

Oakhill Drive Public School

Annual Report



2017



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Introduction

The Annual Report for 2017 is provided to the community of Oakhill Drive 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.

Betty Asmanis–Ploeg

Principal

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Message from the Principal

2017 has been a bumper year with opportunities galore being enthusiastically embraced by our appreciative and high achieving students. The sheer enjoyment and great sense of satisfaction experienced by our teaching and support staff on a daily basis is undeniably a strength of the school, and is clearly evident in the smiles and interactions displayed throughout the photo gallery of our website. The strong sense of community involvement was also on show this year as a testament of community spirit through the high engagement at functions such as Funday and Open Day, as well as the appreciation shown our students as they entertained members of the community at local retirement villages, nursing homes and pre schools.

2017 saw our community celebrate our 25th anniversary. We celebrated this event with a giant photograph in the shape of a 25, including over 800 students and staff, a commemorative 25th anniversary badge and a birthday party, with party hats, balloons and cake. Teachers past and present enjoyed a lavish afternoon tea to reminisce about the school. It was lovely to meet Mr DavidThummler, the inaugural principal who joined us for the festivities. Our parent community celebrated with a trivia night. Great fun was had by all.

I invite readers of this report to visit our website. Here you will get a true essence of Oakhill Drive Public School, from our students, teachers and parents.

Message from the school community

Each year the P&C works closely with the school via the teacher representatives and the student representatives, to establish requirements and then assist to raise the necessary funds to fulfil those requirements. 2017 was a very active year for our P&C with our primary focus on our Family Fun Day typically held in November every second year. The Fun Day profits make up our largest funding source in a single event with all profits directed back into the school. The 2017 Fun Day had two primary goals: an outside classroom(amphitheatre) and an external fitness circuit. We are proud to advise that both of these projects can now proceed with planning is in full swing. The P&C also annually support items such as; teaching resources, Yr5 Leadership courses, SRC camps, Year 6 First Aid Courses, Year 6 Farewell, Kindy Graduation, Arts program including Dance costumes and Band equipment, refresh of sporting equipment, playground maintenance and our successful Welcome BBQ, just to name a few.

Our P&C is also charged with running three sub-committees. The Canteen, the Uniform Shop and our popular and very successful Band. These sub-committees whilst they raise varying levels of profit, are largely service focused which are almost entirely run by volunteers. Our volunteers do an amazing job and we are fortunate that we can offer such great services for our parents and children, we thank you all for your time. Recognising that not all events are income generating, the P&C regularly co-ordinates more service type events, some of which include: Disco's, Movie Nights, Trivia Nights, Mothers' Day & Fathers' Day stalls.

In addition, the P&C and the wider parent community, work together with the school towards continuous improvement.

This year parents were invited to attend several school functions, workshops and focus groups, highlighting student learning. During Open Day, teachers welcomed us into classrooms and our children shared with us their learning goals and their progress towards these. Later in the day the choirs, dance groups and bands showcased their talents during an outdoor concert. Hospitality was extended to parents and grandparents, via the student café with home baked treats. The school has conducted several workshops throughout the year to improve parent understanding of school life. Workshops on Visible Learning, Goal Setting, Positive Psychology, Anxiety and Depression, Student Welfare Policy, Understanding Your Child's School Report and the Role of the ESL Teacher in the School, were highly attended and appreciated. Two focus groups, representing the wider community reported to the DoE's Community Engagement team. Expressing what's working well and made suggestions on what is important to parents for inclusion in the future. The community appreciated the opportunity to provide this feedback.

The P&C values our community spirit and it is through regular community events that we get a chance to say thank you to the community for their continued support. We would like to take this opportunity to thank all parents and staff for their contributions and continued support and hope that you all can feel the amazing community spirit that surrounds our lovely school.

School background

School vision statement

Our students will gain the skills, knowledge and attitudes, that will prepare them to be creative, connected and collaborative lifelong learners. Our students will be encouraged to become healthy, well rounded, global citizens who contribute to the creation of the common good in today's knowledge based, dynamic, interdependent world.

School context

Oakhill Drive Public School is located in the Castle Hill area of North West Sydney. Our current enrolment numbers are at 752 students. 51% of our students are from a language background other than English. We have a strong learning alliance with the Cherrybrook Community of Schools including our feeder high schools Cherrybrook Technology High and Castle Hill High. Oakhill Drive staff and community are committed to providing many opportunities for our students to strive to achieve. Preparing our students for their journey through life and providing experiences that develop the whole child is what drives our whole school community. We do this by ensuring that the learning environment is a place where all students feel safe, are stimulated and are proud to be part of a caring school. Our teachers bring learning to life, inspiring the imagination and creativity in every student by making learning relevant, integrating technology, encouraging communication and making classrooms fun, our teachers help our students to excel. As well as the academic programs, we offer an exciting and diverse range of programs in the creative arts, sport and many other co-curricular areas which will develop each student's interests and talents whilst building their confidence and self-esteem. Programs such as, school choirs, bands and dance groups, sports teams, school representative council and debating are just a few that offer students, opportunities to showcase their talents. As the school has grown, support of the school's initiatives and goals by parents has never been stronger. Together we strive to achieve a happy and inspiring 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. 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 domain of learning, our evaluations and self assessments of evidence indicates, we are (overall across elements) at sustaining and growing. We share the beliefs of Dylan William when he says *'We need to create a culture in which very teacher... accepts the need to improve – not because they are not good enough, but because, they can be even better, their students are healthier, live longer and contribute more to society.'*

Executive staff led our teachers to evaluate evidence against the School Excellence Framework and developed strategies to move our practice forward. Staff articulated their fears and hopes and brainstormed strategies to overcome these. These ideas were used to formulate our strategic directions for 2018–20. As a result, teachers are committed to our three strategic directions. These are included in Professional Development Plans (PDP) as school wide goals, stage goals and personal goals. There is a demonstrated commitment within the school community that all students make learning progress. The school seeks to collaborate with parents of students whose continuity of learning is at risk. There is a planned approach to well being. The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. The school's curriculum provision and evidence based teaching practices provide a high expectations framework, within which all students effectively develop understanding and skills. The school regularly monitors and reviews curriculum provision to meet changing requirements of the students. The school has processes in place to support teachers' consistent evidence based judgement and moderation of assessment. The school achieves excellent value-added results, significantly above the value added by the average school. A significant number of students achieve in the top two bands for NAPLAN reading writing and numeracy.

In the domain of teaching, our evaluations and self assessments of evidence indicates, we are (overall across elements) at sustaining and growing. All lessons are systematically planned as a part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise. Lesson planning references student information including progress and achievement data and curriculum requirements. A whole school approach ensures the most effective evidence based teaching methods optimise learning progress for all students. Teachers employ evidence based effective teaching strategies. Effective methods are identified, promoted and modelled

and students' learning improvement is monitored. All teachers have a sound understanding of student assessment. They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice. Teachers' PDP are supported by coordinated whole school approach to developing professional practice, informed by research. The school identifies expertise within its staff and draws on this to further develop its professional learning community. Areas for development in teacher expertise are identified and addressed. Teachers are supported to trial innovative or evidence based, future focused practices.

In the domain of leading, our evaluations and self assessments of evidence indicates, we are (overall across elements) at sustaining and growing. Professional learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build leaders. The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning. The leadership team actively supports change that leads to improvement, creating opportunities where feedback about the impact of change can be shared and monitored. Clear processes, with accompanying timelines and milestones direct school activity towards effective implementation of the school plan. Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan. The school makes informed choices about administrative practices and systems in place , based on cost effectiveness, evidence and in response community needs.

Strategic Direction 1

Quality teaching and learning in a dynamic school

Purpose

To provide a school culture of excellence and equity, ensuring each student experiences success; aspiring to become confident and creative lifelong learners and global citizens

Overall summary of progress

A culture of ongoing teacher learning is becoming evident across the school where teachers are being exposed to educational research and encouraged to implement best practice pedagogy. Through the delivery of this professional learning, teachers are making use of formative assessment techniques to gain an understanding of student knowledge and skills in order to ensure every student experiences success.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teaching & learning programs reflect differentiation for all students and measure and report on achievement using consistent assessment & reporting practices.	Literacy Numeracy funds	<p>The five weekly 'Review and Plan' process has been effectively implemented and utilised by staff K–6. This process involves collaborative review of student progress and moderation of assessment tasks. Teachers responded to individual, group and whole school trends and prepared meaningful revision of planning of future learning which challenged all students.</p> <p>The semester report template was updated in consultation with staff and parents to reflect current practice and alignment with DoE policy. The comprehensive reports clearly identify student achievement and improvement measures. Parents expressed an improved understanding of the assessment and reporting process. An online parent portal was developed for parents to access all of their child's reports on an ongoing basis.</p>
80% of students achieve their expected cluster on Literacy & Numeracy continuum. PLAN is used to inform lesson development.	Literacy/Numeracy Funds	<p>All K–2 teachers regularly review student data and modify programs using the literacy and numeracy continuums. Feedback is provided to parents each term (ES1) or semester (S1) for parents to support learning at home. PLAN data indicates that on average, 88% of ES1, 70% of Year 1 and 79% of Year 2 students are at or above expected cluster levels in literacy. Similarly, 98% of ES1, 97% of Year 1 and 94% of Year 2 students are at or above expected cluster levels in numeracy.</p> <p>Through monitoring progress over time, K–2 Literacy and Numeracy support was provided to identified students which resulted in an increased number of students achieving grade expectations.</p> <p>Two teachers were trained as trainers for the Targeting Efficient Numeracy (TEN) program who attended training and trialled program enhancements in their own classrooms.</p>
70% of students achieving at expected growth or above in NAPLAN.		NAPLAN data shows 72% of Year 5 students have greater than or equal to expected growth in reading and 59.4% in numeracy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
70% of students achieving at expected growth or above in NAPLAN.		78.8% of Year 3 students achieved results in the top two bands in literacy and 73.8% in numeracy. 58.1% of Year 5 students achieved results in the top two bands in literacy and 61.1% in numeracy.
Exit reading levels by the end of: ES1: 85% working at or above L10 Yr 1: 85% working at or above L20 Yr 2: 85% working at or above L28		Explicit reading skills at students' instructional level were taught in all K–2 classes. Through professional dialogue, student reading levels were considered to be placed too high, as they were based predominately on decoding. Teachers now follow a standardised benchmarking procedure and record reading levels determined by fluency and comprehension. Exit levels for ES1 were 73% at L10 or above, 66% of Year 1 students at L20 or above and 48% of Year 2 students at L28 or above.
Students develop their capacity as lifelong learners demonstrated by TTFM survey. Lesson observations and IR indicate improvement in student understanding of what they are learning and what they need to do to improve.	TPL funds	<p>Student focus group surveys, informal lesson observations and Instructional Rounds observations show that students are developing skills in peer and self assessment through the active application of learning intentions and success criteria to improve their own learning.</p> <p>Students regularly utilise subject specific metalanguage and refer to their personal goals to work towards success. 'Step it Up' walls for writing are used K–6 to gain an understanding of exemplary pieces and used as a guide to improve their own writing.</p>
TTFM surveys reflect growth in professional knowledge of staff & confidence in implementing new curriculum Teachers draw on & implement evidence based on research to improve their performance and development.	TPL Funds	<p>Data from Instructional Rounds and Stage 1 Lesson studies, together with ongoing observations of classroom practice, show that assessment is used flexibly as an integral part of daily instruction. Learning intentions and success criteria are evident in many lessons.</p> <p>Strong inter–school partnerships within the Instructional Rounds network provide ongoing support and networking opportunities. Our 'Visible Learning Induction Day' provided professional learning for new teachers including Early career teachers and those returning to the schools from extended leave on the background research into formative assessment and exposure to a bank of tools for their use.</p> <p>Units of learning for the new History and Geography syllabus have been written and implemented with teachers displaying confidence in delivering the applicable inquiry processes and skills and students have shown active engagement in learning.</p> <p>A number of parent information sessions were held throughout the year with large attendances and feedback indicating that they were of considerable value to support their understanding of current curriculum and pedagogy.</p>
All students identified with a disability are included in NCCD data.		Teachers are supported through the Learning and Support Teacher and Executive staff to identify students with a physical, cognitive, sensory or

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students identified with a disability are included in NCCD data.		<p>social–emotional disability and determine the level of adjustment required to meet the student's needs. Adjustments and accommodations are nominated, recorded, evaluated and reviewed on an ongoing basis with consultation of the student's parents.</p> <p>High expectations are set for all students; individual achievement goals are determined in consultation with students, parents, the LaST and Executive staff and are monitored and reviewed.</p> <p>Student progress is tracked and analysed to inform adjustments of support based on need across the school through LaST and School Learning and Support Officers (SLSOs) time.</p> <p>As part of the Semester 1 report cycle, K–6 student data was analysed and additional numeracy support was provided to Early Stage 1 and Stage 1 students who were at expected level in English but not in mathematics. This targeted early intervention support resulted in an increased proportion of students at grade level for the Semester 2 reports.</p>

Next Steps

- Ongoing professional development for staff on Visible Learning through formative assessment informed through attendance at conferences with John Hattie and Dylan Wiliam, recommendations of expert staff from observations including Instructional Rounds and targeted learning for teachers to embed effective strategies in their day to day routines.
- A focus on developing teachers' skills in identifying student understanding and development of appropriate activities and resources to differentiate learning so that every student experiences success with the expectation of every student displaying one year's learning in every year.
- Development of professional knowledge in the effective delivery and reliable and valid assessment of explicit literacy and numeracy skills including the development of data tracking systems to track student growth and trends over time.
- A growth of student engagement in the classroom learning community through ownership of their learning through their use of formative assessment tools such as personal goals, learning intentions and success criteria, feedback, self and peer assessment and sustained quality dialogue.
- Further opportunity for parent/carer involvement and understanding of current practice to develop shared expectations and language through workshops, participation of in class support and feedback provided through a variety of tools including online systems.

Strategic Direction 2

Quality Relationships & Wellbeing For All

Purpose

To promote a positive school community environment through sustainable school wide systems which develops the physical, emotional and social aspects of students. To foster a culture of learning and collegiality for staff. To enhance effective and productive partnerships with the community.

Overall summary of progress

The implementation of Positive Education at Oakhill Drive is establishing a school environment that enables the students to engage in their learning, in addition to gaining the knowledge and skills to build their own and others' wellbeing. Ongoing professional development has led to increased understanding, enabling staff to effectively adopt solution-focused practices which support students to build their resilience and problem solve using a positive mindset. This initiative is inclusive of the wider school community and parents are provided with a range of opportunities to deepen their understanding and explore the research-based benefits of this approach. Both staff and students are learning to identify and use their strengths in their pursuit of learning and wellbeing. Positive relationships between staff, students and parents are recognised as a vital component of overall wellbeing and are demonstrated through kindness and forgiveness. The new school wellbeing policy continues to be developed in consultation with all stakeholders and aims to reflect these values within its practices and procedures.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Parent attendance and participation in forums and information sessions about school wellbeing programs and policies.	Engaging Your Community Funds TPL Funds	Parents have been regularly informed about the wellbeing program via newsletters, notes, signage, access to lessons and resources, workshops and forums. Attendance at workshops and whole school wellbeing events, as well as anecdotal data combined with feedback from surveys and workshops, provide evidence of a high level of parent awareness of wellbeing and engagement in the school's initiatives. There is strong P&C endorsement of the priority given to this by the school and recognition that wellbeing is an important condition for learning.
TTFM & other school based surveys indicate overall growth of students, parents and staff understanding of wellbeing programs and policies.	TPL funds	The school has collected, analysed and used data throughout the year, to determine progress of the wellbeing program. The parent TTFM survey demonstrated the importance that parents place on building the wellbeing of their child. Parent Survey data showed consistent and considered opinions enabling strong parent voice in the development of the new Wellbeing Policy and associated practices. Student participation in lessons and special events and competitions reflected a high level of engagement. Data from various surveys and assessments shows that in their understanding of wellbeing, students demonstrate a level of understanding ranging from 14–64% above expectation over a variety of questions. In addition 86% students stated that they found the wellbeing lessons highly valuable. Student self reflective surveys show an overall increased level of wellbeing/happiness from 2016–2017. Staff survey data and feedback indicate high levels of engagement and commitment to the wellbeing

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
TTFM & other school based surveys indicate overall growth of students, parents and staff understanding of wellbeing programs and policies.		<p>initiative. This is also supported by anecdotal comments from staff about their use of positive psychology strategies with parents and students, the integration of positive psychology into other class programs and classroom displays and practices. Many staff attended additional external professional learning. Due to increased staff interest in wellbeing leadership and commitment to Wellbeing program, a wellbeing team was established to represent (K–6) and provided with additional professional learning opportunities. This had led to increased knowledge and valuable input into proposed plan. Executive took up opportunities for networking, acquiring and sharing knowledge at Dural meetings. Supportive staff culture developed in and beyond the school, through mentor programs and buddy systems.</p> <p>Students, parents and staff provided valuable feedback of current policy to be considered in the development of new policy.</p>
Reduced % of students who require support in wellbeing matters such as the HELP program.	School & Community Funds	Discipline data from 2015–2017 demonstrated a significant reduction in all cohorts, with one exception. This data included minor and more major disciplinary incidents that required intervention.
Succession planning, leadership development and workforce planning opportunities are increased.	QTSS funds BT funds	Staff are supported in their professional aspirations and growth through a range of processes. These include beginning teachers provided with mentoring opportunities, assistance with accreditation process, and aspiring executive being supported in taking on leadership opportunities. As a result, early career teachers increased their networking and professional learning experiences and an increased number of experienced teachers submitted an application for relieving positions or were successful in obtaining a permanent teaching position.
All students identified with a disability are included in NCCD data.	TPL funds	Learning Support team reviewed data from referrals and consulted with classroom teachers to identify students who require adjustments to their learning to enable them to access the curriculum. The level of adjustment was determined and parents were informed of the strategies being implemented to support their children. Student progress was monitored during the year and parents informed of progress. Data was entered in NCCD database as required.

Next Steps

- Ongoing professional development of staff and support provided to implement positive psychology practices.
- Completion of the revised Student Wellbeing Policy and associated practices and procedures, following consultation with parents and staff.
- Continued development of lessons aligned with Positive Education scope and sequence.
- Provision of workshops and resources for parents
- Further increase the profile of positive education throughout the school and community.
- Review the Learning Support Team procedures to increase efficiency.

Strategic Direction 3

Quality Systems & Procedures

Purpose

To increase efficiency in the way that our school operates which will ensure consistent, effective quality procedures and stream lined organisation. To inspire a culture of collaboration, engaged communication, empowered leadership and organisational practices.

Overall summary of progress

We have seen an increase in efficiency across the school, as a result of consultation, collaboration and the improved communication of milestones. Regular reviews of milestones and the adjustment of action plans ensures all stakeholders know and understand our purpose. This has enabled extensive leadership opportunities for all staff in all roles across the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Administration: Reduction of time spent in the administrative, financial, communication and organisational workflows of the school due to LMBR/SALM.	School & Community Funds	<p>The priorities in the school plan drive financial decisions.</p> <p>Strategic financial management was used to gain efficiencies and to maximise resources available to implement the school plan.</p> <p>School budget was completed and locked in the DoE's BPC by all due dates. Many hours were spent participating in professional development around this tool.</p> <p>SchoolBites improved office efficiency, eliminating the cost of employing additional SAO time for printing and enveloping invoices. We entered into a new contract agreement with Fuji Xerox through procurement. Administration staff now having fortnightly meetings to promote improved office efficiencies raising awareness about work flow issues and the formulation of solutions.</p> <p>eFPT (new budget tool) introduced by DoE. Many hours were dedicated to face to face training and participation in further PD via adobe connect. 2018 budget created using this model.</p>
Teacher: increase the overall scores of the "Eight Drivers of Student Learning" within the "Focus on Learning" survey to an average of 8.5.	BT Funds Lit & Numeracy Funds TPL Funds	The 'Focus on Learning Survey' is a self-evaluation tool for teachers and schools. The survey is based on 'effective schools' research, which has identified the most important correlates of student outcomes. The questions in the survey are grouped to assess eight of the most important Drivers of Student Learning. TTFM teacher surveys has seen our teacher responses increase to an average of 8.7 in 2017.
Teacher Quality: are actively seeking and progressing through the Australian Professional Standards for Teachers.	BT Funds Lit & Numeracy Funds TPL Funds	The school monitors the accreditation status of all staff and encourages the pursuit of higher levels of accreditation. All teachers use the professional standards and PDPs to identify and monitor specific areas for development or continual improvement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Teacher Quality: are actively seeking and progressing through the Australian Professional Standards for Teachers.</p>		<p>The leadership team has established a professional learning community which is focused on continuous improvement of teaching and learning.</p> <p>Beginning Teachers and new teachers are supported with a formal induction program and are mentored by trained and dedicated mentees.</p> <p>Aspiring leaders were supported through PESG towards LEAD accreditation.</p>
<p>Teacher Leadership: an increased number of staff taking on leadership roles, managing their teams with a focus on collective productivity.</p>	<p>QTSS Funds TPL Funds School & Community Funds</p>	<p>Professional learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders.</p> <p>QTSS funds allowed instructional leaders to work shoulder to shoulder with teachers in classrooms to improve student outcomes and allowed teachers to learn from one another.</p> <p>Regular review and plan executive days allows leaders and aspiring leaders to track student progress and monitor and adjust milestones. Therefore positioning aspiring leaders with the demonstrated skills in leading educational change in schools when applying for substantive and EOI positions.</p>
<p>Community: Surveys or focus groups indicate the school community is committed to the schools strategic directions and practices to achieve educational priorities.</p>	<p>TPL Funds Lit & Numeracy Funds School & Community Funds</p>	<p>The leadership team and teachers continue to be a part of a professional learning community through Instructional Rounds, which is focused on continuous improvement of teaching and learning. In addition S1 teachers took part in lesson study. Here teachers observed each other teach, evaluated lesson content and deconstructed teaching strategies for effectiveness in improving student outcome.</p> <p>All PDPs reflect a commitment to the school strategic directions.</p> <p>Several parent workshops, regular articles in the newsletter and short videos on our website clearly demonstrate to our parent community our commitment to student learning. Opportunities are offered to parents to meet with teachers to discuss progress and planning for learning. The school seeks to collaborate with parents of students whose continuity of learning is at risk.</p> <p>Data from parent focus groups, exit passes and informal feedback indicate parents are appreciative of these opportunities.</p>
<p>Stakeholders: the school successfully fosters collaboration with key stakeholders in the development of strategic directions and annual plans.</p>	<p>Engaging Your School Community Funds</p>	<p>The leadership team actively supports change that leads to improvement, creating opportunities, where feedback about the impact of change can be shared and monitored.</p> <p>The leadership team has sought input from all stakeholders to determine success of initiatives and to determine future directions.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Stakeholders: the school successfully fosters collaboration with key stakeholders in the development of strategic directions and annual plans.		Teachers and students completed the TTFM surveys and parents were invited to two focus groups to gain input about future directions. Minority groups were specifically targeted to ensure the leadership team had a well rounded picture of community opinion. In addition, workshops targeting the NESB community were conducted with interpreters to ensure we were capturing the needs of this group. Exit passes, reviewing systems and processes are sought from participating stakeholders, garnishing responses to the following questions; What do I know now that I didn't know before? What take home message can I action tomorrow? What recommendations can I make to the school?

Next Steps

- GROWTH coaching for all school leaders, to increase their capacity to coach teachers to talk to each other about the impact of their teaching.
- PRIORITY OUTLOOK training for all school leaders to create a consistent focus on priorities, improve communications, improve ability to manage time, tasks and activities.
- Improve capacity and empower instructional leaders to collaboratively review teaching practices to affirm quality and to challenge and address underperformance as per the work of Micheal Fullan and John Hattie.
- Continue to evaluate and update school procedures in line with DoE policy.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$1,659	All students are making progress across the literacy and numeracy continuums. Aboriginal students are demonstrating higher average levels of progress than non- Aboriginal students. Cultural significance is included in all learning programs across the school.
English language proficiency	\$28,528	An additional EALD trained teacher was employed to support students in literacy and numeracy in the classroom, one day per week, making our allocation 5 days. Teachers collaboratively programed to support students with vocabulary, grammar and comprehension.
Low level adjustment for disability	\$37,302	<p>Students identified by the learning support team were supported by School Learning Support Officers (SLSO). The needs of these students varied from academic, social and emotional. Teachers are supported in developing appropriate programs and offered in class support from the LAST, where appropriate.</p> <p>Teachers attend training in specialised areas such as autism, anxiety, oppositional defiance disorder, hearing and vision.</p>
Quality Teaching, Successful Students (QTSS)	FTE 0.513	<p>This position was used to release the APs from face to face teaching to support teachers deliver literacy and numeracy initiatives. Learning programs were discussed with teachers, support was offered to differentiate the curriculum, demonstration lessons were conducted and feedback was given.</p> <p>Regular network meeting were conducted at teacher, BT/AP/DP &P levels. This model allowed teachers to work together and learn from each other.</p>
Socio-economic background	\$4,578	This funding was used to support students with expenses relating to ex/incursions, camps, technology, and other costs associated with delivering the curriculum.
Support for beginning teachers	\$41,670	BT were supported with additional RFF and additional time with their mentor. Guidance was given to develop PDP and support to implement their plans. They attended various beginning teacher courses to do with managing behaviour, developing lessons and formative assessment.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	319	336	360	391
Girls	292	321	346	355

Enrolments for each school year are indicated above and include male and female student numbers. Oakhill Drive Public School maintains steady enrolment numbers, reflecting the growth of families with school aged children to the area.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	97.3	96.6	97.1	95.7
1	96.7	96.6	95.9	95.9
2	97.4	97.1	96	96.3
3	96.8	97.2	96.1	96.3
4	97	96.3	96.8	96.6
5	96.3	96.2	95.3	96.6
6	95.1	95.3	94.8	94.9
All Years	96.6	96.5	96	96.1
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 above table represents student attendance patterns by grade as compared to state wide averages. Attendance monitoring is closely maintained at Oakhill Drive Public School. The school working closely with families to ensure steady attendance. In 2017, we continue to see many families travelling overseas for extended periods of time to reconnect with family.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	26.97
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.6
Teacher Librarian	1.2
Teacher of ESL	0.8
School Counsellor	0
School Administration & Support Staff	4.47
Other Positions	0

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. In 2017, there were no indigenous members of the school 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	25

Professional learning and teacher accreditation

Significant amounts of professional learning were undertaken by Oakhill Drive Public School staff in 2017. All staff have completed mandatory compliance training in the scheduled areas. More importantly, research supporting teacher quality being the single largest indicator of student success, was a focus for us. Our professional development is closely linked to our strategic directions. Our strategic directions were derived from current research about best practice. 100% of staff included the school's strategic directions in their PDPs. Deep teacher learning is occurring in learning pods, where collegial conversations about

research is transformed into practice. Teacher professional learning is focused on students outcomes, worthwhile content, integrated knowledge and skills, assessment and reporting. Observation lessons are occurring in every classrooms between colleagues, negotiated feedback is provided. Alternate staff development days occurred to align more closely with milestones.

Three beginning teachers on temporary engagements completed the accreditation process at 'proficient' in 2017. One teacher is working towards LEAD. Experienced teachers completed training through AITSL to supervise pre-service teachers. Four pre service teachers completed their practicum experience at Oakhill Drive Public School.

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	466,034
Revenue	5,727,853
Appropriation	5,098,684
Sale of Goods and Services	-886
Grants and Contributions	621,470
Gain and Loss	0
Other Revenue	0
Investment Income	8,585
Expenses	-5,666,674
Recurrent Expenses	-5,653,516
Employee Related	-4,819,578
Operating Expenses	-833,938
Capital Expenses	-13,158
Employee Related	0
Operating Expenses	-13,158
SURPLUS / DEFICIT FOR THE YEAR	61,179
Balance Carried Forward	527,213

Oakhill Drive Public School aligns budgets to strategic directions. Expenditure is monitored monthly by the finance committee as well as discussed at executive meetings. Financial reports are made to the community annually. The school spent approx. \$90000.00 to replace old IWB technology and the equitable

distribution of technology to all students in a growing school.

The school purchased additional teacher time to support students achieve stage outcomes and support students at risk. This teacher collaborated with classroom teachers, the LAST, the EALD teacher and LST to develop specific programs which were delivered in class or occasionally through withdrawal groups.

Funds were spent in addition to our TPL allocation to release teachers from face to face teaching to collaborate on lesson planning, lesson delivery and observations, student assessment and student reporting. In addition to QTSS, funds were used to release instructional leaders from some of their classroom roles to support teachers in their classrooms, working shoulder to shoulder with teachers to ensure continued student growth.

Funds were used to establish concrete pathways, maintain grounds and gardens, additional softfall under play equipment and the purchase of replacement furniture. Additional sensor lighting was added to the grounds to ensure safety. Replaced the sound system in the hall and under the COLA.

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	4,469,603
Base Per Capita	107,895
Base Location	0
Other Base	4,361,708
Equity Total	214,270
Equity Aboriginal	1,659
Equity Socio economic	4,578
Equity Language	109,787
Equity Disability	98,247
Targeted Total	92,074
Other Total	100,607
Grand Total	4,876,554

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.

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.>

In accordance with the premier's Priorities: Improving educational results, schools are required to report their student performance for the top two NAPLAN bands in reading and numeracy.

The percentage of:

- year 3 students in the top two bands in reading is 78.8%. The NSW state average is 51%
- year 3 students in the top two bands in numeracy is 73.8%. The NSW state average is 43.3%
- year 5 students in the top two bands in reading is 65.8%. The NSW state average is 39.7%
- year 5 students in the top two bands in numeracy is 61.1%. The NSW state average is 32.8%
- year 7 students in the top two bands in reading is 56.6%. The NSW state average is 30.6%
- year 7 students in the top two bands in numeracy is 58.3%. The NSW state average is 34.9%

Parent/caregiver, student, teacher satisfaction

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

In 2017, students, teachers and parents were invited to complete the NSW, DoE Tell Them From Me (TTFM) survey. The TTFM student survey measures 20 indicators based on the most recent research on school and classroom effectiveness. The results below are based on data from 265 students from years four, five and six that participated in the survey. ODPS results are compared with NSW Govt norms, which are based on the results for all students who participated in 2016.

- 86% of students had a high rate of participation in sport; the NSW Govt norm is 83%
- 65% of students had a high rate of participation in art, drama, music, or a school committee; the NSW Govt norm is 55%
- 84% of students had a high sense of belonging,

accepted by their peers and by others at the school; the NSW Govt norm is 81%

- 89% of students report positive relationships with their peers, whom they trust and who encourage them to make positive choices; the NSW Govt norm is 85%
- 95% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future; the NSW Govt norm is 96%
- 93% of students had positive behaviour, did not get in trouble or disrupt others learning; the NSW Govt norm is 83%
- 63% of students had positive homework behaviours eg completing homework and submitting on time; the NSW Govt norm is 63%
- In this school students rated effective classroom learning an 8.3 out of 10; the NSW Govt norm is 8.2
- In this school students rated classroom instruction relevant to their everyday lives a 8.1 out of 10; the NSW Govt norm is 7.9

The Focus on Learning Survey is a self evaluation tool for teachers and schools. The questions in the survey are grouped to assess eight of the most important Drivers of Student Learning. Thirty five teachers responded to the survey. The scores for the Likert format questions (strongly agree to strongly disagree) have been converted to a 10–point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement, 10 indicates strong agreement and 5 is a neutral position.

Leadership: School Mean 8.3 NSW Gov't Norm: 7.1

Score 8.3: School leaders have helped me create new learning opportunities for students.

Score 8.5: School leaders have helped me improve my teaching.

Score 8.5: School leaders have provided guidance for monitoring student progress.

Score 7.8 School leaders have supported me through stressful times.

Score 8.1 School leaders have provided me with useful feedback about my teaching.

Collaboration: School Mean 8.5 NSW Gov't Norm: 7.8

Score 8.6 I work with other teachers in developing cross-curricular or common learning opportunities.

Score 8.3 Teachers have given me helpful feedback about my teaching.

Score 8.7 I talk with other teachers about strategies that increase student engagement.

Score 8.9 I discuss my assessment strategies with other teachers.

Score 8.9 I discuss learning problems of particular students with other teachers.

Learning Culture: School Mean 8.6 NSW Gov't Norm: 8.0

Score 8.8 In most of my classes I discuss the learning goals for the lesson.

Score 8.6 Students become fully engaged in class activities.

Score 9.3 I monitor the progress of individual student.

Score 9.2 I set high expectations for student learning.

Score 8.2 Students find class lessons relevant to their own experiences.

Data Informs Practice: School Mean 8.4 NSW Gov't Norm: 7.8

Score 9.3 My assessments help me understand where students are having difficulty.

Score 8 I regularly use data to decide whether a concept should be taught another way.

Score 8.4 When students' assessment tasks or daily classroom activities fail to meet expectations, I give them an opportunity to improve.

Score 8.2 I give students feedback to improve their performance.

Teaching Strategies: School Mean 8.6 NSW Gov't Norm: 7.9

Score 8.2 I can easily identify unproductive learning strategies.

Score 9.2 I use two or more teaching strategies in most class lessons.

Score 8.9 Students receive feedback on their work that brings them closer to achieving their goals.

Score 8.5 I discuss with students ways of seeking help that will increase learning.

Technology: School Mean 6.7 NSW Gov't Norm: 6.7

Score 7.7 Students have opportunities to use technology for describing relationships among ideas or concepts.

Score 7.8 Students have opportunities to use technology to analyse, organise and present subject matter.

Score 7.8 I help students use technology to undertake research.

Score 7.0 I help students to overcome personal barriers to using technology.

Inclusive school: School Mean 8.6 NSW Gov't Norm: 8.2

Score 8.5 I am regularly available to help students with specific learning needs.

Score 9.6 I establish clear expectations for classroom behaviour.

Score 9 I strive to understand the learning needs of students with special learning needs.

Score 8.8 I create opportunities for success for students who are learning at a slower pace.

Parent Involvement: School Mean 7.6 NSW Gov't Norm: 6.8

Score 8.6 I work with parents to solve problems interfering with their child's progress.

Score 7.1 I share students learning goals with their parents.

Score 7.7 I use strategies to engage parents in their child's learning.

Score 7.7 I am in regular contact with the parents of students with special learning

In 2017 the school requested the support of the DoE School Communication and Engagement Directorate to gather parent feedback on the school's 2015–17 performance in order to develop the 2018–20 school plan. Two parent focus groups were held gathering the input from parents of K–2 and 3–6 students. Additional written feedback was considered from parents who were unable to meet. The research addressed five key themes. Quotes were taken from the focus groups and some additional parent feedback was added to identify trends within each theme. Themes included: What's working well/ What could be improved, Programs and Learning Goals, Leadership and Teaching, Student Wellbeing and Parent Communication.

In terms of perception of performance, the general consensus is that the school is exceeding parent expectations. Parents are happy with the school leadership and the direction the school is taking.

"Generally the school is doing really well"

"I think the school does a wonderful job of providing students with various talents to shine"

"My children love going to school and love their teachers"

Parents are appreciative of the leaderships efforts to include them in school decision making. A consultative approach to school planning ensures the new plan meets the school community's changing needs and expectations. The research indicates there are four areas parents are very passionate about: parent teacher communication, school reports, student award system, being informed about 'why' the school is doing things. Parents would like more opportunities like this to contribute their ideas/opinions in forums such as this.

Recommendations from this group include:

Timing of parent teacher interviews by reconsidered. Some would be happy with a 5 minutes telephone conversation compared to a formal interview. The introduction of a languages program. More opportunities for musical tuition. Student reports be more balanced with academic, wellbeing, social and effort and more information about how to interpret the school report.

Policy requirements

Aboriginal education

Oakhill Drive Public School aims to enhance the knowledge and understanding of all students about Aboriginal Australia. We celebrate the nation's shared heritage through embedding the study of Aboriginal culture and customs into all areas of learning.

Multicultural and anti-racism education

51% of our students come from non-English speaking background. School programs developed by staff provide culturally inclusive outcomes in a racism free learning environment. Many programs have been implemented to support and promote multicultural education. These include:

English as an Additional Language or Dialect (EALD) programs implemented in the classroom. Teaching and learning and support programs for new arrival students. Training of Anti-Racism Contact Officer to support staff and students. EALD Parent workshops to support and connect the parent community with each other, their local school and the NSW DoE education system.

Our school continues to implement a variety of programs and activities that provide the diversity, skills and knowledge to meet the needs of all students to ensure an inclusive school community free from racism. Culturally inclusive content is integrated into all teaching and learning programs. We celebrate Harmony day to highlight and promote multicultural education.