

Oak Flats Public School Annual Report



2016



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Introduction

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

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

Daliya Phipps

Principal

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Message from the Principal

It is a privilege to be Principal of Oak Flats Public School. Our school's vision commits to providing an environment where 'every student can learn and achieve success'. This is a culture the school leadership and all staff work very hard to achieve. Our school is a wonderful example of the excellence made possible through a strong and effective partnership between school and community. It is a school where all stakeholders work harmoniously and collaboratively to achieve the best possible outcomes for every child.

At Oak Flats Public School we believe that in working in partnership within and beyond the school in a strategic, enthusiastic and purposeful way, we will inspire the development of confident, creative and innovative individuals, critical thinkers and problem solvers; and engaged learners, leaders and responsible citizens.

Many noteworthy individual and collective activities have taken place in 2016 and there have been a number of significant moments for students and staff. Some highlights for the year included:

- Teachers continued to be involved in major teaching/learning projects including – Focus on Reading (FoR), Language Learning & Literacy (L3), Reading Recovery, Visible Learning as well as many other initiatives.
- The school continued to develop and refine the curriculum with a commitment to personalising teaching and learning and creating engaging, student centred learning experiences.
- Teachers were committed to learning the best strategies in teaching students for the 21st Century. Our BYOD program was successfully extended to include Stage 2, and students in K–2 continued to use iPads, laptops and the computer room to enhance their learning.
- We started to revitalise our classrooms with new flexible furniture and learning spaces, and this has engaged student learning and provided greater opportunities for collaboration and communication.
- Our Creative and Practical Arts Program continued to be one of which we can be very proud, and the music lessons, performance groups and the Choir are a credit to the school. We had students perform at the Choral Festival, Wollongong Network Education Week Awards, Instrumental Festival and Southern Stars.
- The school continued to provide a rich set of opportunities for students to demonstrate excellence outside of the classroom: from our student leadership program to a wide range of extra-curricular, sporting and creative activities.

The Oak Flats Public School P&C is an active and engaged group in our school community. They are great supporters of our students and staff and work tirelessly to promote and facilitate the many ways in which our strong school community comes together. This year we have had major fundraising events with the highlight being the very successful

Olympathon in Term 3. The P&C has completed its project to air condition all classrooms, provided support for many learning activities and operated a very successful school canteen.

In acknowledging the hard working P&C, I would like to make special mention of Mr Boris Baraldi who as P&C President, has volunteered his considerable expertise to provide sound governance and considered leadership of the P&C. I thank him for his time, commitment and ongoing support and encouragement. To all parents and caregivers, I thank you for your continued support of the school and for allowing us the opportunity to work in partnership with you. This year parents have once again helped out in classrooms for a myriad of learning activities, with reading programs, maths groups, for classroom and school activities, and with the sports carnivals. By working together we can continue to ensure that Oak Flats is, as our School logo states, "an innovative learning community".

In 2016 improving academic results in all Key Learning Areas was a focus, reflecting the passionate commitment of our teachers, their positive attitude and their tireless pursuit of excellence. Our staff are deeply invested in providing quality teaching and learning to ensure students achieve to their potential.

To do this takes determination, hard work and a positive outlook. I thank all of our teaching staff who have tremendous expertise, and who continually strive to engage their students. Our teachers are excited to initiate and embrace new ideas, they support each other and work collaboratively. At Oak Flats, drivers of student engagement include quality instruction, learning climate, teacher–student relationships, expectations for success and advocacy at school.

Thanks and recognition must also be given to the large number of non–teaching staff who play a vital role in the efficient running of the school. This year has seen the introduction of a new Department of Education school finance and student administration system. There have been some challenges, however, I am pleased to say that our office staff have embraced this new system with confidence and efficiency. The introduction of Local Schools Local Decisions continues to provide more authority to principals to make decisions within the community to meet the unique context of the school. Our School Learning Support Officers (SLSO) also continue to contribute to and support teaching and learning in each classroom. Many of our students benefit from individual or group SLSO support and teachers greatly value their work in the school.

As principal I proudly look forward to continue being part of our students' learning, working with the staff and community and planning for our school's future success. I thank everyone who has contributed to making 2016 a highly successful year and it is with great pleasure that I present this report outlining the outstanding achievements of the students, staff and parents of Oak Flats Public School. I certify that the information in this report is the result of a school self–evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Daliya Phipps

Principal

Message from the school community

First and Foremost, I wish to thank the P&C Executive Team for their support, encouragement and assistance throughout the year. Secondly, to the teaching staff, administration staff, parents and caregivers who so generously supported our fundraising events with their time and effort. We thank and truly value your collective contribution.

This year has seen our fundraising events continue to attract very good support from the parent, student and teaching community of Oak Flats Public School. A total of \$26,483.27 was donated to the school from fundraising events and activities for the 2016 financial year, which included a \$7000.00 refund from the DET Building Fund arising from the construction of the covered walkways. Some of our major fundraisers included the School Olympathon which raised \$7830.48, our Term Discos which collectively raised \$4677.27, Pie Drive \$2735.00, Father's Day Stall \$777.00 and Mother's Day Stall \$647.00, along with other smaller activities. The Oak Flats Public School P&C Canteen donated \$11,999.80 to the school from its operating budget for the 2016 financial year. This brings the total donation to the school for this financial year to \$38,483.07.

Our canteen continues to provide an excellent cost effective service for the school community. Due to difficulties in securing regular volunteers, the P&C Association made a unanimous decision at the beginning of Term 1 to employ a paid casual canteen assistant position to assist the supervisor 3hrs per day, five days a week. The canteen assistant is currently a shared position and will continue moving forward.

The fantastic news is that through our fundraising and canteen performance over the past two years, all 17 classrooms are now enjoying air conditioned comfort during the warmer months. G Block that houses the Music and German language room has also been air–conditioned and the canteen has a new air conditioner installed away from food preparation areas to address WHS concerns. This completes our major funding project of air–conditioning all school classrooms, which was initiated at our December Planning meeting in 2014.

Our major fundraiser event this year was the School Olympathon. The day was well attended by parents with students

getting into the Olympic spirit and it was great to see the seniors and juniors participating together. Congratulations to everyone involved for making this event such a successful enjoyable day. Our term discos continue to prove popular with a big shout out to Destination Dancefloor and the Barlow Family for volunteering their time disc jockeying the discos and to staff who stay back in their own time to supervise and coordinate. Finally, a big thanks to those members of the Executive and P&C who helped serving chips, drinks and managing entry to our discos.

We personally thank the small number of volunteers who assist on our busy canteen days, meal deal and red days. We value your help and all that you do for the students at Oak Flats Public School. The Canteen plays a vital part in raising money daily to complement our fundraising events throughout the year. It plays an integral part in the social activities and theme days at the school with consistently great feedback received from parents and teachers. Anne Tolhurst, our canteen supervisor, continues to be the creative force behind the ongoing success of the Canteen. We have some exciting initiatives planned for 2017 to further expand our service to the school and parent community.

Moving forward, the attention of the P&C Association will now turn to assisting the school in funding 21st century learning. In addition, funding from the P&C towards the cost of student book packs from 2017 will hopefully assist families in keeping the book packs affordable.

In closing, the future of an active functioning P&C in 2017 and beyond remains in the balance. Continued decline in membership, attendance at meetings, help at fundraising events and canteen meal deal days means that unless more of the parent community become involved, there may well be reduced opportunities moving forward for raising much needed funds for the school community to assist the students and teaching staff. In the past two years, over \$74,000 has been donated to the school from the effort, support and patronage of the school and parent community.

This is a tremendous effort and one we should all be proud of and maintain in the years ahead. It remains my objective in my final year as your President, to reside over an open, transparent and inclusive association that primarily supports the learning needs of all students at Oak Flats Public School moving forward.

Boris Baraldi

P&C President

School background

School vision statement

Oak Flats Public School is an innovative learning community which promotes engagement, high expectations and personalised learning.

School context

Oak Flats Public School is a member of the Oak Flats Community of Schools (CoS) and is situated in the Illawarra Region. The school enrolment for 2015 is 439 students K–6, in addition 40 students attend the onsite Oak Flats Public School Preschool. The school has 50 Aboriginal students enrolled. There are 17 classes from K–6. Staffing has remained relatively stable.

Oak Flats Public School is a comprehensive school with an excellent reputation for catering for students from Preschool to Year 6. During the recent assessment process the preschool was rated as Exceeding National Standards according to the National Quality Framework. In 2015, Bring Your Own Device (BYOD) was introduced for Stage 3 students.

Oak Flats Public School is characterised by professional, dedicated teachers and support staff, an involved and welcoming parent community and focused, engaged students.

The school's focus is to maximise student performance in all curriculum areas, particularly literacy, numeracy and the use of technology. Oak Flats Public School provides quality teaching and learning programs that address the individual learning needs of each student.

Oak Flats Public School also provides a variety of extracurricular activities including choir, drumming group, recorder ensemble, ukulele group, dance group, public speaking, German language speaking classes, gifted and talented programs and a range of opportunities in sport.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

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.

Learning Domain

A major focus to support student learning has been a professional development program which has allowed for school leaders to work with their staff to develop and enhance quality teaching practices and to differentiate the curriculum. There has been a focus on quality learning and the implementation of formative assessment strategies including self-assessment and reflection by students.

All staff have engaged in ongoing professional reading/discussion to support their understanding of Visible Learning (Michael Fullan). Staff have participated in training from an Instructional Leader on implementing Visible Learning and Formative Assessment strategies. The introduction of student reflection and self-assessment (Learning Intentions/Success Criteria) has supported students to have a high level of engagement, try hard to succeed in their learning and have positive relationships at school.

Students are able to articulate their learning and how they can move forward, with individual learning goals used effectively to ensure student success. This has been supported with the implementation of Formative Assessment and Growth Mindset strategies and demonstration lessons using the pedagogy underpinning L3, FOR, TEN and TOWN.

A review and evaluation in 2016 of the current Student Welfare and Discipline Policy ensured more consistent consequences for negative student behaviour, and resulted in the development of clear practices for the support and

management of student discipline. This was reflected in classrooms with increased student engagement and learning.

Within the Learning Domain we believe that our current level of performance is “Sustaining & Growing”.

Teaching Domain

The school is focused on the continual development of our teachers. A major focus for professional learning for all teachers in 2016 has been the implementation of new syllabus documents. Staff understand where their students are experiencing difficulty and use results of assessments to inform teaching and learning.

Assessment tasks are administered on a regular basis across grades and stages to monitor student learning outcomes. Targets are set based on data analysis from external and internal measures. Stages meet on a regular basis to collaborate on curriculum, scope and sequences and assessment tasks to ensure consistency. Teachers have shared expectations and targets for improvement in literacy and numeracy outcomes for students.

The school has a teacher trained as a Focus on Reading facilitator and all 3–6 teachers are trained in and are implementing Focus on Reading. All K–2 teachers completed their training in L3 and are implementing L3 in their classrooms. All classrooms are well managed ensuring productive learning with minimal disruption. Teachers ensure that the various needs of students are addressed through differentiation in planning and delivery of teaching programs. There is a particular focus on developing improved teaching in literacy and numeracy. Timely feedback is provided for students through a variety of formative assessment tools and strategies. Teachers are using data walls to monitor student progress and to work with students to develop individual learning goals.

Staff refer to their Performance and Development goals in planning their individual professional development. The PDPs are reviewed collaboratively with leaders and colleagues. Teachers are willing to adopt new and current trends to improve their teaching and the outcomes of their students.

Within the Teaching Domain we believe that our current level of performance is “Sustaining & Growing”.

Leading Domain

Oak Flats Public School is committed to leadership development, and there are numerous opportunities for staff members to adopt leadership roles. During 2016, staff were provided the opportunity to lead curriculum and management committees and also within a number of programs. Staff are positive about working with the school leadership team and have indicated through surveys that they feel supported and valued.

Classroom observations/support by Executive through QTSS has contributed to ensuring the delivery of differentiated curriculum and effective grouping in all classrooms. There is evidence of teacher/executive development of quality teaching and Consistent Teacher Judgement as demonstrated through the supervision process and QTSS. Beginning teachers have been supported through QTSS days, lesson observations and Teacher Professional Learning. Beginning teachers have provided feedback indicating that they were supported in a successful year of teaching. Executive build productive collegial relationships with other executive staff across the Community of Schools (CoS) and have led professional learning with teachers from local schools.

Teachers and supervisors continued to engage in professional discussion through the Performance and Development Process and have collaboratively evaluated individual teacher goals. The three year plan is also reviewed regularly to ensure milestones are being achieved. Regular grade, stage and staff meetings allow for collaboration and opportunities to discuss programs, ideas and innovations. The school is well organised with excellent administration and financial practices. Oak Flats Public School is a school in which finance is monitored through newly implemented budgeting practices with the commencement of LMBR into October 2016.

The school has excellent facilities and learning spaces are used effectively with a number of innovative practices (open learning, team teaching, information skills and computer lab and BYOD). 21st Century learning furniture has been purchased for a number of learning spaces to allow for increased digital connectivity and enable classrooms to adapt to meet the needs of creative and critical thinkers.

Within the Leading Domain we believe that our current level of performance is “Sustaining & 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

Teacher Quality

Purpose

Quality teaching is essential to the success of our students, which is inclusive, challenging and engaging across the curriculum. Building teacher capacity through focused professional learning and development that creates a culture for Oak Flats Public School in which every staff member is engaged in ongoing, relevant and evidence-based learning and practice at an individual and collective level.

Overall summary of progress

Classroom observations/support by Executive (QTSS) to ensure delivery of differentiated curriculum and effective grouping. Teacher capacity to plan and differentiate in literacy and numeracy with in class Executive support and restructured timetable and learning support has been highlighted. Evidence of teacher/executive development of quality teaching and Consistent Teacher Judgement demonstrated through supervision process and QTSS with teachers and supervisors engaging in professional discussion. Professional Development Plans have been evaluated to determine if the goals have been met. QTSS days have been successfully used to support teachers in achieving their goals.

Beginning teachers supported through QTSS days, lesson observations and TPL. Beginning teachers have had a successful and positive year of teaching. Teachers have implemented Visible Learning and Formative Assessment strategies. Students are able to articulate their learning and how they can move forward, with individual learning goals used effectively to ensure student success. Community of Schools workshops to develop networks, and share expertise and ideas in teaching practices have enabled teachers and executive to build productive collegial relationships with other staff across the CoS.

Students have experienced a broad range of learning experiences based on the syllabuses with students successfully achieving stage outcomes. Professional learning on teaching the process of 'Inquiry', sites and sources, concepts and skills in Geography K-10 has been supported by staff. History and Geography Scope & Sequence and units of work have been implemented and evaluated.

Teachers accessing multi-modal resources and using web based sharing to support development of units of work and engage student learning. Staff shared expertise through dialogue, observations, mentoring, team teaching and lesson observation. Resources investigated and purchased to support the introduction of flexible teaching/learning spaces in classrooms 3- 6.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All teachers catering for and implementing programs that are engaging, have high expectations and cater for personalised learning of literacy, numeracy and 21st century learning as evidenced in programming and with student work samples.	<p>BYOD ipad and coding program successfully implemented and expanded 3-6. Students engaged in their learning; know what learning looks like and can confidently talk about what and how they are learning.</p> <p>Through introduction of Visible Learning, students developed their ability to articulate their goals and learning, before, during and after learning experiences.</p> <p>Monitored and reviewed teaching and learning programs and student work samples. Monitored and reviewed extra-curricular activities & KLA initiatives: ICT, Music, K-2 Literacy.</p>	<p>Technology funds \$15486.</p> <p>Literacy/Numeracy funds</p> <p>Professional Learning funds</p>
Staff meet accreditation requirements and design professional learning plans with reference to the Australian Professional Teaching Standards for Teachers.	<p>Improved consultation procedures with staff to build staff collegiality. Review of TPL by staff undertaken to determine areas of need for 2017.</p> <p>Staff gained a deeper understanding of the NSW Teaching Professional Standards through the</p>	<p>QTSS staffing allocation utilised for executive \$23850</p> <p>Teacher Mentor</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Staff meet accreditation requirements and design professional learning plans with reference to the Australian Professional Teaching Standards for Teachers.	<p>development of Professional Learning Plans and appropriate evidence. All staff set goals and developed an individual PDP Goal and review meetings were conducted with supervisors. All staff committed to observations and feedback.</p> <p>Review and monitor teaching programs and practices, in-line with the Australian Teaching Standards, including evidence of effective differentiation and collaboration.</p>	Beginning Teacher funds

Next Steps

Full implementation of the Performance and Development Framework for teaching staff with all teachers participating in two lesson observations with feedback. In 2017, additional departmental support guidelines will allow non-teaching staff to participate in the complete performance and development framework. Continue teacher observations and team teaching as it has promoted sharing of ideas and fostered confidence in new teachers.

The collection of evidence continues to be an area where the school and staff are working towards. Authentic evidence should be collected in 2017 as teachers complete their regular duties. Scaffolds and support material for staff to collect and annotate evidence will be encouraged by Instructional Leaders. As pre-2004 teachers move into mandatory accreditation, the transition arrangements will be a focus for 2017 as staff prepare for their Working with Children Check and membership with the NESA.

With the change of school leadership in 2016, additional opportunities for staff to exercise leadership roles will continue to be increased. A number of teachers will relieve in Executive roles and all staff will have the opportunity to bring new programs into the school. Consistent Teacher Judgement will allow for collegial discussion focused on quality teaching and learning. Further impact of Visible Learning to ensure programming that includes a high level of formative assessment, Learning Intentions/Success Criteria, questioning and feedback, which allows for differentiated learning experiences. Demonstrated implementation of the new NSW History and Geography syllabus will be a focus.

The leadership structure will continue in 2017 with all executive leading a stage within the school. The leaders will continue to support the implementation of the strategic directions of the school plan and the Performance Development Plans in an active coach/mentor role. Staff will use Professional Learning Plans to guide collegial discussions and future directions. The ICT project will continue in 2017 with the BYOD iPad program being supported in all 3-6 classes. Support for BYOD and iPads will be provided through Quality Teaching Successful Students (QTSS) funding allowing release for confident teachers to support peers in classrooms. New interactive touch screens will be purchased to replace technology that has reached end of life.

Strategic Direction 2

Engage 21st Century Learners

Purpose

Every student in our care is engaged in meaningful and future focused learning experiences and achieves their full potential as a learner, a leader and a responsible and productive citizen. We have high expectations for all and focus on closing the gap in achievement in areas of disadvantage. We will ensure everyone has the opportunity to achieve their potential and participate fully in our society.

Overall summary of progress

Teacher trained as a Focus on Reading (FoR) facilitator with in school training of new staff, and all 3–6 teachers implementing FoR in their classrooms. Training continued in L3 for Kindergarten and Stage 1 with all K–2 teachers implementing L3. Shared expectations and targets for improvement in literacy and numeracy outcomes for students, as highlighted from NAPLAN analysis.

Classroom observations/support by Executive (QTSS) has continued to ensure delivery of differentiated curriculum and effective grouping. This has focused on building teacher capacity to plan and differentiate in literacy and numeracy with in class Executive support and restructured timetable and learning support. 2 hour balanced literacy block every day K–6, with modelled, guided and independent activities. Focus on explicit classroom teaching and consistency of approach.

Assessment results and data indicate improvement in learning outcomes for targeted students. Fostering consistent teacher judgement through the use of student work samples, rubrics and assessment criteria on ARC, ACARA and BoSTES websites. Teachers have successfully analysed PLAN data to identify student learning needs and plan for teaching and learning activities. Teachers and students are effectively using data walls to identify student learning needs and set individualised learning goals.

School Learning Support Officer (SLSO) timetables have been developed with a focus on meeting students' identified learning needs. Timetables are evaluated and changed after each 5 week teaching cycle. SLSOs continue to develop their skills and knowledge in how to assist students with their learning. Learning Support Team has continued to work

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase the student growth in Grammar & Punctuation and Numeracy to match the State average.	Oak Flats Public School has continued to foster student growth through a number of targeted programs and initiatives including: – Kindergarten literacy withdrawal group with our Learning and Support (LaST) teachers. – PLAN data updated each term. Cross grade assessment tasks and consistent teacher judgement (CTJ) .Graded literacy/numeracy groups K–6 including smaller groups for students requiring support – K–2 and 3–5 withdrawal groups for literacy L3, TEN and Focus on Reading programs are now established practice in the school. Review and analysis of NAPLAN data, providing a report to staff, including result matched teaching strategies.	Professional Learning funds Literacy/Numeracy funds \$9037 RAM Equity funds
Increase the number of students achieving or exceeding grade appropriate benchmarks in reading and writing.	Synthetic phonics K to year 2 to improve spelling results. All students tracked for improvement in spelling. Consistent A–E grades across classes measured	Professional Learning funds

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase the number of students achieving or exceeding grade appropriate benchmarks in reading and writing.	<p>through Sentral report data. Assessment tasks moderated by stage teams to ensure consistent teacher judgement.</p> <p>100% 3–6 teacher in-service in FoR initiative. All students K–6 engage in appropriate teaching and learning activities in Literacy, especially target groups.</p>	
100% of students with additional learning needs are supported through implementation of additional programs, including Aboriginal and ESL students.	<p>Improved pedagogy among staff regarding Visible Learning and consistent teacher judgement of assessment. K–2 assessment of student progress according to Literacy and Numeracy aspects in week 5 and 10.</p> <p>Intervention programs available including Rocket Reading. Reading Recovery continued with the teacher in the second year of the program.</p> <p>LaST coordinator established the criteria around the completion of Individual Learning Plans (ILP) and the writing of the ILPs for students who require these to support learning.</p>	<p>Professional Learning funds</p> <p>Reading Recovery FTE 0.5</p> <p>Flexible Funding FTE 0.6</p> <p>Learning and Support Teacher FTE 0.7</p>

Next Steps

Continue to implement and evaluate the new curriculum scope and sequences developed. Stage teams will use and discuss the consistent application of the scope and sequences. Continue to focus on the consistency of teacher judgement and the production of quality assessment tasks and consistent reporting. Semesterly assessment task schedules will be developed in stage teams and implemented to ensure consistent reports and collaborative judgements of student outcomes.

Our Learning Support Team will work closely with carers and teachers to collaboratively develop plans to meet the needs of all learners. In 2017, our next steps will be to continue IEP implementation with a new school counsellor and Learning and Support Team. The LST is central to the core business of the school. It underpins the Wellbeing and Student Welfare practices and operates under our Values system. The LST meet weekly to monitor the progress and wellbeing of all students including integrated students and students receiving low level adjustment to enable them to better access the curriculum.

Restructuring of our executive roles and responsibilities to ensure that our teaching staff have direct support through mentoring and coaching. Executive staff will be supported to take on the roles of mentor/coach teachers, enabling them to work closely with each teacher on their stage. Collaborative planning has been an ongoing target in Stage teams and teachers are to be provided release time to work together on refining, evaluating and redesigning teaching and learning programs to ensure differentiation for our students. Teachers will be supported by Instructional Leaders to monitor and critically reflect on student progress data using Literacy and Numeracy Continuums and whole school Data Wall. Teacher capacity to identify literacy and numeracy needs of students to be increased, through the analysis of PLAN/NAPLAN data, continuums and syllabus documents through Instructional Leader workshops. Focus for professional development will be formative assessment, specifically questioning and feedback. All class programs will reflect a range of assessment procedures. All teachers will provide feedback to improve performance, processes and student self-regulation.

Support in programming for TEN catering for individual students. Observations and demonstration lessons from the TEN facilitator to enhance and consolidate teaching practices will be established in Stage 1. All classes will have the required resources to implement TEN daily and to tailor for ability groups. Further develop staff capacity to differentiate programming in literacy and numeracy for both high achieving students and students needing support including the embedding of Literacy and Numeracy in all KLAs. English action plan, L3, Focus on Reading and TEN programs will be linked to the CORWIN Visible Learning project. PLAN data to show student improvement in Literacy/Numeracy. The introduction of Visible Learning will further be supported through action research and professional development through CORWIN Visible Learning. This will inform teachers to identify the instructional routines that have the greatest impact on student learning. Teacher mind frames and how this applies to curriculum planning to inspire change will be a focus as well as classroom assessment to maximise student learning. A school Matrix will be developed to identify areas of development and future directions.

Strategic Direction 3

Community Partnerships

Purpose

We will form strong partnerships with others including parents and families, local community, businesses and industry. We will innovate and undertake continual improvement to respond to the changing needs of the Oak Flats community.

Overall summary of progress

Monitoring of attendance and behaviour on Sentral is ongoing. Supporting students in the school, with the introduction of minor and major behaviour levels allowed for greater consistency across the school. The student award system recognises positive student behaviours and rewards students who demonstrate positive behaviours throughout the year. A strong focus on student attendance has continued with the development of plans for low attendance students. Attendance Certificates are presented at the end of year assembly.

Student Welfare and Discipline Policy and Anti Bullying Policy has been reviewed/streamlined with consistent practices. Continued focus on Visible Learning strategies: 'On Alert' Learning, 'Wait Time', 'Bump it Up' Walls, Peer and Self Assessment, Feedback, Learning Goals and setting High Expectations. Introduction of student reflection and self-assessment (Learning Intentions/Success Criteria) through use of Data Walls and "I Can" statements has further supported student learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of parents have discussed their child's progress with the class teacher by the end of Term 1, currently approximately 93%.	<p>Increase in parent and carer participation in parent information sessions led by teachers, as well as parent/teacher interviews. These have been well attended by a range of parents. Parents were informed and included through grade term information letters, fortnightly newsletters, parent teacher conferences, twice yearly reports and the school website.</p> <p>There were many opportunities for parents to be included in school events such as assemblies, Harmony day, Education Week activities, Creative Arts performances, Book Week events, Olympic Fun Day and our annual Awards Day ceremony.</p>	Teacher Release for ILPs and PLPs
Increase parents and community responses through surveys (currently approximately 15 %).	<p>Increased opportunities for our school community to be included, informed and engaged by: continuing to inform through improved school website and newsletter. Increased information provided to the school community through innovative communication using technology.</p> <p>Provided increased opportunities for parents to engage in information sessions and workshops on technology use in the school and student wellbeing practices.</p> <p>Developed greater connections between the Community, P&C and SRC. Gathered and evaluated parent feedback in Term 3 using the Tell Them From Me survey and school surveys.</p>	Community Engagement funds \$9651.84
Celebrate students achieving 100% attendance and continue to increase the number of students achieving 90% or more.	<p>Attendance Awards presented at assemblies.</p> <p>Regular information about student attendance expectations is communicated to parents in weekly</p>	Community Engagement funds

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Celebrate students achieving 100% attendance and continue to increase the number of students achieving 90% or more.	newsletters. Monitoring of attendance by Executive and teachers.	

Next Steps

Students are most likely to achieve excellence when there is a strong partnership between home and school. Our school must continue to be supportive and inclusive of all stakeholders and creatively cater for diversity. Programs which support our parents are essential. They allow them to engage with teachers in helping their child achieve their personal best and encourage a shared understanding of current teaching and learning practices.

Parent involvement in our school is high, although there is always room to expand our support network. Our next steps in 2017 to build our community connections will be the development of a new school plan for 2018–2021. We will review our reporting to parents schedule and mechanisms to continue to improve.

Community awareness will continue through school seminars, a new and improved website, school Facebook page and newsletter. The school will aim to conduct parent training seminars in order to build a base of parent volunteers to assist in the classroom with literacy – providing opportunities for training seminars around reading, phonics and writing, in order to enable parents to become part of the team to help students who need extra support. Working with Children Checks and the need for confidentiality stressed.

The Learning Support Team will continue to administer support programs and assess at the end of a set period. We will continue to seek from parents what they would like to see in our school through surveys covering all aspects of the school including; canteen, uniform, Before and After School Care, the curriculum, extra-curricular activities, homework, technology including BYOD, our buildings and playground and school environment. This will be part of informing our school in the creation of the next three year School Plan.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>All students have a Personalised Learning Plans (PLP) and are making progress across the literacy and numeracy continuums. Aboriginal perspectives are embedded into units of study where appropriate in many subject areas. Aboriginal education is intertwined with teaching philosophies and programs and NAIDOC Week is celebrated as a whole school event. PLAN tracking of student data and NAPLAN analysis of achievement. In preparation for the implementation of the new History syllabus in 2016, teacher professional learning and planning activities have ensured Aboriginal perspectives on events in Australian history is included and addressed.</p> <p>Early intervention program for Aboriginal Preschool and Kindergarten students supported engagement and social skills.</p>	<p>RAM Equity Aboriginal</p> <p>Early ears Initiative funds \$5000</p>
Low level adjustment for disability	<p>The school has a very supportive and effective Learning Support Team with very clear and equitable processes in which students receive support. The LaST role has provided significant early intervention support, as well as support with adjustments in differentiating programs, developing individual learning plans and behaviour plans, liaising with external support and preschool transition. The LaST coordinates the NCCD and Access Request process as well as successful learning team transition programs for students moving to and from different settings. Nationally Consistent Collection of Data was successfully compiled and completed.</p> <p>Improved professional learning programs to support teacher capacity to develop more personalised learning for students. Developed school community understanding of Nationally Consistent Collection of Data. Planning days were provided for teachers to review, plan and develop learning adjustments and programs for individual students.</p>	<p>Staffing Allocation, Learning and Support Teacher FTE 0.7</p> <p>Flexible Funding FTE 0.6</p> <p>RAM Equity – Low Level Adjustment for Disability</p> <p>Engagement of School Learning Support Officers</p> <p>Targeted support for individual students</p> <p>NCCD data collection teacher release</p>
Quality Teaching, Successful Students (QTSS)	<p>The school used this resources to provide professional support for the development of Professional Development Plans as well as evidence of teacher/executive development of quality teaching and consistent teacher judgement. Teachers worked collaboratively to reflect on their own practice and engage in professional conversation to deepen their understanding of curriculum, assessment and pedagogy. School Leadership team completed coaching training and practicing discussions with stage teams for Professional Development Framework purposes. Teachers familiar with accreditation requirements.</p> <p>Executive staff participated in Leadership days to build capacity in implementing the School Excellence Framework and to review</p>	<p>QTSS FTE 0.337</p> <p>Teacher release for mentoring, lesson observation, planning</p>

<p>Quality Teaching, Successful Students (QTSS)</p>	<p>student data and realign the school planning milestones. Executive staff led expert teachers and aspiring leaders in school data analysis days to analyse SMART/NAPLAN, PLAN and other data.</p>	<p>QTSS FTE 0.337 Teacher release for mentoring, lesson observation, planning</p>
<p>Socio-economic background</p>	<p>Funds were allocated to support teacher professional learning in L3, Visible Learning and FoR. Additional SLSO allocation to support teaching and learning and students identified who require additional support. Additional classroom teacher employed to support teaching/learning programs. Funding was also accessed to ensure no student was disadvantaged and were used for excursions, book packs, performances etc.</p> <p>Developed and successfully implemented targeted Kindergarten Early Intervention Reading program. Purchase of Literacy resources for implementation of Focus on Reading 3–6. Additional reading and classroom resources purchased to further improve access to quality reading materials for all students.</p> <p>Engagement of additional School Administration Officer throughout Terms 3 and 4 to assist in training for, and deployment of, Learning Management and Business Reforms (LMBR).</p> <p>FoR facilitator trained with all untrained 3–6 teachers completing training in FoR. Program is operating in all 3–6 classes and data is collected, analysed and used to inform teaching.</p>	<p>RAM Equity Socio Economic Background</p>
<p>Support for beginning teachers</p>	<p>Funding for beginning teachers appointed to the school during the year was utilised to support all early career teachers from the beginning of the school year. These funds provided access to targeted external professional learning, in school support, mentoring and opportunities for reflection and peer/supervisor feedback using the Australian Professional Standards for Teachers.</p> <p>In 2016 beginning teachers have been provided with an Induction Program including opportunities to build on quality teaching knowledge, skills and strategies through targeted professional learning. Provided additional time and support for beginning teachers to complete responsibilities such as assessing student learning, programming and report writing. Improved the pedagogy of beginning teachers by organising for them to observe other teachers. This included feedback from expert teachers and executive staff.</p>	<p>Beginning Teacher Funds \$15,089</p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	202	211	213	206
Girls	214	227	223	224

Student enrolment continues to remain constant.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	93.5	96.1	95	94.1
1	94.8	94.1	94.5	94.5
2	95.1	94.2	94.3	94.5
3	93.7	93.4	93.1	93.4
4	93.6	92.9	92.8	94
5	94.3	92.4	93	91.7
6	95.6	92.9	93.4	92.1
All Years	94.4	93.7	93.7	93.5
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

Student non-attendance is monitored by classroom teachers and school executive staff and is then reported through Sentral Attendance module. Students who are identified as being an absence concern are identified by the Assistant Principal for classroom teachers to monitor. Data is uploaded to OASIS and monitored regularly by the Home School Liaison Officer who attends the school each semester. The Home School Liaison Officer tracks students with large periods of non-attendance and refers these students to the Learning Support Team. The Learning Support Team continues to monitor these students with the aim to support families to improve attendance. Students with partial or whole day unexplained absences are followed up fortnightly with an absence notification sent home for carers to explain absences. These absence notes are returned to the classroom teacher and classroom teachers update the class roll. Repeated partial absences are monitored with a Letter of Concern to parents/carers. Applications for Extended Leave are submitted through the office and processed by the Principal. Long term absences are managed through negotiated learning programs during an absence period.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	16.5
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Counsellor	1
School Administration & Support Staff	4.63
Other Positions	0.77

*Full Time Equivalent

Oak Flats Public School has a talented workforce composed of beginning to highly experienced teachers. In 2016 an Aboriginal Teacher was appointed as a permanent staff member.

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	17

Professional learning and teacher accreditation

Staff at Oak Flats Public School participated in a range of professional learning activities designed to build the capability of staff to achieve key priorities as set out in our School Plan. As well, staff have been involved in professional learning programs that have built the capability of early career teachers, current teachers and aspiring and current school leaders. The school has a very experienced teaching staff which meets the professional requirements for teaching in NSW public schools.

Participation in professional learning activities and a description of activities include:

Language, Learning and Literacy in the Early Years (L3) training – initial 2 x Year 1 teachers and 1 Early Stage 1 teacher commencing ongoing professional learning. L3 supports the development of informed, systematic, explicit instruction based on data to target reading and writing. There is a focus on the teaching of reading including reading for meaning, strategies for reading and writing strategies.

Focus on Reading (FoR)– 4 x Stage 2/3 teachers commenced training and 1 teacher was trained as a FoR Facilitator. Teachers engaged in professional dialogue on the implementation of the Super Six comprehension strategies to enhance comprehension skills. This included in school professional dialogue, resource organisation and sharing of expert knowledge and practices in the teaching of reading.

Reading Recovery training continued for a teacher in the second year of training and supported highly effective short-term intervention of one-to-one tutoring for low-achieving first graders. The program was used in the school as a supplement to explicit classroom teaching.

Beginning Teacher funds, (Great Teaching, Inspired Learning) were used to allow three teachers in the early years of their career time to observe lessons and plan units of work for their classes. The teachers were given opportunity to work closely with their supervisors on an induction program, engage in professional dialogue and develop their knowledge and skills in teaching and learning.

A committee of 8 teachers commenced training in Positive Behaviour for Learning (PBL), and continued meeting at school on a weekly basis to plan and develop the PBL strategy, including presenting and inservicing staff in preparation for full implementation in the school.

The Executive Team participated in intensive training in Growth Coaching which was seen as an important way to build teaching and learning capacity, develop leadership skills, and ultimately improve student learning outcomes and wellbeing. The Assistant Principals were able to use the practical strategies to inform their leadership capabilities and support staff in setting and achieving professional goals.

Whole school professional development has included workshops in the following areas: Visible Learning, Google Classroom, Emergency Care, planning and programming using the Science, History and Geography Syllabuses, School Policy planning and development, Consistent Teacher Judgement and Assessment and Reporting. Community of School workshops also provided the opportunity for all staff to develop networks, and share expertise and ideas in teaching practices. Staff were keen to build productive collegial relationships with other teachers across the CoS.

Individual staff also had the opportunity to participate in workshops and training on a range of topics and issues including; Access Requests, Dyslexia, Behaviour Management, Beginning Teachers' Conference, Oliver Library system, Growth Coaching and the Department's new Learning Management Business Reform (LMBR).

School performance

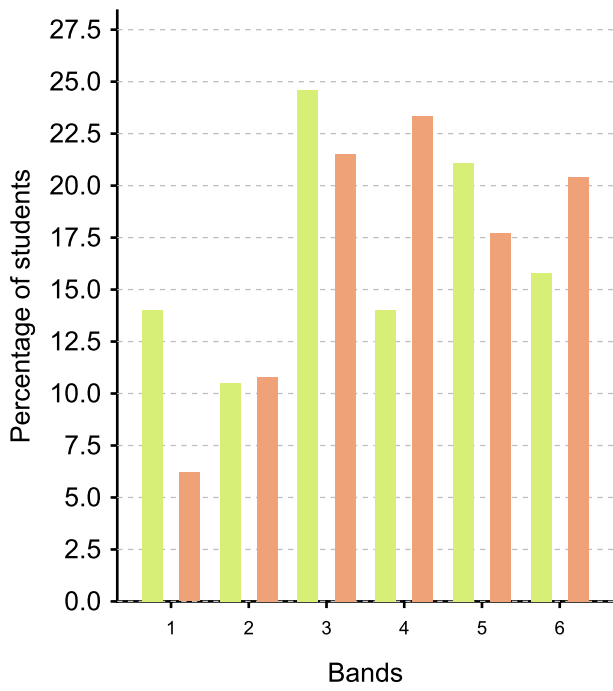
NAPLAN

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.

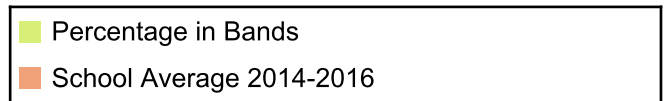
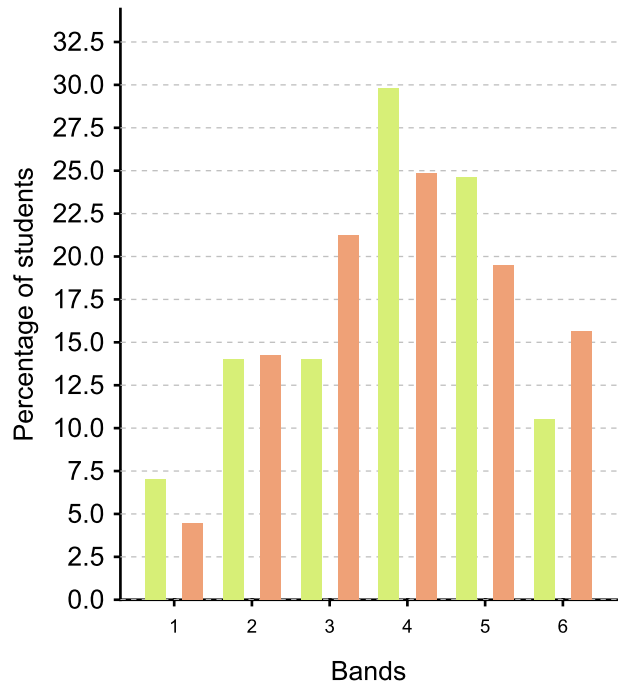
Based on trend results in NAPLAN over the last few years, Oak Flats Public School has been identified as a Tier 2 school participating in the Department's 'Bump It Up' strategy which is intended to support identified schools improve results in the top two bands both in Year 3 and Year 5.

As a result, commencing in 2016 and continuing in 2017 the school has taken a strategic and specific focus to prioritise resources to support student learning and achievement. In doing this our school resources have been targeted at class structure and organisation, teacher professional learning, development and support to improve learning and the introduction of Instructional Leaders who focus on ongoing monitoring and assessment of student data in key areas. The school has developed a collaborative approach to learning and learning spaces have been enhanced to provide enriched, exciting and motivating areas in which students participate in and enjoy their learning. Underpinning this is a whole school focus and commitment to continuous improvement and high expectations both in learning and in application.

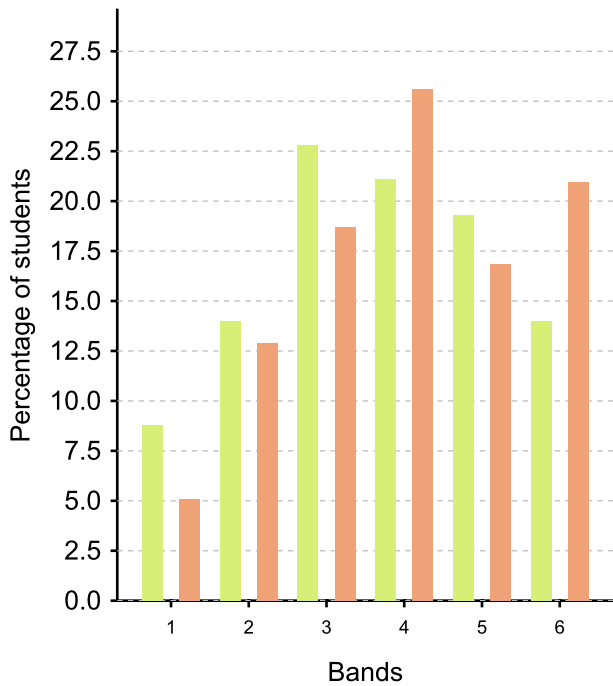
Percentage in bands:
Year 3 Grammar & Punctuation



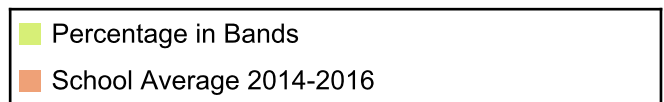
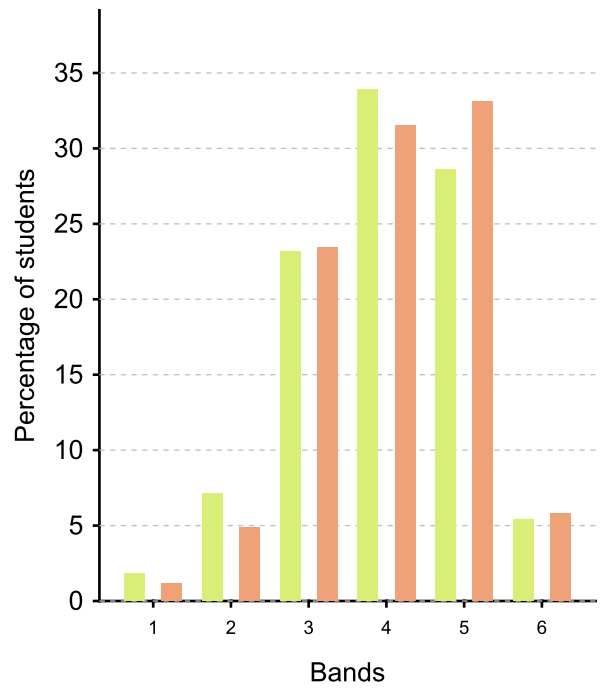
Percentage in bands:
Year 3 Spelling



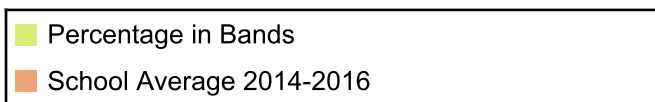
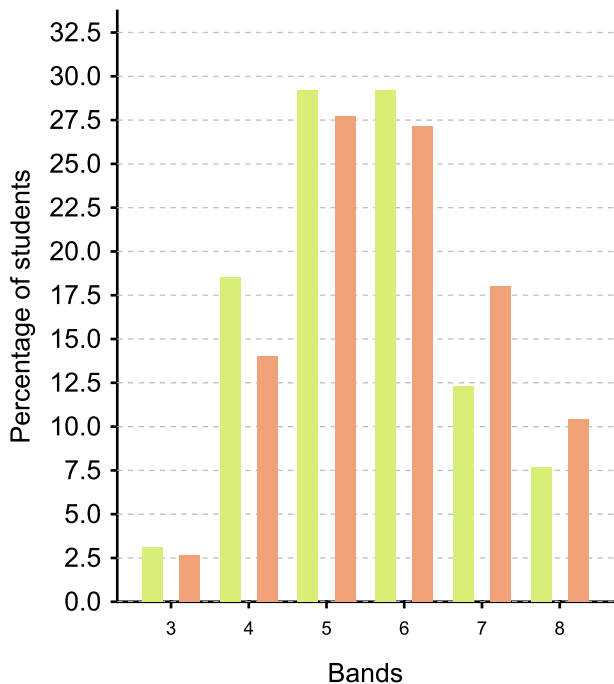
Percentage in bands:
Year 3 Reading



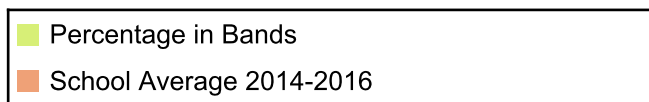
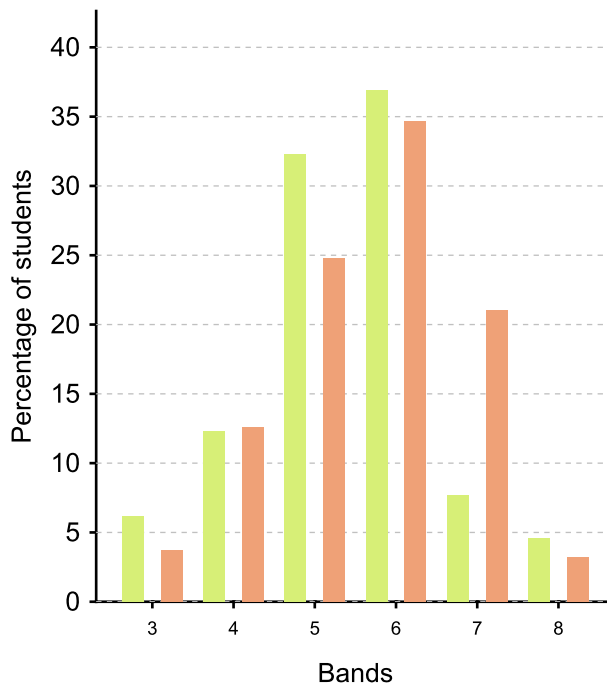
Percentage in bands:
Year 3 Writing



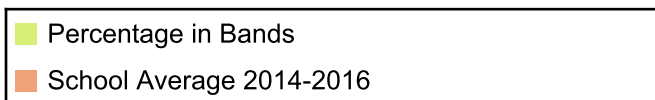
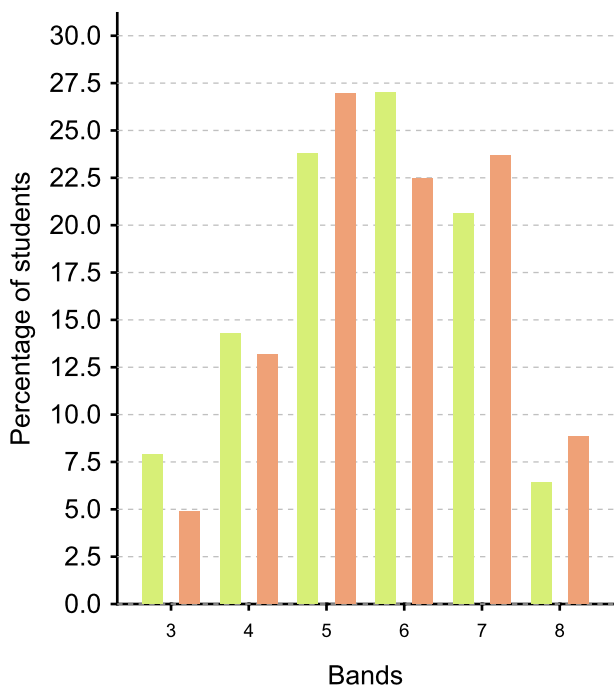
Percentage in bands:
Year 5 Grammar & Punctuation



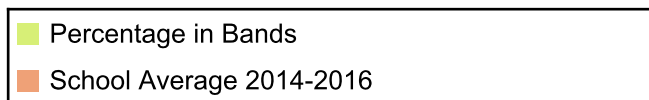
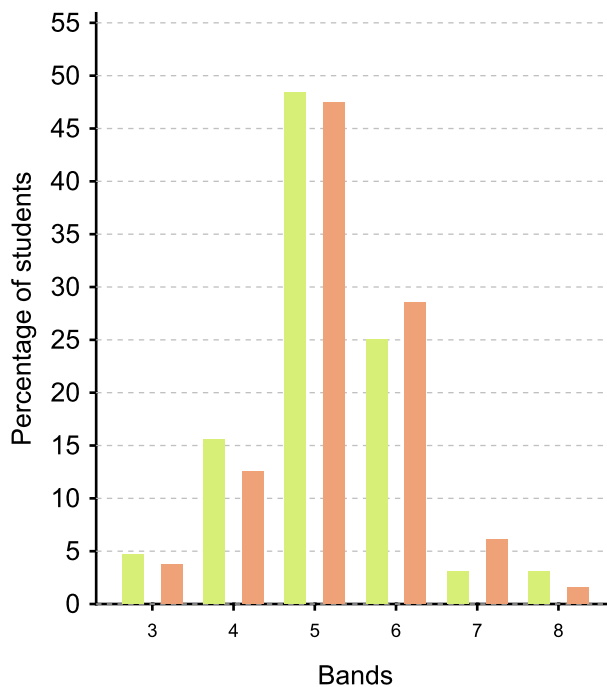
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below:

Parents

Oak Flats Public School conducted a 'Tell Them From Me' school survey in Term 4 to gather parent and carer understanding and satisfaction with school practice. There was a minimal response to the survey. As a result an additional survey was sent home to parents/carers to complete. This was well supported with 30% of families returning the completed surveys. The rate of representation and response to the survey indicated that the whole school community was satisfied with the overall performance of the school. Parents and carers felt that Oak Flats Public School:

- is an attractive and well resourced school
- is a happy and safe place for their children
- maintains a focus on Literacy and Numeracy
- places importance on student achievement and success
- regularly communicates information about the school's programs and activities
- regularly invites parents and community members to school events
- effectively shares information with parents and carers about student learning

One area for improvement was indicated in the area of student welfare and discipline, which has been identified by the school as a focus for 2017, and will be supported through the introduction and implementation of the Positive Behaviour for Learning (PBL) program.

Students

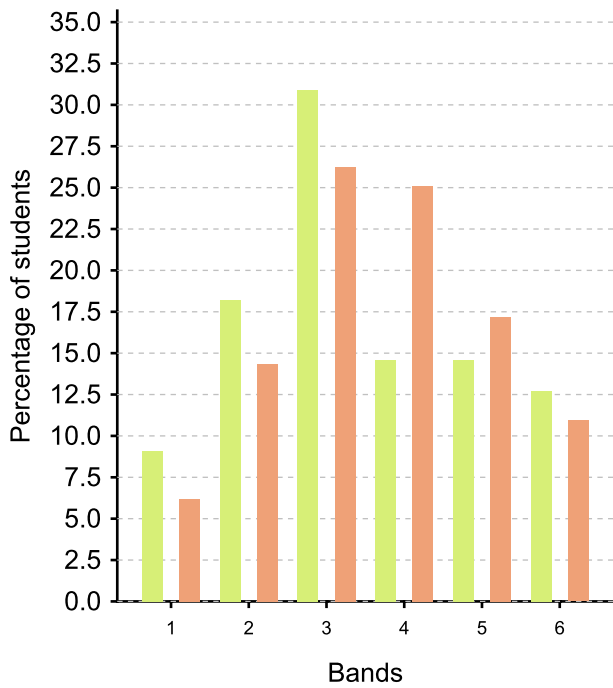
Students from Years 4, 5 and 6 completed the online 'Tell Them From Me' survey in Term 1. Key findings from the survey include:

- 86% of students had positive relationships in the school
- 92% of students valued school outcomes
- 87% of students believed they had positive behavior
- 90% of students tried hard to succeed in their learning
- 72% of girls and 64% of boys indicated that they had a high sense of belonging

Areas for improvement are related to student self-motivation and commitment to learning, with only 62% of students in the school indicating they were interested and motivated in their learning. In the school students rated rigour 7.9 out of 10. This relates to classroom instruction being well-organised, with a clear purpose and with immediate and appropriate feedback that helps them learn. In terms of learning being relevant to their everyday lives, students rated this 7.7 out of 10.

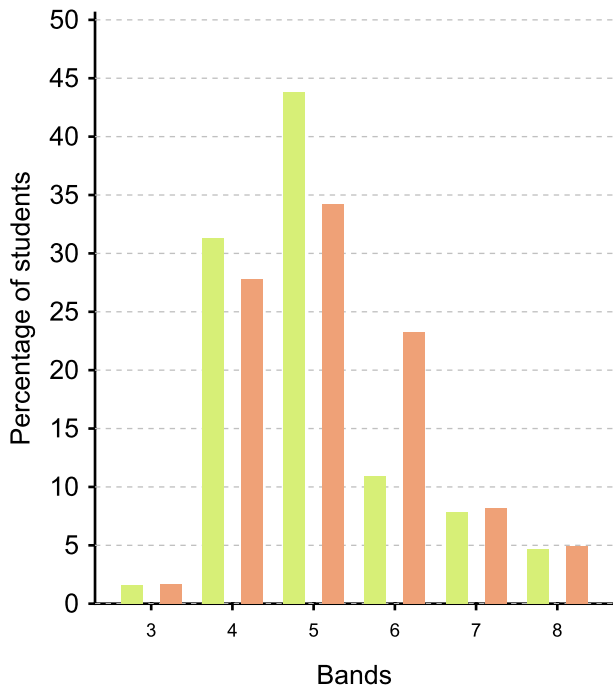
Our changes to practice and pedagogy with the introduction of Visible Learning is aimed to address

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

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.

professional learning has been undertaken by staff with the implementation of Visible Learning strategies such as learning intentions/success criteria, goal setting, Bump it Up Walls, effective feedback and use of a whole school Data Wall. Staff and students have embraced this approach and we are beginning to see students understanding and articulating their learning progression and recognising how they can improve their own learning.

Teachers

With a change of Principal early in Term 2 staff were surveyed in relation to school culture, organisation, teaching and learning, professional development and school environment. This was to inform the leadership team with an understanding and appreciation of strengths and possible future needs and directions of the school. The results of the survey indicated these areas for consideration and change:

- stronger and more consistent discipline, including a more positive behavior system
- review of the current class structure including student grouping in literacy and numeracy
- collaborative stage planning time to facilitate consistent teacher judgement and data analysis
- staff morale, sense of appreciation and collaboration

Staff also indicated support for continued strong involvement of parents and the community in school events and an appreciation of the well maintained school grounds and environment. Ongoing communication, collaboration and team work was seen as important to whole school climate, and professional development was highly valued and supported.

Policy requirements

Aboriginal education

Aboriginal education is intertwined with teaching philosophies and programs at Oak Flats Public School and effective implementation of the Aboriginal Education & Training Policy and the Aboriginal Education Training Strategy is reflected in all priority areas. Aboriginal students are supported by strong partnerships between the school, families and the community to increase engagement in education. 100% of Aboriginal students have Personalised Learning Pathways developed and are prioritised to receive additional support if they require it. Meetings with children and families also provided the opportunity to maintain meaningful connections with the Indigenous community. Student attendance is supported through school and HSLO support structures

Aboriginal perspectives are incorporated into units of inquiry with an increase in staff understanding of Aboriginal culture and history. Term 2 also saw Oak Flats Public School's continued involvement in Shellharbour Council's annual Reconciliation Walk, in which a small group of children represented the school to celebrate and promote cultural diversity within the local community. NAIDOC was celebrated through the exploration of dance, culture and art. To celebrate and

acknowledge NAIDOC week, all children at Oak Flats Public School were given the opportunity to watch an Aboriginal cultural group perform traditional dances and share stories of culture and country. Indigenous parents were also invited to this performance. During NAIDOC festivities we also had an Aboriginal Engagement Officer from Lake Illawarra Area Command visit our Stage 3 students to speak to students about the values of respect, responsibility and community. This year we have been regularly represented at local AECG (Aboriginal Education Consultative Group) meetings to ensure that we are informed about upcoming events and information in relation to Aboriginal Education.

Multicultural and anti-racism education

Oak Flats Public School continues to promote multicultural education through a range of initiatives. Multicultural Education forms an essential part of all KLAs and programs within the school. Teachers recognise and respond to the diverse cultural needs of the school community. Classroom teachers, the librarian and support teachers work cooperatively to develop strategies that best cater for student's individual needs, and we actively encourage parents and family members of all races and cultures to visit the school and share their rich stories and experiences. Students are presented with inclusive teaching practices which recognise and value the backgrounds and cultures of all students, and tolerant attitudes towards different cultures, religions and world views are promoted.

Teaching and learning programs at Oak Flats support the particular learning needs of targeted students from culturally and linguistically diverse backgrounds. First Phase English students continue to follow individual learning programs and strong support is provided to other students from non-English speaking backgrounds within their classrooms. In 2016 we have participated in the Multicultural Perspectives Public Speaking Competition with students representing our school admirably at the local final. This competition aids students in their understanding of multicultural issues facing Australia today.

One staff member is currently trained as Anti Racism Contact Officer. The school is committed to the elimination of racist discrimination through our school's curriculum, policies and working environment, and staff increased students' understanding of racism and discrimination and its impact through activity based teaching and learning programs. German is taught as a Community Language within Oak Flats Public School. This program has continued to integrate language learning into the whole school curriculum through a variety of resources and teaching practice.

Other school programs

Creative Arts

2016 was a fantastic year for the Creative Arts Program at Oak Flats and it continues to be highly valued by our

community. Our school is extremely fortunate to incorporate weekly specialist music lessons for students incorporating the Upbeat Music program led by Mrs Lyndall Kirchmajer. Stage 1 classes have participated in the first year of a two-year cycle program. This has involved learning the left-hand notes on the recorder and culminated in class concerts for families in Term 4. Students also participated in a "Recorder Olympics" unit, which had three levels of challenges and included opportunities for students to perform solo. Some Early Stage 1 students were also able to participate in this program during the first semester. The program continues to be greatly valued by staff, parents and students. Students who may be interested in continuing with the Recorder Ensemble in 2016 were invited to join with the bigger group in Term 4 – this was again highly successful and motivating for the potential members of the group in 2017.

The Senior School Choir, comprising some 32 students from Stage 2 and 3, performed at Southern Illawarra Music Festival in Term 3 as well as several school functions, including the Anzac Day ceremony, Education Week, Grandparents Day and Presentation Day. Ba'atumba, the drumming group, with about 37 drummers, has continued with great success in its 12th year of operation, performing at the Music Groups Concert. The Recorder Ensemble, comprising of 12 students, prepared for the annual School Music Groups Concert, Education Week, and at the annual 'Music Count Us In', performing alongside the OKuleles. The Ukulele Ensemble with 22 students from Years 2 to 6 has performed as part of the 'Music Count Us In' event and at the Music Groups Concert.

The Oak Flats Performing Ensemble was formed to include five talented recorder players, 12 ukulele players and 4 percussionists. This group performed at the opening of Education Week & Teaching Awards at the City Beach Function Centre in Term 3. They also performed at the Combined Schools Instrumental Festival in Term 4, held at the University of Wollongong and were highly acclaimed for both their performance and their behaviour. A group of 30 students participated in the Southern Stars production, under the guidance of Mrs, Bachelor during Term 3.

Visual Arts

Visual Arts continues to be integrated in teaching and learning programs allowing students to develop knowledge and understanding, skills, values and attitudes by engaging in making artwork and appreciating artists. Artwork is displayed in classrooms, corridors, the library and in the front foyer. 'Artist of the Month', sponsored by a local business in Oak Flats continues to be a very highly regarded program, and student work from each stage is displayed in the foyer, with winners presented at the K–6 Assembly each month. In 2016 all stages participated in the NAIDOC Week Indigenous art project display. Talented students in Year 6 were also targeted for weekly workshops at Oak Flats High School in Semester 2 for an 8 week period. This culminated in a display of work late in Term 4 as part of a Creative & Performing Arts open evening at the High School. Visual Arts Resource boxes in classrooms have continued to be highly successful.

Shared resources have been added to and upgraded where possible. Staff development in Creative and Practical Arts continues with teachers participating in sharing ideas, organising resources and supporting programs and initiatives.

Preschool

During 2016 the preschool welcomed a new teacher, Ms Vi Angelova who came to the school with considerable experience, having worked previously as the P–2 Initiatives Officer. We also began the process of reviewing our preschool policies and procedures. All staff including the School Learning Support Officers (SLSOs) attended regular professional development programs throughout the year and have taken part in all School Development Days either at school, or by attending preschool staff development at other venues. All staff have also updated their training in CPR and Anaphylaxis.

As part of the reporting to parents process, the end of the year Transition to School Statements were completed for the second time. The very successful 'School Readiness Information Workshops' in term 4 were very well attended and received by the community, and assisted in the smooth transition of children to Kindergarten. Parents reported that these sessions provided valuable information about the key indicators for school readiness and ways to best prepare children to experience a successful start to school life.

In Term 4 a Preschool Transition Playgroup was organised to provide the opportunity for new students starting preschool the following year to meet on a weekly basis and participate in small group activities with the teacher and SLSO. Parents were also invited to attend individual interviews with their child to discuss the preschool program, organisation and expectations. Connections with other preschools were established and developed throughout the year with network meetings and informal visits. There was a concerted effort to involve preschool parents in the larger community by encouraging them to contribute to the P&C and whole school initiatives. This was a successful strategy and has resulted in greater community involvement.

Public Speaking

At Oak Flats Public School all students from Kindergarten to Year 6 are directly engaged in public speaking through their class English programs. In 2016 students from years 3–6 were given the opportunity to participate competitively in both the Multicultural and NAIDOC Public Speaking competitions.

Interested students were able to audition for both competitions. Those selected gave up their time to write and rehearse their speeches regularly. For the Multicultural Public Speaking four students attended Dapto Public School and performed a prepared and impromptu speech based on a topic that they personally selected.

In the lead up to the NAIDOC Public Speaking, a

workshop was held at Oak Flats Public School where students from the Illawarra area were provided the opportunity to work on their speech skills and formal preparation. Another four students from Oak Flats attended the NAIDOC Public Speaking at Windang Public School. The topic they had to speak about was: 'Song Lines, the Living Narrative of our Nation.' There were twenty schools that attended on the day and two of our students were successful in progressing to the network final, held at Ulladulla High School.

Student Leadership

Oak Flats Public School allows students the opportunity to take positions of leadership in sport and the school. Students participate in the presentations at assemblies and school special events. This year the Student Representative Council has been actively involved in representing all students in the school and organising ways for students to participate and contribute to our school and wider community.

School Captains and Vice Captains are elected through the students presenting a speech to the school expressing the strengths and skills they will bring to the position. The students are elected by their peers from Years 2 –6. Peer elected Sports Captains and Vice Captains assist with the Athletics and Swimming carnivals encouraging students to participate and also support their fellow student competitors. They also worked with the leadership team on the organisation of playground equipment and whole school fundraising.

Oak Flats also has a Student Representative Council (SRC) where students are chosen each term to represent their classmates with any issues they may have with the school and the school environment as well as organising fundraising events in which the school can help. These positions are rotated each term to give many students the opportunity to take on these leadership and representative roles.

STEM Lessons

With the crowded curriculum and constant desire to make learning more relevant and engaging, Stage 2 and 3 classes participated in STEM (Science, Technology, Engineering, Math) lessons. STEM involves hands-on and inquiry-based learning as a way to intentionally incorporate different subjects across an existing curriculum. It develops a set of thinking, reasoning, teamwork, investigative, and creative skills that students can use in all areas of their lives.

The students produced work in small groups, and decisions about solutions were student-generated and discussed amongst the group. Students communicated to share ideas and redesign their work and products as needed. They controlled their own ideas and designed their own investigations. STEM lessons involve students in productive teamwork and support them to work together in an environment that offers rich possibilities for creative solutions. It is expected that STEM will continue to be incorporated and extended in teaching and learning programs in 2017.

Technology

The Bring Your Own Device (BYOD) program was extended in 2016 to include all classes in Stages 2 and 3. This was very successful with student, parent and teacher feedback indicating support for the program. Parent information sessions were held in Terms 2 and 4 to inform parents and carers of the school BYOD policy, organisation, recommendations and requirements. Information about BYOD was also communicated to parents through the newly created BYOD section of the school website.

The potential of BYOD is that it can be integrated into the classroom to meet the learning outcomes of any lesson and become an everyday functional learning tool. In a classroom setting, there is essentially unlimited access to information, multimedia and learning activities that can increase student engagement and learning. Students and teachers indicated that they used their devices for creating multimedia texts, research and information, presentations, drawing, animation, problem solving and much more. Each class was also introduced to Google Classroom which further enhanced collaborative learning and allowed for better home and school communication and sharing of student learning.

Teachers participated in a range of technology training and development sessions both on site and at external courses. Training was provided for; developing skills when using interactive technologies, using Google Classroom, student digital tracking, teaching tools, accessing internet software and interactive educational programs, utilising staff links and resources as well as Sentral student management. Our 2016 T4L rollout allowed our school to update existing computers to replace older computers in the library and also in classrooms, as well as acquire 5 laptops for staff use.

Coding was once again very popular with many students participating in weekly coding lessons in Term 3. Oak Flats Public School participates in coding because it has been shown that learning to code can help students achieve better results in other learning areas. Through coding students learn how to break down a problem into individual steps, whilst interacting with others around them. The students who participated in the coding lessons generally developed more confidence in using the computer and iPad and interacting with the internet, as they started to develop a basic understanding of how it works and how it all comes together behind the scenes. In 2017 coding lessons will continue to be offered as an extra curricula activity.