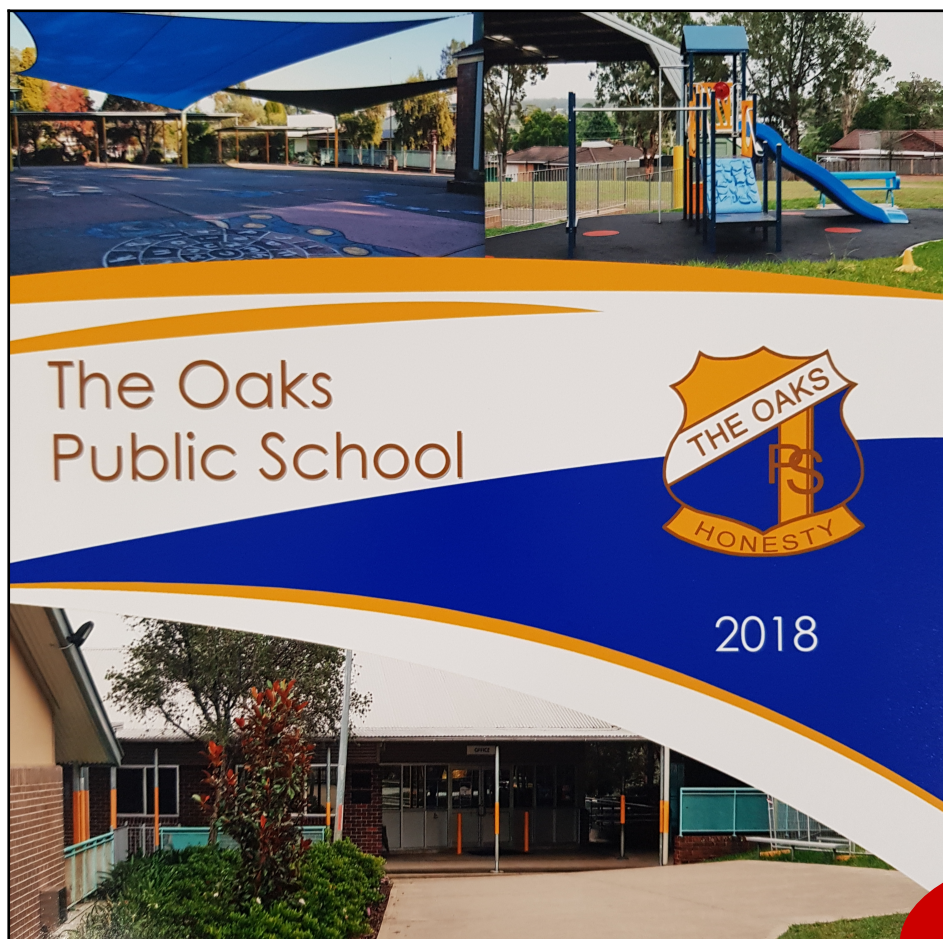


The Oaks Public School

Annual Report



2018



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Introduction

The Annual Report for **2018** is provided to the community of The Oaks 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.

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School background

School vision statement

Striving for excellence.

At The Oaks Public School, we will create a quality teaching and learning environment that promotes equity and excellence through research-based pedagogies and innovative practices that enable everyone to connect, succeed and thrive.

School context

The Oaks Public School has a current population of **316** students. It is situated in the middle of The Oaks township, a semi – rural setting, 14 kilometres from Camden. The surrounding area is rich grazing land subdivided into larger and smaller acreages with an existing local residential area that is currently being extended into large building blocks of quarter acres. This is expected to cause further growth to the school's population over the next few years. The closest schools are 15 minutes' drive away on country roads and are both smaller than The Oaks Public School. The school has a FOEI (Family Occupation Educational Index) of **103**, where **38%** of the parents are tradespeople, clerks and skilled office, sales and service staff, **18 %** had no paid work in the last 12 months, and **14%** are senior management and qualified professionals. The children predominantly speak English as their first language. There is a 5% Aboriginal population.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

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

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

Learning Culture – Sustaining and Growing

Wellbeing – Delivering

Curriculum – Delivering

Assessment – Delivering

Reporting – Delivering

Student Performance Measures – Delivering

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

Effective Classroom Practice – Delivering

Data Skills and Use – Delivering

Professional Standards – Sustaining and Growing

Collaborative Practice – Sustaining and Growing

Learning and Development – Sustaining and Growing

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

Educational Leadership – Sustaining and Growing

School Planning, Implementation and Reporting – Delivering

School Resources – Delivering

Management Practices and Processes – Sustaining and Growing

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

Quality Teaching and Learning

Purpose

Quality teaching and learning practices will occur across the whole school, so that all students can be successful learners, especially in Literacy and Numeracy.

Overall summary of progress

Our first year into a new school 3 year plan had been very positive. The Oaks Public School has worked hard towards improving "Quality Teaching and Learning" throughout the school. Staff have demonstrated a commitment to improving their pedagogical practices through rigorous ongoing professional learning, enhancement of collaborative practices, analysis of school based and NAPLAN data to inform future practice, observations and feedback.

Our staff's willingness to be open to feedback, observation and trying new approaches has been critical to the success of our strategic direction throughout our first year of implementation.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
By 2020, all students from K–6 are mapped/tracked on literacy progressions demonstrating their growth.	\$2500	Executive staff have collaborated with a community of learning network to enhance their knowledge of literacy progressions.
All teachers providing differentiated instruction for students based on student assessment data. (observations, PLP's, teaching and learning programs)	\$3000	The development of a school Performance and Development Framework has been developed and implemented within the school. Lesson observations focussing on staff's Performance and Development Goals have been implemented across the school. Observations and feedback on school teaching and learning programs is embedded within the school.
All teaching staff use an assessment schedule that ensures a consistent approach to assessing students.	\$1500	Stage based assessment schedules have been developed and implemented across the school.
At least 80% of students demonstrating achievement across DoE literacy progressions relevant to school targets.	NIL	Staff are utilising progressions to analyse student writing samples. K–2 staff utilise progressions to track students phonemic awareness and phonics
Growth rate in NAPLAN Writing demonstrates an increased percentage of students at Proficient.	\$5000	Professional learning across the school has been implemented, improving our teacher's pedagogical knowledge of writing. 60% of students surveyed knew more than one area they could improve to enhance their writing.
By 2020, all students K–6 are mapped/tracked on numeracy progressions demonstrating their growth.		K–2 students are tracked in phonological awareness, phonic knowledge and word recognition.

Next Steps

Our commitment to quality teaching and learning will continue to grow. Professional learning will be a major focus along with developing a system to map whole school data in literacy and numeracy. Our partnerships with other schools and consultants, such as Jann Farmer–Hailey will be enhanced to help drive quality teaching practices.

Strategic Direction 2

Wellbeing

Purpose

The whole school community will connect, succeed and thrive, supported by a framework of excellence in Wellbeing services.

Overall summary of progress

In our first year of our school plan, The Oaks PS staff have improved the awareness and importance of student and staff wellbeing across our school community. This initiative is linked to the one of the Department's key initiatives – that every child is known, valued and cared for.

Our instructional leaders have lead whole school professional learning, engaged in lesson demonstrations to build the capacity of staff and analysis of data to ascertain the where our students are and where to next. Our PBL community is improving the way we, as a school, collect this valuable data so that we can make the best informed decisions on how to cater for the diverse range of student needs within our school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Demonstrated improvements to support cognitive, social, emotional, physical, and spiritual wellbeing of students are evident based on the results of Wellbeing Self Assessment Tools.	\$2000	Collaborative lessons across the school on wellbeing practices such as Growth Mindset have been implemented. Connecting wellbeing practices have been implemented into quality teaching and learning practices.
Increased healthy options for students. (Comparison of canteen menus over three years).	NIL	The school Canteen has complied with the requirements of the Healthy School Canteen initiative and increase the food and drink option on our school menu greater than 75%

Next Steps

Introducing a school wide program to focus on resilience, perseverance and embed this across the school will be a focus.

Reviewing our processes and practices on data gathering of student wellbeing.

Implementation of Tier 2/3 PBL program.

Strategic Direction 3

Innovation and Change

Purpose

Relevant research will be utilised to create an innovative and engaging teaching and learning culture, which will enhance educational outcomes for students.

Overall summary of progress

The Oaks Public School Staff have reviewed current practices and procedures that enhance the student outcomes for all our students. All staff have engaged in research into innovative way to enhance the engagement of our students, the pedagogical practices of staff and our learning environments.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased number of teaching and support staff utilising innovative practices and resources.	\$25 000	All staff participated in PL in evidence based practices such as Formative Assessment. A new form of collaborative practice has been embedded throughout all stage planning sessions that focus on student data and delivering teaching and learning at point of need.
Increased feedback related to each transition point that informs future practice	\$2000	Communication between staff and community has increased allowing for clear and transparent information between stakeholders, ensuring a more comprehensive transition for students.
Learning spaces demonstrate evidence of innovation.	\$20 000	Introduced new and innovative furniture into our library and classrooms that enhance flexible learning spaces and enhanced feedback for teacher to student.
Current available technologies are utilised and embedded to support student learning.	\$13 000	The school has purchased a fleet of Chromebooks for students to utilise. Staff have received PL on best practice at techniques to enhance student learning.
Technology is planned to ensure its effectiveness, relevance and ability to ensure quality opportunities are available.	\$14 000	Utilised funds to employ a technology assistance to enhance and monitor the school's IT infrastructure.

Next Steps

The school will continue to look at current research and evidence based pedagogies to embed throughout the school. Staff will continue to engage in PL and peer feedback to enhance and refine their own practice.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$6500	Students participated in cultural workshops. All students participated in NAIDOC week celebrations. All Aboriginal students had an Aboriginal Personalised Learning Pathway with 100% of students achieving their goals.
English language proficiency	\$3000	Supplemented additional Learning and Support teacher time to successfully support EAL/D students through our Learning and Support Team.
Low level adjustment for disability	\$40 000	Supplement additional Learning and Support teacher and School Learning and Support Officers (SLSO) time to support students.
Quality Teaching, Successful Students (QTSS)	\$54 000	Provision of Instructional Leader 3 days a week. Supported and enhanced the professional practice of our teachers in the area of literacy. Increased the leadership's team ability to implement key initiatives and lead professional learning across the school.
Socio-economic background	\$94 000	Supplement additional School Learning and Support Officer time to support students through the Learning and Support team.
Support for beginning teachers	\$26 000	Provision of release for beginning teachers and mentors to build beginning teacher's capacity, aligning to the Australian Professional Standards for Teachers.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	172	162	162	157
Girls	151	145	156	147

Student attendance profile

School				
Year	2015	2016	2017	2018
K	96.3	96.8	95.1	94.8
1	95.9	93.9	94.7	95.1
2	95.7	94.1	94	94.1
3	96.4	94.8	94.4	94
4	95.9	95.8	94.1	92.8
5	93.6	94.4	94.8	92.8
6	94.5	93.2	92.6	93.8
All Years	95.5	94.6	94.2	93.9
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
All Years	94	94	93.9	93.4

Management of non-attendance

The Oaks Public School have continued to work hard to improve student attendance and have continued our trend of having our attendance above the state average.

All staff are committed to working closely with families to encourage and communicate the importance of attendance. The school regularly monitors school attendance data and works closely with the Home school Liaison Officer when necessary to support regular attendance at school.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	11.57
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.8
School Administration and Support Staff	2.87

*Full Time Equivalent

At the Oaks Public School 6% of the school workforce is of Aboriginal descent.

Teacher qualifications

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

Teacher qualifications

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

Professional learning and teacher accreditation

In 2018, professional learning focused on fostering a collaborative professional learning culture. The school leadership team participated in opportunities to develop and enhance current understanding of performance analysis conversations, innovative approaches to curriculum development, and teaching practices. The leadership team then developed protocols and guidelines that allowed staff to work collaborative together to research and design effective teaching strategies.

Teachers actively engaged in their performance and development plan and 1005 of staff successfully completed all aspect of the Performance and Development Framework, including program and lesson observations and feedback.

The majority of staff are maintaining accreditation at the proficient level of the Australian Professional Teaching Standards and 5 staff are beginning teachers still at the graduate level this year.

Financial information

Financial summary

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

	2018 Actual (\$)
Opening Balance	250,296
Revenue	2,881,228
Appropriation	2,768,820
Sale of Goods and Services	-50
Grants and Contributions	110,176
Gain and Loss	0
Other Revenue	0
Investment Income	2,282
Expenses	-2,625,743
Recurrent Expenses	-2,625,743
Employee Related	-2,326,622
Operating Expenses	-299,121
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	255,485
Balance Carried Forward	505,781

At The Oaks Public School, we have set financial management processes and governance structures to meet financial policy requirements.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	2,279,651
Base Per Capita	61,491
Base Location	5,473
Other Base	2,212,686
Equity Total	242,384
Equity Aboriginal	10,922
Equity Socio economic	95,979
Equity Language	1,615
Equity Disability	133,869
Targeted Total	87,784
Other Total	100,988
Grand Total	2,710,807

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.

Students in Year 3 have shown improvements in Spelling, 96% of students achieved above the national minimum standard, an increase of 8%. In Grammar and Punctuation, 91% of students achieved above the national minimum standard, an increase of 10%. In Writing, 96% of students achieved above national minimum standard, an increase of 6%.

In spelling 85% of Year 5 students achieved above the national standard. In Grammar and Punctuation, 70% of students are achieved above the national minimum standard, a decrease of 6%. In Writing, 65% of students achieved above national minimum standards. In Reading, the percentage of students in the top two bands has increased by 5%.

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

Students in Year 3 have shown improvements in Numeracy, 96% of students achieved above the national minimum standard, an increase of 13%. Students achieving in the top two bands also increase by 5%.

In Year 5, 83% of students achieved above the minimum standard, an increase 12%..

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

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.

In 2018, four Aboriginal students sat the Year 3 NAPLAN assessment and three Aboriginal students sat the Year 5 NAPLAN assessment. Care should be taken as these are small cohorts and this may affect data analysis.

In all areas of NAPLAN, data shows that a greater percentage of The Oaks PS Aboriginal students are performing in the top 2 bands of all areas in both Year 3 and 5 than the percentage of Aboriginal students in the state.

Parent/caregiver, student, teacher satisfaction

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

From Parents and Caregivers

Survey responses indicate:

86% are well informed about school activities.

82% feel teachers are approachable and listen to their concerns.

80% feel that their children are encouraged to do their best and teachers show an interest in their students learning.

88% feel the school supports positive behaviour and children are clear about rules.

89% say their children feel safe at school.

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

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

- The staff work together as a team under great leadership.
- The relocation of the school's biannual concert was well received.

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

- More workshops to up skill parents with regard to what and how students are learning.
- Wellbeing with a focus on social skills and self esteem programs.
- Online safety programs
- Students to participate in overnight camps annually.

From the staff:

During Term 3, staff participated in an analysis of the school's strengths and weaknesses and areas for improvements.

Results indicate:

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

From the students:

The Tell Them From Me student survey completed by 120 students on the 11th September 2017 highlights student opinions and beliefs on school and classroom effectiveness.

65% of students participate in extra curricular activities such as dance, choir, saxophone, chess, debating and gardening

83% of students believe they have friends they can trust and who encourage them to make positive choices

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

87% of students display positive behaviour at school

91% of students try hard to succeed in their learning

84% of students feel that learning is relevant, class time is used efficiently and classroom instruction has a clear purpose

85% of students feel teachers are responsive to their needs

80% of ATSI students feel good about their culture when they are at school

Policy requirements

Aboriginal education

Our school continues to support Aboriginal students by providing programs that educate all students about Aboriginal history, culture and contemporary Aboriginal Australia. Initiatives that educate all students about Aboriginal Australia include; 'Acknowledgement of Country' being read at all assemblies, concerts and presentations and Aboriginal perspectives being included in Key Learning Areas.

Teachers developed Personalised Learning Pathways for all our Aboriginal students in collaboration with students, parents and carers. Our school hosted a Contemporary Indigenous Dance Workshop for Aboriginal students across our network of schools. Over 40 students attended which helped students develop their skills in traditional Aboriginal dance and knowledge of Aboriginal culture. This year, with the assistance of an Aboriginal community member, students designed and built an 'Aboriginal Yarning Circle' and accompanying mural which has complemented the aesthetics of our school grounds and is utilised by all students.

Multicultural and anti-racism education

The Oaks Public School catered for 6% of students who have a language background other than English. The school was involved in Harmony Day Celebrations. The Oaks Public School has an Anti-Racism Contact Officer who is accessed when required.

Other school programs

Sport

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

Students from Years 2–6 participated in our swimming carnival and our whole school participated in the school Cross-Country Carnival. Kindergarten and Year 1 (up to 7 year olds) competed in a modified course, while 8 year old students and above competed on a course set out by the Primary Sporting Schools Association requirements. Our Athletics Carnival was held for all students K–6, with students aged below 8 years of age participating in a tabloid 'Athletics' program and students over 8 years of age competed in Athletics events with a number of students going to represent our school, our Zone and region at further Carnivals. Students in Years 3–6 also participated in local area Gala Days in the sports of Soccer, Netball, AFL, Touch Football and Cricket.

During Term 3, our school participated in a structured Gymnastics program (Gymtastics) for 8 weeks. Our school utilised funds from Sporting Schools Australia to subsidise the cost of this initiative. Our students also participated in a dance/fitness program that ran alongside our gymnastics program.

Over 60 students participated in the Department's Swim Scheme program during Term 4. Over 80 students participated in 'Tiger Tag' gala day run by NRL staff. Our senior rugby league team were the Group 6 knockout champions in 2018 and went on to compete at Penrith in the State Knockout.

Our school had a number of students represent at district and regional levels in Rugby League and Touch Football.

Stage 3 Initiatives – Peer Support

Stage 3 students led our whole school Peer Support program. The module was called *Stronger Together* which aims to support positive relationships amongst all students. Stage 3 students were involved in training sessions to assist them in developing the skills required to support younger students. The sessions consisted of one Year 6 Peer Leader and one Year 5 Co-Leader, facilitate a small group of students from Kindergarten to Year 4 throughout 45 minute sessions, once a week for the duration of Term 2.

Stage 3 Initiatives – Country Fair

Stage 3 students were responsible for running a major fundraising event for their Year 6 Farewell evening and a gift to the school. All students donated resources for their stalls and it was held on a single day (middle session) where the whole school were invited to attend and purchase items for sale. Lollies, cakes, toffees and drinks were sold along with activities for students to participate in such as soccer shootout, video games, sock wrestling, a haunted house and dark maze. There were a total of 21 stalls and activities run this year and money raised totalled \$1731. These funds were put towards hiring the venue for the Year 6 Farewell at the Camden Civic Centre and other related costs.

Dance

Our school had 4 successful dance groups in 2018 – K–2, Stage 2, Stage 3 and Boys. The groups learnt choreography and rehearsed items before school and during lunchtimes. Altogether, 90 students across all grades were involved, with some students performing on the Boys Dance Group and the Senior/Junior Dance Groups. Our students performed at a number of events in a school and within the wider community including, Light up The Oaks, Book Week, Talent Quest, Celebration of Learning and for the residents at Taara Gardens Retirement Village, Thirlmere.

Saxophone Group

Our school's Alto Saxophone group consists of students from Years 4–6. Students receive tuition once a week every morning before school. Students

performed at the Book Parade, at Tara Gardens Retirement Village and performed Christmas Carols and 'Light up The Oaks'.

Debating

Our school participated in the Premier's Debating Challenge. This year two teams represented our school. They were coached on a weekly basis by Mrs Ralston and Mrs Harrison. We continue to have success with our teams. Year 6 won our zone completion and went on to the quarter finals. We were also successful in having a student receive a position into the Sydney South West team for the state finals. This student attended a camp at Collaroy for 3 days and competed at the State Championship.

Chess

Our school participates in both friendly and competitive chess with both private and government schools within our local area. Over 30 students participated in the annual school's competition held at Campbelltown Catholic Club. Our Year 6 team placed third overall and went on to compete at the State Chess competition.

Science Fair

17 students for Years 4–6 participated in the University of Wollongong Illawarra Coal Science Fair. It was an opportunity for students to showcase the results of their own scientific research projects, and encouraged the development of both research and communication skills. Students met at Wednesday lunchtimes to discuss their progress and University sent 3 mentors to guide the students. All teams exhibited their work which were judged in a tri board format. Two of our student teams received special commendations for their work.