

Oakdale Public School

Annual Report



2017



2789

Introduction

The Annual Report for **2017** is provided to the community of **Oakdale Public School** as an account of the school's operations and achievements throughout the year.

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

Maria Green

Principal

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School background

School vision statement

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

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

School context

Oakdale Public School is a P1 school with 153 students. It is set in a picturesque semi-rural area in the Wollondilly Shire. It is about a twenty minute drive from the larger townships of Picton and Camden. Surrounded by orchards and farms the school is the hub of the community with families and local businesses supporting the school to achieve its strategic targets. We promote equity and excellence and strive to ensure all learners experience success. Our goal is to develop young people who are confident, creative and active so that they will become contributing, informed members of society. We offer a broad extra curricula program to ensure students have the opportunity to widen their experiences; preparing them for high school and beyond. The learning community feel great pride for the school and that is reflected in the amount of support we receive whenever we ask for assistance. We are "Not too big, not too small, but just right!" We pride ourselves on how visually appealing the school is; beautiful gardens, trees, wildlife and learning areas make this an enjoyable place to work. The school has a relaxed, welcoming and personable atmosphere where staff, students and community are mutually respectful in their interactions. Staff work effectively to provide students with the basic skills and to also broaden their knowledge in cultural, social, and emotional pursuits. We excel in identifying, supporting and guiding talent; assisting students become successful learners. The students enjoy vigorous physical activity and challenges requiring imagination and creative play. They use good manners, show respect and look out for one another. Students display enthusiasm and appreciation for all of the extra-curricular events planned for them. The school community come together often to support student learning. Parents and extended family, business and broader community assist with achieving our strategic directions.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This 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.

In the area of learning we have defined processes that staff adhere to in the collection of teaching programs, assessment results and reporting mechanisms. Continuous learning is promoted in a collegial environment where observation and feedback are part of the teaching/learning cycle. We actively collect and use information to support student placement into learning groups that cater for their needs, arrange additional support to assist students meet curriculum outcomes, report findings to parents and seek counsellor and agency support. Systematic policies, programs and processes ensure quality teaching and student engagement. Many extra-curricular events are organised to provide the opportunities to broaden skills and knowledge.

Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning. The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and this creates a positive teaching and learning environment. We strive to ensure quality teaching and professional practice are evident in every learning environment, providing students with opportunities to experience success. Parents are invited to be part of their child's learning and are given regular feedback about what their child is learning and their performance in key learning areas. The data collected is used to inform future planning for programs and initiatives across the school.

In the area of teaching it is expected that staff regularly review and revise teaching and learning programs and revisit and revise previous content. Classrooms are expected to be well managed, with planned teaching taking place so that students can engage in learning productively, with minimal disruption. Data analysis is used to plan learning activities so that adjustments can be made for the varying ability levels within the class. Staff work together to improve teaching and learning in their year groups, stages and for particular individuals. Teachers actively share learning experiences at staff and stage meetings, complete training modules, attend professional learning courses and visit other schools to inform best practice. There is a particular focus on improved teaching methods in literacy and numeracy and staff are actively engaged in improving their own performance in these areas. Teachers work responsibly and ethically towards achieving the school's goals which often requires teachers working beyond their classrooms to contribute much of their own time to broader school programs.

In the area of leading, capacity building and succession training are a focus of the leadership team. Clear processes that are communicated effectively with timelines and continual support allows for staff to meet their responsibilities. Monitoring and review processes are in place and undertaken routinely and processes adjusted according to the analysis of feedback given. The school plan is implemented effectively and school activity is directed toward achieving school strategic directions. Strategic financial management is used to gain efficiencies and to maximise additional support for students in literacy and numeracy blocks plus address individual student need in literacy through the MultiLit program. The provision of quality learning spaces, adequate and innovative resources to support curriculum implementation and sufficient accessible technology is a priority for the leadership team to support improved student outcomes. Practices and processes that determine the operation of the school have always been responsive to parent, student and staff surveys to attain feedback. Parental support in school programs has always been sought and we aim to develop this area further in our 2018 plan.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

DEVELOP A COLLEGIAL EDUCATIONAL COMMUNITY

Purpose

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

Overall summary of progress

The school has excelled in its implementation of a whole-school approach to student wellbeing. Staff focused their training on understanding reading difficulties through the completion of online training in dyslexia. Professional learning by staff and a consistently administered discipline policy, STL team and thorough understanding and delivery of Keeping Them Safe strategies and programs has culminated in compliant behaviour and an environment of respect where teachers can teach and students can learn. Lines of communication have strengthened between parents and staff with the new Facebook page being a most popular go to for parents. The two additional progress reports per year have informed parents each term of where their child is at behaviourally, academically and socially. The emails, phone calls and texts throughout the term capture insightful information about student progress that is passed on to parents several times each term. Many programs were implemented to address the needs across the learning continuum but an emphasis was to shift our students with potential to higher levels of achievement in ICT through our Tech Club, involvement in inter-school challenges, MathSMAD and extension writing groups. Our school leaders honed their skills at Young Leaders Day, Grip and Wooglemai training and through Peer Support.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teaching staff regularly update school website and contribute a class blog to the newsletter each term.	Newsletter costs \$20.00 covered in RAM socio-Economic Background funding. Cost for Skool Bag App \$300 annually.	100% staff posted blogs to the fortnightly newsletter that were uploaded to our school website. Parents enjoyed the class profiling as do the students. This will continue in 2018.
100% of parents use email and school website to view newsletter and access permission and other notes.	Newsletter costs \$20.00 covered in RAM Socio-Economic Background funding. Cost for Skool Bag App \$300 annually.	50% of parents use the website and email to access permission notes. We will persevere with notes re excursions etc. being downloaded by parents. More parents use Facebook for information.
100% of parents respond to surveys on website after major school events.	Survey Monkey \$220 annually covered by RAM Socio-Economic Background funding.	30% of parents responded to surveys. Now that Facebook is being used as a communication tool we envisage an increase in response in 2018.
20% increase in attendance at P&C meetings, coffee afternoons, KLA workshops and information afternoons/evenings.	\$500 spent on morning teas and printed information to give to parents covered by RAM Socio-Economic Background funding.	50% increase in attendance at P&C meetings. 5% increase at workshops and information evenings.
100% of students follow school rules and demonstrate inclusive behaviour.	Treasure chest, certificates, awards, signs, posters, celebrations, presentation days, class champion's assemblies, badges leadership days \$6000 Location Funds and Socio-Economic Background funding.	97% students showed positive behaviours, followed school rules and were respectful in their interactions within the school and wider community.

Next Steps

Moving into 2018 we will continue to ensure educational opportunity; including countering the impact of socio-economic disadvantage on the educational outcomes of our students. We will ensure equity by enhancing and enriching programs for all students; parental involvement in all aspects of the school will be encouraged and promoted. Developing stronger relationships with all families through effective communication tools that inform parents of the educational, emotional and social status of their child will be paramount to enabling us as interested partners to improve outcomes for all students. Raising the understanding of school processes, programs and how parents can support their child's learning will also be strategic to our plan. Scheduling events for staff to meet with parents, learn about the school and celebrate children's learning will be evident in our milestones. Coming together with pride to raise funds and the profile of the school will assist parents to connect with one another and unite with purpose to support school initiatives.



Strategic Direction 2

PROVIDE A QUALITY DIFFERENTIATED CURRICULUM

Purpose

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

Overall summary of progress

Oakdale Public School has continued to build successfully upon high quality engaging programs that cater for an extensive range of abilities providing for the individual needs of students via targeted assessment, goal setting and funded support programs and personnel. Staff undertook training in Dyslexia and Significant Reading Difficulties and the writing and review of individual education plans. A science scope and sequence of units K–6 was created, trialled and adopted and lessons delivered by trained specialist across the K–6 classes and was very popular among the student body. The staff also undertook a review of spelling and writing and developed a scope and sequence for implementation in 2018 to help establish and maintain a consistent approach to the delivery of spelling, grammar and punctuation.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
80% of students achieving stage expectations according to PLAN data for K–2.	Release of Stage Supervisors to collect, collate, graph and analyse data. 8 days annually \$4000 RAM Equity Low Level Adjustment for Disability.	98% of K–2 achieved stage outcomes for numeracy and 80% K and Yr 1 achieved stage outcomes in reading. Only 77% of Year 2 achieved stage outcomes for reading.
80% year 3 students achieving Band 3 or above in Literacy and Numeracy.	3.5 days additional teacher support for Literacy and Numeracy groups. \$70,000 RAM Equity Low Level Adjustment for Disability.	89% of Year 3 students were in Band 3 or above in NAPLAN for Reading and 83% for Numeracy.
80% year 5 students achieving Band 5 or above in Literacy and Numeracy.	3.5 days additional teacher support for Literacy and Numeracy groups. \$70,000 RAM Equity Low Level Adjustment for Disability.	72% of Year 5 students were in Band 3 or above in NAPLAN for Reading and 60% for Numeracy.
100% students not achieving stage outcomes receiving targeted support	MultiLit 4 days per week SLSO 9.30–2.00 \$38,720 Equity Aboriginal Background and Low Level Adjustment for Disability.	All students in Year 2 that failed to meet these standards have begun MultiLit intervention and will continue this support in 2018. All students Years 3 to 6 not at proficient reading level supplied with additional support in form of MultiLit 1 to 1 program.
50% increase in available individual ICT devices for students each year.	Release of computer co-coordinator to conduct audit and troubleshooting to assess needs for 2018.	K–2 did not receive any devices this year due to lack of funds. Unable to raise level of access as desired due to lack of available funds.
100% participation in all extracurricula opportunities offered.	95% of funds come from parent payments for incursions, excursions etc. The school supplements 5% of students through Socio-Economic Background.	The mean attendance of students at all additional external programs organised was 98%.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
30% increase in reading and numeracy in top two NAPLAN bands for Aboriginal and Torres Strait Islanders.	MultiLit and additional teacher support Aboriginal Background and Low Level Adjustment for Disability \$108,720.	3 Aboriginal students sat NAPLAN in 2017 . 1 student gained top 2 bands in Literacy. Expected increase in top 2 bands is Numeracy not achieved.

Next Steps

Oakdale will continue to support students 3–6 that have not met literacy and numeracy targets through provision of the MultiLit program and the employment of support personnel to provide opportunities to reduce the numbers of students in targeted reading and maths groups. We will also investigate the purchase and inclusion of MiniLit to support Year 2 students at risk of not meeting end of Stage 1 targets. The provision of trained support personnel to fill the gap left by the discontinuation of Reading Recovery to establish our own early intervention for Early Stage 1 students. Continued provision of SLSO support in Kindergarten in first term is essential to help the children to assimilate into school as quickly as possible to provide the opportunity for them to begin to take advantage of their learning opportunities.

We will structure professional learning to focus on the Domain of Teaching Standard 2 " Know the content and how to teach it ", to ensure that teachers have a deep knowledge of the content of their curriculum and all stages of the teaching/learning cycle. Focus will also be on the observation and feedback cycle to drive improvement in literacy and numeracy outcomes school wide using QTSS funds and Principal Wellbeing funds. With the strengthening of writing and spelling a school priority, Executive teachers will be trained in the aspects of the "Seven Steps of Writing" initiative to then drive the implementation of this into classroom writing programs K–6.

The school will participate as a supplementary school in the trialling and transition to the ACARA learning progressions and PLAN2 data to help teachers and students select and work towards relevant personal learning goals at their current point of need. Opportunity will also be provided for whole staff to undertake the online training course Personalised Learning and Support which aims to build and strengthen teacher capacity to identify and respond to the learning needs of every student particularly those with a disability and additional learning needs.

The incorporation of ICT and the provision of increased access to digital devices remains an ongoing focus each year.



Strategic Direction 3

BUILD TEACHER CAPACITY

Purpose

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

Overall summary of progress

All staff members produced a high quality PDP with evidence to support continuous improvement towards their set goals. They were also provided with feedback by their supervisors in accordance with the National Standards document on their teaching programs.

Staff undertook many hours of professional development in 2017 targeted at Dyslexia and Significant Reading Difficulties. Individual goals for students were then set and programs implemented to support their learning based on the knowledge and skill gained through this course.

Staff members delivered many peer to peer professional learning sessions to share their expertise with their colleagues that showcased best practise in classroom management, lesson delivery and explicit teaching of skills. Staff also took the opportunity to visit other schools to observe teachers and teaching programs in action to assess the viability of incorporating such programs and styles into our school.

Staff worked collegially to create a draft scope and sequence for the delivery of the new History and Geography Syllabus including the sourcing of teaching units and appropriate resources; this will be followed from 2018. Staff also completed a SWOT analysis of our strengths and weaknesses identifying writing and spelling as a focus area. A scope and sequence was developed to be implemented and reviewed in 2018.

Trauma Training and Young Minds under Stress were two courses presented to staff to assist in understanding child behaviour and develop approaches to help deal with students that present with these issues.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% participation by teachers in Biannual review.	Two casual staff \$2000 employed to release staff to discuss goal setting and write record of activities to support goals using QTSS funds.	100% of staff released to complete PDP evaluations and to meet with Principal to discuss future directions of PDPs.
100% teachers provide evidence to support PLAN and PDP.	Two casual staff \$2000 employed to release staff to review PDP with supervisors using QTSS funds.	100% staff provided evidence that their goal supported the school plan and that they were working towards achieving personal goals.
100% of teachers complete AITSL self-assessment tool.	Not accessed.	0% AITSL tool not available at time of PDP writing.
100% of teachers complete Performance and Development plans	QTSS funds \$3000 used for class observations, school visits and peer observations and feedback sessions.	100% of staff completed PDPs and were signed off as completing PDP with evidence to support their continuous improvement.
100% of teachers attend, plan and prepare professional learning in school committees and team meetings.	Staff meetings twice per fortnight.	100% of staff participated in the development of school based scope and sequences for science, history, geography, writing and spelling.
100% of teachers participate in a minimum of two teaching	QTSS funds used to relieve staff to participate in	100% of teachers provided the opportunity for colleagues to observe them within their classroom.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
observations annually.	observations over the course of the year \$2000 plus RFF.	100% of teachers provided the opportunity for colleagues to observe them within their classroom.
100% of teachers provide and act upon feedback given in a collegial environment.	Personal release time used for collegial discussion.	100% of staff participated in the observation/feedback cycle in conjunction with biannual reviews.

Next Steps

All staff completed, reviewed and spoke to their professional development plans and discussed areas that they wish to personally strengthen in 2018. One of their goals will be related to the School's priority to improve Literacy (writing and spelling) and Numeracy skills (additive strategies and counting) which will be the focus of data entry for the new ACARA learning progressions we will trial in 2018 as a supplementary school. Staff will need to undertake professional learning in this initiative to build understanding of its purpose, how data is collected and entered and how data should be effectively used.

Executive have begun planning on ways to lead improvement, innovation and change. Programs that change the mindsets of our learning community (staff, students and parents) that will unleash students' potential through creative and innovative teaching.

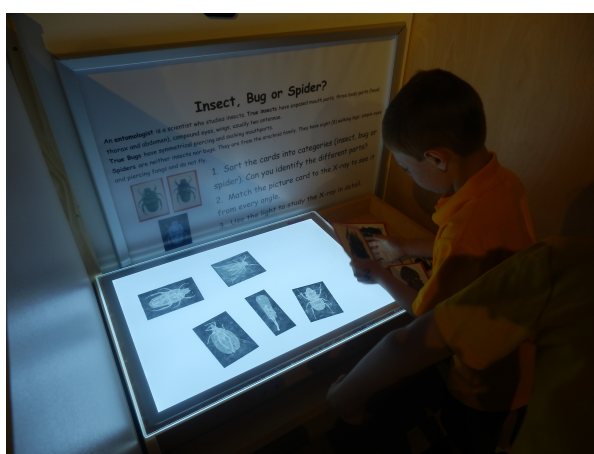
Staff will be undertaking training with *Open Minds* to explore aspects of creative and critical thinking and how to embed these into programmed lessons.

LearnFast Australia will be engaged to up skill staff on strategies of how to support students with brains impacted by stress and also how parents and teachers can better connect when discussing student progress and needs.

Executive will undertake training in and purchase of necessary support resources for the *Seven Steps of Writing* designed to improve the writing capacity and standard of students writing. Professional learning sessions will then be provided to allow all teachers to incorporate these aspects into writing lessons K–6 to help build a consistent approach to writing across the grades and on a yearly basis.

Teachers will undertake a 40 hour online training package *Personalised Learning and Support* to build and strengthen their capacity to identify and respond to the learning needs of every student particularly those with a disability and additional learning needs.

Teachers will be encouraged and supported in devising, presenting and reviewing opportunities for parents workshops to be delivered to: help parents understand how they can help learning at home; assist in their understanding of new syllabus directions and how to involve themselves more in the school setting.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$25,663	MultiLit reading, spelling and writing program increased proficiency of 12 students making the curriculum in all areas easier to access.
English language proficiency	\$4,315	5 students received individual speech and language support K–2 through the employment of an SLSO. Students made great gains in articulation and recognising and being able to say many sounds.
Low level adjustment for disability	\$103,497	Teacher 3.5 days per week was employed to support literacy and numeracy blocks K–6 plus several SLSOs. Smaller groupings at the students' levels resulted in improved reading outcomes particularly in the K–2.
Quality Teaching, Successful Students (QTSS)	\$12,494	High quality PDPs were completed by all staff. Staff were released to observe colleagues, visit other schools and attend professional learning courses that supported their goals.
Socio–economic background	\$104,650	Programs to extend and remediate students skills in writing, reading, mathematics and ICT skills were possible due to additional staff purchased; providing the equity and opportunity for students to attain or extend skills in several KLAS.



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	87	87	92	86
Girls	77	77	76	69

We saw a decrease in student enrolments in 2017 and for the first time in six years composite classes were formed. Housing estates that were due for completion were not started and did not bring the enrolments we were hoping for. This trend has continued into 2018. Rental shortages also impacted several of our families and they were forced to move to other areas. The population appears to have become more transient in nature.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.2	93.6	93.1	95.8
1	96.3	95.3	93.6	94.1
2	94.1	94.6	93.6	93.1
3	96	93.2	92.6	94.5
4	94.8	94.8	94.5	94.3
5	94.4	94.7	92.9	94.4
6	95.4	91.9	91.7	91.4
All Years	95.1	94	93.1	93.9
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

The class teacher monitors attendance on a daily basis and keeps accurate records of phone calls, emails, letters sent, meetings and all other intervention measures with parents to improve attendance. The

teacher contacts parents after two days of continuous absence if the school has not been notified. Patterns of attendance are closely observed; including partial attendance and this information is reported to the LST team and principal. A LAMP sheet is completed by the class teacher to monitor the attendance of students causing concern. The HSLO is notified early in the process if school measures do not change patterns of absenteeism. In all cases the class teacher and principal work closely with families to bring about a resolution to absenteeism. The supervisor will contact the family if attendance has not improved. The principal and HSLO will intervene and complete an attendance plan if previous measures have not worked. Official notification on DOE attendance letters are sent to alert the family of issues.

The rigorous processes the school follows has resulted in very good attendance by the majority of the school with our performance at or above State level over the past six years.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	2
Head Teacher(s)	0
Classroom Teacher(s)	4.68
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.8
Teacher Librarian	0.4
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.01
Other Positions	0

*Full Time Equivalent

There are currently no staff of Aboriginal descent on the workforce.

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	0

Professional learning and teacher accreditation

In 2017 all staff studied standard 1– know students and how they learn; where we focused on differentiation, current theory for best practice, overcoming socio-economic disadvantage and improving teaching strategies to cater for the physical, social and intellectual development of students. In Semester Two we targeted Standard 2– know the content and how to teach it. Our aim was to build our knowledge of monitoring, evaluating and implementing teaching strategies within the school to improve students' achievement in literacy and numeracy using research based knowledge and student data. The majority of our staff meetings focused on professional knowledge in these two areas. All staff also completed the PDP cycle of setting teaching, learning and leading goals then they aligned these to the school plan. Staff proactively sought professional learning experiences that built their competency in achieving their goals. Staff also viewed colleagues, visited other schools, attended learning conferences and completed online training in Dyslexia and Significant Reading Difficulties. Mandatory DOE requirements were met in areas such as child protection, CPR, anaphylaxis training, fraud and corruption, bushfire safety and so on. One New Scheme temporary teacher gained accreditation to Proficient status at the end of 2017. Three teachers are working on undertaking the necessary PD hours to maintain their accreditation and five teachers are pre-2004 and will begin the process in 2018.

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

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	-6,697
Revenue	1,725,631
Appropriation	1,628,984
Sale of Goods and Services	10,300
Grants and Contributions	86,079
Gain and Loss	0
Other Revenue	0
Investment Income	268
Expenses	-1,647,810
Recurrent Expenses	-1,647,810
Employee Related	-1,536,229
Operating Expenses	-111,581
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	77,821
Balance Carried Forward	71,124

Both the principal and administrative manager attended LMBR training plus the principal went to a training day on how to use the EFPT and Business Intelligence. A consultant visits the school four times per year to monitor our use of codes and GL's and to go into more detail about our School's Overview Report. The SAM and principal meet regularly to discuss SAP reports to track spending and budget allocations. We review expenditure from one year to the next and make changes where necessary. Our budget mostly aligned with our allocations but Integration Funding Support went over due to a student being enrolled from a unit who did not receive his funding until six months after submission; a full time SLSO was needed. We also went over in our expenditure on casual salaries due to an increase in illness. In 2017 staff were struck by the flu, whooping cough, impetigo and hand-foot and mouth. The majority of funds provided will be spent on school programs supporting learning in the classrooms. Additional teaching staff and SLSOs will be employed to support literacy and numeracy blocks K-6 and early intervention programs in Kindergarten.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	1,199,946
Base Per Capita	25,675
Base Location	4,159
Other Base	1,170,112
Equity Total	238,575
Equity Aboriginal	25,663
Equity Socio economic	104,650
Equity Language	4,315
Equity Disability	103,947
Targeted Total	44,045
Other Total	55,235
Grand Total	1,537,801

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

Trend data for Year 3 reading has shown a sharp increase in performance with Oakdale just below State. There were no students below minimum standards and an increased representation in Band 6. In Year 5 trend data shows a decline in performance in reading this year after a sharp increase the year before. Four students were below minimum standards and there was no representation in the top Band 8 with 45.8% of students showing equal to expected growth.

Trend data for spelling in Year 3 shows increased performance since 2015 where the school performed just under State level. There were no students below

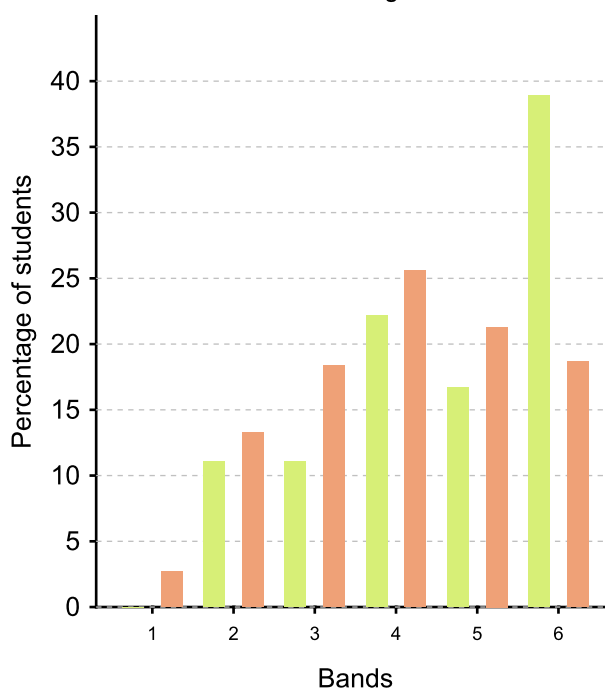
minimum standards and three students were represented in the top band. In Year 5 trend data shows a slight decline in performance over the past three years and 41.7% of students showed expected growth and no students below minimum standards in spelling.

Trend data for writing in Year 3 2017 showed a sharp increase in performance over the past three years performing above State level. There were no students below minimum standards and two students were represented in the top band. In Year 5 writing trend data shows our writing was at the same standard as 2016 with 45.8% of students showing expected growth.

Trend data for Year 3 grammar and punctuation shows a sharp increase in performance over the last three years with no students below minimum standards. Year 5 trends show a decline in performance compared to last year with six students below minimum standards and 45.8% showing expected growth.

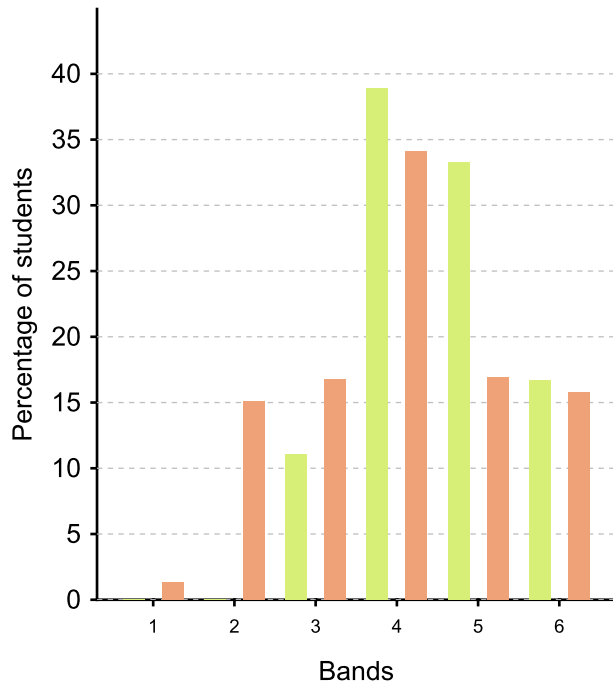
Trend data has shown a steady rise in Year 3 results since 2015; no student was below minimum standards. Most students fell in Bands 4 and 5 with one student in the top band. In Year 5 there has been a downward shift from 2016. There was no student below minimum standards and the top band was not represented. Most students fell in Bands 4, 5 and 6. Expected growth was achieved by 45.8% of students.

Percentage in bands:
Year 3 Reading

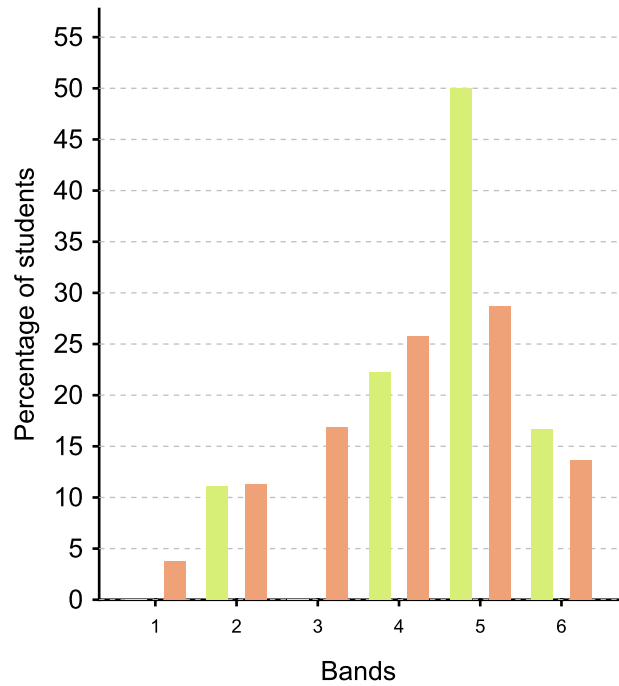


■ Percentage in Bands
■ School Average 2015-2017

Percentage in bands:
Year 3 Spelling



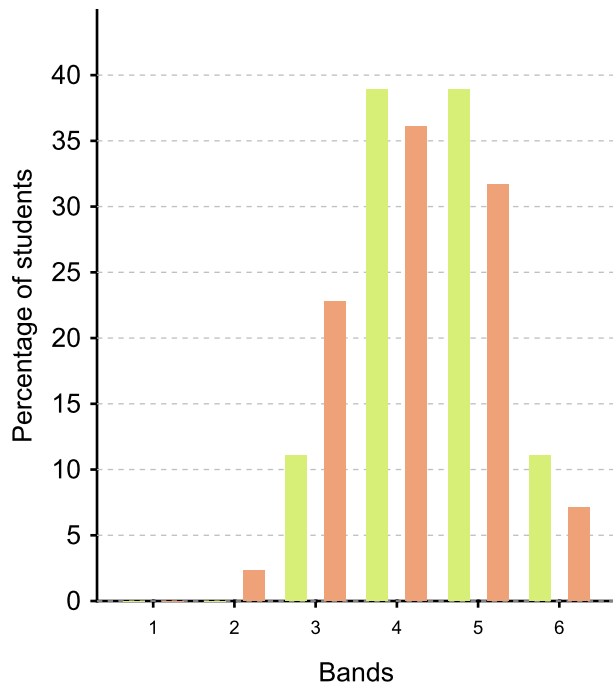
Percentage in bands:
Year 3 Grammar & Punctuation



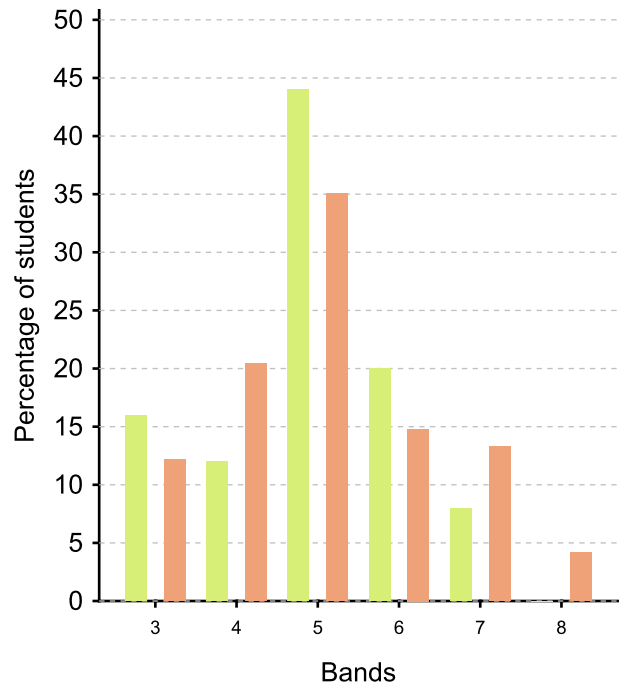
Percentage in Bands
School Average 2015-2017

Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Writing



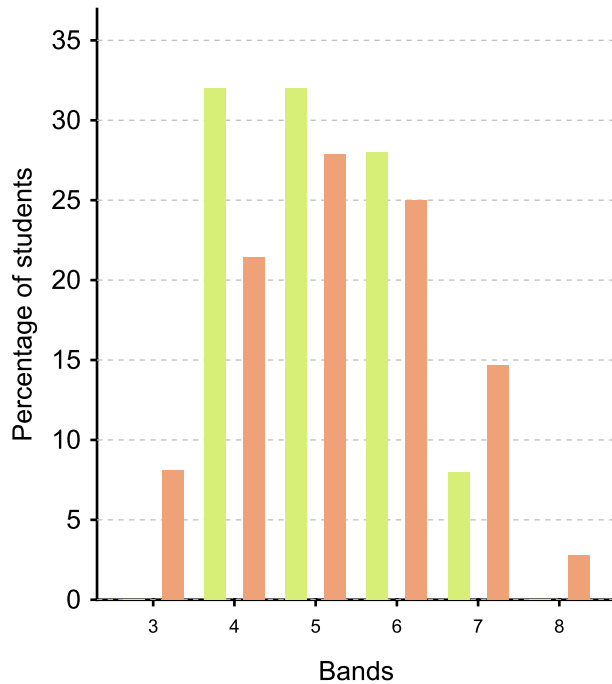
Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2015-2017

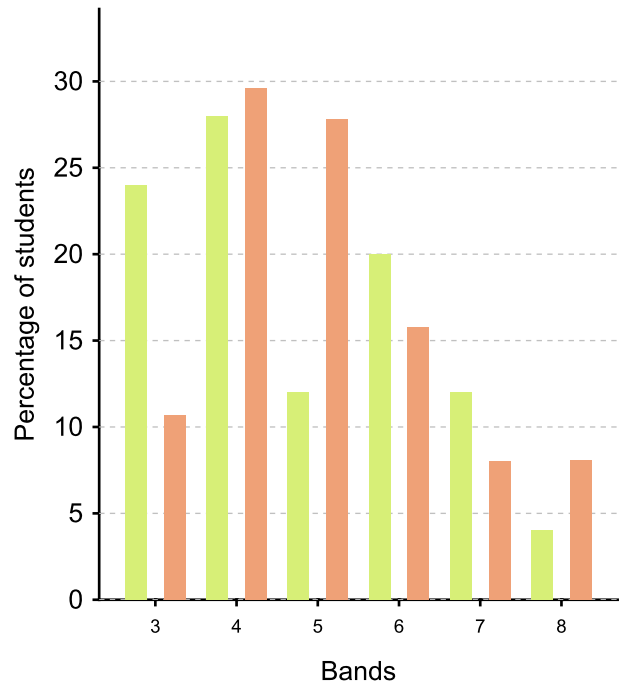
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Spelling



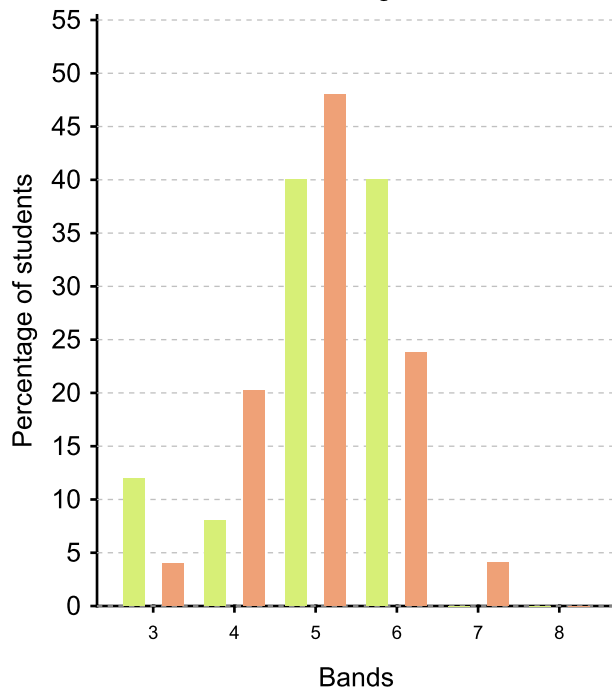
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Writing



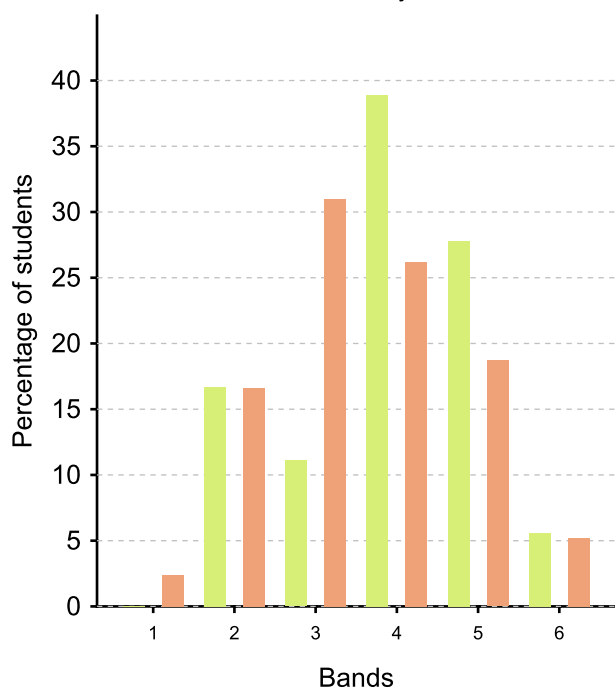
Percentage in Bands
School Average 2015-2017

Trend data for Year 3 numeracy shows a sharp increase in performance over the last three years. No student was below minimum standards in 2017. High representation of students in bands 4 and 5. Trend data for Year 5 shows a steady decline since 2014. No students were below minimum standards in 2017. There were no students represented in the top band with most students falling in bands 4, 5 and 6. Expected growth was reported for 45.8% of our students.

Trend data for Year 3 in the areas of Data, Measurement and Space and Geometry shows a sharp increase in performance since 2015. There were no students below minimum standards and 4 students were in the top band. The majority of students were represented in Bands 3 and 4. Trend data for Year 5 showed there has been a decrease in performance since 2014 and that four students were below minimum standards. Most students fell into Bands 4, 5 and 6. Expected growth was achieved by 45.8% of students.

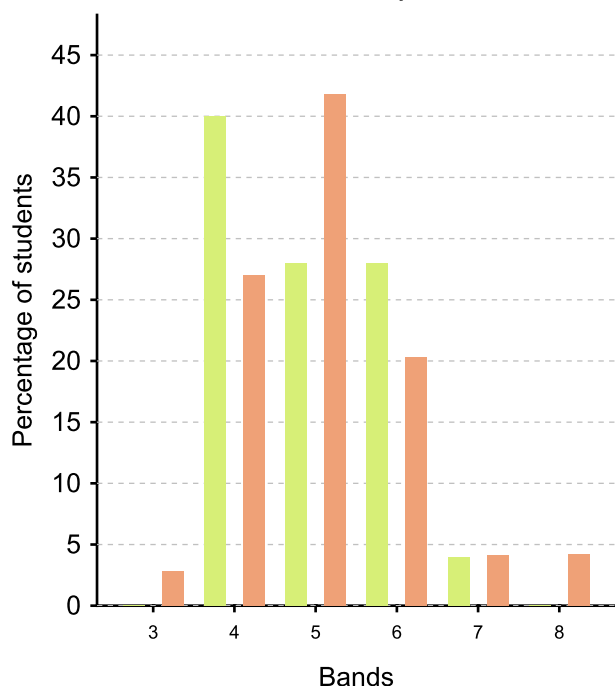
Increased support has been added to numeracy blocks to improve and maintain our performance in the area of mathematics.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

Due to the thorough implementation of our attendance

policy and use of RAM and Aboriginal funds to support literacy and numeracy programs across the school we have seen a closing of the gap between Aboriginal and non-Aboriginal students. Programs such as MultiLit where those Aboriginal students who were below stage expectations in Year 3 were supported in a one on one situation to work on reading skills and strategies; we saw improvement across the board. Three Aboriginal students sat for NAPLAN in 2017; one student in Year 3 was in Band 5 for reading, writing, spelling and Band 6 for grammar and punctuation which was equal to or above many of the cohort; exceeding the challenge set by the Prime Minister. In numeracy the student was in Band 5 for number, algebra and above minimum standards for data.

In Year 5 two Aboriginal students sat for NAPLAN they were represented in Bands 5, 6 and 7 for reading, writing and spelling. In grammar and punctuation they were represented in the top two bands. In numeracy there was no representation in the top two bands but both students were above minimum standards. More focus in the area of mathematics is needed for Aboriginal and non-Aboriginal students to lift results across the school.

We are meeting the challenge of all Aboriginal students performing above minimum standards in literacy and numeracy. We also have Aboriginal students performing equal to or above their cohort in the area of literacy.

Parent/caregiver, student, teacher satisfaction

The school conducted an Excellence in School Customer Service survey through the 360 Reflection tool. The following is a summary of the analysed responses from this survey.

COMMUNICATES EFFECTIVELY.

In the element of :

- Information–Quality and ease of use**, all members of the community that responded, rated this aspect as exceeding community expectations. The variety of avenues used to communicate and the willingness of staff to follow up on requests for information was highlighted in their responses. Part time staff members highlighted the need to find a way to ensure they can access all information disseminated in their days off site.
- Engagement with Others** and the way that the school engages students, parents and other members of the community, non teaching staff rated the school as exceeding community expectations while the remaining results showed that the school is meeting the community needs. It was noted that the school offers many opportunities for parents, carers and grandparents to be involved in school activities and for feedback on success of events. Majority of teachers were viewed as being very welcoming to parent involvement.

- **Values** and the way that the school promotes its values in order to promote a collaborative way of working that allows others the chance to be heard, was rated as meeting or exceeding community expectations with respondents acknowledging the professional way the school is managed, the care and time given to parents and their issues, the extensive highlighting of school values through the merit system, newsletter and assembly celebrations and the opportunities provided to give feedback of the school and its programs.

COMMITMENT TO CUSTOMER SERVICE.

In the element of :

- **Inclusivity** where staff are respectful of and sensitive to all cultural backgrounds in their interactions the school was rated as meeting community expectations with most feeling supported and welcomed by office, Principal and teaching staff. Mention was made that not all teachers appear approachable when wanting to raise issues regarding students.
- **Customer Service** where staff seek to build relationships and resolve situations by meeting the needs of all levels of community members the school, was rated extremely high with all respondents indicating they feel the school exceeds community expectations.
- **Community Partnerships** where members of the school community are invited to provide support to improving the learning environment for students the school was rated as meeting community expectations but areas for improvement noted is the opportunity for part time support staff to have opportunity for input and the need to promote and raise the number of parents taking up the opportunities to join P&C and classroom helper program.

WORK COLLABORATIVELY.

In the element of :

- **Teamwork** where staff demonstrate positive team behaviours and encourage students, parents and the community to do the same, the school was rated as meeting and at time exceeding community expectations. Teachers felt that they are regularly updated with important information, training and changes to routine while parents noted that the staff often provide valuable activities for students and parents after school hours which contributed to the positive community feel.
- **Value of Collaboration** where school staff as ambassadors for public education encourage and celebrate collaboration among others was again rated as meeting community expectations. Parents comments noted that the school always projects a positive image of education and is always open to involving the parents and wider community . The parents are acknowledged for

their involvement. Some responders acknowledged that opportunities to acknowledge and thank all levels of the school community including teaching and non teaching staff should be a focus and more visible.

- **Process Collaboration** where the school ensures the processes of providing and procedures for accessing information are efficient and present. While meeting most of the community expectations, areas noted for consideration include process of access to information shared by staff at non formal meetings or small stage meetings for staff members not present or involved. Also parents would appreciate the outlining of special interventions or adjustments for students for identified need prior to their commencing of these additional programs.

CONSISTENCY AND VISION IN PLANNING.

In the element of :

- **Ethical Behaviour** where staff understand and demonstrate their knowledge of the Code of Conduct and Departmental policies the school was rated as exceeding community expectation with observations from all levels of community that the school staff behave in a professional and ethical manner , the Principal is very proactive in ensuring all staff are aware of their responsibilities as a Departmental employee.
- **School Vision** where the school vision underscores the school plan, a living document in which the school community members play an active role in its development was rated as meeting community expectations with non teaching staff and parents feeling like they need more opportunities to be involved while teaching staff acknowledged the opportunities provided for them to contribute.

SUMMARY:

Strengths: Welcoming staff, accessibility to teachers, improved communication, provision of a safe and happy learning environment, connection and involvement with local outside community groups.

Areas for Development: Continued focus on building teacher capacity in whole child development, continued exploration and development of better communication within and outside school, increasing parent involvement within school and programs and increased communication and visibility of school plan for parents.



Policy requirements

Aboriginal education

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

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

Our Aboriginal students' attendance is on par with non-Aboriginal students which are above State average. The NAPLAN results for Aboriginal students in Year 3 indicate they are on par with or above their non-Aboriginal cohort in all areas of literacy and numeracy but below the state for all students in numeracy and above the state average for Aboriginal students. In Year 5 our Aboriginal students are on par or above their non-Aboriginal cohort in literacy and numeracy with all students above minimum standards

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

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

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

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



Multicultural and anti-racism education

Oakdale Public School is an inclusive school; the

Other school programs

CHOIR

2017 has been our second year of having a choir at Oakdale Public School.

The interest started slowly again, but as the year has progressed, we now have 30 students in our choir. Students come along every week to practise and use their voices in different ways.

Throughout the year, our school choir has performed at a number of Class Champion Assemblies, also performing in our whole school musical performances in Term 3. In week 4 of Term 3, the choir were able to perform, here at school, to some residents from Carrington Hospital, representing Oakdale with much pride. Oakdale Public School was extremely happy to have the residents visit our school and they were all very excited about the performance.

Our songs for the year have included Fireflies, How far I'll go and We are the world, and a number of Christmas songs for performance such as Rudolph the Red-Nosed Reindeer and Jingle Bell Rock. The teachers have proudly taken part in developing this group of students and thoroughly enjoyed increasing their desire to perform in a variety of settings.

LIBRARY

In 2017, Oakdale PS library has continued to create 21st century learners.

The library remains a vibrant and fun learning space for students with a class set of computers (15 desktop and 15 laptop), all students are given opportunities to excel in the area of Information and Communication Technology (ICT) through library lessons, and students gifted in the area of ICT are given an opportunity to increase their skill set in Tech Club.

The library program allows students to: develop their research skills; engage with a variety of high quality literature; increase their typing skills; learn how to be responsible digital citizens who practise cybersafety; become skilled in a variety of Information and Communication Technologies such as emailing, blogging, and using programs such as Microsoft Paint, Microsoft Word and Microsoft PowerPoint.

This year the library has been open two days a week at lunchtime. Monday was Games Day, which provided students with the opportunity to play computer games, board games, use puppets, complete puzzles, read books, talk quietly with friends and borrow. Tuesdays alternated between a Construction Day (Puzzles, Lego, Duplo, etc.) and a Craft Day, where a variety of creative activities were available for students to participate in.

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

All Oakdale Public School students participated in the Premier's Reading Challenge in 2017; and in June, students from Years 1–6 attended the NSW Premier's Reading Challenge Bookfest— a virtual excursion in our Connected Classroom where children's book authors including Mem Fox, Aaron Blabey and Jackie French spoke about their favourite stories and techniques they find effective for writing their stories.

The library also provided the opportunity for selected students to participate in Tech Club. In Tech Club, students were either introduced to computer coding (code blocks) or if they already had some prior coding knowledge, they were extended. Extension activities for gifted and talented students included creating games and other programs of their choice, which involved a lot of problem solving. Tech Club ran for one hour per week and approximately 10–15 students were chosen by the Teacher Librarian to attend Tech Club each term. Students were chosen based on current ability or their capability to learn ICT at a higher level.

To celebrate Book Week the theme was 'Escape to Everywhere', Perform! Educational Musicals visited our school with their 'Super Duper' show during Term 3. Also, all students participated in the Picton Library Book Week Competitions, with one talented Year 1 student receiving a prize.

The library hosted another successful Scholastic Book Fair in 2017. With competitions and special pirate themed meal deals at the canteen, the Bookaneer Book Fair was a fun day for all of the students. Funds raised were spent updating the library collection, purchasing book covering equipment, and ordering new colourful library bags for students to purchase if they wish.

PERFORMANCE

Oakdale Public School hosted a whole school production, 'Cosmos Conundrum.' The students of Oakdale took the audience on a journey through space to solve the mystery of the unidentified craft, which was causing havoc and chaos within the Solar System.

Throughout Term 3, the students of Oakdale participated in a dance program delivered by Fit Futures. The program catered for the development of students dance and performance skills, using a variety of choreography across a range of dance genres. This program was beneficial to the staff, as it provided additional practise and choreography suggestions to compliment the class performances in the Cosmos production. Approximately 20% of the student population contributed by using the elements of dance to create choreographed movement sequences towards the class performances. The Parent and Citizen's Association assisted with fundraising throughout the evening performances to contribute towards the school's performance expenses by providing a light supper, show time snacks and promotion of the whole school event. The staff from Oakdale performed on the night to *The Galaxy Song* and *The Final Countdown* which went down very well with parents and students, thanks to the many

rehearsal sessions.

PUBLIC SPEAKING

This year Public Speaking at Oakdale Public School has been very successful, with Years 3–6 participating in school-based and external Public Speaking Competitions.

Interest in this area is growing, with students displaying dedication and commitment to preparing speeches and delivering them.

In Term 2 we held an Oracy Multicultural Public Speaking competition for Years 3–6. This was integrated into the classroom programs, where students were asked to prepare and deliver a number of speeches in front of their peers. Two finalists were selected from each stage to progress to the zone final. From this in-school competition, our adjudicator nominated four students to participate in the Multicultural Perspectives Public Speaking competition at Douglas Park Public School. Early in Term 4, two talented public speakers (from Year 3 and Year 5) were selected to represent our school at the Wollondilly Public Speaking Competition at Bowral Public School.

YOGA TO GO FOR KIDS: MINDFULLNESS

In Term 2 students participated in the *Yoga to Go Kids* program with an incorporation of Mindfulness. Yoga to Go kids and Mindfulness is an 8 week program delivered by the company *Life Skills Group* that is aligned with the PDHPE curriculum and social and emotional learning program.

Each week the Life Skills teacher facilitated classes with aligning lifelong values, fundamental movements and positive psychology through various games, breathing exercises, guided stories and relaxation. The Yoga to Go kids program also consisted of a 'Family Class', where parents and carers were welcomed to join in their child's class lesson to observe or participate. Together the students and parents and carers participated in games and relaxation activities, and learned how to use these activities at home on a regular basis to unwind and better connect with each other.

The program enhanced student wellbeing by teaching students how to build resilience, mindfulness, develop self-regulation, increase self-awareness, practise positive relationship skills and strengthen their problem-solving skills. Students learned how to apply positive physical fitness skills through a range of visual and auditory stimuli and movement exercises. The teachers also benefited from gaining an hour of PD towards accreditation, and were provided with a range of follow up activities and other resources to use within the classroom.

Across the school, there was a significant decrease in student misbehaviour incidents and teachers reported that students showed signs of better emotional regulation, positive social interactions and a general sense of calmness within the classroom. The students and teachers thoroughly enjoyed the Yoga to Go kids

and Mindfulness program and look forward to participating in the program once again in 2019.

DANCE

In 2017, the school was involved in a variety of performing arts areas that included dance.

A 3–6 dance group was established and students participated in learning three dances for the year. Local aged care residents were invited to our school for an excursion to view one of these dances in term 2. The students successfully performed a dance to 'I can't stop this feeling' by Justin Timberlake, during this visit. The dance was performed once again for the Education Week assembly. Later in the year, the students performed at the school's end of year presentation day assembly two dances: 'Chameleon' by Pnau and 'Jingle Bell Rock' by Darryl Hall and John Oates. Being the first year that a dance group had been established resulted in the students having gained an increased knowledge of the elements of dance and choreography. This program allowed students to experience an extra-curricular activity they may not have an opportunity to participate in out of school. There was feedback provided by the students to confirm that the program was enjoyable and gave them more self-confidence.

PEER SUPPORT

The Peer Support Program is a student welfare program that is dedicated to providing school communities with an evidence-based, peer led approach to enhance the mental, social and emotional wellbeing of young people (Peer Support Australia 2013). Children gain many benefits from participation in this program. The Leaders and Co-Leaders: practise leadership skills, develop confidence in leading a group, act as a positive role model, enhance their own life skills and develop organisational and time management skills.

Younger students learn life skills through fun and safe activities form positive relationships with Year 6 Peer Leaders and Year 5 Co-Leaders, practise cooperation and collaboration and build confidence to participate actively.

The program is coordinated and run by Stage 3 teachers and support staff. The senior students undertook leadership training at the end of Term 2. The students focused on developing their leadership skills, as they worked on activities designed to teach them about managing groups and facilitating learning. In Term 3, the whole school participated in Peer Support for 30 minutes each week. Year 5 and 6 students lead their group of 6–8 younger students through a number of structured activities. The module they were engaged in this year is called "*Living Positively*". This unit focuses on optimism and supports students to develop the skills, knowledge and attitude necessary to maintain friendships and interact with one another in a friendly and positive way.

STEM

This year, STEM (Science Technology Engineering Mathematics) education was again prioritised at our school. This focus on Science and Technology teaching this year is in line with a statement from the syllabus that states, "Science and technology are of increasing importance and integral to our rapidly changing world."

The Science and Technology program was delivered via RFF. The second year of the biennial Science and Technology Scope and Sequence was followed and sixteen stage-based units were trialled. The school was well linked to others in the area by the teacher's membership to the Wollondilly STEM Network, a professional group for educators, convened by Dr Marc Noakes. Students were provided with opportunities in STEM outside of the school setting: a Year 6 student who is talented in mathematics was given the opportunity to do the Australian Mathematics Competition, a group of students took part in the Wollondilly STEM Expo, held at Tahmoor PS and a group of Year 6 students participated in the Amity College Maths Cup. At school, Stage 3 girls undertook a workshop on coding and robotics, called *Robogals*, as part of a *Girls in Engineering* initiative by UNSW, and during Science Week, Stage 3 students attended a connected classrooms incursion focussed on educating primary students on the authentic, real lifework of scientists.

The STEM program was communicated to the wider community through regular contributions to the Newsletter, in the form of an article called, "What's on in STEM". This article, supported by photographs, displayed some of the class activities and highlighted the students' interest and enjoyment. Year 6 students took part in an external, summative assessment called VALID (Validation of Assessment for Learning and Individual Development) Science and Technology; the results are part of an ongoing assessment of the efficacy of teaching and learning in STEM.

SPORT

Physical activity is vital in a child's development, as it lays the foundation for a healthy and active life, and it is therefore a vital part of their lives.

By being active role models, adults can promote children to participate in physical activity. Children need the value and habit of lifelong physical activity embedded from an early age. In support of these statements, students participate in weekly-programmed physical activities promoting fundamental movement, social and emotional benefits, games and sports, which in turn encourages a healthy and active lifestyle. Having a healthy active lifestyle leads to a change in student behaviour as they become more engaged in the classroom and active after school.

Weekly sports consists of a variety of learning experiences such as dance, basketball, Oz tag, yoga, athletics, tabloids, cricket, netball, soccer and many other varieties of experiences from the Australian

Sports Commission's 'Playing for Life' activities. Outside agencies have been beneficial in delivering a number of these activities effectively and explicitly to the students. Fit Futures provided us with a 5 week program teaching skills for all students in years K–6.

In 2017, all of the students participated in dance, yoga and athletics/social skills programs along with the Premier's Sporting Challenge. All of these experiences were designed to create an atmosphere of fun whilst teaching skill acquisition. This year the school took part in the 'Sporting School's' program which provided us with funding for additional sporting equipment and to hire sporting coaches. This allowed for student increase in participation. Students in years 1–6 were provided with the opportunity to participate in Swimming School at the Wollondilly Leisure Centre with Austswim instructors delivering these lessons.

Approximately 80% of students in years 3–6 participated in a variety of Razorback PSSA Gala Days. These included netball, soccer, AFL, orienteering and Tiger Tag. The school had 3 students trial for Razorback Zone sporting teams in netball and soccer.

School sporting carnivals included swimming, cross-country and athletics. Years 2–6 competed in the Swimming Carnival while years K–6 participated in the Cross Country and the Athletics carnivals. We had 19 students represent our school at the Zone Swimming Carnival. 32 students represented the school at the Zone Cross Country Carnival, with 1 student becoming a reserve for the regional carnival; while 35 students represented the school at the Zone Athletics Carnival, with 1 student going on to represent the school at regional level.

SRC

Our school has a Student Representative Council, comprising of two students from each class.

The representatives are voted in by their classmates as students who display leadership qualities and who promote the values of our school. Each semester, two new Councillors are elected. The SRC meet twice a term to discuss items such as which charities the school would like to support, decide on fundraising events (for charity or school), or plan fundraising events in more detail. The students from the SRC also sit on the stage for our Class Champions Assemblies, which are held at the end of each term, and the SRC students present their Class Champions with their certificates.

This year, in March, the SRC and staff organised Harmony Day activities, as a day to celebrate Australia's cultural diversity. To mark this day, students made a contribution to a whole-school artwork, where they could demonstrate their own heritage, personality and creativity on their own unique piece, then it was collaborated into a large artwork that was displayed in the foyer of the School office.

At lunchtime, students could bring a small amount of money to purchase some orange foods such as orange wedges, orange jelly cups and orange ice blocks.

After lunch until home time, students then rotated around to each classroom to participate in a short lesson, which delved them into a small aspect of another country's culture. Parents were welcome to join us for the whole day.

This year, our school supported the charity of Stewart House with a community collection of unwanted clothing. The initiative was well received, with about 50 large bags donated.

On the 14th of December, the SRC, in conjunction with the teacher who led the SRC, organised an end of year incursion to celebrate a great year of learning and good behaviour. The 'Big Day In' was a huge success, where a local school donated a jumping castle, as well as students participating in a variety of field day games, some with water.

ICAS: (International Competitions and Assessments for Schools)2017

Each year, Oakdale Public School, offers students in Years 3–6, the opportunity to participate in the International Competitions and Assessments for Schools (ICAS). This independent, skills-based assessment program recognises and rewards student achievement. These external tests are run independently by the UNSW Global and provide the students with invaluable experience in standardised tests whilst challenging them academically. Students receive a certificate to recognise their efforts.

In 2017, students participated in Digital Technologies, Science, Writing, English and Mathematics. Students achieved excellent results and the school is very proud of their achievements. The results are as follows:

Digital Technologies: 1 distinction, 3 credits, 10 participations;

Science: 1 credit, 2 merits, 9 participations;

Writing: 1 distinction, 1 credit, 2 merits, 9 participations;

English: 1 credits, 2 merits, 9 participations;

Mathematics: 1 distinction, 2 credits, 14 participations.