

Oaklands Central School

Annual Report



2017



2791

Introduction

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

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

Peter Craft

Principal

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Message from the Principal

Oaklands Central School is a vibrant K–12 school with strong community links and engagement. During 2017 Oaklands Central School actively continued to build on our programs that promote student learning, with a particular focus on meeting the educational needs of each student in our care. There was a continued focus on 2LS / Super6 strategies, in conjunction with a strong, school wide reading program to promote strong literacy skills amongst students. SMART goals also serve to engage students in their own learning. These programs, along with a strong focus on teacher professional learning saw students demonstrating strong growth in learning.

Oaklands Central School is an Early Action for Success Phase 2 school. We also have a strong commitment to our Learning support program that supports students who are experiencing difficulty with their learning. During the last year we have refined our processes and introduced a variety of interventions, including the MultiLit program. This individualized approach has seen our students make great progress with their learning.

Our school is committed to the wellbeing of students and promotes a culture of respect, resilience, individual responsibility and safety. Our student leadership encourages our students to be active participants in the life of the school. Students are actively involved in fund raising, raising student awareness while developing our students as informed and active citizens. As a school we have been forging links with our community with several students participating in a work placement program and one student travelling to Japan as a member of a community sister city program. Our active promotion of community involvement saw one of our students being named the 2017 Citizen of the Year for Federation Shire.

In Oaklands every student is expected to grow continually. Students are explicitly taught habits of mind that promote resilience and success. There is also a strong focus on building staff capacity, continually improving classroom practice so that world class teaching is the norm across the school. The staff at Oaklands Central School are professional, skilled and student focused. Oaklands Central School engages in world leading practice to support students in their learning. The school uses modern teaching tools in every classroom. Senior students participate in the Riverina Access Partnership, a program that allows senior student to remain in their community while completing their HSC. The Riverina Access Partnership uses video conferencing, learning management systems and current teaching methods to provide cutting edge learning for our rural students., who achieve result equal to schools across the state.

This year, 2017 has been a year where Oaklands Central School has continued to grow. We are focused on continuing this success into the future.

Peter Craft

Principal

School background

School vision statement

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

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

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

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

School context

Oaklands Central School provides an educational setting for students from Kindergarten to Year 12. Our students come from the immediate township, outlying farms and other nearby towns. *Luceat Lux Vestra* (Let Your Light Shine) is the school motto and reflects one of the school's core beliefs, that every student has strength.

Oaklands Central School is part of the Riverina Access Partnership which involves 5 other schools across the Riverina. This partnership provides access to a broad curriculum for our Stage 6 students.

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

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This 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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the domain of teaching the school is focused on developing the capacity of our teachers so they are able to implement the school plan and grow classroom practice that supports learning for every student. A critical element of this has been the introduction of processes that inform teaching through the use of data. Early Action for Success and the embedded use of SMART goals across the school establish robust practices for the collection and analysis of data. Professional learning so that staff can become HOW2Learn trainers, Secondary Literacy Strategy trainers and strong practitioners in coaching, has allowed staff to work together in improving teaching and learning. Oaklands Central School has a culture of teachers working together, sharing expertise across the school and working beyond their classroom to develop teaching practice. The school was assessed as achieving at sustaining and growing.

In the Domain of Learning the school has focused on providing a learning environment that meets the educational and other needs of each student in the school. This has been achieved through a variety of focused programs. The

introduction of Learning Intentions (called SMART Goals at Oaklands Central School) has helped student focus on key skills and be more engaged in learning. After professional learning for staff SMART goals were introduced across the school, for students from K–12. The Learning Support Team developed support materials and the strategies were explicitly taught across the school. The Super6 and 2LS are regularly reviewed and are being embedded in all classrooms. The school has a strong commitment to assisting students in making sound decisions about their future directions. Two programs strongly support this commitment. Firstly a long running school to work program promotes possible future directions staff and executive to revise our school wellbeing policy. Our behavior management system seeks to be transparent and positive. These are having a positive influence on students and is creating a more harmonious teaching and learning environment. School strategic direction of High levels of Student engagement and Achievement is constantly addressed and reviewed. We believe students of Oaklands Central School are engaged, active, creative and critical 21st Century learners who strive to be the best they can be. The school was assessed as sustaining and growing.

In the domain of learning the school is building a culture of collaboration and partnership with its community to support the educational needs and aspirations of our students. Students are currently partnering with the community in a wide variety of ways, including involvement in significant cultural events, supporting important community programs, supporting charities and being heavily involved in cultural events at school. The school will continue to play a key role in community events such as ANZAC Day, where students march each year and also play key roles in the commemoration service after the march. Our students are also actively involved in Local Government Week, the CWA International Day and Australia Day. The school's website and Facebook page are key parts of the strategy, with an accurate calendar of events available on the website and up to date information posted on both forums. The school mobile phone enables instant follow up of absent students and important matters that affect parents. We continue to provide a well-supported newsletter that is delivered both electronically and in hard copy format. Oaklands Central School also has a strong and supportive relationship with our P&C, which actively works with the school to fundraise to support student excursions as well as significant school programs. A Futures Committee with parents has been formed which is investigating the best future directions for Oaklands Central School. The school actively seeks to self-assess through the use of parent meetings, as well as the use of formal surveys and informal interactions. Through consultation with the community changes have been implemented in the type of information being provided, the layout of letters and the types of programs offered at the school. Oaklands Central School was assessed as sustaining and growing.

Strategic Direction 1

Leadership Development of Staff and Students

Purpose

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

Overall summary of progress

Oaklands Central School has made significant progress in achieving leadership development of staff and students. All staff were given access to professional learning in coaching processes and given the opportunity to participate in an introductory coaching program. All staff members received feedback on programming and other aspects of teaching. SMART goals were introduced across the school to assist students to reflect on their learning and plan future learning. The process is proving to be successful in supporting student learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff provide and receive planned constructive feedback resulting in improved teaching practice and leading in areas of expertise.	\$5200 Professional Learning Costs and casual staff costs	All staff had access to professional learning that introduced them to coaching practice to improve teaching. Staff participated in introductory coaching programs that developed their understanding of the benefits of coaching.
Students show leadership in learning by reflecting on assessment and reporting processes and feedback to plan future learning.	\$100 Professional Learning Costs	All students develop their own learning goals through the use of SMART goals. The SMART goals were developed every 5 weeks and then progress towards the goals was evaluated at the end of the five week period.

Next Steps

Oaklands Central School is committed to improving teacher practice through the use of proven methods of professional support and method. This involves professional learning based in the classroom. The school is developing a systematic approach to coaching and has committed significant funds to implementing the coaching program. The program will build coaching into the timetable to enable reflective teaching practice to develop across the school. The school will continue to refine the use of SMART goals with students. We will also investigate forming learning panels where students cooperatively develop patterns of learning.

Strategic Direction 2

Quality Learning Environment

Purpose

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

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

Overall summary of progress

Oaklands Central School has developed systematic processes and policies that support students learning. Our inclusion in the Early Action for Success Phase 2 program has enhanced this systematic approach to learning. Our school has trained teaching staff and implemented the targeted literacy program Secondary Literacy Strategy / Super6 Strategy. The program has developed a common approach to literacy across the school and led to increased student growth in literacy. Oaklands Central School has also developed improved processes with the Learning Support Team and introduced HOW2Learn Phase 1 across the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
There are systematic policies, programs and processes to identify and address student learning needs.	\$ 800 Literacy Professional Learning \$5880 SLSO additional Costing	Our school has developed a more systematic approach to monitor and develop student learning, with a focus on literacy and numeracy. Staff have received professional learning in literacy strategies and learning theory. This has enabled a whole school approach to teaching literacy and numeracy.
100% of students demonstrate growth in school-based assessments.		Oaklands Central School has supported its students in achieving strong growth in learning. NAPLAN data indicates that over 90% of students achieved growth, with significant numbers experiencing greater than expected growth. All students demonstrated growth against the Literacy Continuum through the use of SMART goals.

Next Steps

The new School Plan 2018–2020 details the next steps in teaching and learning. Oaklands Central School will develop instructional leadership across the school. There will be a focus on developing school leadership that directly supports teachers in the classroom and leads to educational improvements. The professional development of teaching staff will remain a focus area for our school. There will be a concentrated focus on developing evidence based teaching practices that support improved learning.

Strategic Direction 3

Community Partnerships and School Wellbeing

Purpose

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

Overall summary of progress

Oaklands Central School has made strong progress in implementing programs that enhance student participation in the school and teach appropriate behaviour among students. The school has developed new discipline procedures that support good discipline across the school. The use of social skill programs, positive behaviour programs and anti-bullying programs have supported our students in developing positive relationships and strong community values.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of students care for self and contribute to the wellbeing of others and the wider community.	\$1300 Professional Learning and support \$8 330 support for student activities	Our students regularly participate in and help lead in community events such as Seniors Lunches, Anzac Day and CWA International Day. Students are showing more care and contribute greatly to our community.
Students Staff and the broader school community understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes.		The introduction of a new Wellbeing Framework has allowed our school to grow our already strong commitment to the community. Part of the new framework included a strengthening of the reward system across the school. This has greatly encouraged student engagement in our Positive Behaviour Program.

Next Steps

The school will continue its development of robust wellbeing processes that enhance the wellbeing of the school community. Currently the school is exploring a partnership with Big Picture Australia to enhance student engagement and connection with the community. The process will form teams that support students in their learning. Additionally the school is forming strategic partnerships with local businesses to promote student engagement in learning beyond the classroom.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Oaklands Central School targets the use of the Aboriginal background loading to support cultural understanding and improve literacy outcomes for students.	Investment in literacy programs across the school, including support for Aboriginal students, has seen significant growth in literacy outcomes. Internal measures show that Aboriginal students made significant gains against the literacy progressions. All students participated in a whole school Aboriginal culture program, that included a visit to significant cultural sites and instruction from an internationally acclaimed Aboriginal Artist. Aboriginal perspectives were also included in learning activities across the school.
Low level adjustment for disability	Oaklands Central School receives in excess of \$30 000 in Low Level Adjustment for Disability funding. This funding directly supports the employment of staff and professional learning to support the teaching of literacy and numeracy across the school. It also provides funds to support students with learning disabilities or learning barriers.	The Low Level Adjustment for Disability funds have had significant impacts on student learning, particularly in improving outcomes for students with learning disabilities. The funding allowed an expansion of the Learning Support Team that provided direct intervention with students and supported teachers in delivering literacy programs. A significant number of students who received support through the Learning Support Team completed the literacy program and are achieving literacy outcomes at age appropriate levels.
Socio-economic background	Students at Oaklands Central School are isolated from many services and learning opportunities. There are also many families that are affected by socio-economic disadvantage. The Socio-Economic Background funding has allowed the school to address these areas of	This funding allowed Oaklands Central School to subsidize travel and accommodation for students attending major educational excursions. The school was also able to provide additional support teachers who supported student experiencing educational disadvantage. NAPLAN results have shown significant improvement through the implementation of these programs.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	38	35	36	33
Girls	41	47	40	33

Student enrolments declined at Oaklands Central School in 2017 compared to 2016 for a variety of reasons. Oaklands is a small community and the movement of a small number of families can have a significant impact on the school population. In 2017 this was a major cause of the decline in enrolments.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.7	96.4	85.5	96.7
1	93.2	85	95.6	92.1
2	95.3	95.5	93.5	95.9
3	92.7	91	94.4	93.3
4	91.3	92.7	90.8	94.5
5	92.7	93.8	95.2	94.6
6	90.9	92.8	90.2	94.8
7	89.8	91.8	82	92.5
8	88.3	92.4	89.8	64.9
9	85.4	90.5	93.3	86.6
10	92.4	94	82.6	90.6
11	90.8	91.6	95.7	85.1
12	89.7	83.5	88.6	95.7
All Years	91.4	92.2	90.6	91.3
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
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	93	92.3	92.3	92.3

Management of non-attendance

Attendance at Oaklands Central School is consistently above 90% in most year levels and better state attendance levels. Attendance in years 8, 9 and 11 reflect attendance difficulties with one or two students.

Oaklands Central School is committed to maintaining strong attendance at school. On the day that students are absent parent are contacted via text message. If

there is no explanation or students continue to be absent from school, the Principal contacts the family. Where there are major concerns regarding attendance an attendance program is initiated and the HSLO is informed to support the school in remedying the situation.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	0
Employment	0	0	0
TAFE entry	0	0	0
University Entry	0	0	100
Other	0	0	0
Unknown	0	0	0

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	1
Head Teacher(s)	1
Classroom Teacher(s)	4.49
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.2
Teacher Librarian	0.38
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	3.32
Other Positions	0.1

*Full Time Equivalent

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

Oaklands Central School is committed to ensuring that all staff maintain the highest levels of professionalism through a philosophy of continual improvement. The school supports this through its professional learning for teachers. In 2017 staff meetings have included time devoted to the delivery of NESA registered courses. Through this process all teachers had access to training in Supporting Students with Autism, HOW2Learn phase 1 and Coaching for Improved Classrooms. Individual professional learning included L3 training for two staff, Early Action for Success training, Writing in the Middle Years, Wellbeing training (RAGE, Chillax and MAAD programs), CPR and Anaphylaxis Train the Trainer program, Multi-Lit training and Secondary Literacy Strategy training. All staff maintained accreditation and completed mandatory training in Child Protection, WHS, Emergency Care and Anaphylaxis.

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	498,486
Revenue	1,481,494
Appropriation	1,452,679
Sale of Goods and Services	1,318
Grants and Contributions	24,940
Gain and Loss	0
Other Revenue	0
Investment Income	2,557
Expenses	-1,572,772
Recurrent Expenses	-1,572,772
Employee Related	-1,374,387
Operating Expenses	-198,385
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-91,278
Balance Carried Forward	407,208

The school carefully monitors spending and the allocation of resources. Budget processes are managed by the principal in conjunction with the executive team who have direct responsibility for spending against the budget. The school planned to invest via spending programs to run a small deficit, within the confines of the budget. The majority of the deficit was used to supplement staffing in the school. Overall extra staffing cost the school \$100 000 above the school income for 2017.

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	1,280,946
Base Per Capita	11,615
Base Location	59,722
Other Base	1,209,609
Equity Total	68,782
Equity Aboriginal	5,220
Equity Socio economic	32,000
Equity Language	0
Equity Disability	31,562
Targeted Total	20,722
Other Total	61,514
Grand Total	1,431,965

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.

Oaklands Central School has a small cohort of students, making the data too small to display in the report. Examination of the data shows that 90% of students showed growth in reading, grammar and spelling. In some cases the growth was 3 times the expected growth for given students. In most cases, students who did not meet the expected growth in NAPLAN, still showed growth in the test areas. Despite the growth, Oaklands Central School still has challenges in supporting students to reach the National Minimum Standards required.

Percentage in Bands:

Year 3 - Reading

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2015-2017	0.0	0.0	0.0	0.0	0.0	0.0

Percentage in Bands:

Year 3 - Grammar & Punctuation

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2015-2017	0.0	0.0	0.0	0.0	0.0	0.0

Percentage in Bands:

Year 5 - Reading

Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2015-2017	0.0	0.0	0.0	0.0	0.0	0.0

Percentage in Bands:

Year 5 - Grammar & Punctuation

Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2015-2017	0.0	0.0	0.0	0.0	0.0	0.0

Percentage in Bands:

Year 7 - Grammar & Punctuation

Band	4	5	6	7	8	9
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2015-2017	0.0	0.0	0.0	0.0	0.0	0.0

Percentage in Bands:

Year 7 - Reading

Band	4	5	6	7	8
Percentage of students	0.0	0.0	0.0	0.0	0.0
School avg 2015-2017	0.0	0.0	0.0	0.0	0.0

Percentage in Bands:

Year 9 - Grammar & Punctuation

Band	5	6	7	8	10
Percentage of students	0.0	0.0	0.0	0.0	0.0
School avg 2015-2017	0.0	0.0	0.0	0.0	0.0

Percentage in Bands:

Year 9 - Reading

Band	5	6	7	8	9
Percentage of students	0.0	0.0	0.0	0.0	0.0
School avg 2015-2017	0.0	0.0	0.0	0.0	0.0

Oaklands Central School has a small cohort of students, making the data too small to display in the report. The data shows that 99% of students achieved expected or better than expected growth in numeracy.

Percentage in Bands:

Year 3 - Numeracy

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2015-2017	0.0	0.0	0.0	0.0	0.0	0.0

Percentage in Bands:

Year 5 - Numeracy

Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2015-2017	0.0	0.0	0.0	0.0	0.0	0.0

Percentage in Bands:

Year 7 - Numeracy

Band	4	5	6	7	8	9
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2015-2017	0.0	0.0	0.0	0.0	0.0	0.0

Percentage in Bands:

Year 9 - Numeracy

Band	5	6	7	8	9	10
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2015-2017	0.0	0.0	0.0	0.0	0.0	0.0

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

The school is committed to meeting the Premier's Priorities for Education. It should be noted that the school population means that large fluctuations can occur in NAPLAN tests because of the limited data set. In 2017 the school has improved its NAPLAN results for all students, resulting in the school moving towards achieving the Premier's Priorities.

Higher School Certificate (HSC)

Students at Oaklands Central School are able to access HSC studies through the world leading Riverina Access Program. This program involves a partnership of 5 schools, working as a team, to deliver the HSC for rural and remote students. Lessons are delivered

through Video Conferencing technologies and via teachers in the local schools. Students in RAP typically achieve average or above average results for the HSC.. Three students were awarded their HSC after studying through RAP and Oaklands Central School in 2017.

Parent/caregiver, student, teacher satisfaction

Student, parent and teacher surveys in 2017 provide strong data showing that there are high levels of satisfaction with the performance of the school. The surveys revealed several areas of strength as well as areas that the school should develop further. There were noticeable differences between the responses of secondary and primary students for the same questions. In both primary and secondary there is strong participation in sport and in community activities. While there were positive relationships and connections among primary students the secondary students data showed poorer results. Bullying across the school was reported as being at low levels compared to similar schools. Parents and students both report that there are high levels of satisfaction with classroom engagement, the focus on learning and the learning that takes place in the classroom. Both primary and secondary students feel that there teacher / student relationships are strong and that there are high expectations for learning. While there is a strong focus on learning in the school, teachers report that there is still a need to improve in some areas of teaching.

Policy requirements

Aboriginal education

The school continues to include Aboriginal Education by emphasizing indigenous perspectives across all Key Learning Areas (KLAs) from Kindergarten to Year 12. Specific teaching strategies have been used to cater for Aboriginal students including personalized learning plans. 2017 saw the successful inclusion of whole school NAIDOC activities involving all students and staff. NAIDOC day gave students the opportunity to participate in a trip to significant local Aboriginal sites, including some sacred sites. We were also fortunate to have a prominent and internationally renown Aboriginal Artist teach the students about traditional artistic techniques. .At all official functions the school acknowledges Aboriginal cultural heritage through the Acknowledgement of Country. All teaching programs include cross curriculum content that focus on the significance, influence and importance of our Aboriginal heritage. Students are actively involved in Aboriginal education and the school promotes a culture of tolerance, respect and awareness of other cultures, including the culture of our first peoples. In developing the School Plan 2018–2020 the school ensured that it undertook consultation with all Aboriginal families that attend the school.

Multicultural and anti-racism education

Oaklands Central School is a multicultural school with students from numerous cultural backgrounds. Cultural diversity is celebrated through the support of whole school events, including Harmony day, and video conferences with people from backgrounds different to those represented at our school. Stage 4 students currently undertake LOTE and have been learning Italian and are being immersed in Italian cultural experiences. .At OCS in 2017 we had a trained Anti-racism Community Officer (ARCO) who could assist staff when needed. Furthermore Harmony Day was an opportunity to celebrate cultural diversity and multiculturalism in Australia. Oaklands Central School was involved in a cultural exchange where a student participated in trip to Miki City in Japan.