

# Oaklands Central School

## Annual Report



2018



2791

## Introduction

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

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

Peter Craft

Principal

### School contact details

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### Message from the Principal

Oaklands Central School is a vibrant K–12 school with strong community links and engagement. During 2018 Oaklands Central School actively continued to build on our programs that promote learning, wellbeing and community. This year saw the introduction of the next school plan that maps the path to whole school improvement. This includes enhanced student learning, with a particular focus Literacy and Numeracy with a commitment to know, value and support all our students. There is also an emphasis on teacher professional learning that enhances teacher performance resulting in improved outcomes for students. Finally the plan details the commitment to building a strong school community. Excellent schools have strong community relationships and Oaklands Central School is building community links.

Oaklands Central School is an Early Action for Success Phase 2 school. We also have a strong commitment to our Learning support program that supports students who are experiencing difficulty with their learning. During the last year we have refined our processes and enhanced a variety of interventions, including the MultiLit program. Working across the school these programs have identified the learning needs of students and supported them in improving their literacy and numeracy.

Our school is committed to the wellbeing of students and promotes a culture of respect, resilience, individual responsibility and safety. Our student leadership encourages our students to be active participants in the life of the school. Students have provided continuous leadership across the school leading to initiatives that have benefited the whole school community. We are actively involved in fund raising, raising student awareness while developing our students as informed and active citizens. As a school we have been forging links with our community with several students participating in work placement programs.

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

This year, 2018 has been a year where Oaklands Central School has continued to grow. We are focused on continuing this success into the future.

Peter Craft

Principal

## School background

### School vision statement

Oaklands Central School aims to have students who are 21st Century learners who are self-motivated and strive for excellence. They will possess the core values and skills required to engage in our community with confidence.

We will work as a whole school to implement innovative teaching and learning programs that stimulate students to achieve to their potential, including excellent literacy and numeracy skills.

We will foster partnerships throughout the school community that enhance school life, to support both the educational and personal development of learners.

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

### School context

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

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

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

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

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the self assessment process the school collated information drawn from staff, parents and students to make balanced judgements on the school performance against the School Excellence Framework .

The results of this process indicated that In the domain of teaching the school is focused on developing the capacity of our teachers so they are able to implement the school plan and grow classroom practice that supports learning for every student. Critical to ongoing improvement in student outcomes is a focus on teacher professional learning. In 2018 the

school embedded coaching into the school structures to give each teacher individualised support in improving their practice. There has continued to be a strong focus on HOW2Learn, Secondary Literacy Strategy and the use of Literacy and Numeracy Progressions. We have also continued to focus on the use of data to inform teaching and learning across the school. Oaklands Central School has a culture of teachers working together, sharing expertise across the school and working beyond their classroom to develop teaching practice. The school was assessed as achieving at sustaining and growing.

In the Domain of Learning the school has focused on providing a learning environment that meets the educational and other needs of each student in the school. This has been achieved through a variety of focused programs. There has been a strong focus on identifying and using efficient learning strategies, including learning intentions along with the use of success criteria. Secondary staff have developed new assessment processes, building on a strong understanding of key verbs. This has assisted students in better understanding tasks and the standard required to succeed. The Learning Support Team continued to support the embedding of Super6 and 2LS in all classrooms. The school continued to participate in Early Action for Success Phase 2 with the direct support of an Instructional Leader. A range of data shows the impact of EAFS with students showing sustained growth in numeracy and literacy. The school has a strong commitment to assisting students in making sound decisions about their future directions with the continuance of a long running school to work program that engaged students in experiences that enhance their understanding of the workplace. Our behaviour management system seeks to be transparent and positive. These are having a positive influence on students and is creating a more harmonious teaching and learning environment. School strategic direction of High levels of Student engagement and Achievement is constantly addressed and reviewed. We believe students of Oaklands Central School are engaged, active, creative and critical 21st Century learners who strive to be the best they can be. The school was assessed as sustaining and growing.

In the domain of leading the school is building a culture of collaboration and partnership with its community to support the educational needs and aspirations of our students. Students are currently partnering with the community in a wide variety of ways, including involvement in significant cultural events, supporting important community programs, supporting charities and being heavily involved in cultural events at school. The school will continue to play a key role in community events such as ANZAC Day, where students march each year and also play key roles in the commemoration service after the march. Our students are also actively involved in Local Government Week, the CWA International Day and Australia Day. The school's website and Facebook page are key parts of the strategy, with an accurate calendar of events available on the website and up to date information posted on both forums. The school mobile phone enables instant follow up of absent students and important matters that affect parents. We continue to provide a well-supported newsletter that is delivered both electronically and in hard copy format. Oaklands Central School also has a strong and supportive relationship with our P&C, which actively works with the school to fundraise to support significant school programs. A Futures Committee with parents has been formed which is investigating the best future directions for Oaklands Central School. The school actively seeks to self-assess through the use of parent meetings, as well as the use of formal surveys and informal interactions. The school engaged the community through a 360 Degree survey, Tell Them from Me and school based survey strategies. Through consultation with the community changes have been implemented As a result of identifying the need for further wellbeing support, the school is engaged in the process of appointing a Youth Worker to support students, teachers and parents. Oaklands Central School was assessed as sustaining and growing

## Strategic Direction 1

### Learning

#### Purpose

To build a school learning culture where students strive for excellence and grow as individuals. The school community will provide rich learning experiences for students, empowering them to become life-long learners who are self-motivated, highly literate and mindful.

#### Overall summary of progress

Oaklands Central School has made significant progress in achieving improved learning by students across the school. Staff across the school have been engaged in professional learning in the use of Literacy and Numeracy Progressions to support student learning. In particular the progress of students in K – 3 have been tracked against the progressions using PLAN2 software package. Under the guidance of the EAFS Instructional Leader, teachers have been able to identify student progress and target teaching and learning strategies for each student. The introduction of learning intentions and success criteria across the school has supported students in their learning. School data continues to show that the implementation of explicit teaching has resulted in improvements in student outcomes.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>80% of students reach NMS in NAPLAN for Literacy and Numeracy and 80% of students show greater than expected growth in NAPLAN results / Progression Tracking</li></ul>	Teaching staff are receiving direct professional learning to support the growth of literacy across the school. There has been considerable investment in L3 training and Progressions Professional Learning to build teacher capacity in teaching literacy and numeracy.	Naplan results, as reported in SCOUT, show a measurable improvement in student outcomes. This includes a 400% increase in the number of students achieving the top 2 bands in Naplan tests.
<ul style="list-style-type: none"><li>All students show evidence that they are using effective, evidence based learning strategies in 80% of class time</li></ul>	Teaching Staff have been actively involved in Professional Learning on the implementation of effective teaching strategies. This considerable investment is a prelude to explicitly teaching students the effective use of these learning strategies.	The school executive has identified learning strategies that have a large effect size and implemented Professional Learning to support teachers in their use across the school. This is in preparation for the explicit teaching of these strategies to students.

#### Next Steps

Oaklands Central School is committed to continuing to improve student learning and learning outcomes. The school is continuing to identify evidence based efficient teaching and learning strategies. Staff professional learning will train staff in the most effective teaching strategies that will continue to be introduced into the classroom. The school aims to develop self motivated and directed learners. This will require students to be explicitly taught about learning strategies and their effective use. This will allow students to guide their own learning and to be effective learners. Staff have started working with Literacy and Numeracy Progressions and will need to continue to build their professional knowledge about how to use data from the progressions to inform learning in the classroom.

## Strategic Direction 2

### Teaching

#### Purpose

To engage all staff in professional learning to continually develop practice so that lessons are engaging, individualised, innovative and evidence based. Teaching is focused so that all students become successful learners, leaders and active citizens, contributing positively to the community.

#### Overall summary of progress

Oaklands Central School has developed systematic processes and policies that support teacher professional learning based on classroom need. The executive staff completed coaching training and has implemented a structured coaching program across the school. Coaching time is embedded in the school timetable to enable the full participation of staff. These coaching periods focus on teaching and learning strategies and are designed to meet the day to day needs of teaching staff. There has been continuing work on improving the quality of lesson planning and programming across the school. Programs include strategies that allow for differentiation, the teaching of literacy strategies, cross curricula content and other vital skills. To support these programs the executive staff have been modelling instructional leadership across the school. The active role of executive teachers in the classroom is developing teacher expertise across the school.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• 90% of staff demonstrate more effective teaching strategies through the collection of evidence, based on collaborative practice</li></ul>	The school is investing in Evidence Folders to allow teaching staff to collect evidence and reflect on progress towards the school plan.	The school has purchased folders to allow staff to collect evidence to show the impact of the school plan on the practice of staff around the school.
<ul style="list-style-type: none"><li>• <b>Evaluations show that 90% of staff rate the school leadership as effective instructional leaders and as highly supportive in improving classroom practice</b></li></ul>	The school will undertake a survey process to determine the effectiveness of executive teachers as instructional leaders.	The school executive continuously monitor the implementation of the school plan through the inclusion of a permanent agenda item for the Executive meeting. This year the executive have worked as instructional leaders by actively leading staff in the school wide coaching program.

#### Next Steps

Oaklands Central School will develop instructional leadership across the school. There will be a continuing focus on developing school leadership that directly supports teachers in the classroom and leads to educational improvements. The professional development of teaching staff will remain a focus area for our school. The effectiveness of the coaching program has been established. This will continue to be a focus of professional development across the school.. Executive staff will focus on developing the capacity of staff to collaborate and develop peer to peer coaching. The Principal will become more visible in classrooms. The evidence folders will be distributed to staff and professional learning provided on their use.

## Strategic Direction 3

### School Growth

#### Purpose

To build a learning community that is working to build the capacity of both students and teachers while developing values of inclusivity, diversity, connection. In this caring and supportive community individuals build their leadership capacity and to strive for personal excellence in all areas of life.

#### Overall summary of progress

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

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>90% of students show expected or better than expected growth on external measures and 50% of students meet nms on external measures</li></ul>	Teaching staff are receiving direct professional learning to support the growth of literacy across the school. There has been considerable investment in L3 training and Progressions Professional Learning to build teacher capacity in teaching literacy and numeracy.	Naplan results, as reported in SCOUT, show a measurable improvement in student outcomes. This includes 20% of students achieving the top 2 bands in Naplan tests.
<ul style="list-style-type: none"><li>All stage 5 and 6 students are connected with community networks that enhance learning and engagement between the community and school</li></ul>	The school supports the continuing engagement in TAFE by students through the provision of a school car.	The school supports students in stage 5 through a weekly work placement program. Students are also supported in accessing relevant TAFE courses. The school continues to build a relationship with Big Picture Australia.

#### Next Steps

The school will continue its development of robust wellbeing processes that enhance the wellbeing of the school community. Currently the school is developing a partnership with Big Picture Australia to enhance student engagement and connection with the community. The process will form teams that support students in their learning. Additionally the school is forming strategic partnerships with a non-government non-profit organisation to provide a wellbeing facilitator to run programs within the school to support students and their families.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Low level adjustment for disability</b>	The school has invested strategically to support student learning across the school. The school employs additional SLSO support for student and additional LaST support.	The strategic employment of additional SLSO and LaST staff has had a significant impact for students. Both the MultiLit and MacqLit programs have been implemented through this investment. This has allowed the school to identify learning gaps through a school wide WARP testing program. Targeted interventions have been implemented which has seen students make significant improvements in literacy outcomes by students.
<b>Quality Teaching, Successful Students (QTSS)</b>	The QTSS funds have been expended supporting students with learning difficulties through the introduction of the MacqLit Literacy Program across the school.	The implementation of the MacqLit program has resulted in the use of targeted intervention programs for identified students. These, along with other literacy initiatives have contributed to the improvements in NAPLAN results for students at Oaklands Central School.
<b>Socio-economic background</b>	Socio-economic background funds have been expended in a wide range of areas. Students have directly benefited from support with major excursion costs. Additionally, funds have been used to support investment in technology to give students access to technology that is equivalent to urban students.	The school has a focused excursion program designed to expand student educational and cultural experiences. The funds have allowed the majority of students at Oaklands Central to participate in the rich experience of excursions. The school has been actively up-dating out dated technology to ensure students have access to fit for purpose technology. It is anticipated that within two years all laptops, computers and electronic whiteboards in the school will be no older than 4 to 5 years old.
<b>Targeted student support for refugees and new arrivals</b>	Targeted support funds were expended in the employment of a support teacher for new arrival students.	The students involved in this program were directly supported with additional teaching staff employed with the funding. The students made significant progress in their English Literacy skills and in their social adjustment.



## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	35	36	33	31
Girls	47	40	33	40

Student enrolments remained stable at Oaklands Central School in 2018 from 2017 due to retaining the majority of Year 6 students into Secondary, resulting in the largest Year 7 enrolment since 2014. The school also benefited from a large Kindergarten enrolment.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	96.4	85.5	96.7	89.6
1	85	95.6	92.1	91.8
2	95.5	93.5	95.9	86.9
3	91	94.4	93.3	91.2
4	92.7	90.8	94.5	93.6
5	93.8	95.2	94.6	93.8
6	92.8	90.2	94.8	92.7
7	91.8	82	92.5	80
8	92.4	89.8	64.9	93.4
9	90.5	93.3	86.6	63.8
10	94	82.6	90.6	69.6
11	91.6	95.7	85.1	86.3
12	83.5	88.6	95.7	95.3
All Years	92.2	90.6	91.3	88.9
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
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	92.3	92.3	92.3	91.5

### Management of non-attendance

Attendance at Oaklands Central School is consistently above 90% in most year levels and are better than state attendance levels. Attendance in Kindergarten reflects attendance difficulties with one student.

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

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

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	30	0
Employment	0	0	0
TAFE entry	0	0	0
University Entry	0	0	100
Other	0	0	0
Unknown	0	30	0

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Head Teacher(s)	1
Classroom Teacher(s)	5.27
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.47
School Administration and Support Staff	3.83
Other Positions	0.1

\*Full Time Equivalent

In 2019 no staff at Oaklands Central School identify as Aboriginal.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	17

### Professional learning and teacher accreditation

Oaklands Central School is committed to ensuring that all staff maintain the highest levels of professionalism through a philosophy of continual improvement. The school supports this through its professional learning for teachers. In 2018 staff meetings have included time devoted to the delivery of NESA registered courses. Through this process all teachers had access to training in Highly Effective Teacher Program, HOW2Learn phase 2 , Accidental Counsellor Training and DoE mandatory training . Individual professional learning included L3 training for two staff, Early Action for Success training, Building Numeracy Leadership, CPR , MacqLit training, School Edge Timetable Training, School Website Training, HT Induction Conference, ICT Update Training, Effective Reading in the Early Years and Introduction to New Mandatory Technology Syllabus . All staff maintained accreditation and completed mandatory training in Child Protection, WHS, Emergency Care and Anaphylaxis

## 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>	407,208
<b>Revenue</b>	1,733,852
Appropriation	1,686,957
Sale of Goods and Services	914
Grants and Contributions	43,392
Gain and Loss	0
Other Revenue	0
Investment Income	2,590
<b>Expenses</b>	-1,624,312
Recurrent Expenses	-1,624,312
Employee Related	-1,415,146
Operating Expenses	-209,166
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	109,540
<b>Balance Carried Forward</b>	516,748

The school carefully monitors spending and the allocation of resources. Budget processes are managed by the Principal in conjunction with the executive team who have direct responsibility for spending against the budget. The school planned to invest via spending programs to run a small deficit, within the confines of the budget. The majority of the deficit was used to supplement staffing in the school.. However, staff leave meant that the budget was not met and an overall surplus occurred. The school will continue to invest in updating technology, supplementing support staff across the school and providing targeted wellbeing programs for students and parents.

### 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>	1,419,782
Base Per Capita	12,762
Base Location	57,435
Other Base	1,349,585
<b>Equity Total</b>	67,563
Equity Aboriginal	3,915
Equity Socio economic	21,180
Equity Language	0
Equity Disability	42,469
<b>Targeted Total</b>	21,074
<b>Other Total</b>	77,624
<b>Grand Total</b>	1,586,043

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.

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

challenges in supporting students to reach the National Minimum Standards required.

Oaklands Central School has a small cohort of students. The data shows that 99% of students achieved expected or better than expected growth in numeracy.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

### Higher School Certificate (HSC)

Students at Oaklands Central School are able to access HSC studies through the world leading Riverina Access Program. This program involves a partnership of 5 schools, working as a team, to deliver the HSC for rural and remote students. Lessons are delivered through Video Conferencing technologies and via teachers in the local schools. Students in RAP typically achieve average or above average results for the HS.. Two students were awarded their HSC after studying through RAP and Oaklands Central School in 2018.

### Parent/caregiver, student, teacher satisfaction

Student, parent and teacher surveys in 2018 provide strong data showing that there are high levels of satisfaction with the performance of the school. The surveys revealed several areas of strength as well as areas that the school should develop further. There were noticeable differences between the responses of secondary and primary students for the same questions. In both primary and secondary there is strong participation in sport and in community activities. While there were positive relationships and connections among primary students the secondary students data showed poorer results. Bullying across the school was reported as being at low levels compared to similar schools. Parents and students both report that there are high levels of satisfaction with classroom engagement, the focus on learning and the learning that takes place in the classroom. Both primary and secondary students feel that their teacher / student relationships are strong and that there are high

expectations for learning. While there is a strong focus on learning in the school, teachers report that there is still a need to improve in some areas of teaching.

## Policy requirements

### Aboriginal education

The school continues to include Aboriginal Education by emphasizing indigenous perspectives across all Key Learning Areas (KLAs) from Kindergarten to Year 12. Specific teaching strategies have been used to cater for Aboriginal students including personalized learning plans. 2018 saw the successful inclusion of whole school NAIDOC activities involving all students and staff. NAIDOC Day gave students the opportunity to participate in a cultural day held at Oaklands Central School. A local First Nations cultural group coordinated the activities on the day. At all official functions the school acknowledges Aboriginal cultural heritage through the Acknowledgement of Country. All teaching programs include cross curriculum content that focus on the significance, influence and importance of our Aboriginal heritage. Students are actively involved in Aboriginal education and the school promotes a culture of tolerance, respect and awareness of other cultures, including the culture of our first peoples. In developing the School Plan 2018–2020 the school ensured that it undertook consultation with all Aboriginal families that attend the school.

### Multicultural and anti-racism education

Oaklands Central School is a multicultural school with students from numerous cultural backgrounds. Cultural diversity is celebrated through the support of whole school events, including Harmony Day in which we had a very special performance from a group of young Aboriginal dancers, and video conferences with people from backgrounds different to those represented at our school. Stage 4 students currently undertake LOTE and have been learning Italian and are being immersed in Italian cultural experiences. At OCS in 2018 we had a trained Anti-racism Community Officer (ARCO) who could assist staff when needed. Furthermore Harmony Day was an opportunity to celebrate cultural diversity and multiculturalism in Australia. Oaklands Central School received a visit from the Mayor, dignitaries and several students of Miki City in Japan, who are our sister city.