

The Oaks Public School

Annual Report



2017



2793

Introduction

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

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

Melissa Manga

Relieving Principal

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Message from the Principal

At The Oaks Public School we are committed to our vision of promoting equity and excellence for all students.

Staff lead student learning, encourage and acknowledge achievements, share students successes and witness each and every opportunity students have to develop themselves, through the broad range of experiences. In 2017 these included debating, sport, performing arts, camps, excursions and community events. We witnessed more students than ever receiving class, stage and whole school rewards. Students represented The Oaks at zone, regional and state level across the domains of athletics, swimming, cross country, spelling, chess and debating. At a school level, our groups have included Culture Club, Choir, Saxophone group, Junior and Senior Boys Dance Groups, Chess, Handball Club and Gardening.

2017 saw a speech pathologist provide lessons on vocabulary for Stage 1 and Stage 2 students. These programs were in addition to curriculum teaching and learning and are underpinned by a strong student welfare system and committed staff who drive these programs. The members of staff at The Oaks are second to none. They work together as a team to make The Oaks Public School great. They collaborate to develop high quality teaching and learning programs, set and achieve professional and personal goals, and most of all, they work together to ensure all students are nurtured, encouraged, cared for in order for them to grow to be safe and respectful learners.

The staff and students are supported by an active and enthusiastic Parents and Citizens Association. Thanks to them and our school community the library refurbishment was completed, our technology continued to be updated and we saw the fete return. The funds raised from this event allows us to begin our next journey, the upgrade of the school playground. More people than ever before engaged with our school not only by physically coming through our school gates but also through the 'Skoolbag' App and school website.

It has been a great pleasure to be part of the leadership team at The Oaks Public School in 2017.

Melissa Manga

Relieving Principal

Message from the school community

The Oaks Public School P&C Association has once again had a very successful year in 2017. This has been attributed to the hard work and dedication of the P&C committee led by a very strong and committed executive, a close collaboration between the teaching staff, teaching executive, P&C Federation and a huge community response in donations, time, money and support.

Achievements in the last 12 months include; a very successfully run Athletics Carnival BBQ, consultation with the Hill trustees regarding the purchase of an electronic signage board, additional library furniture, 12 chrome books, block bundles and Wireless Access Points for internet throughout the school and funding of \$5000 for the purchase of an interactive projector, successful Mother's and Father's Day stalls, financial support for a bus to transport performing arts students to Carrington Retirement Village, assistance with donations to the Shining Star Foundation and Wollondilly Community Links. The P&C also ran a successful school fete with a profit of \$28000 that will go towards providing flexible learning spaces throughout the school.

Message from the students

2017 has been a wonderful, fun and interesting year for the school leaders. We have been involved in many awesome activities and have had a lot of fun experiences, like being blessed with the opportunity to attend the GRIP Student Leadership Conference at the University of Wollongong.

We have learnt many new leadership skills which we will take with us and enable us to use them in the future. Running assemblies, putting up the flag, taking the playground folders in and out, commemorating Anzac Day with other local schools at The Picton Anzac Day March and looking after the kids at school are just some of the great things we got to do as leaders. We have so many fond memories of our time as leaders at The Oaks Public School and we will all miss being in this position very much.

Blake Garbett, Grace Feutrill, Tristan Hart, Katelyn Biffin and Max Ormerod

School background

School vision statement

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

Our aim is to develop:

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

School context

The Oaks Public School has a current population of 316 students. It is situated in the middle of The Oaks township, a semi – rural setting, 14 kilometres from Camden. The surrounding area is rich grazing land subdivided into larger and smaller acreages with an existing local residential area that is currently being extended into large building blocks of quarter acres. This is expected to cause further growth to the school's population over the next few years. The closest schools are twenty minutes' drive away on country roads and are both smaller than The Oaks Public School. The school has a FOEI (Family Occupation Educational Index) of 104, where 38% of the parents are tradespeople, clerks and skilled office, sales and service staff, 18% had no paid work in the last 12 months, and 14% are senior management and qualified professionals. The children predominantly speak English as their first language. There is a 5% Aboriginal population.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

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

The school believes that in the area of learning our on balance judgement for each element is:

Learning Culture – Sustaining and Growing

Wellbeing – Sustaining and Growing

Curriculum and Learning – Sustaining and Growing

Assessment and Reporting – Delivering

Student Performance Measures – Delivering

The school believes that in the area of teaching our on balance judgement for each element is:

Effective Classroom Practice – Sustaining and Growing

Data Skills and Use – Delivering

Collaborative Practice – Excelling

Learning and Development – Excelling

Professional Standards – Sustaining and Growing

The school believes that in the area of leading our on balance judgement for each element is:

Leadership – Sustaining and Growing

School Planning, Implementation and Reporting – Sustaining and Growing

School Resources – Sustaining and Growing

Management Practices and Processes – Sustaining and Growing

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

Consistent, High Quality Educational Practices

Purpose

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

Overall summary of progress

The final stage of the three year plan was implemented during 2017, with some elements continuing on into the next plan.

Achievements included:

- All new curriculum documents (NSW syllabus aligned to Australian Curriculum) are being used across the school K–6.
- Staff have been involved in extensive training to introduce each syllabus and to implement them within their classroom. Teachers have become confident practitioners and share ideas amongst peers. Resources are being updated continually to reflect new syllabus implementation and requirements.
- All staff trained in using current available technology throughout the school. Reliable technology available and used to support current learning programs and practices. Resources continue to be evaluated and updated as needed by the Technology committee.
- A professional effective and efficient process to meet the needs of the National Teaching Standards for staff has been implemented and will continue to evolve as directed by DoE. Beginning Teachers have been supported by experienced mentors. Staff seeking accreditation have been supported, with 10 staff completing Proficient level across the three-year plan. QTSS funds were utilised to support these programs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teaching staff implementing syllabuses for English (2014) & Mathematics (2015), History (2016) and Geography (2017)	nil	All new curriculum documents are being used across the school K–6. Teachers have been involved in extensive training to introduce each syllabus and to implement them within their classroom. Teachers were confident to share ideas amongst peers. Resources are being updated continually to reflect new syllabus.
Initiating the development of SMART Assessment Tasks.	nil	This improvement measure has been extended in the 2018–2020 Plan due to delays in the release of syllabus documents.
Annual review of Technology across the school.	\$2000 RAM	Resources continue to be evaluated and updated as needed through the Technology committee.
100% of teaching staff using technology as a learning tool.	Nil	All staff trained in using current technology throughout the school. Reliable technology available and used to support current learning programs and practices.
100% of teaching staff working towards Accreditation or Maintenance of Professional Teaching Standards.	Beginning Teacher Funds & QTSS (Mentor days) \$5000	A professional effective and efficient process to meet the needs of the National Teaching Standards for TOPS staff has been implemented and will continue to evolve as directed by DoE. Beginning Teachers have been supported by experienced mentors, and training continues where needed. Teaching staff seeking accreditation have been supported, with 10 staff completing Proficient level

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teaching staff working towards Accreditation or Maintenance of Professional Teaching Standards.		and submitting successful documents. QTSS funds were utilised to support these programs.
80% of students in Year 3 achieving at or above NMS in Naplan, in all areas.	nil	The results showed growth across the 3 year plan with final results being 94% achieving at or above NMS in Reading, 100% in Writing, 96% in Spelling, 91% in Grammar & Punctuation and 96% in Numeracy in Year 3.
Continued growth of students, over three years, achieving at or above NMS.	nil	Growth data over 3 years has shown the average to be 90% of students achieving at or above NMS in all areas.
80% of students showing increased achievement levels in school wide reading assessments.	nil	BURT reading assessment data was collected in the final year of the 3 year plan. This improvement measure will be carried over into the next Plan.

Next Steps

Quality Teaching and Learning will continue to be a part of the next three-year plan to reflect all new syllabus and demonstrate growth in assessment tasks. Areas will be identified as a focus based on internal and external data, and linked to improvements shown through this Plan.

Technology will also continue to be a focus to ensure that The Oaks PS is able to provide current resources for students and teachers.

The teacher accreditation process will continue to support Early Career Teachers and include pre-2004 teachers who will begin the Maintenance period of the cycle.



Strategic Direction 2

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

Purpose

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

Overall summary of progress

This year saw the finalisation of this Strategic Direction as part of the 2015–2017 School plan. Progress and finalisation was achieved through;

– the whole school implementation of The Oaks Public School Wellbeing Framework, specifically PBL, the Discipline Level System and the Circle of Excellence Reward System

– celebration of Teaching and Learning. Student and staff achievements across the academic, social and creative domains were publically recognised and acknowledged through (and not limited to) various assemblies (whole school and stage), classrooms, weekly newsletters, Principal morning and afternoon teas and major award ceremonies.

–implementation of specific programs including High School Transition, Discovery and 'Taster Days' , Kinder Transition, local pre–school visits, employment of a Pastoral Care Officer and Peer Support.

–installation of new carpet in the Library which has created a space that is visually and aesthetically stimulating and is used as a flexible learning environment.

–implementation of Health and Safety procedures such as the updated Emergency Procedures Document and regular emergency lockdown and evacuation practices as well as continued monitoring and reviewing of Health and Safety issues as they arise within our school.

–monitoring of student attendance and regular liaisons between Principal and Home School Liaison Officer.

academic, social and creative

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Decrease in high risk behaviours will be evident in PBL data.	\$1000 casual relief for review and implementation of Value of the Week signage and scope and sequence.	Engaging lessons (Value of the Week) were developed, implemented and displayed throughout the school to enhance student understanding and awareness of PBL. The Value of the Week was communicated through the weekly school newsletter. A decrease in high risk behaviours was evident in the reduced number of students attending lunchtime reflection, including students who previously were regular attendees. PBL team met on a term basis to review and reflect on PBL implementation.
Increase of students showing positive behaviours for effective learning	Nil	Increased number of students receiving explicit feedback, specific to student behaviour through fast and frequent rewards in the playground and classroom. Acknowledgement of positive student behaviours at weekly assemblies, the weekly newsletter and the BeTops Assembly each term.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase of students showing positive behaviours for effective learning		100% of student reflections indicated students knowledge and understanding of how positive behaviour and good work at our school is rewarded. Students identified all rewards used by teachers across many school settings.
Increase in students confident in utilising conflict-resolution skills to contribute to a positive learning culture within the school. (Peer Support)	Pastoral Care Officer funded through DoE Grant. Peer Support training workshops and resources \$400.	Pastoral Care Officer established positive relationships with students, parents/carers and staff members. Programs implemented by the Pastoral Care Officer increased students' confidence to interact with their peers and helped to increase their confidence in utilising conflict resolution skills through games, sport and construction programs. Peer Support program ran in Term 2, titled Living Positively. This program focused on optimism and developing skills and knowledge needed by students to; approach life with a positive attitude, use strengths and display gratitude towards others.
Student attendance rate increasing from 93% over 3 years	Nil	Student attendance is monitored and investigated when concerns arise, following Departmental procedures. Regular liaison between Principal and Home Liaison Officer ensured effective record keeping and the monitoring of students at risk. Data tabled at Learning Support Team meetings regularly.
Annual review of school facilities	Department of Education paid for the library carpet.	Installation of new carpet in the library which has increased student engagement and its use as a flexible learning environment. Upgrade of school playground became the P&C's fundraising focus for the School Fete in 2017. Funds raised at this event will then be part of a joint program between the school and the P&C for the upgrade of the playground and form part of the 2018–2020 School Plan.
Decrease of HS cases or concerns	RAM Department of Education maintenance through AMU	Health and Safety monitored weekly at communication meetings where staff report any concerns and/or hazards. Regularly held emergency lockdown and evacuation practises according to policy and procedures.
80% of parents/caregivers providing positive responses about the Reward System through surveys.	Nil	Increased number of parents/carers attending and supporting stage and whole school assemblies to witness their children receiving awards, both BeTops and Stage awards.

Next Steps

Wellbeing will continue to be a fundamental element of the school culture at The Oaks Public School and as such achievements made in the 2015–2017 school plan will lay the foundations for the strategic direction in the next school plan.

Strategic Direction 3

Leadership

Purpose

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

Overall summary of progress

2017 was the last year in the 2015–2017 School Plan cycle. This strategic direction focused on developing leadership across the school for staff and students. The defined achievement measures in the school plan were reviewed and it is evident that they were achieved through:

- providing student leaders with greater opportunities to extend their leadership skills. This included having a greater profile in the school by running whole school assemblies and attending leadership conferences.
- the Student Representative Council continuing to run a weekly Breakfast Club program. The SRC was responsible for the successful running of a stall at the fete where funds raised will go towards the purchase of a SRC notice board in the future.
- leadership opportunities being offered to staff in leading events or curriculum areas. Experienced staff mentoring early career teachers. More experienced staff given opportunities to relieve in higher positions.
- professional learning for staff was provided in the Synthetic Phonics program. Professional learning included days with an expert on current research, developing a scope and sequence for spelling, demonstration lessons from an expert and peer observations. Staff were also given opportunities to attend professional learning to support the achievement of individual PDP goals. Early career teachers attended professional learning to support their development as teachers.
- all staff across the school participated in the PDP process, including writing goals, self-assessments and annual assessments and interviews by executive staff.
- LMBR and Oliver software continued to be utilised throughout the school. The implementation of these programs were supported by professional learning for appropriate SASS and teaching staff. EdConnect continued to provide support to staff when necessary. Student attendance is being recorded using EBS OnTrack by class teachers.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased participation of students in leadership roles.	GRIP Leadership Conference – \$235.00	School Leaders were given many opportunities to lead whole school events and represent the school in a positive way. This included elected captains and vice captains, SRC class representatives, elected Sports Leaders and Year 5 and 6 Peer Support Leaders. The profile of student leaders across the school has increased, creating confident students willing to speak in front of large groups and present to a variety of audiences.
SRC more visibly active across the school in new initiatives.	NIL	The SRC continued to run a successful Breakfast Club one morning each week. Students were encouraged to participate in regular SRC meetings and report back to own class decisions made at SRC Meetings. Students also ran a successful stall at the School Fete where they raised money to put towards a school project they are undertaking.
100% of staff having compiled a Professional Development Plan in line with the Professional Development Framework process, aligned with system and school targets and policies, roles	NIL	100% of teaching and non-teaching staff participated in the Professional Development Process. A majority of staff set goals that were achievable within the timeframe. Each teaching staff member set goals that linked to the school plan as well as personal goals. Goals were

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
and responsibilities statement, personal goals and Professional Learning Framework.		developed based on the School Plan and linked to The Australian Professional Standards for Teachers. Annual review meetings were conducted in a three-way conference with the staff member, Assistant Principal and Principal. Teaching staff completed two lesson observations of peers, with many taking on role of observer for another staff member. The Professional Development Process at The Oaks PS has been streamlined and staff members are committed to its integrity.
100% staff trained in LMBR & OLIVER	\$500	LMBR and Oliver software has been utilised across the school. The Oliver software has been integrated effectively in the Library resulting in a more efficient process for staff and students. The LMBR software has continued to be used throughout the school by teaching and SASS staff in a number of areas, however, further training is required for staff to fully utilise its features and it to be used more efficiently.
Increased number of staff sharing leadership of programs across the school.	NIL	Staff members were encouraged to take on greater responsibility by leading committees, or extra curricula events. Many teachers were willing to take on extra responsibilities, such as mentoring early career teachers. Executive leadership opportunities presented for both executive staff and teaching staff to relieve in higher positions for extended periods throughout the year. Professional learning for staff linked to the current school plan to meet targets. Executive staff members successfully completed the Leadership Management Credentials program.

Next Steps

Leadership opportunities will continue to be offered to staff and students where appropriate. Experienced staff will be identified as mentors to early career teachers.

The SRC will continue to provide leadership opportunities for students across the school. The SRC will continue to run the Breakfast Club program, extending it from once a week to twice a week. Fundraising events will be targeted at the beginning of the year and scheduled on the school calendar.

Professional Learning will continue for all staff in areas identified in the School Plan 2018–2020. Staff will continue to have opportunities to attend professional learning to support their own development.

The PDP process will continue with some refinements. Executive staff will look at current peer observation records and will refine these to suit the needs of teachers. Continue to provide timeline so that all staff are aware of requirements and each part of the PDP is completed in a timely manner.

LMBR and Oliver Software will continue to support administrative processes across the school. New staff will be up-skilled and further training undertaken when required.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$ 3000 – Speech Pathologist \$725 – Dance Program \$500 – Numeracy competition \$2000 – PLP review meetings	Continued offering cultural experiences and opportunities, external and community based, for students to participate. Continued all existing programs.
English language proficiency	\$2000	Students were supported with their English Language development – Beginning stage 2 scales.
Low level adjustment for disability	RAM Equity for Low Level Adjustment for Disability \$22,132. Learning and Support Teachers, A.Ps Learning and Support, Learning and Well Being Officers and Advisors.	Review Meetings have been seen as very positive and informative by both parents/carers and school staff. Successfully applied for and accessed Specialised Placement Classes and/or additional funding for all identified students. 95% of students in Writing Skills Intervention program improved their assessment scores from the beginning of the program.
Quality Teaching, Successful Students (QTSS)	QTSS Staffing Allocation – 0.525 • Quality Teaching, Successful Students (QTSS) (\$45 000.00)	Staff members were supported in developing and achieving PDPs relating to personal and strategic goals. Teacher observations were conducted and provided explicit feedback and future directions in a timely and professional manner. Four teachers successful in achieving accreditation at proficient. Casual and temporary teachers supported in developing accreditation portfolio (local network).
Socio-economic background	\$93 225 • Socio-economic background (\$93 225.00)	The collation and analysis of relevant data including staff, student and community surveys for the development of the new school plan 2018 – 2020. This information was used to give direction and formulate the 3 new strategic directions. All students received necessary learning tools and had access to learning experiences in the form of camps, excursions and incursions, suitable clothing eg. uniforms.
Support for beginning teachers	\$40 350 Beginning Teacher Funds • Support for beginning teachers (\$39 000.00)	Beginning teachers felt supported in their initial years of teaching and professional development. Five teachers have been successfully accredited at proficient.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	168	172	162	162
Girls	130	151	145	156

The school year commenced with a population greater than the previous year. The population continued to increase and therefore resulted in the formation of a 13th class (4/5) half way through Term Two.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.8	96.3	96.8	95.1
1	95.4	95.9	93.9	94.7
2	96	95.7	94.1	94
3	96.2	96.4	94.8	94.4
4	96.5	95.9	95.8	94.1
5	96.3	93.6	94.4	94.8
6	95.9	94.5	93.2	92.6
All Years	96.2	95.5	94.6	94.2
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

In 2017 our overall attendance was reported at 93.90%. this is slightly lower than the last two years however it is still in line with our School Plan – Strategic Direction 2 which aims to maintain our attendance above 93%.

All parents in the school are advised through regular communication of the importance of school attendance. Student attendance is monitored by class teachers on a daily basis using LMBR – Ebs on track..

As per School Attendance Policy and Guidelines, the principal requests an attendance report which provides evidence of whole school student attendance patterns. On a monthly basis this report is also tabled at the Learning Support Team Meeting.

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

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	10.24
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	1.1
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.87
Other Positions	0

*Full Time Equivalent

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

In 2017, to our knowledge 0% of staff at The Oaks Public School were of indigenous descent.

The staff at The Oaks Public School in 2017 consisted of a principal, three assistant principals with additional staff in classroom and support teacher roles. Two fulltime administrative support staff were employed and a two day a week general assistant. A part time administrative support officer was employed to work in the Library and Office. School Learning Support Officers were utilised according to student need.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	20

Professional learning and teacher accreditation

During 2017 The Oaks Public School was allocated \$40 350 in Beginning Teacher funds to support three early career teachers in their first two years of teaching. These funds provided early career teachers an opportunity to be released from class to work with a mentor teacher to support their development. Opportunities also existed for early career teachers to participate in teacher identified personal professional learning.

The school was also allocated \$17 570 for Professional Learning and \$9418 for Literacy and Numeracy. This money was utilised to provide Professional Learning for all staff in the area of Synthetic Phonics K–6. Professional Learning for staff included demonstration lessons, peer observations and consultancy support. Staff participated in a Saturday Staff Development Day where the focus was on developing knowledge of how to teach spelling effectively. This then led to consultancy support in developing a Spelling Scope and Sequence across K–6, ensuring all elements of spelling knowledge was included. Demonstration lessons were provided for all staff to learn from an expert in this field.

School Administrative Staff and Learning Support Officers attended all mandatory professional learning requirements. The School Administrative Manager participated in professional learning to support the continued implementation of Learning Management Business Reform (LMBR) software. Student Learning Support Officers also participated in the Synthetic Phonics training day.

All teaching staff participated in the Professional Development Plan (PDP) process and had two observations throughout the year. Three-way conversations were conducted at the end of the process to finalise PDP's, celebrate successes and initiate conversations about future goals. Our SASS staff also developed PDP's in consultation with the Principal.

Accreditation

In 2017, five staff members completed the accreditation process and were successful in their application for Accreditation at Proficient. The Casual Temporary Teacher Network (CTTN) continued throughout 2017

where an Assistant Principal from The Oaks Public School supported teachers in the Wollondilly network. This network held meetings twice per term at The Oaks Public School.

At the start of 2018 all pre–2004 teaching staff will be accredited at Proficient and will be required to start their maintenance cycle.

All staff fulfilled the mandatory requirements of obtaining a Working with Children Check.

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	183,477
Revenue	2,788,293
Appropriation	2,655,978
Sale of Goods and Services	-146
Grants and Contributions	130,438
Gain and Loss	0
Other Revenue	0
Investment Income	2,023
Expenses	-2,721,474
Recurrent Expenses	-2,721,474
Employee Related	-2,450,231
Operating Expenses	-271,244
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	66,819
Balance Carried Forward	250,296

At The Oaks Public School, we have set financial management processes and governance structures to meet financial policy requirements. 2017 was the first full calendar year that the school operated with Learning Management and Business Reform (LMBR).

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	2,065,464
Base Per Capita	46,918
Base Location	5,216
Other Base	2,013,331
Equity Total	261,511
Equity Aboriginal	9,826
Equity Socio economic	93,225
Equity Language	2,466
Equity Disability	155,995
Targeted Total	92,100
Other Total	70,262
Grand Total	2,489,337

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

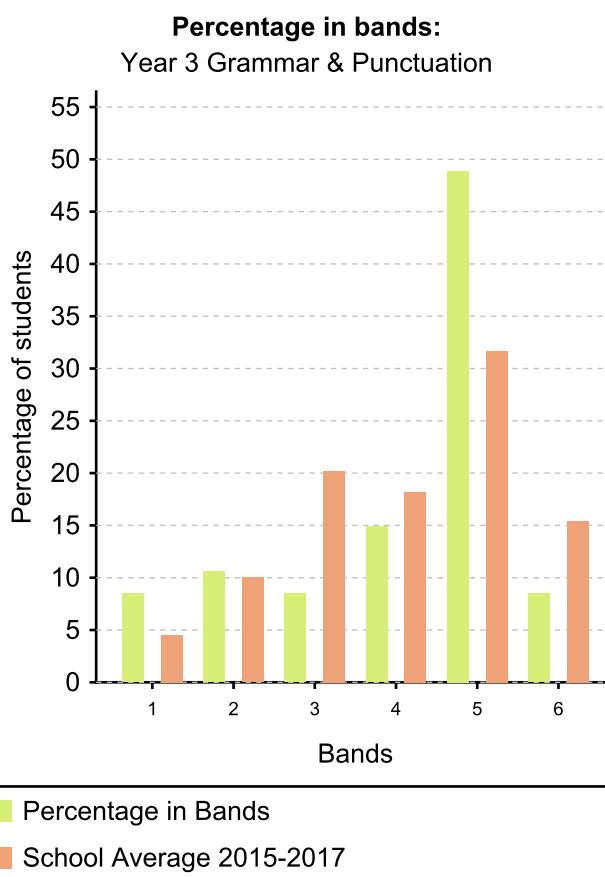
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Literacy

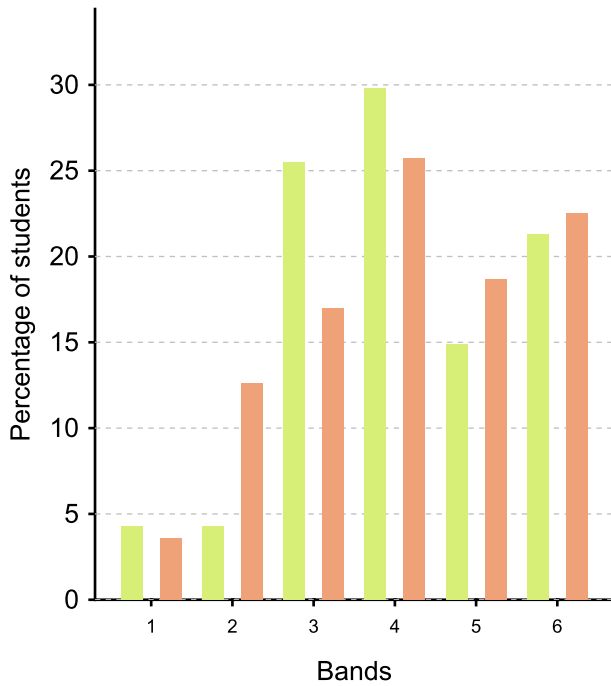
Students in Year 3 have shown improvements in Spelling, with 90% of students achieving above the national standard and 37% achieving at proficient. In Grammar and Punctuation, 58% of students achieving at proficient. In Writing, 90% of students are achieving above national minimum standards.

Students in Year 5 have shown improvements in Spelling, with 90% of students achieving above the national standard 33% achieving at proficient. In Grammar and Punctuation, 76% of students are achieving above the national minimum standard. In Writing, 87% of students achieving above national minimum standards.

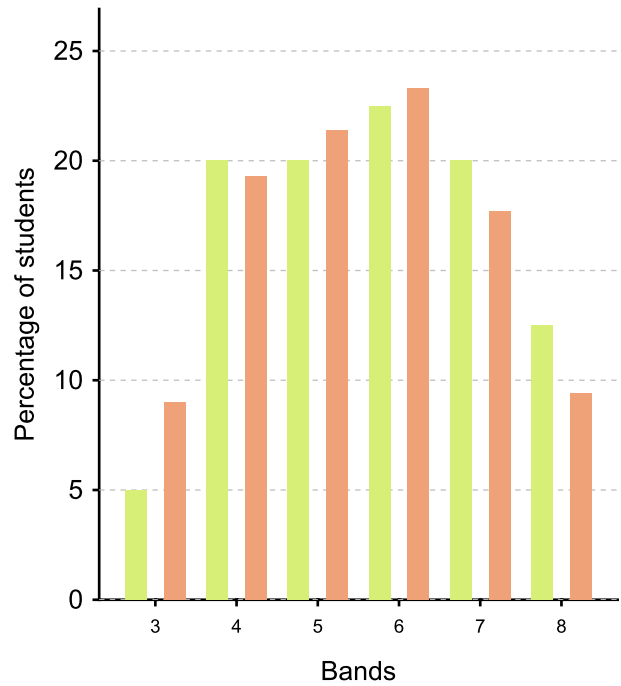
Although our Writing results are demonstrating sound achievement we identify a need to improve the number of students achieving at proficient in both Years 3 and 5.



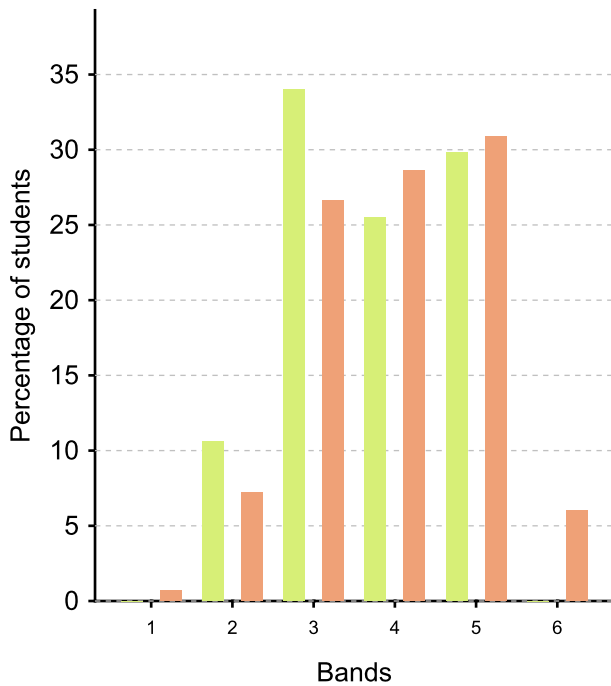
Percentage in bands:
Year 3 Spelling



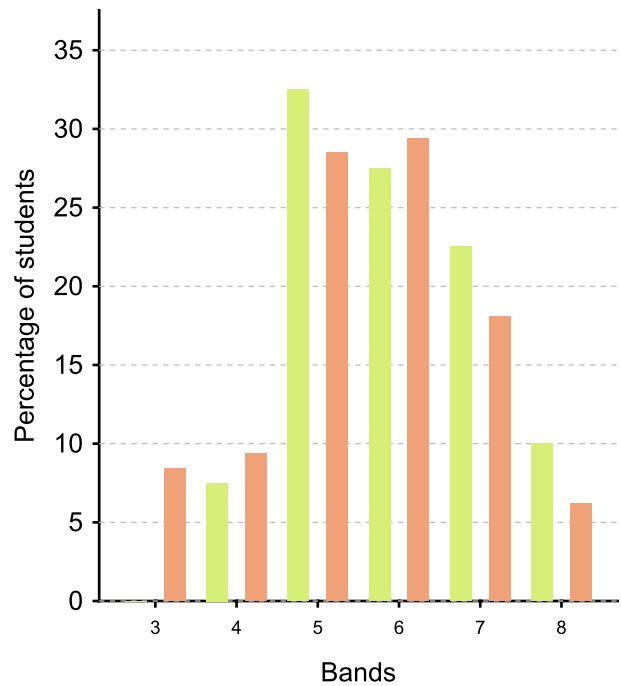
Percentage in bands:
Year 5 Grammar & Punctuation



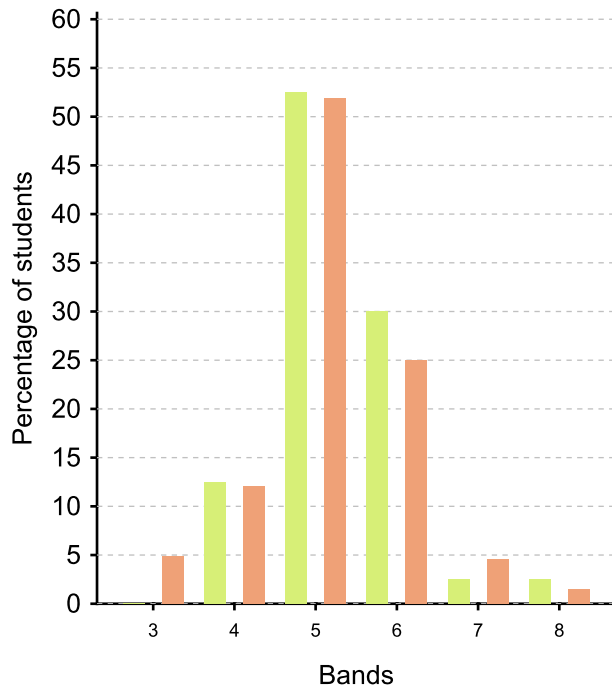
Percentage in bands:
Year 3 Writing



Percentage in bands:
Year 5 Spelling

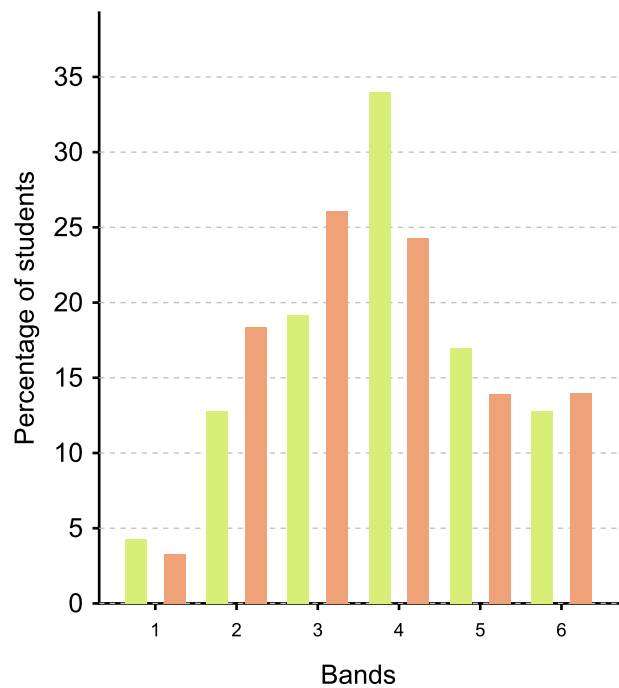


Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2015-2017

Numeracy

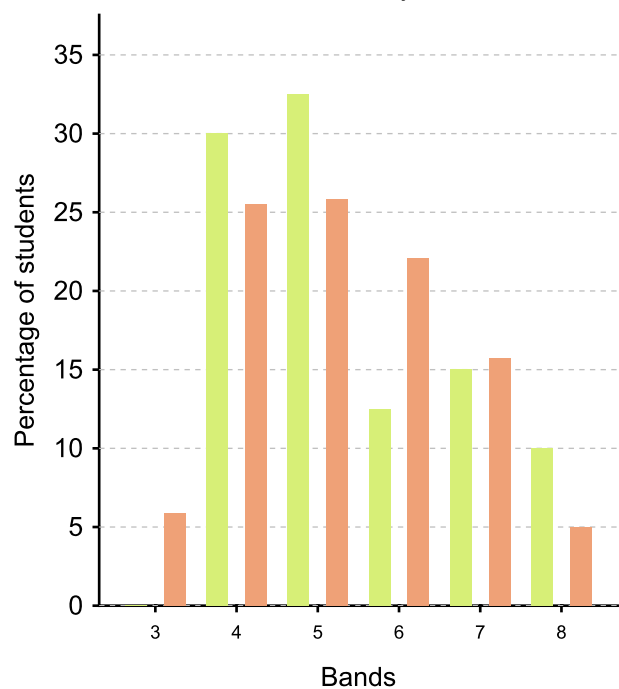
This year we have continued implementing the TENS program across all K–2 classes and an extension maths program for students in Stages 2 and 3.

In Year 3 we have seen increasing numbers of students achieving in the higher bands, with significant increases from Band 3 to Bands 4 and 5.

In Year 5, we have an increased amount (10%) of students achieving at proficient than in the previous year.

We are achieving good growth between Years and 5, with more students in the top bands.

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents and caregivers, students and staff about the school. In 2017 the school sought the opinions of parents, students and teachers about The Oaks Public School. The parents/caregivers' opinions were sought from a community forum and community ring around by the executive. The staff were surveyed. The students participated in the 'Tell Them From Me' online survey. Their responses are presented below.

From Parents and Caregivers

Survey responses indicate:

86% are well informed about school activities.

81% feel teachers are approachable and listen to their concerns.

79% feel that their children are encouraged to do their best and teachers show an interest in their students learning.

86% feel the school supports positive behaviour and children are clear about rules.

85% say their children feel safe at school.

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

- A supportive environment for our children both socially and academically
- Staff know their students and work hard to meet the needs of all students
- Communication has improved especially through the school's website and 'Skoolbag' app.
- Students are given lots of extra curricular opportunities
- The school is working hard to involve parents in decisions concerning the whole school community
- The school's physical appearance is well kept and maintained.
- The staff work together as a team under great leadership.
- The relocation of the school's biannual concert was well received.

Parents have indicated that the school has worked hard to address previous areas where we could improve however, they would like to see the following ideas incorporated into the next school plan.

- More workshops to up skill parents with regard to what and how students are learning.
- Utilising different forms of technology to communicate with parents.
- Wellbeing with a focus on social skills and self esteem programs.

From the staff:

During Term 3, staff participated in an analysis of the

school's strengths and weaknesses and areas for improvements.

Results indicate:

- Staff believe we work in supportive and collaborative teams
- The leadership team is focused on the school priorities and directions
- The staff believe we are student focused and support student interests.
- Effective communication practices are put in place
- Early career teachers are supported in all areas of professional development
- Staff believe that leadership opportunities are available
- Staff are strongly supported in developing and achieving Professional Development Goals

From the students:

The Tell Them From Me student survey completed by 126 students on the 11th September 2017 highlights student opinions and beliefs on school and classroom effectiveness.

66% of students participate in extra curricular activities such as dance, choir, saxophone, chess, debating and gardening

86% of students believe they have friends they can trust and who encourage them to make positive choices

89% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future

90% of students display positive behaviour at school

91% of students try hard to succeed in their learning

80% of students feel that learning is relevant, class time is used efficiently and classroom instruction has a clear purpose

83% of students feel teachers are responsive to their needs

71% of ATSI students feel good about their culture when they are at school

Policy requirements

Aboriginal education

The Aboriginal Education committee operated at The Oaks Public School throughout 2017. Teachers developed Personalised Learning Pathways for all our Aboriginal students in collaboration with students, parents and carers. Many student goals were achieved through the various activities offered. Students were given the opportunity to participate in 'Culture Club' that promoted connectedness and awareness for the Aboriginal culture. They enjoyed learning and playing a range of different Aboriginal games. This year, 3 of our Stage 3 ATSI students participated in a Primary Contemporary Indigenous Dance Workshop where they developed their skills in contemporary Aboriginal Dance. Our school celebrated NAIDOC Week with a visit from Peta Strachan who presented a programme of traditional and contemporary dance, story, culture and artefacts. Students learnt the 'leaf' and 'honey bee' dance and specific words in traditional language. Our school celebrated Indigenous Literacy Day by hosting a Great Book Swap. Aboriginal students helped organise the event and all money raised was donated to the Indigenous Literacy Foundation. Students have the opportunity to read our developed 'Acknowledgement of Country', which is the forefront of all assemblies and special events. We continue to celebrate the successes of Aboriginal students in education by acknowledging their achievements throughout the year and at our Celebration of Learning Assembly.

Multicultural and anti-racism education

During 2017 our school promoted multiculturalism in our community with students, staff and caregivers. At The Oaks Public School we believe that we are all of value. Consequently we continue to build on our three values consisting of being a safe, respectful learner. To promote the value of respect we took part in the annual celebration of Harmony Day.

All classes, Kindergarten to Year 6, took part in Harmony Day celebrations to encourage cultural respect and to highlight that Australians come from many countries around the world. Students contributed to a centrally displayed, whole school artwork, which depicted a rainbow made from different coloured handprints, one from each student. Students were also encouraged to show their support by wearing multi-coloured clothing to represent the many different cultures around the world.

Multiculturalism is also addressed through our Key Learning Area of Human Society and It's Environment through both History and Geography, where the multicultural perspective aims to promote awareness and appreciation of our cultural diversity. It is also integrated into English novel studies.

A staff member is trained as the Anti-Racism Contact Officer (ARCO) and has presented to staff at professional learning meetings.

The school is committed to building an understanding of cultural diversity in the school community.

Other school programs

During 2017 the students at The Oaks Public School participated in many rich activities. Some of these include but are not limited to:

School Concert

Our bi-annual school concert was held at Camden Civic Centre – a change from previous concerts which were held outdoors at school. Every class, as well as co-curricular groups presented a variety of items in two shows and concluded each with a whole school finale. Items included dance, choir, saxophone, drumming, musical theatre and drama. Both shows were sold out and surveys conducted following indicated a very high level of satisfaction from students, teachers and audience members, who overwhelmingly supported the moving of the event from the school grounds to a venue with professional equipment. The event highlighted the talented staff members of The Oaks PS and the strength in providing opportunities for all children to experience live performance and participate in a professionally equipped event. Opportunities were also provided for students to participate in backstage roles including crew and lighting. The event was compered by students who auditioned for the role and wrote most of the introductions themselves.

Peer Support

During Term 2, Stage 3 were involved in leading Peer Support sessions. The module that was run was called *Living Positively*, focusing on optimism and developing skills and knowledge needed for students to approach life with a positive attitude, using their strengths, engaging in enjoyable activities and learning how to show gratitude to others. Stage 3 students were involved in training sessions to assist them in developing the skills required to support younger students through the Peer Support Program. The whole school participated in 45 minute lessons over 8 sessions. Students were allocated a group consisting of one Year 6 Peer Leader and one Year 5 Co-Leader, to facilitate a small group of students from Kindergarten to Year 4. Groups worked together through structured activities each session.

Sport

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

In Term 1 students participated in the school Swimming Carnival. 120 students from Years 2–6 participated in this school event.

In Term 2 students participated in the school Cross

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

In Term 3 students from Kindergarten to Year 6 participated in a structured Gymnastics program (Gymtastics) for 8 weeks. Students also participated in Zumba, a dance/fitness program that has been successful for the past 3 years.

Term 4 provided over 70 children (Years 2–6) the opportunity to attend Wollondilly Leisure Centre at Picton as participants in the School Swimming Scheme program. This program aims to develop water confidence and provides students with basic skills and water safety survival. In addition to the Swimming Scheme, more than 150 students attended the Water Safety Day, which provides an opportunity for students to demonstrate survival and rescue sequences. This event is mandatory for all students 8 years and above who wish to swim in the 2018 School Swimming Carnival.

The school had a number of student representatives at various levels notably: district and regional levels in a variety of sports such as Rugby League, Hockey, Soccer and Touch Football.

Technology

In 2017 the school committed significant resources in conjunction with our P & C, to further enhance technology within the school. This took the form of hardware, software and training.

The School has significantly improved our Wi-Fi capacity allowing all classrooms, library and staffroom to have full internet access.

We currently have Interactive Whiteboards installed in every classroom. In 2017 we installed an interactive data projector in our computer lab. This allows for demonstration and guided technology lessons for all grades. Our computer lab is currently equipped with 31 desktop computers, 11 Chromebooks and 32 tablet devices.

During the year all computers were upgraded to Windows 10 giving a common operating platform on every system.

Additionally, further upgrades were made to our PA system located in the hall. We purchased a larger amplifier and connected sound capabilities to our hall data projector.

Naplan Online training was attended by two staff members. We also participated successfully in the Naplan Online Readiness Test.

Two staff members attended a Google Suite Training session, which was then implemented across the school.

The Country Fair

Stage 3 students were responsible for the running of a major fundraising event for their Year 6 Farewell evening and a gift to the school. All students donated their resources for their stalls and it was held on a single day (mid-session) where the whole school and community were invited to attend and purchase items for sale. Lollies, cakes, toffees and drinks were major food items that were sold at the stalls. There were also activities for students to participate in such as a soccer shootout competition, crazy hairspray, sock wrestling and a haunted house and dark maze. There were 18 stalls and activities run this year by Stage 3 and money raised in 2017 totalled \$1411.00. These funds were used for hiring the venue for the Year 6 Farewell at Camden Civic Centre, paying for invitations, graduation cake for Year 6 and the purchase of a gift for Year 6 to hand back to the school.

Learning and Support Team

In 2017, our Learning and Support Teacher was able to provide a variety of LST support to students. During Semester One this was seen as 'in class' support during literacy and mathematics lessons. She also the supported students on a 1:1 basis to improve reading, writing and personal organisation skills. In Semester Two 28 students in stages 2 and 3, were part of a small group, stage based support program targeting primarily writing, including spelling and grammar. Students attended 45 minute sessions three times per week. Data results taken from pre and post teaching show significant improvement in those students' spelling and writing standards. 2017 also saw the Reading Recovery Program continue at The Oaks Public School. 10 students moved through the program with 8 successfully completing the program. 1 student was referred for further LST support and 1 student left our school.

Performing groups – Choir, Saxophone

Throughout 2017, a large number of co-curricular activities were offered to students that supported the performing arts.

Choir and Saxophone

The Oaks Public School has a whole School Choir consisting of students from Year 1 to Year 6 and two saxophone groups (Senior and Beginner's). All groups rehearsed at lunch breaks, recess or before school. They were given the opportunity to perform at a number of events throughout the year including Education Week, School Fete, Carrington Retirement Village, Christmas Carols and the School Concert.

Dance

The Oaks PS expanded the dance program this year to include 4 groups – K–2, Stage 2, Stage 3 and Boys.

The groups were led by Ms Watling & Miss Salter with support from Mrs Grieve, Miss Yeamen, and Mrs Aldridge. The groups rehearsed items before school, and during lunchtimes. They were involved in student-led fundraising activities to purchase costumes. Altogether, 120 children across all grades were involved, with some in two groups (Boys Team and their respective stage group).

The groups all performed at the school concert, Light Up The Oaks event, School Fete and for the residents of Carrington Retirement Village, Camden. The Senior Stage 3 group were selected to perform the closing item for the Director's Network Awards.

Debating

The Oaks PS continues to participate in the Premier's Debating Challenge. This year two teams represented our school. They were coached on a weekly basis. The debating students attended a debating introduction day at Robert Townsend Public School and were all in agreement that the day was informative and relevant. Both debating teams competed with confidence, enthusiasm and pride.

Throughout the challenge the Year 5 team won three debates and equalised with Mawarra PS. They debated once more to go on and win their pool. They then debated St John's Park for the quarter final but lost to their Year 6 team. All Year 5 students have already indicated they will be back to debate in 2018 to improve their debating skills.

Chess Club

This year, The Oaks Public School was involved in friendly competitions at both public and private schools in our local area. This gave our chess players' significant opportunity to further develop their skills in the lead up to the annual schools competition at Campbelltown in November. At this competition, we managed a third place with a Year 5 team. This team then went onto competing at the State Chess Competition and managed to achieve 25th place. Considering that this competition involves private and Catholic Schools, The Oaks Public School achieved outstanding results.

Our school chess club meets once a week for friendly games and tuition.