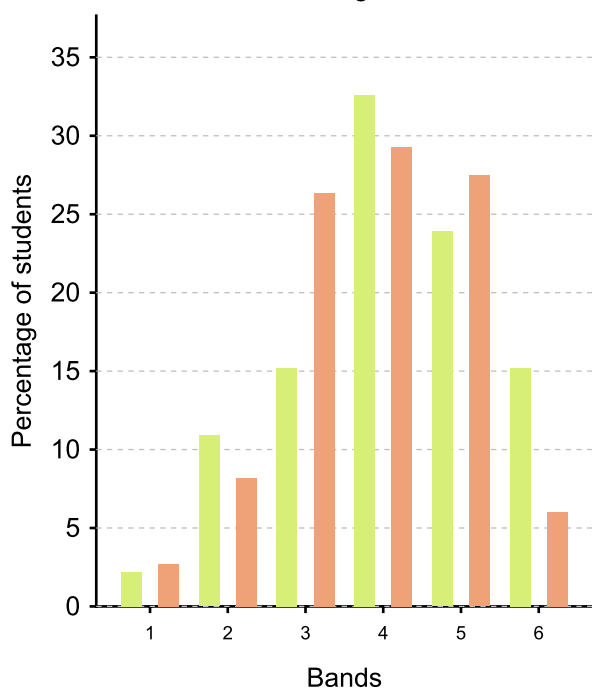
Students in Year 3 have shown improvements particularly in Grammar & Punctuation and Writing.

In Grammar & Punctuation, the percentage of students in Bands 5 and 6 has increased, and substantially decreased in the lower bands. In Writing, we have seen pleasing results with the largest group of students in Bands 4, 5 and 6. This has been steadily increasing over the past three years. We are also seeing more Boys producing results in the higher bands in Writing and in Grammar & Punctuation.

In Year 5, the growth rate for students between Year 3 and Year 5 (81.8) is higher than the NSW State score (79.6) demonstrating that we are achieving excellent growth in Reading skills in the primary grades. In Grammar & Punctuation, the school growth rate is 90.0 while NSW State score is 76.3.

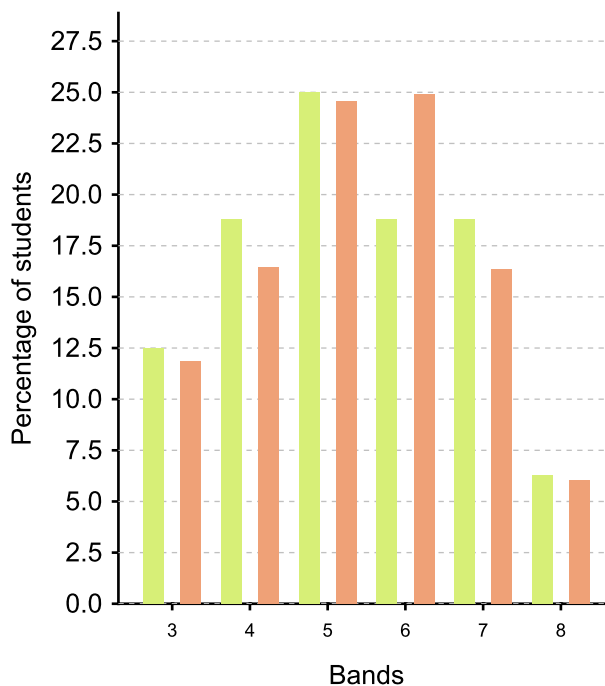
We are pleased that the programs we have begun are showing improvements in our primary students' growth. We are aiming to continue this trend to improve our results in future NAPLAN assessments.

Percentage in bands:
Year 3 Writing



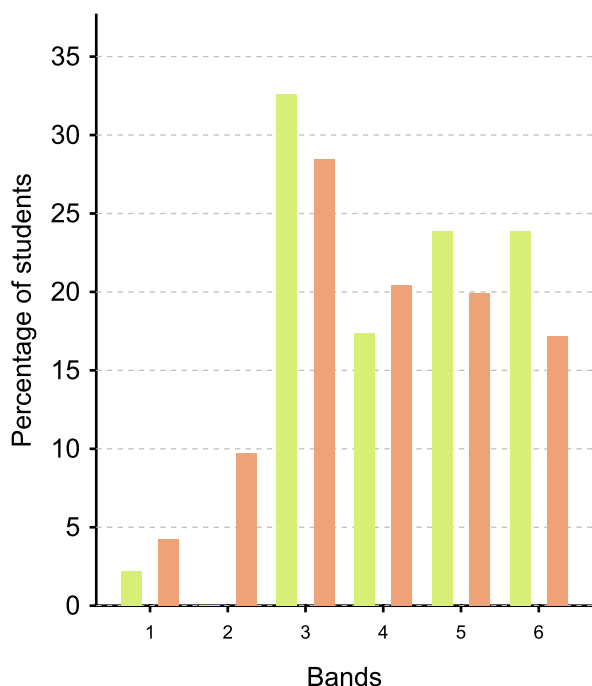
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Grammar & Punctuation



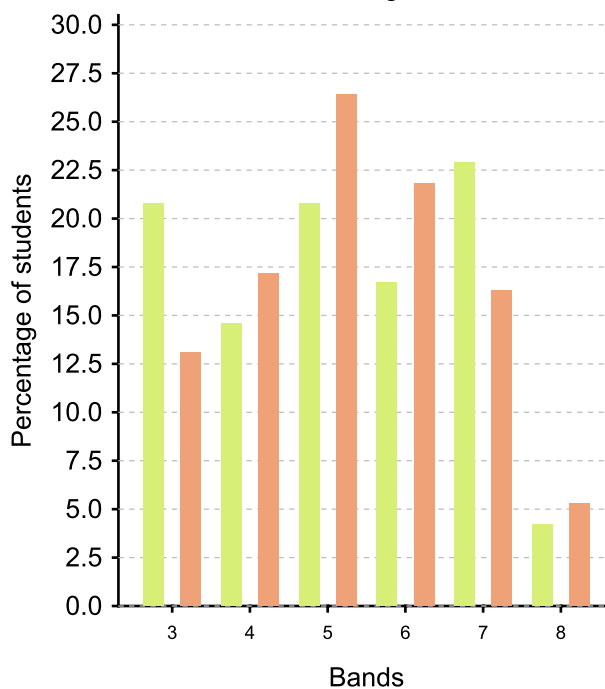
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Grammar & Punctuation



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2014-2016

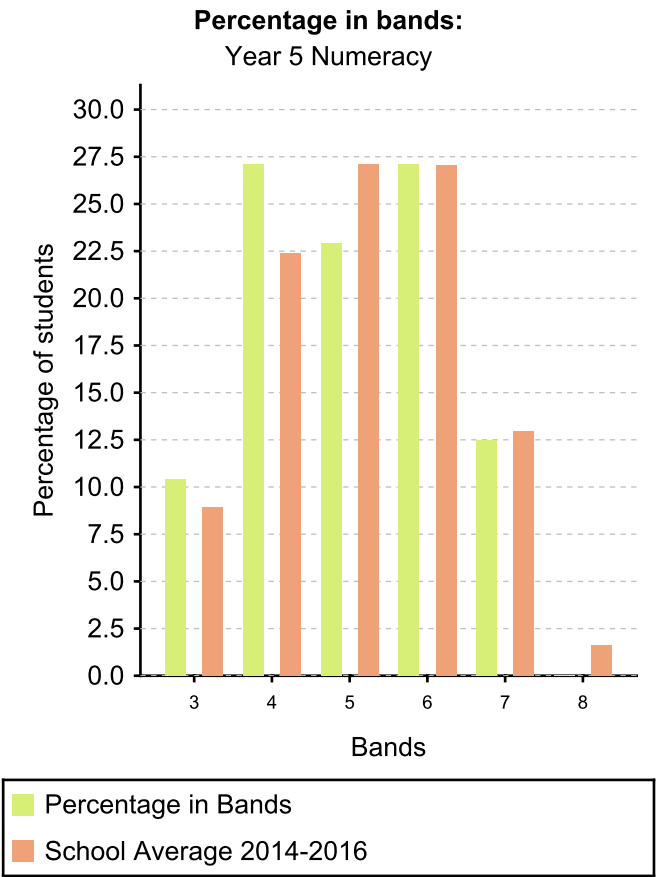
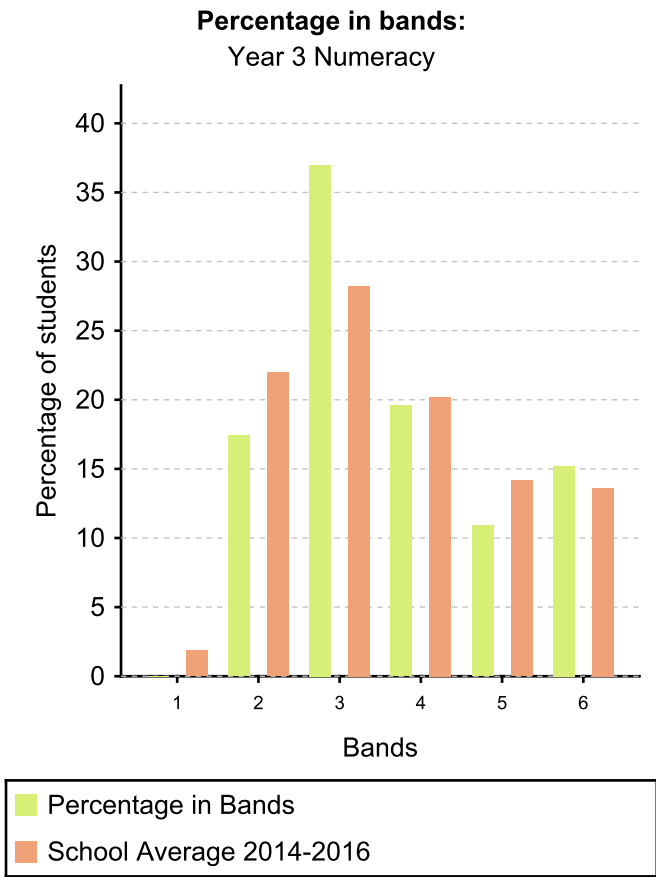
The Oaks PS has seen continual improvements in Numeracy over the last few years. We have provided students in infants grades with Numeracy support programs including TENS, and these students are now filtering through to our NAPLAN students showing increasing skill levels across the grades.

In Year 3, we have seen increasing numbers of

students achieving in the higher bands over the last 3 years. This year there were no students in Band 1 and our largest cohort were in bands 4, 5 and 6. Boys performed stronger in Number than Space & Geometry, Data, and Measurement and Girls performing equally well in all areas.

In Year 5, we have successfully moved more students from Band 4 to Bands 5 and 6. All students (when data is separated into Girls & Boys) demonstrated better results in Number than other areas.

The introduction of the new Mathematics Syllabus and our school Scope & Sequence will reflect on future results.



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents and caregivers, students and staff about the school. In 2016 the school sought the opinions of parents, students and teachers about The Oaks Public School. The parents'/caregivers' opinions were sought on a survey initially from "Survey Monkey". The teachers were surveyed on a Teacher Review constructed by the Principal. The students participated in the "Tell Them From Me" online survey. Their responses are presented below.

From the Parents and Caregivers:

82% of surveyed parents and caregivers believed that they were well informed about school practices .

85% of surveyed parents and caregivers indicated that their child had had a successful year.

75% of those surveyed informed us that the information that the school provides about the overall progress of their child is very useful.

85% of those surveyed indicated that their child regularly gets the help that they need from the staff.

85% indicated that The Oaks Public School supports the individual needs of their child.

85% of those surveyed stated that the school supports their child's social development very well.

97% of surveyed parents and caregivers indicated that their child feels safe attending The Oaks Public School.

The parents and caregivers made the following comments about the school and its practices.

- A supportive environment for our children both socially and academically
- Staff are caring and want their students to thrive
- Teaching Staff and Principal are passionate
- The school is continually improving
- Quality leadership
- Good communication
- Positive rewards system
- School provides a lot of extra opportunities eg saxophone, debating etc
- ATSI programme very helpful
- Generosity of the P and C
- Happy staff and students
- Improved NAPLAN results

However, they also told us that there are areas where we could improve our practice or our facilities such as:

- Office staff slow in getting back to parents
- Students require a designated area for specific types of play eg cars, digging
- School reports require additional information
- Additional IT resources required
- Communication about stage assemblies
- Review of canteen menu and pricing

- Additional reminders on the Skoolbag app would be of benefit
- Often complex to catch up with staff for appointments
- Award system information to be more often in the newsletter

We will certainly work to address these issues during 2017 as part of the ongoing 2015–2017 School Plan.

From the staff:

During Term 4 of 2016, the staff participated in an annual review of their work place. The review included their school goals/targets/purposes, communication, community engagement, leadership, professional learning and interpersonal relationships. These were the findings:

90% of the staff believed that the goals of their workplace were clear.

100% believe that everyone is working towards the same goal.

100% of staff believed that they work with a purpose.

86% indicated that they know what is happening at The Oaks Public School.

94% value the communication existing in the school.

75% of the staff indicated that they believe that The Oaks staff work well with the community.

100% of the staff believe that the school is managed well.

85% know of the School Management Plan and its contents.

90% feel that they are aware of the changes taking place.

93% indicated that they have benefitted from Professional Learning in 2016.

93% of staff appreciated professional learning opportunities.

93% of staff appreciated professional feedback on their work during 2016.

93% believe that professional learning was available to all.

93% of the staff enjoy teaching at The Oaks Public School.

93% of staff feel safe at The Oaks Public School.

100% of staff feel valued at The Oaks Public School.

From the students

The Tell Them From Me student survey measures indicators based on the most recent research on school

and classroom effectiveness. This report provides highlights based on data from 125 students in this school that participated in the survey on the 13th September, 2016. The number of students by year level is: Year 4: 37, Year 5: 46, Year 6: 42.

88% of students in this school had a high rate of Participation in Sports. The NSW Govt norm for these years is 83%. 88% of the girls and 89% of the boys in this school had a high rate of Participation in Sports. The NSW Govt norm for girls is 82% and for boys is 84%.

Students take part in art, drama, or music groups; extracurricular school activities; or a school committee. 57% of students in this school had a high rate of Participation in Extracurricular activities. The NSW Govt norm for these years is 55%. 73% of the girls and 46% of the boys in this school had a high rate of Participation in Extracurricular activities. The NSW Govt norm for girls is 66% and for boys is 44%.

Students believe that education will benefit them personally and economically, and will have a strong bearing on their future. 96% of students in this school valued School Outcomes. The NSW Govt norm for these years is 96%. 98% of the girls and 94% of the boys in this school valued School Outcomes. The NSW Govt norm for girls is 97% and for boys is 94%.

Students do homework for their classes with a positive attitude and in a timely manner. In this school, 33% of students had positive homework behaviours. The NSW Govt norm for these years is 63%. 43% of the girls and 25% of the boys in this school had positive homework behaviours. The NSW Govt norm for girls is 72% and for boys is 54%.

Students with positive behaviour at school. Students that do not get in trouble at school for disruptive or inappropriate behaviour. In this school, 91% of students had positive behaviour. The NSW Govt norm for these years is 83%. 93% of the girls and 90% of the boys in this school with positive student behaviour at school. The NSW Govt norm for girls is 91% and for boys is 75%.

Students try hard to succeed in their learning. 93% of students in this school tried hard to succeed. The NSW Govt norm for these years is 88%. 96% of the girls and 90% of the boys in this school tried hard to succeed. The NSW Govt norm for girls is 90% and for boys is 85%.

Skills—Students find classroom instruction relevant to their everyday lives. In this school, students rated Relevance 8.1 out of 10. The NSW Govt norm for these years is 7.9. In this school, Relevance was rated 8.5 out of 10 by girls and 7.9 out of 10 by boys. The NSW Govt norm for girls is 8.1 and for boys is 7.8.

Policy requirements

Aboriginal education

An Aboriginal Education team operated at The Oaks

Public School throughout 2016. Identified Aboriginal students were members of 'Culture Club' that promoted connectedness and awareness of the Aboriginal culture. In Term 3, our Stage 3 ATSI students developed an 'Acknowledgement of Country', which is at the forefront of all assemblies and special events. Our school celebrated NAIDOC Week with a visit from an Aboriginal performance company, where 100% of our students created a large canvas artwork. Our school celebrated Indigenous Literacy Day by hosting a Great Book Swap. Aboriginal students helped organise the event and all money raised was donated to the Indigenous Literacy Foundation. One of our Stage 3 Aboriginal students received first prize in the Wollondilly Writing Competition whereby she won a monetary prize for herself and her school. We continue to celebrate the successes of Aboriginal students in education by acknowledging their achievements at our Celebration of Learning Assembly. Building strong relationships has resulted in our teachers, their students and our Aboriginal families working in partnership together to best meet the needs of our students. Collaboration in the development of Personalised Learning Pathways for all of our Aboriginal students is now common practice at The Oaks Public School.



Multicultural and anti-racism education

During 2016 our school promoted multiculturalism in our community with students, staff and caregivers. At The Oaks Public School we believe that we are all of value. Consequently we continue to build on our three values consisting of being a safe, respectful learner. To promote the value of respect we took part in the annual celebration of Harmony Day.

Within all classes, students were actively involved in celebrating Harmony Day. All classes viewed YouTube videos of other Australians in schools, discussing their similarities and differences. This was resourced from the Harmony Day website. Even though The Oaks School is less diverse in race and religion than many other schools, the students discussed each one's differences and their similarities and how we may appear different but 'we are all blessed to be part of this wonderful country and diverse, amazing world!' The

students created multi coloured paper chains that were displayed around the playground to celebrate the diversity of others. Each class made the coloured chains prior to the day in a variety of different styles and colours signifying the beautiful differences of the people of the world. To celebrate Harmony Day the students dressed in Mufti, wearing an array of many colours and the money raised from the mufti gold coin donation went towards the purchase of activities which help assist the students to play more harmoniously.

Multiculturalism has traditionally been treated through our Key Learning Area of Human Society and its Environment in both our new History and Geography units. We have also used multiculturalism as a concept focus in English novel studies.

During 2016 our Anti-racist Contact officer (ARCO) participated in formal, external training.

Other school programs

During 2016 the students at The Oaks Public School participated in many rich activities. Some of these included:

Art Competitions and Exhibitions

The students have had the opportunity to submit and display artworks in a number of exhibitions and competitions outside and inside the school throughout the year. They have entered a variety of external exhibitions and competitions with over 100 students participating in them, and all the students in every class displayed their artworks in a variety of school related activities. Among these external exhibitions 6 students received acknowledgement, certificates or prizes for their artistic talent. The exhibitions and competitions the students have submitted works to this year are: the Camden Show, where over 40 students participated and 5 students received acknowledgement; Olympic Village Art Competition, where 31 students submitted artworks related to the Olympic Games that were hung in the Australian Athletes village in Rio this year (one Australian Olympic athlete responded to one of the students, thanking her for her encouraging painting); .Harmony Day Poster Competition, where 1 student participated in both the poster and song writing aspects of the competition. This student received a highly commended certificate for her song writing and had her song aired at the special Harmony Day presentation at the State Parliament House. Exhibitions and displays within the school were: Easter Hat Parade, where every child had the opportunity to make their own hat and display it at the parade. Harmony Day Chains display, where the school playground was decorated by chains that each class made to celebrate the diversity of Harmony Day. NAIDOC Week each class created and displayed a class work in the school hall. Grandparent's Day, where the students made bunting relating to their grandparents and had to decorate in class groups in the school playground for this special day, which also involved a Bookweek Parade.

Music

Mrs Krystle Levings led The Oaks Public School 2016 Choir. The group comprised of students from Years 1 to 6 and rehearsed at lunchtimes. The Choir learnt two songs throughout the year, 'I see the light' from the movie 'Tangled and Brave' by Sarah Bareilles. Throughout the year the choir performed at Whole School Assemblies and the Wollondilly Public Schools Performing Arts Festival. Selected students from Year 3-6 were also chosen to perform in the Combined Choir with students from a variety of Wollondilly Schools at the Wollondilly Performing Arts Festival. In Term 4, the Choir learnt 'When I grow up' from the musical Matilda and performed at the opening of the Memory Wall.

At the beginning of 2016 an expression of interest was handed out to invite students to participate in learning the Alto Saxophone. A group consisting of 7 students from Years 3 and 4 started receiving lessons from their tutor, Mrs Krystle Levings at the beginning of Term 2. During Term 3 and Term 4 students performed a range of songs at Whole School Assemblies and at the Education Week showcase. The group will be performing Jingle Bells at the end of year Celebration of Learning Assembly.

Dance

The highly successful TOPS dance groups continued to shine in 2016. Two groups were formed. An all boys group 'MAGIC' began with 73 students ranging from Year 1 to Year 6, who learnt new skills and became peer tutors for each other during rehearsals at lunchtimes. A group of 27 boys became the core group and went on to perform at the Wollondilly Performing Arts Festival. The second group was 'ANNIE' and comprised of 36 girls ranging from Years 4, 5 and 6. The group was larger than previous years and included a small group, known as 'the minis' who played an integral part in the performance, requiring acting skills as well as dancing. One student was chosen as the lead part of 'Miss Hannigan' and also used her dazzling acting skills to bring drama to the performance. 'ANNIE' performed at the Wollondilly Performing Arts Festival and was the only primary school group chosen to perform at the Gary Walden Trust Gala Evening at Wests Leagues Club.

IN THE AREAS OF CURRICULUM:

History/Geography

Two new curriculums were introduced as the content for Human Society and Its Environment. The Oaks PS decided to implement History in Semester 1, following on from trials in 2015, and Geography in Semester 2, allowing staff training and familiarisation to occur prior. Staff were given professional development in both curriculums including the purpose, the NSW model, Inquiry Based Learning approaches and resource gathering. Sessions were also held for reflection and to create a whole school scope and sequence for each. There are many resources required for each unit, particularly in Geography and plans are in place for these to be purchased. Overall, the introduction of

History and Geography has been successful.

APSMO Maths Games

A new opportunity was given to students who are achieving above expectations in Mathematics. We joined the Australasian Problem Solving Maths Olympiads (APSMO) and formed a team of like minded students. Due to it being our first year, and the ages of the students, we chose to participate in the MATHS GAMES component of the series. This is open to high achieving students in Years 4–6 from all over Australia and neighbouring islands. Our team comprised of 10 students ranging in age from 8 –10 who had previously shown outstanding academic results.

The team met weekly and followed the pattern of 'Learn It' (week 1 – new strategy), 'Rehearse It' (week 2 – practice the skill with questions), 'Show It' (week 3 – complete the test supplied by APSMO and submit results) and 'Share It' (week 4 – look at the answers, explain how you worked them out, share with the team and look at alternative methods to work it out). They competed in 5 competitions throughout the year. As a result, 2 boys scored in the top 10%, one in the top 25%, two in top 30% of participants and the remaining team members scored in top 50%. In Term 4, they shared questions from the competitions via the school newsletter and ran a competition for other students. They demonstrated the correct problem solving methods through a video on the school website. We look forward to running Maths Games and Maths Olympiad teams next year.

Get Reading Right

This year the school committed to implementing the Synthetic Phonics Program – Get Reading Right – into the whole school's Literacy program. This core program targets reading, writing and spelling. Teachers explicitly teach, on a daily basis, high quality systematic phonic lessons that are based on the process of reading with synthetic phonics. Students break words into separate phonemes that can be blended together to read a word. They then identify all the phonemes in a word and use their knowledge and understanding of the alphabet to write it. All Teaching Staff and School Learning Support Officers attended a professional learning day (Saturday) that was run by an external consultant. Each staff member also attended two demonstration lessons and a parent information workshop was delivered. Get Reading Right has given teachers the opportunity to improve their teaching and learning practices in the delivery of explicit phonemic awareness lessons.

Information Communication and Technology

Information Communication Technology has an immense growing presence in our school system. We have endeavoured to ensure that our students have been provided with the latest technology and that the technology is kept up to date and in working order. All classrooms have maintained their interactive whiteboards and teacher professional training has continued to develop their skills where every teacher

uses them as an integral part of their teaching strategies.

The school has maintained its Computer Lab with 30 desktop computers. We also enjoy the use of 28 Dell 'The Venue' 10.8 Inch tablets and 7 Lenovo 'Miix 2' (11–inch) tablets with keyboards. We currently have 9 ARUBA Wireless Access Points (WAPs) placed in strategic areas around our school.

Through 2015's ET4L allocation the school chose to purchase 10 HP Desktop boxes and 2 Advantage HP desktop boxes. These were used to upgrade computers in our staffroom and computer lab. The 2 Advantage desktops were used to accommodate our new Library Borrowing System of Oliver. This ET4L order arrived and was installed in Term 1 of 2016.

2016 saw a new computerised Library Borrowing System called "Oliver" implemented into our library. Staff attended training and subsequent 'adobe connect' sessions to be up-skilled in this new system. To date it has run smoothly with no major issues and we have enjoyed the ease and benefits that "Oliver" brings.

Throughout 2016, our Principal, Assistant Principal and SAS staff attended LMBR training sessions in anticipation of LMBR going 'live' in Term 4. From a technology point of view, this meant new network ports being needed and various hardware upgraded. We have successfully moved into our new business reform system (LMBR) and the transition was as smooth as could be hoped for.

In Term 3 of 2016, through the ET4L allocation, the school chose to purchase 6 additional HP desktops to be used in our computer lab for students use, and three HP 8G 'Elitebook' laptops for our assistant principals.

In Term 3 of 2016, we began planning an upgrade to complete the network. This will include further network ports, additional 'switches' and more WAPs to improve our network at The Oaks Public School. We are currently seeking quotes for this work to begin in 2017.

University of Wollongong Pex Students

In 2016, we continued our partnership with the University of Wollongong in preservice teacher education. We hosted university students in all stages of our school, from varying positions throughout their degrees. The year began with first year Bachelor of Mathematics students spending one day per week observing a variety of roles throughout the school. 6 Internship students were a welcome addition to our staffroom in Semester 2. Students in 1st and 2nd year were also on placement during the year. By supporting preservice teachers within our school, we are sharing our knowledge with future teachers, while gaining knowledge from them about new research. The mutual appreciation of support from colleagues is beneficial for the whole staff. It also encourages future casual staff and promotes our school within the teaching profession as a future focussed school

Sport

Sport strongly enhances the development of students at The Oaks Public School. The school had local and regional representation in the following significant PSSA Carnivals: Swimming, Cross Country and Athletics.

In Term 1 students participated in both the school Swimming Carnival and the Cross Country Carnival.

In Term 2 students were provided with opportunities to experience and develop skills leading up to the school's Athletics Carnival. This year's Athletics Carnival saw the introduction of students in Kindergarten and Year 1 (up to 7 year olds) participating in a Tabloid 'Athletics' program at the Athletics Carnival while students Year 2 (from 8 years old) to Year 6 competed in Athletics events for a chance to represent at the higher levels of competition. Students in Years 3–6 participated in local area Gala Days in the sports of Soccer and Netball.

In Term 3 students from Kindergarten to Year 6 participated in a structured Gymnastics program (Gymtastics). They also took part in a well-attended Dance – Fitness (Zumba) program that lasted 8 weeks.

Term 4 provided over 70 children (Years 2 –6) the opportunity to attend Warragamba Public Pool as participants in the school Swimming Scheme program.

The school had a number of student representatives at various levels notably: district and regional levels in a variety of sports such as Rugby League and Hockey. One student was a state hockey representative and attended the School Sport Australia 12 years and under Hockey Nationals Championships in Cairns, Queensland.

Our school has developed excellent transition programs. They include:

Kindergarten Transition to School

Our Kindergarten Transition to School program provides an excellent opportunity to support our students to make a happy and successful transition to school. The transition program is designed to familiarise the children with the school setting, reduce their anxiety and help them gain confidence about starting school.

The program began with an orientation evening in Term 3 providing parents with important information on the transition to school program. The evening included a presentation by our Principal and Assistant Principal outlining our programs and facilities, curriculum, uniform requirements, enrolment information and preparing your child for Kindergarten.

The orientation evening was followed by a small group visit of pre-schoolers from our three local preschools over a few weeks. Pre-schoolers were invited into our Kindergarten classrooms to participate in enjoyable small group activities. During these lessons the children

were observed by Kindergarten teachers to gain insights into the individual needs of each child.

Our formal transition visits were held over two morning sessions in November for all pre-schoolers to socialise with their peers and become familiar with Kindergarten classrooms. Whilst the children were participating in activities in the Kindergarten classrooms, information sessions and school tours were conducted for their parents.

As part of the transition program, our teachers visited pre-schools to observe the children and speak with co-ordinators about each child's strengths and stage of development.

Transition to High School

Stage 3 staff representatives attended meetings twice a term in 2016 at Camden High School as a part of the Camden Community of Schools. (CCoS).

Topics covered in these transition meetings included:– Year 5 discovery days, Year 6 orientation days, trends in education, current events at Camden High school, past students' feedback, upcoming dates and combined information regarding transitions in the final term of the year.

These meetings ensure:–

- Smooth transition of students into high school.
- Discovery Days for Year 5 & Orientation days for Year 6
- We maintain and strengthen links between TOPS, local primary schools and the high school to create the community of schools.

All of which are organised and implemented to build the capacity for students who are transitioning into high school.

Student Leadership

Our school offered many opportunities for students to develop their leadership qualities. We had student elected Captains, Vice Captains, Sport House Captains and Vice Captains, and Student Council Representatives (SRC) from each class in years 1–6.

As well as these elected positions we had a School Ambassador and all senior students led the Peer Support Program to develop their leadership skills and support younger students in developing life skills.

Our two Captains, Vice Captains and School Ambassador attended the GRIP Leadership Conference in May at the University of Wollongong, joining other student leaders from a variety of schools. This was a great opportunity to share ideas and experiences with other student leaders. At the conference they took part in a number of activities designed to empower them with a skill set for undertaking leadership roles throughout the year ahead. Our school leaders also ran weekly morning assemblies, whole school assemblies and special events throughout the year.

Student leaders were also part of the SRC, which included two representatives from each class in Stages 1–3. The SRC met twice per term and students had the opportunity to present ideas from the whole student population. The SRC aptly served morning tea to the many grandparents who turned up to celebrate Grandparents Day with our students. In addition to this, the SRC was involved in a number of fundraising activities for local charities, including the Picton Flood Appeal.