

# Oakdale Public School

## Annual Report



2018



2789

## Introduction

The Annual Report for **2018** is provided to the community of Oakdale Public School as an account of the school's operations and achievements throughout the year.

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

Maria Green

Principal

## School contact details

Oakdale Public School

Burraborang Rd

Oakdale, 2570

[www.oakdale-p.schools.nsw.edu.au](http://www.oakdale-p.schools.nsw.edu.au)

[oakdale-p.school@det.nsw.edu.au](mailto:oakdale-p.school@det.nsw.edu.au)

4659 6251

## School background

### School vision statement

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

Oakdale Public School is committed to assisting every student reach their potential by promoting an inclusive environment; supported by ongoing professional learning to meet the needs of a wide variety of students. Making adjustments for students to achieve success underpins the value all staff place on students achieving success. Providing opportunities for students to maximise skill growth and broaden their capabilities is also a foundation of our school plan; we are providing a platform to raise the educational choices of students' to make a difference to the quality of their lives both inside and outside the school. We want all staff, parents and students to take responsibility for improving learning outcomes. There is an expectation that students will be respectful, work hard and strive to improve supported through the process by dedicated staff and engaged parents.

### School context

Oakdale Public School is a P1 school with 144 students. It is set in a picturesque semi-rural area in the Wollondilly Shire. It is about a twenty minute drive from the larger townships of Picton and Camden. Surrounded by orchards and farms the school is the hub of the community with families and local businesses supporting the school to achieve its strategic targets. We promote equity and excellence and strive to ensure all learners experience success. Our goal is to develop young people who are confident, creative and active so that they will become contributing, informed members of society. We offer a broad extra curricular program to ensure students have the opportunity to widen their experiences; preparing them for high school and beyond. The learning community feel great pride for the school and that is reflected in the amount of support we receive whenever we ask for assistance. We are "Not too big, not too small, but just right!" We pride ourselves on how visually appealing the school is; beautiful gardens, trees, wildlife and learning areas make this an enjoyable place to work. The school has a relaxed, welcoming and personable atmosphere where staff, students and community are mutually respectful in their interactions. Staff work effectively to provide students with the basic skills and to also broaden their knowledge in cultural, social, and emotional pursuits. We excel in identifying, supporting and guiding talent and assisting students in need become successful learners. The students enjoy vigorous physical activity and challenges requiring imagination and creative play. They use good manners, show respect and look out for one another. Students display enthusiasm and appreciation for all of the extra-curricular events planned for them. The school community come together often to support student learning. Parents and extended family, business and broader community assist with achieving our strategic directions.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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

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

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

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

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

In the area of leading; capacity building and succession training are a focus of the leadership team. Clear processes that are communicated effectively with timelines and continual support allows for staff to meet their responsibilities. Monitoring and review processes are in place and undertaken routinely and processes adjusted according to the analysis of feedback given. The school plan is implemented effectively and school activity is directed toward achieving school strategic directions. Strategic financial management is used to gain efficiencies and to maximise additional support for students in literacy and numeracy blocks plus address individual student need in literacy through the MultiLit program. The provision of quality learning spaces, adequate and innovative resources to support curriculum implementation and sufficient accessible technology is a priority for the leadership team to support improved student outcomes. Practices and processes that determine the operation of the school have always been responsive to parent, student and staff surveys to attain feedback. Parental support in school programs has always been sought and we aim to develop this area further in our 2019 plan.

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

For more information about the School Excellence Framework:

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



## Strategic Direction 1

### Strengthening community engagement

#### Purpose

Strengthening the connection between the school and home is paramount to achieving a shared responsibility for student learning and wellbeing. Working together to create positive attitudes to learning, developing shared understandings of how students learn and building on families' capacity to support learning at home is pivotal to improving student outcomes in all areas. Strengthening effective two-way communication to regularly share information about students' achievements, learning needs, school policies, practices and community initiatives will ensure parents are informed about their child's needs, their responsibilities and the ways they can actively support their child's learning. A culture of welcome, inclusion and belonging will be fostered as families see themselves as partners in their child's education.

#### Overall summary of progress

The school has excelled in its implementation of a whole-school approach to student wellbeing. Staff focused their training on providing meaningful targeted teaching through the completion of online training in Personalised Learning. Students identified as not at stage Literacy expectations were provided with targeted individual support through Year 1 Reading Individual lessons and MultiLit program in the primary. Professional learning by staff and a consistently administered discipline policy, a proactive Learning Support Team and thorough understanding and delivery of Keeping them Safe strategies and programs has culminated in compliant behaviour and an environment of respect where teachers can teach and students can learn. Lines of communication have strengthened between parents and staff with See Saw and Class Tag being a most popular go to for parents. The two additional progress reports per year have informed parents each term of where their child is at behaviourally, academically and socially. The emails, phone calls and texts throughout the term capture insightful information about student progress that is passed on to parents several times each term. Many programs were implemented to address the needs across the learning continuum but an emphasis was to shift our students with potential to higher levels of achievement in ICT through our STEM program, Robo Gals workshops, involvement in inter-school challenges, MathSMAD and extension maths groups. Our school leaders honed their skills at Young Leaders Day, Peer Support training, SRC activities and Leadership camps at Wooglemai. Collegial support and assistance in enhancing literacy and numeracy lesson delivery was also a focus of staff development. The combination of programs implemented have strengthened connections within and throughout the learning community.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in the number of parents attending all information sessions that pertain to student learning.	Nil	There was an increase of 5% in parents at curriculum based activities such as parent information sessions, viewing programs run in the school and open days focusing on areas such as CCT.
Organise events that foster inclusion, belonging and school pride and support school projects.	\$30,000	Many organised events were linked to the school plan; 80% of which were open to parents to attend. A 5% increase was noted in parent attendance which was mainly at incursions and special programs such as Life Education.
Increase in methods of communication between school and home.	\$15,000	Communication is more than adequate as reflected in our annual survey for 2018. The addition of the electronic sign board to the Newsletter, Facebook, SkoolBag App and Website will enhance communication.
Increase in teacher/parent contact outside reporting periods.	\$200	100% of staff made contact via email, face-face meetings, Apps such as See Saw, telephone calls & sent home progress reports in Terms 1 & 3.

## Next Steps

The school will continue to place student wellbeing at the centre of our decision making. Staff will train in areas that enhance the learning and wellbeing of students in our setting. High expectations will be set for student behaviour particularly showing respect to staff and visitors and being inclusive in their actions. These focal aspects will encourage a culture where parents feel welcome and positive in the school.

Parents will be invited to all key events in the school and encouraged to be a part of the organisation and delivery. This will ensure parents get a snap shot of the varied curriculum we offer at the school and that we are transparent about what we do; building trust and understanding of policies, programs and frameworks.

A new report format will be completed for use in Semester Two outlining more of the wellbeing focus areas and creative and critical thinking skills. This will give parents more of an insight into 21st Century teaching. We will be actively seeking parents to act on the advice given ensuring they have the internal and external supports to do so.

Parents communication will remain a focus with many and varied forms of letting parents know what is going on in the school. The electronic signboard is the newest edition and we will get feedback on its effectiveness in the two parent surveys throughout the year. Parents will be given at least three weeks notice prior to an event and notified through Skoolbag App, Facebook, newsletter, sign board notes and so on. We will heighten the need for timely responses from parents and being proactive in their child's education.

Workshops for parents in several key learning areas will be run by staff to up-skill parents enabling them to be able to assist more in their child's homework and have discussions about the concepts taught at school.

The P&C will be a part of the bridge between the school and parents; constantly reinforcing the school message of shared responsibility. The major role of fundraising and seeking volunteers will continue. A sense of shared pride by reaching set goals, bringing community together and supplying resources to the school that improve educational outcomes will strengthen the home school connection.



## Strategic Direction 2

### Delivering quality teaching

#### Purpose

Delivering well designed programs and lessons via quality instruction is a strong focus as current research indicates it directly impacts the level of student achievement. Raising student engagement, literacy and numeracy outcomes K–6 and learning growth 3–6 through evidence based teaching strategies is fundamental to the success of our plan. Teacher self reflection, collaborative planning and effective analysis of data to identify student need to inform personalised instruction underpins making learning meaningful for each student. A shared responsibility is taken to diagnose barriers to learning and ways to challenge students to improve their performance. The delivery of quality teaching programs will mould successful, creative and confident life-long learners.

#### Overall summary of progress

Oakdale Public School has continued to build successfully upon high quality engaging programs that cater for an extensive range of abilities providing for the individual needs of students via targeted assessment, goal setting and funded support programs and personnel. Staff undertook training in Personalised Learning and Support assisting in the production and review of individual education plans. The staff also undertook a trial of the spelling and writing scope and sequence developed in 2017 to help establish and maintain a consistent and more sequenced approach to the delivery of spelling, grammar and punctuation. Executive staff attended workshops on the Seven Steps of Writing then planned and delivered school wide professional development, assisted by the purchase of an online subscription to updated and effective support material. This implementation of the K–6 writing approach will be revised and improved on in 2019.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in the standard of writing produced across K–6 with 60% of students showing expected learning growth in writing and spelling between Year 3 and 5 in NAPLAN.	Release of 2 Executive teachers off class for 1 day. Training day course costs.  \$2500 Professional Development  Purchase of Seven Steps Online Resources \$900 English	Spelling growth in 3–6: at start of year 60% below age expectation 40% at or above.  Year end: 46% below and 54% at or above an improvement of 14% growth.  The percentage growth of students performing above expectation grew from 13% to 36%  Collection of data to show progress and achievement in spelling growth of students K–6 as well as progress in writing and additives strategies in maths. Students requiring extension and intervention in 2019 will then be identified.  All staff have begun to make data entry for writing into Progressions to assist with targeted teaching.
80% of students K–2 achieving stage outcomes for writing and early arithmetic strategies (EAS)	Two additional Support teachers timetabled to K–2 maths initiative.  2 casual days to release Supervisors and classroom teachers to meet to support implementation of spelling programs.  \$1000 QTSS	K–2 spelling results 16% below stage expectation and 84% at or above stage expectation at year end.  Collection of data to show progress and achievement in spelling growth of students K–6 as well as progress in writing and additives strategies in maths. Students requiring extension and intervention in 2019 will then be identified.
60% of students showing expected growth in numeracy from Year 3 to Year 5 in NAPLAN data.	Executive teachers released 1/2 day a week each to assist all classroom teachers in literacy and	The percentage growth of students performing above expectation grew from 13% to 36%

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
60% of students showing expected growth in numeracy from Year 3 to Year 5 in NAPLAN data.	numeracy sessions to help enhance the efficiency and success of these.  \$2000 QTSS	The percentage growth of students performing above expectation grew from 13% to 36%
An upward movement showing in trend data for learning growth from Year 3 and 5 over the 3 years in literacy and numeracy.	Stage 2/3 teachers to receive assistance understanding new progressions via Instructional Leader through regular meeting over time.  2 day casual \$1000	All stage 3 teachers successfully implemented learning sprints within their class to move the learning of selected students in the area of grammar in Term 4.
100% of students in Stage One reaching the stage benchmark for reading by the end of Year 2.	K–2 teachers released for observing peers on area related to PDP.  1 Day Casual \$500	Only 4 students failed to meet benchmark and have been placed on our MultiLit program

## Next Steps

Oakdale will continue to support students 3–6 that have not met literacy and numeracy targets through provision of the MultiLit program along with the employment of additional support personnel to provide the new MiniLit program to Stage 1 students to fill the space left by Reading Recovery. Continued provision of SLSO support in Kindergarten in the first term is essential to help the children to assimilate into school as quickly as possible to provide the opportunity for them to begin to take advantage of their learning opportunities. Early intervention also allows for areas of need to be identified and acted upon in the first weeks of starting school.

The school will continue to participate as a supplementary school in the trialling and transition to data entry identifying learning progressions and PLAN2 data to help teachers and students select and work towards relevant personal learning goals at their current point of need. We will work with a skilled DET LANSA (Literacy and Numeracy Strategy Advisor) to assist in the effective use of progressions to help determine how to shift the learning of all students.

The Seven Steps of Writing and Spelling Scope and Sequence will also be revisited and strengthened in use k–6 to build on improvements that have been shown and to ensure all new staff have the knowledge of how to implement.

We will continue to structure professional learning to focus on the Domain of Teaching Standard 2 "Know the content and how to teach it" and Standard 5 "Assess, provide feedback and report progress." ; to ensure that teachers have a deep knowledge of the content of their curriculum and all stages of the teaching/learning cycle. Focus will also be on the observation and feedback cycle to continue to support improvement in literacy and numeracy outcomes school wide using QTSS funds and Principal Wellbeing funds. The strengthening of writing and spelling remains a school priority.

The incorporation of ICT and the provision of increased access to digital devices remains an ongoing focus each year as the school plans for and phases in the new Science and PDHPE syllabus.

Year 3–6 will also undertake an intensive Wellbeing program in Term 1 to help improve learning through developing a growth mindset and goal setting. There will also be an emphasis on leadership training and understanding that everyone is a leader.



## Strategic Direction 3

### Building teacher capacity

#### Purpose

Building teacher capacity through professional learning, practice and engagement to enable the delivery of a high quality curriculum that meets the needs of all students; particularly in the areas of literacy and numeracy is central to strategic direction 3. Staff proactively planning professional development that will address their individual learning goals in a cycle of continuous professional improvement combined with whole school opportunities to target improved practice thereby improving student learning will be focal in our plan. The Australian Professional Standards will be comprehensively unpacked and guide discussion and feedback on teacher performance. Current research on how students learn will feature in our professional readings.

#### Overall summary of progress

All staff participated in the 40 hour online training course, Personalised Learning and executive teachers delivered practical training in the use of PLAN 2 and the Learning Progressions. All staff attained a certificate of completion for the Personalised Learning course and have successfully completed data entry into PLAN 2 as well as incorporating this evidence into their teaching and learning program.

All staff attended professional learning sessions on the general capability of critical and creative thinking and were able to show how this is embedded in their teaching programs. This was the focus of our Education Week activities and attending parents were challenged to also complete the set tasks which was very well received by the community.

Staff completed a personal development plan, participated in the lesson observation and feedback cycles and aligned their professional learning to support the development of their identified goal. In addition all staff have continued to work towards meeting accreditation requirements successfully and logging the required hours of professional learning over the 3 years of this plan.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teachers log data into PLAN 2 Learning Progressions.	PL on progressions delivered through staff meetings and pod casts.  Staff assisted by LANSA to understand PLAN 2 layout and data entry. Follow up for interpreting data for targeted individual teaching to follow.	Teachers engaged in PL on Learning Progressions and PLAN 2. and successfully entered data for Quantifying numbers and Writing K–6
100% of staff participate in all professional learning sessions on creative and critical thinking.	Staff Development Day allocated to full day course for Creative and Critical Thinking delivered by Open Minds.  Course fees \$	OPS staff have obtained an understanding of Creative and Critical Learning and are preparing to implement programs into their daily teaching in 2019.
100% of staff successfully complete the annual PDP cycle.	Staff released to attend reflection meeting with principal \$500	Staff have begun preparation of goals for 2019 PDP
100% staff plan and implement creative and critical thinking components into learning programs.	Open Minds engaged in early 2019 to present lessons Years 1 to 6 for teachers to observe and use as guide for own lesson planning.	To follow up in 2019

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% staff plan and implement creative and critical thinking components into learning programs.	\$500 casual day payment for presenter	To follow up in 2019
80% reduction in staff grievances and complaints lodged with executive.	Staff contributed to an analysis of What to keep, What to drop, What to improve and What to add to our work flow to assist in improving workplace wellbeing. Staff shout out boards, adjustments to meetings and staff communication boards and methods were implemented and other changes as identified to continue in 2019.	To assess in 2019

## Next Steps

LANSA continued to be utilised to build staff capacity in the use of literacy and numeracy progressions as a planning tool. All staff to make use of PLAN data and progressions to inform the next steps for each child in the teaching/learning cycle.

The staff will begin to prepare for the introduction of the PDHPE syllabus and implement the changes in the new Science syllabus. As a result of professional learning in the areas of Science and PDHPE teachers will be able to plan and implement effective programs based on the new syllabus.

Leaders will continue to Implement the project outcomes from the ChangeMakers program to help improve workplace culture and wellbeing. The target is that all staff will consider that our workplace communication is open, honest, transparent and respectful resulting in a positive and collegial environment to work in.

Opportunities for development to executive level for aspiring leaders amongst the staff will be a focus. Our target will be to encourage and support a minimum of 50% to undertake this challenge who will be provided with many opportunities to undertake leadership roles to support their PDP and aspirations for promotion.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$19,594	MultiLit support was offered to primary students not reaching benchmarks for reading. Individual one–one 40 minute sessions four times per week for the year by a trained SLSO. 80% students showed significant gains learning the mechanics of "how to" read.
<b>English language proficiency</b>	\$1,338	30 Individualised half hour sessions for K–2 students with SLSO following speech pathologists reports. Rapid improvements in speech and sound knowledge by all recipients.
<b>Low level adjustment for disability</b>	\$87,206	5 SLSO's placed in classrooms 4 days per week from 9.30–2.00. Additional teacher time purchased to support literacy and Mathsmad sessions K–6. Targeted individualised support for students resulted in more students achieving stage outcomes
<b>Quality Teaching, Successful Students (QTSS)</b>	\$26,757	Funds used to release AP one day per week to monitor literacy and numeracy programs and provide release for teachers to view other teachers lessons in the feedback cycle for PDP development.
<b>Socio–economic background</b>	\$83,225	<p>5 SLSO's placed in classrooms 4 days per week from 9.30–2.00. Additional teacher time purchased to support literacy and Mathsmad sessions K–6. Targeted individualised support for students resulted in more students achieving stage outcomes.</p> <p>Release provided to staff to complete 40 hours training within school time on Personalised Learning with APLA.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	87	92	86	90
Girls	77	76	69	57

We saw a continued decrease in student enrolments in 2018 and composite classes again were formed. There were major delays to two housing estates that saw the commencement of one being postponed for an extended time and the completion of the other significantly delayed. As a result predicted enrolments did not materialise. This trend has continued into 2019 with commencement now suggested for mid year. Rental shortages have also impacted several of our families and they were forced to move to other areas. The population appears to have become more transient in nature.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.6	93.1	95.8	91.9
1	95.3	93.6	94.1	95.2
2	94.6	93.6	93.1	92.5
3	93.2	92.6	94.5	93.2
4	94.8	94.5	94.3	94.6
5	94.7	92.9	94.4	92.8
6	91.9	91.7	91.4	93.5
All Years	94	93.1	93.9	93.3
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

The class teacher monitors attendance on a daily basis

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

The rigorous processes the school follows has resulted in very good attendance by the majority of the school with our performance at or above State level over the past six years and remains consistently at around 93%.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	4.81
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.4
School Administration and Support Staff	2.01

\*Full Time Equivalent

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

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

### Professional learning and teacher accreditation



In 2018 all staff concentrated on Standards 3: Plan for and implement effective teaching and learning; Standard 4: Create and maintain supportive and safe learning environments and Standard 5: Assess, provide feedback and report on student learning. All staff undertook and successfully completed the 40 hour online course of Personalised Learning to assist them to put into practice their PL based on the Standards. All staff also completed the PDP cycle of setting teaching, learning and leading goals then they aligned these to the school plan. Staff proactively sought professional learning experiences that built their competency in achieving their goals. QTSS funding was used to release executive teachers to assist in the setting up of effective literacy and numeracy sessions. A focus on writing K-6 was supported by the training of executive teachers in Seven Steps of Writing program and the delivery of the components at ongoing staff PL sessions. Mandatory DOE requirements were met in areas such as child protection, CPR, anaphylaxis training, fraud and corruption, bushfire safety and so on. All teachers have begun the process of seeking and undertaking the necessary PD hours to maintain their accreditation.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	71,124
<b>Revenue</b>	1,655,729
Appropriation	1,571,563
Sale of Goods and Services	20,640
Grants and Contributions	62,642
Gain and Loss	0
Other Revenue	0
Investment Income	884
<b>Expenses</b>	-1,514,993
Recurrent Expenses	-1,514,993
Employee Related	-1,350,714
Operating Expenses	-164,278
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	140,736
<b>Balance Carried Forward</b>	211,859

Both the Principal and School Administrative Manager attended initial LMBR training and updates plus the Principal went to training days on how to use the EFPT, EBS4, Business Intelligence and Scout training. The SAM also attends local meeting with her colleagues to keep up with the latest financial initiatives. A consultant visits the school twice per year to monitor our use of codes and GL's and to go into more detail about our School's Overview Report. The SAM and Principal meet regularly to discuss SAP reports to track spending and budget allocations. We review expenditure from one year to the next and make changes where necessary. Our budget mostly aligned with our allocations but Integration Funding Support went over due to a student on Funding Support demonstrating high needs requiring a full time SLSO. We also went over in our expenditure on casual salaries due to an increase in staff illness. In 2018 staff were struck by the flu, whooping cough, impetigo, hand-foot and mouth and staff personal health issues. Some funds were reimbursed for ongoing long term illnesses.

The majority of funds provided in 2019 will be spent on school programs supporting learning in the classrooms. Additional teaching staff and SLSO's will be employed

to support literacy and numeracy blocks K–6 and early intervention programs in Kindergarten. We will also purchase a teacher with money carried over from our 2018 budget to split our Years 3 and 4 rather than having composite classes such are the demands of both classes.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	1,241,735
Base Per Capita	29,972
Base Location	3,976
Other Base	1,207,787
<b>Equity Total</b>	191,364
Equity Aboriginal	19,594
Equity Socio economic	83,225
Equity Language	1,338
Equity Disability	87,206
<b>Targeted Total</b>	54,694
<b>Other Total</b>	48,674
<b>Grand Total</b>	1,536,467

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

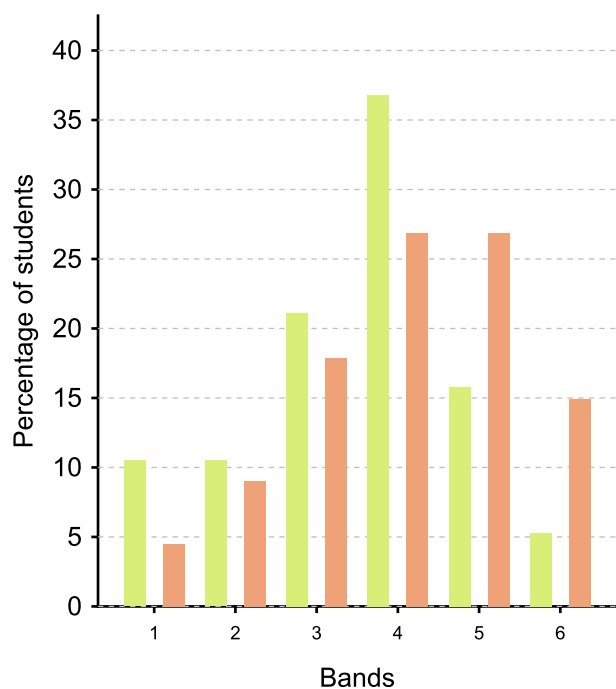
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In Year 3 in 2018 for grammar, reading writing and spelling our students were mostly represented in the middle Bands with very few or none represented in the top two Bands. Trend data shows more of a positive shift in representation in the top two bands over the past two years. More students did not reach minimum standards in literacy in 2018 compared to our school average over the past 3 years.

In Year 5 in grammar, reading, writing and spelling most of our students were represented in the middle Bands but with more representation in all areas seen in the top two bands. Fewer students were represented in minimum standards for literacy.

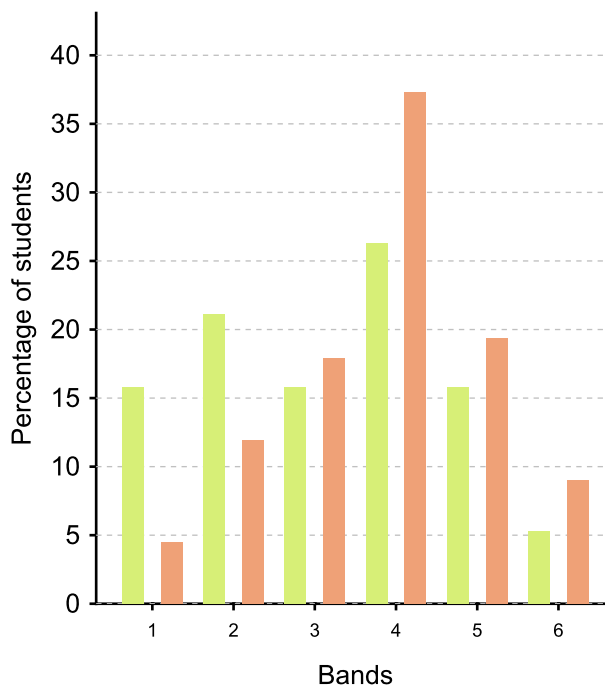
There is a trend of upward movement shown by the school averages in both Years 3 and 5 in literacy.

**Percentage in bands:**  
Year 3 Grammar & Punctuation



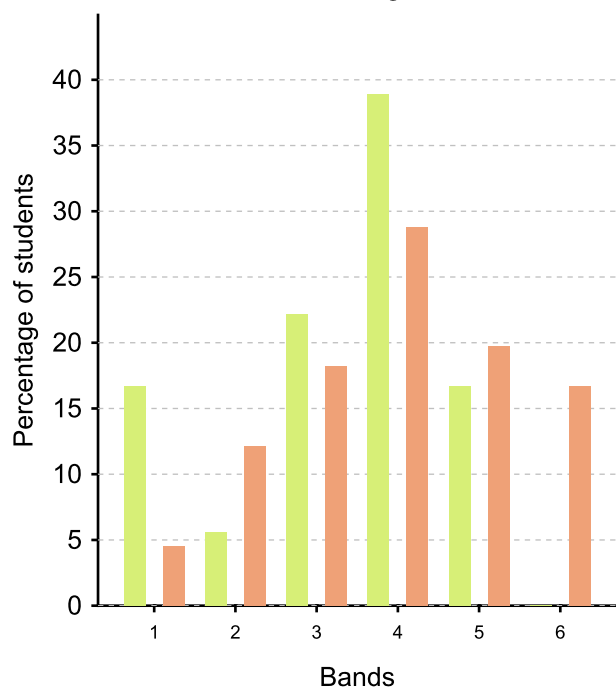
Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 3 Spelling



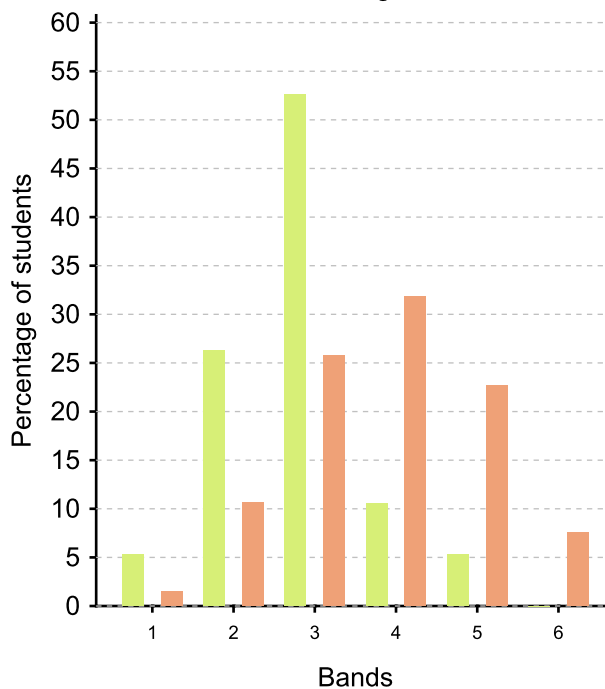
Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 3 Reading



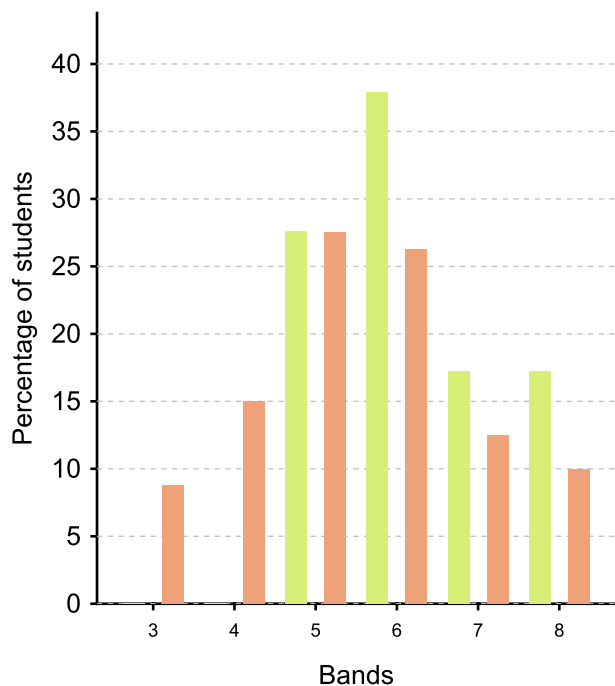
Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 3 Writing

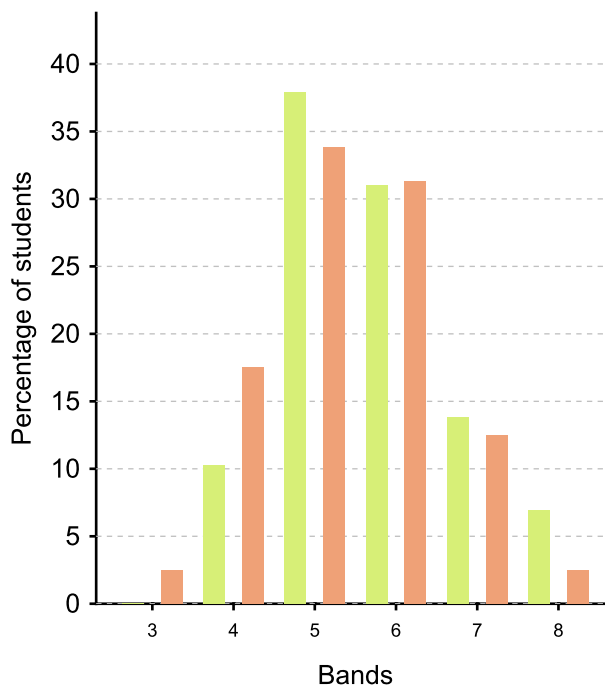


Percentage in Bands  
School Average 2016-2018

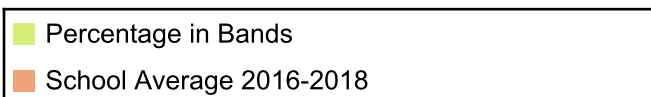
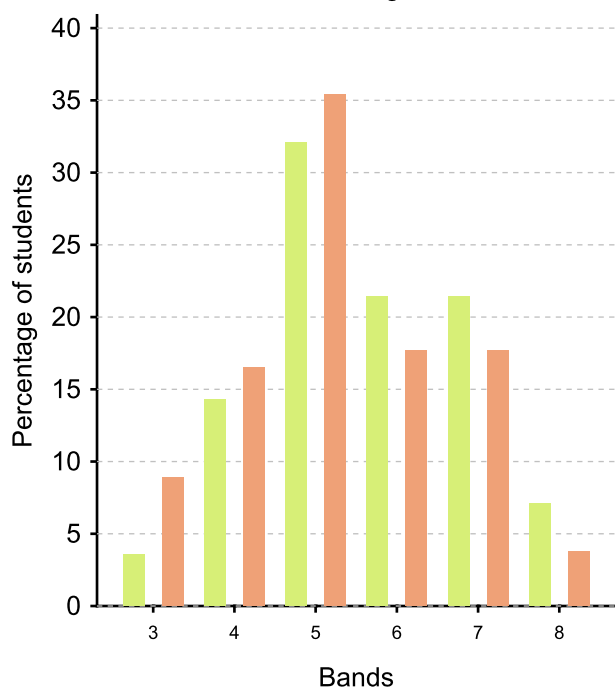
**Percentage in bands:**  
Year 5 Grammar & Punctuation



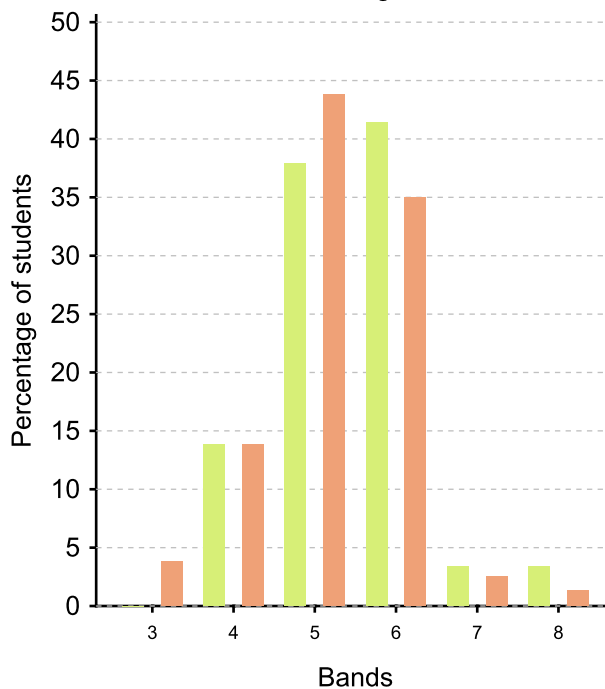
**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Reading



**Percentage in bands:**  
Year 5 Writing



In Year 3 our numeracy results are very similar to our literacy results with most of our students represented in the middle bands with a few below minimum standards in Bands 1 and 2. There is improved representation compared to literacy in the top 2 Bands of 5 and 6.

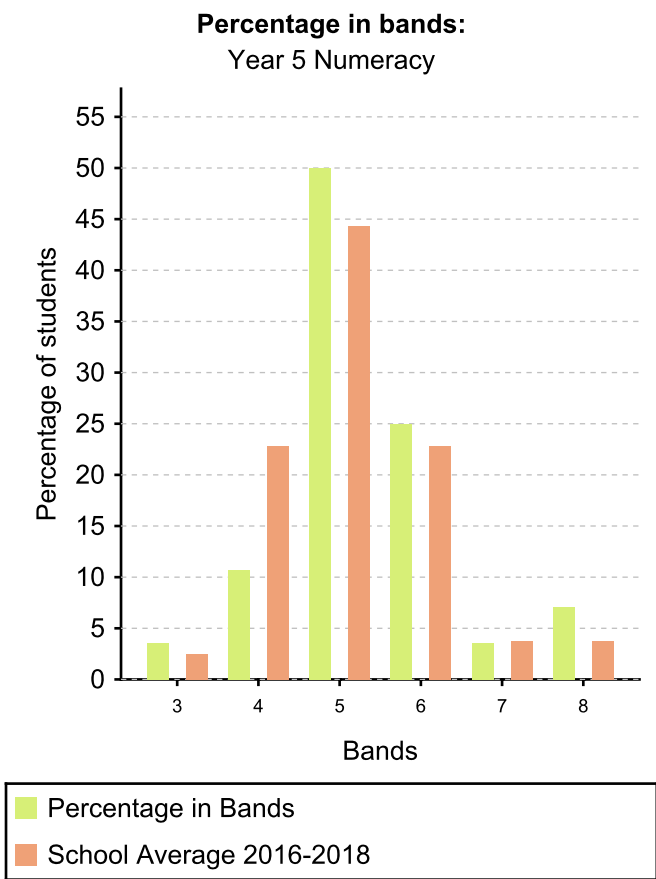
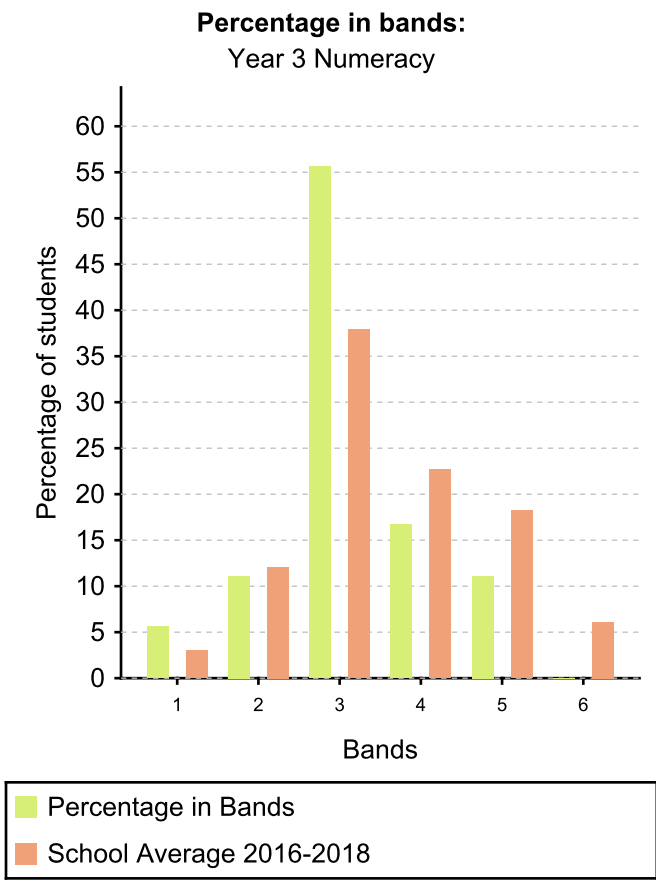
In Year 5 the majority of our students sit in the middle Bands of 5 and 6 with some students below minimum



standard in Bands 3 and 4. There is minimal representation in the top two Bands of 7 and 8. 2018 results in numeracy are improved compared to our school average over the past three years.

There is an upward trend shown in numeracy in both Years 3 and 5 shown by the school averages over the past three years.

Aboriginal students in Year 3 were all below National average in reading, writing, spelling, grammar and punctuation. One student was also below the school average. The other students were on par with the school average and their cohort. Aboriginal students in Year 5 performed well and 50% of students were on par or just below the National average. 25% of students were above the National average in all areas and the remaining 25% were just below The National average but equal to the school average except for writing which was also below the school average.



## Parent/caregiver, student, teacher satisfaction

Measuring parent, teacher and staff satisfaction is very important to us. As a school we thoroughly analyse data and look to where we can improve and where we can celebrate what we have achieved. When we analyse the data we receive, a thorough analysis takes place and open and honest feedback is given to the learning community about our findings. We make changes accordingly to allow for continuous improvement of all our processes and practices.

In 2018 People Matter Employee Survey, Principal Health and Wellbeing, TTFM and SurveyMonkey were used to collect data to inform us about satisfaction across a broad number of areas.

The data pertaining to the school showed 100% satisfaction in the office staff; their organisational abilities, interpersonal skills and willingness to assist parents with all matters. The Principal also scored 100% rating in her approachability and the strong direction the school was heading. Communication was seen as effective and plentiful by 96% of responders with Facebook being the go to for parents when they wanted to know something about the school. The school is seen as organised 94%, with students liking their classroom and activities. Some parents would like to see an increase in more individualised reporting consistently throughout the year. A great deal of funds was invested in additional human resource for all classrooms with extra SLSO's and teaching staff in each room for literacy and numeracy blocks. 92% of parents responded this had made a significant difference whilst others said they had not seen a spike in achievement.

From the results of the Principal Health and Wellbeing Survey I have made some lifestyle changes due to the composite score.

The People Matter Survey results saw us focus on culture with the support from Change Leaders resources to bolster our impact.



## Policy requirements

### Aboriginal education

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

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



## Multicultural and anti-racism education

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

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

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

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

## Other school programs

### Oakdale Public School Choir 2018

Oakdale Public has enjoyed having a choir for the third year running in 2018. Students were interested and enthusiastic to join from term 1 and have interest has been consistent since that time. We have 23 students who participate in choir, attend our weekly meetings and rehearsals and perform throughout the year. Each week we warm our voices with vocal exercises, learn and rehearse a chosen song and then finish with a singing game.

This year we have performed at our Education Week Assembly where the theme was *Today's Schools Creating Tomorrow's World*. We also performed at our end of year presentation day to celebrate all of our hard work and dedication. These were both great opportunities for students to use taught skills to highlight their voices in a community setting. We have also taken opportunities throughout the year to perform to different areas/members of the school community eg our administration staff, the staffroom during break time and throughout areas of the playground.

Our songs for the year have included *You've got a Friend in Me*, *Thinking Out Loud* and *I'm Yours* and a number of Christmas songs for performance such as *Rockin around the Christmas tree* and *Aussie Jingle Bells*.

### Public Speaking.

This year our focus for public speaking was on poetry. We began the year by having an incursion called "Pass the poetry" for K-6. This was a huge success. In Term 2, classes were given, or chose a poem to learn and recite for a performance at our book fair – family day. Families were invited to watch the students perform their poem as a whole class. This was a great success, with families joining in with morning tea and a chance to browse the book fair with their children.

In Term 3, classes began their own poetry competition where students were given (or chose their own for 3-6) a poem to recite for their class. Many students were set this task as homework and asked to practise and then recite to their teacher and class. Poetry was seen as a successful form of public speaking with students and families all enjoying the performances.

### SRC 2018

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

This year the SRC have initiated the Return and Earn program. We have a large orange bin out the front of the school office, where all eligible cans, bottles etc are put in. We then have a candidate from the Nepean distributors come out each Monday and collect in return for 10c each.

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

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

The SRC also organised the Jump Rope for Heart in Term 4 of this year. Sponsorship money was collected and classes practised their skipping, in order to have a

Jump Off day where all of K–6 rotated around different skipping activities. We raised over \$1000 for the Heart Foundation!

On the 15th of December, the SRC, in conjunction with the teacher leaders, organised an end of year incursion to celebrate a great year of learning and good behaviour. The 'Big Day in' was a huge success, where money from our return and earn was put towards an inflatable water slide, as well as students participating in a variety of field day games, some with water.

### **Sport and Physical Education**

Physical education and sport are an integral part of the school curriculum. Students participated in regular physical activity as part of programmed fundamental movement, games and sporting activities as it lays the foundation for a healthy and active lifestyle. Oakdale Public School is pro-active in encouraging all students to be more active more often in helping to promote the physical, social and emotional benefits of a healthy lifestyle.

### **Sports Captains and Vice Captains**

This year the sports captains and vice-captains have done an amazing job organising sports equipment for weekly sport as well as lunchtime sporting activities. They have lead the Thunderbolts and Meteorites enthusiastically at carnivals with chants and cheers and represented Oakdale Public School with pride at gala days and zone carnivals.

### **Weekly Sport**

Weekly sports consisted of a variety of learning experiences such as dance, basketball, Oz tag, tennis, athletics, tabloids, cricket, netball, soccer, AFL and many other varieties of experiences from the Australian Sports Commission's 'Playing for Life' activities.

### **PSSA**

In 2018, Oakdale Public School continued its proud tradition of competing in PSSA with other primary schools in the local area.

### **Swimming Carnival**

Students in Year 3–6 attended our swimming carnival held at Wollondilly Leisure Centre in Term 1. It was a successful day where students participated in a variety of swimming races and novelty events. From this event, 19 students qualified to participate in the zone swimming carnival.

### **International Competitions and Assessments for Schools (ICAS) 2018**

Each year, Oakdale Public School, offers students in Years 3–6, the opportunity to participate in the International Competitions and Assessments for Schools (ICAS). This independent, skills-based assessment program recognises and rewards student achievement. These external tests are run independently by the UNSW Global and provide the

students with invaluable experience in standardised tests whilst challenging them academically. Students receive a certificate to recognise their efforts. In 2018, students participated in Digital Technologies, Science, Writing, English and Mathematics. Students achieved excellent results and the school is very proud of their achievements. The results are as follows: Digital Technologies – 1 credit, 6 participations. Science: 1 merit, 5 participations. Writing – 7 participations. English – 1 credit, 6 participations. Mathematics – 3 credits, 1 merit, 5 participations.

### **Primary Science Groups**

This year, Years 3 to 6 have embarked on a "voyage of scientific discovery". In Terms 2 and 4, each fortnight, the students engaged in some exciting learning centred on science. The students were in stage groups and taught separate topics by the Primary staff. The students explored the delights of "Microbes and Mould", lit up their world with "Light", saw the world in a different way in "Changing States", were soured by "Acids and Bases" and electrified by the concepts in "Electricity". They had an awesome time using new technology: looking at the development of moulds using digital microscopes linked to the Smartboard, as well.

### **The Peer Support Program**

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

Younger students were taught life skills through fun and safe activities, they formed positive relationships with Year 6 Peer Leaders and Year 5 Co-leaders, practised cooperation and collaboration and building confidence to participate actively.

The senior students undertook leadership training at the end of Term 1 with teachers. The students focused on developing their leadership skills, as they worked on activities designed to teach them about managing groups and facilitating learning. In Term 2, the whole school participated in Peer Support for 30 minutes each week. Year 5 and 6 students lead their group of 6 – 8 younger students through a number of structured activities. The module they were engaged in this year is called "Moving Forward". This unit focused on resilience and helped support students to develop the capacity to adapt and develop protective factors necessary to help them approach situations with confidence and enthusiasm.

**STEM (Science Technology Engineering Mathematics)** education is a priority at our school. This focus on Science and Technology teaching this year is in line with part of the rationale from the syllabus which states that students should develop skills to participate responsibly in developing innovative ideas and



solutions in response to questions and situations relevant to personal, social and environmental issues.

Science and Technology was taught during RFF in K–6 sequenced program. A group of senior students also took part in the Wollondilly STEM Expo, held at Tahmoor PS.

As part of learning in computational thinking, K– 3 students engaged in activities using codeable robots called "BeeBots". Also, for the first time this year, the school used virtual reality (VR) headsets in learning activities. These headsets were accessed through a new government partnership initiative where schools can borrow digital technology equipment from a company called STEMShare, which lends digital technology kits to schools and provides ongoing educational support for teachers. In addition, at school, Stage 3 girls undertook a workshop on coding and robotics, called *Robogals*, as part of a *Girls in Engineering* initiative by UNSW.

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