

Oak Flats Public School Annual Report



2018



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Introduction

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

Daliya Phipps

Principal

School contact details

Oak Flats Public School

Griffiths St

Oak Flats, 2529

www.oakflats-p.schools.nsw.edu.au

oakflats-p.school@det.nsw.edu.au

4256 1405

Message from the Principal

The 2018 school year has been highlighted by many successful programs and initiatives and strong parent and community support. The Oak Flats Public School Annual Report is an account of the school's operations and achievements throughout the year. It provides a detailed account of achievements against the school plan in the areas of learning and teaching as well as student wellbeing. There are many factors that contribute to Oak Flats Public School being an innovative learning community. In particular the welcoming tone and inclusiveness of our school, with students, staff and community working together. There is a clear positive learning culture supported by an environment of positive behaviour and respect with all members of our school community working to build and striving to continue developing into the future. The teachers, parents and students at Oak Flats Public School work collaboratively within a happy and supportive educational setting to ensure all students achieve academic, social and emotional success.

The school is a dynamic learning organisation striving for improvement in the context of future focused education through learning for every student, based on the implementation of evidence-based teacher practice. Students know their school is a safe, trusting and caring environment. Students are valued as individuals, taught by dedicated teachers who know their students level of knowledge and understanding and know where to move them next in their learning journey. Staff ensure students are exposed to differentiated learning that supports individual growth and meets parent aspirations. We have a highly dedicated staff who work collaboratively to provide an inclusive environment where all students are nurtured and encouraged to achieve their personal best. Our students are motivated to learn and participate in the range of educational opportunities provided for them at our school.

I am proud of the academic achievements of our students and the ongoing success of the strategies being implemented by the school to create high quality learning experiences for our students. 2018 has been a year of outstanding achievements and consolidation at Oak Flats Public School. It has been my pleasure to lead the school in our ongoing pursuit of excellence, supported by our dedicated and committed students, staff and parents.

Our commitment at Oak Flats Public School is to provide a safe and intellectually challenging environment that will empower students to become innovative thinkers, creative problem solvers and inspired learners prepared to thrive in the 21st century. Plans for the future include the revitalisation of how digital technology is taught at our school. This year staff participated in professional learning in relation to the new Science and technology K-6 Syllabus which has a very strong focus on digital technology. Implementation of the syllabus is mandatory in 2019, and to support this Oak Flats Public School will create a new technology space that allows for flexible learning, team teaching and the innovative use of STEM, coding and technology resources.

The 2018 school year was characterised by high level student, staff and community learning. A refinement of the classroom implementation of Visible Learning fostered active student engagement and shared teacher reflection and collaboration. Formative Assessment strategies are visible and used in all classrooms, and data collected was used regularly to identify student cohorts, to plan, implement and monitor precise intervention strategies and to improve

outcomes for all students. This year we have continued making improvements to our teaching and learning by employing additional staff through our Resource Allocation Management (RAM) funding to support school programs and students with additional learning needs. All staff has been involved in rigorous professional Learning in Literacy, Numeracy, technology and wellbeing programs.

The role of Instructional Leader as well as the wellbeing coordinator has been filled by two Assistant Principals. They have supported and mentored teachers to improve student learning outcomes and build the knowledge of teachers in Literacy and Numeracy. Our new Wellbeing Framework has incorporated all aspects of the Department of Education Wellbeing policies and guides and supports consistent whole school wellbeing practices. The Wellbeing Framework compliments the successful Positive Behaviour for Learning program, which has been in its second year of implementation.

Once again 2018 has been an exciting and productive year, and I am very proud to acknowledge Oak Flats Public School is truly an exemplary example of quality public education.

Message from the school community

The OFPS P&C Association extends its sincere appreciation and gratitude to our community of students, parents, caregivers, teaching staff and local businesses for their support during 2018. Our success in fundraising during the year was due in no small part to the generosity, support and participation of our school and parent community.

In partnership with Oak Flats Public School, our goal at the beginning of the year was to complete the replacement of projectors and interactive whiteboards in each classroom with an Interactive Touchscreen HDTV Panel to enhance the student learning experience as part of the transformation to 21st Century Learning. We are very pleased to report that all 18 classrooms, the library and the learning hub now have this technology!

Thank you to our community for your generous ongoing support. Our goal for 2019 is to fund the purchase of 30 iPads for K-2 and the construction of a multi-purpose synthetic sports field at Oak Flats PS.

After three (3) consecutive years of major fundraising to install air conditioners and interactive touchscreens in every classroom; our fundraising during the 2018 Financial Year was kept to a minimum. The majority of our events were about coming together as a community, culminating in our very first outdoor movie night. There was plenty of positive feedback from holding this event and the P&C will look to do another one in 2020.

The Winter Pie Drive saw a huge response from our parent and school community with over 1600 items ordered breaking our own record for a pie drive with Queen Street Bakery, Lake Illawarra. We extend our thanks to everyone who supported this event and a big thanks to all our parent volunteers who helped sort and pack on the day. A wonderful team effort!

The P&C is gearing up for a big 2019 fundraising calendar and we encourage staff and parents to become involved. Our Financial Year runs from 1st October 2018 to 30 September 2019. The P&C has set an ambitious fundraising plan for 2019 with two major fundraisers planned. Our two main fundraising events will be the School Colour Fun Run Community Day and the highly popular Winter Pie Drive.

On behalf of the Oak Flats Public School P&C I would like to once again thank our whole school community for your continued support, and I look forward to the many opportunities and planned P&C activities in 2019, as we continue to support our students and teaching and learning at Oak Flats Public School.

Boris Baraldi

P&C President

School background

School vision statement

At Oak Flats Public school we provide a quality learning environment allowing students to develop the knowledge, skills and values to be SAFE, RESPECTFUL, RESPONSIBLE and ACTIVE LEARNERS who contribute positively to all aspects of school.

School context

Oak Flats Public School is a member of the Oak Flats Community of Schools (CoS) and is situated in the Illawarra Region. The school enrolment for 2018 is 445 students K–6, in addition 40 students attend the onsite Oak Flats Public School Preschool. The school has 37 Aboriginal students enrolled. There are 18 classes from K–6. Staffing has remained relatively stable.

Oak Flats Public School is a comprehensive, community focused school that is central to the local area. With an excellent reputation for catering for the diverse learning needs of students from Preschool to Year 6. We pride ourselves on our strong transition programs from preschool to Year 7 which establish strong links within the Oak Flats community. Successful implementation of the Positive Behaviour for Learning program has provided a common language between staff and students creating an atmosphere of positive behaviour expectations. Bring Your Own Device (BYOD) is implemented in Stages 2 and 3, promoting enhanced student engagement and enriching learning experiences through inquiry based learning opportunities.

Oak Flats Public School is characterised by professional, dedicated teachers and support staff who continue to refine and reflect on their professional development and teaching practices. Our quality teaching and learning programs are based on current research and driven by timely and consistent data collection that addresses the individual learning needs of each student. The school's focus is to maximise student performance in all curriculum areas, particularly literacy and numeracy.

Oak Flats Public School has a strong focus in the area of Creative and Practical Arts. Opportunities include choir, drumming group, recorder ensemble, ukulele group, Southern Stars, Dance and Public Speaking. Sport continues to be an important focus at OFPS with students provided with numerous opportunities to participate in a variety of sports at varying levels.

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.

Learning

Across the learning elements, our school has aligned systems to enhance the high quality programs taught across the school through strengthened data collection and evaluation processes. This is evidenced by consistent implementation of formative assessment across all classrooms, the consistent use of Learning Intentions and Success Criteria, the ongoing monitoring of student progress, the formulation and introduction of stage based assessment schedules and the professional learning sessions to help improve student performance. This combination of strategies has allowed teachers to monitor achievement and identify gaps and provide more succinct learning plans for all students.

There was a continued strong staff focus on collaborative teaching practice and the provision of deliberately planned professional learning opportunities through meetings and collaborative stage planning sessions. All staff engaged in developing their knowledge and understanding of how to use the new literacy and numeracy progressions to analyse student work samples and inform teaching practice. This judgement was used to consistently track student learning achievement. Programs were implemented to support specific areas of teaching and learning, including the Targeting Early Numeracy (TEN) and L3 in the grades K–2. These programs supported teachers to collect and use assessment data to monitor achievement and identify gaps in learning to inform differentiated planning for student groups and individual students.

The school's Positive Behaviour for Learning (PBL) approach was further enhanced in 2018 as it entered its second year of implementation at Oak Flats Public School. Teachers completed professional learning modules to incorporate PBL into the classroom environment and classroom teaching resources and lessons were updated and extended. Continued consultation with students, teachers and parents identified areas of strength within the program and also areas where continued development and modification was required. Through the effective implementation of the school's Positive Behaviour for Learning (PBL) processes the school continues to focus on creating a safe and effective environment for learning.

Teaching

In the domain of Teaching, collaborative planning as well as mentoring programs have allowed us to continue to develop strong foundations of collaborative practice. Staff participated in professional learning on Building Blocks, Positive Behaviour for Learning, the Literacy and Numeracy Progressions and the new Science and Technology syllabus.

An explicit approach to utilising formative assessment practices with Visible Learning was of focus during 2018. Learning Intentions and Success Criteria (LISC) are used to provide students with clear and concise objectives and evidence of learning. Staff were provided with professional learning and an implementation plan for LISC where both teachers and students recorded improvements in student understanding and learning. The focus area for the implementation of formative assessment processes was in writing, although students were also exposed to LISC through other areas of learning. Through the QTSS structure the planning, teaching and assessment of writing provided staff with the opportunity to discuss successful teaching experiences and determine consistency in judgement.

During 2018 teachers were allocated regular and consistent time to meet and work together on planning teaching and learning. This along with school development days and stage meetings enabled teams to review the curriculum and to revise teaching practices and learning programs to meet the needs of learners, based on evidence of student progress and achievement. A consistent approach to programming was supported through the revision of school Scope and Sequences, ensuring they all align with curriculum and NESA requirements.

Leading

This year, we have once again displayed a commitment to developing teachers' classroom and leadership skills by continuing to foster a culture of high expectations by providing tailored professional learning and leadership opportunities that align with teachers' expertise. All staff have a commitment to achieving our Strategic Directions; *Engaged Learning, Future Focused Teaching and Students Connect, Succeed and Thrive*. 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. 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

Engaged Learning

Purpose

Every student will be exposed to meaningful learning opportunities within a culture based on high, aspirational expectations, quality teaching and learning. Students will engage in learning opportunities that support creative and critical thinking, collaboration, problem solving, reflection, independence and resilience. We will ensure a strong focus on literacy and numeracy achievement underpinned by quality feedback.

Overall summary of progress

Formative assessment continued to be a focus throughout 2018. Staff participated in several professional learning opportunities and implemented a variety of strategies in their classrooms. A visual support was developed to display the learning intention and success criteria in each class; and this was consistent across all classes K–6. Staff also worked in stage teams to further determine some focus areas for formative assessment and applied these during their teaching instruction. Reflection time was provided to feedback successes and adjustments that needed to be applied. 2018 also saw staff being exposed to the important connection between learning intentions, success criteria and feedback. Different forms of feedback were delivered to students, ensuring that the feedback is explicit, purposeful and future directed.

A regular and rigorous analysis of data is evident to review and modify target groups of students performing above and below expected levels with differentiated and inclusive teaching strategies. Instructional leaders clearly communicate expectations and targets for student learning and aligned strategies and resources for the achievement of desired outcomes.

Effective classroom differentiation in literacy and numeracy continues to be a focus with documentation of curriculum and assessment to ensure that all students make the expected growth. Development of processes and protocols around Literacy and Numeracy walks across the school have been developed. There is a differentiated curriculum and an agreed model of instructional practice documented and implemented in all learning areas. Consistent pedagogical practices in every classroom: L3, FoR, TEN and TOWN are evident.

Staff used data, both qualitative and quantitative, to develop learning goals and directions for students. Teacher capacity to identify a student's point of learning readiness by assessing against the standards, and to develop strategies to inform learning intentions and success criteria. Staff effectively communicate student progress and achievement in both academic and non-academic areas. Priority teaching & learning strategies and use of Learning Progressions has been evident in classroom walk throughs, peer observations and teacher planning throughout 2018.

Essential Agreements are visible in every classroom and referred to regularly. Executive monitored the use of and commitment to the Essential Agreements. Shared best practice is demonstrated in professional learning team planning sessions and observed in classroom practice. Data is collected and used regularly to identify student cohorts, to plan, implement and monitor precise intervention strategies and to improve outcomes for all students. Sustainable practices are in place to ensure routine use of relevant data and analysis, and diagnosis of the impact of teaching. A culture that promotes learning analysis and discussion of data is also fostered.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in the proportion of students achieving proficiency and an increase in the percentage of students moving to the top two bands.	Flexible Funding FTE 0.6 Learning and Support Teacher FTE 1.1 Professional Learning funds \$28,000 Literacy/Numeracy funds RAM Equity funds	Sustainable practices in place to ensure routine use of relevant data and analysis, and diagnosis of the impact of teaching. A culture that promotes learning analysis and discussion of data. A whole school emphasis on consistency in instruction and lesson delivery in Literacy and Numeracy. Essential Agreements are visible in every classroom and referred to regularly. Data collected and used to plan, implement and monitor intervention strategies. A focus on instructional strategies. Full implementation of FoR and L3– all staff K–6 trained in implementation of Intensive Reading Programs. 3–6 Rocket Reading program administered.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of students are able to articulate their learning goals in Literacy and Numeracy and strategies for improvement.	Professional Learning funds RAM Equity funds	Student centred, explicit and personalised learning visible across the whole school. Student goal setting, monitoring and feedback a core part of learning. Staff worked collaboratively to ensure consistency between staff and classrooms in terms of teaching and learning expectations and program delivery. Review of classroom implementation of Visible Learning strategies with active student engagement and shared teacher reflection and collaboration. Literacy and Numeracy Block reflected best practice based on research. Feedback to students was timely, explicit and strategic and involved goal setting. Formative Assessment strategies visible and used in all classrooms. Improved student ability to clearly articulate the explicit learning intentions, goals and success criteria in all lessons. Teachers and leaders used protocols to examine and moderate student work with reference to agreed standards. Content knowledge and pedagogy was deepened through professional discussions. Change in teaching practice from a focus on the whole class to a focus on the needs of the individual student. Using tiered interventions in literacy or numeracy according to need. Early intervention in place for students at risk. Individual student progress was monitored and assessed against Learning Progressions.

Next Steps

A continued focus on and enhancement of, literacy initiatives including L3 for Early Stage 1 and Stage 1, and Focus On Reading for Stage 2 and Stage 3; as well as numeracy initiatives including TEN for Early Stage 1 and Stage 1 and TOWN for Stage 2 and Stage 3.

Staff will continue to consolidate understanding of formative assessment procedures and the correlation to effective feedback. Opportunities will be increased for teachers to collaborate, share and reflect upon quality visible learning practices through classroom observations, peer mentoring and sharing opportunities. Regular Learning Walks and Talks to continue to highlight the importance of learning intentions, success criteria and learning dispositions, ensuring this is embedded classroom practice.

Teachers' capacity to utilise PLAN2 effectively as a tool for learning, assessment and planning will be increased, with programs showing evidence of being driven by data. Best Start and NAPLAN online training for teachers. Continue to build collective efficacy by enabling staff to access data and contribute to collegial conferences. Individual learning goals for students created/reviewed each five weeks. Consistent teacher judgement (CTJ) facilitated through stage meetings and workshops, and to include the use of rubrics, moderation and exemplars in writing.

Teachers will create an environment that promotes learning and high levels of student engagement, with opportunities to collaborate, share and reflect upon quality feedback practices through classroom observations and sharing opportunities. Preschool Transition Statements completed with consistent judgements about preschool student progress and achievement. Review of the the school Assessment Schedule to ensure a range of assessment practices and feedback mechanisms are embedded and linked to Literacy and Numeracy Progressions.

A plan of action for sustainability in ICT to meet new Science and Technology Syllabus requirements and future student needs will be developed. Staff to participate in Digital Technology TPL to facilitate multi-disciplinary approaches to student learning. Authentic connectedness to be embedded between ICT and creative thinking general capabilities. New structures will be in place to support teachers and students to strengthen digital fluency across all year levels and learning areas, with the establishment of resources for a new Digital Technology room (iPads, spheros and other STEM equipment). Digital Technology room and timetable established with team-teaching Years 1–6 with increased student access, including Kindergarten, to and availability of ICT and coding. New Science and Technology Scope and Sequence to be developed. Progressively resource all learning spaces with emerging technologies and ensure regular technical support.

Strategic Direction 2

Future Focused Teaching

Purpose

To build a dynamic culture of best practice pedagogy staff will commit to effective performance and improvement through a collaborative and supportive developmental framework for individuals and teams. Teachers and leaders will engage in individualised, team and shared professional learning opportunities to achieve the accreditation levels of the Professional Standards for Teachers.

Overall summary of progress

A collaborative approach to the implementation of professional learning to facilitate collegial dialogue about the core business of teaching and learning was continued in 2018. Classroom planning aligned to strategic and operational planning and was measured via performance and development processes. Teacher professional learning occurred in stages, staff meetings and workshops with a strong focus on improving student achievement and ensuring an effective and consistent approach to the teaching and learning cycle across the grade and stage. This consistent allocation of time linked with the collaborative approach enabled all teachers to feel comfortable with implementing learning sequences consistent with school expectations aligned with the Quality Teaching Framework.

PDP's enabled individual teachers to determine professional and personal goals to improve their pedagogical knowledge and teaching practice. Best practice models for supporting and managing the performance and development of staff are maintained, reviewed and developed resulting in inclusive and process oriented decision making within the school, particularly in the area of distributed leadership. All staff were encouraged to explore goals associated with the Australian Professional Standards for Teachers as well as linking their goals to the school plan. From these documents the executive staff were able to determine areas to target for future professional learning both on an individual and whole staff scale and identify how this professional learning supported the school plan.

The leadership team is committed to leading teacher development, building purposeful collaboration & trust. The leadership team holds high performance expectations of all staff, leading innovation and fostering interaction and shared learning. Staff participated and engaged in disciplined dialogue, accountability and evidence based planning with use of the Professional Standards for Teachers and Leaders. Regular staff and stage meetings as well as teacher workshops have provided all staff with the opportunity to contribute to school strategic directions and have also promoted effective communication and organisation in the day to day functioning of the school. As a result teachers have a sense of ownership of school planning and directions as well as feeling valued and positive about their workplace.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Professional learning builds teacher collective efficacy and sustains excellence in data informed instructional practices.	QTSS staffing allocation FTE 0.772, supervisor support and release for teacher workshops	Teachers and leaders use protocols to examine and moderate student work with reference to agreed standards. Content knowledge and pedagogy deepened through professional discussions. Plans linked to professional standards supporting Accreditation and Maintenance of Accreditation. Planned collaborative opportunities to share professional learning and expertise. Digital portfolios on Google Suite organise and share teachers' professional journey with supervisors/peers. Ongoing, reflective coaching conversations support the attainment of goals, two-way feedback and collection/annotation of evidence.
A positive collaborative culture with systematic processes in place supporting teachers to collaborate and receive feedback on professional practice.	QTSS staffing allocation utilised for executive to support teaching and learning FTE 0.772	Consistency in approaches to teaching and teacher understanding and use of evidence based practices to improve student learning. Whole staff professional learning and teacher reflection is evidenced in Performance and Development Plans and curriculum planning documents. Content knowledge & pedagogy deepened through

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A positive collaborative culture with systematic processes in place supporting teachers to collaborate and receive feedback on professional practice.		professional discussions, collaboration and consistent teacher judgement. School wide pedagogy is evident. Analysis of teaching practice with collaborative planning, observation and feedback. Utilisation of 'Classroom Walk Through', as a tool to reflect on best practice. All teachers strive for school wide pedagogical consistency and depth of curriculum knowledge.

Next Steps

- Continue to develop teachers' skills in refining their practices in Literacy by utilising Instructional Leadership intervention K–6 using dedicated time to work with an instructional leader to assess data and implement short term differentiated goals to improve or enrich their students' results.
- Building and sharing knowledge and expertise by providing structures and processes for sharing professional learning and expertise. Structured dialogue, centred on emerging data and contemporary research, will drive school based policies and practices.
- Instructional leadership, personalised learning and high quality professional learning. Through use of Literacy and Numeracy Progressions, teachers will enhance their understanding of how students' learning develops over time.
- Teachers are recording student progress against the Learning Progressions and increasing their confidence in utilising PLAN 2 software. Progressions provide greater detail for easier, more accurate student assessment.
- Staff continue to indicate a high level of staff satisfaction with staff being committed and accountable, having a collective responsibility for the direction of the school and the education of the students.
- Teachers will be supported through professional learning and mentoring leading to Creative and Critical Thinkers and Growth Mindset. This will then allow students to be able to engage in digital technology and inquiry based learning.

Strategic Direction 3

Students Connect, Succeed, Thrive

Purpose

To develop a holistic approach for the wellbeing of students, including strengthening their cognitive, physical, social, emotional and spiritual development. Our school provides a safe, respectful, responsible and active learning environment that fosters high expectations, individual achievement and celebrates student success.

Overall summary of progress

The Positive Behaviour for Learning (PBL) program continued to be revised throughout 2018 in consultation with staff, students and community. The established theme was maintained with updated rewards and consequences. Positive consequences continued to include rewards for students demonstrating the school core values of being safe, respectful, responsible and an active learner; as well as merit certificates awarded at stage assemblies. Students were also invited to participate in whole school PBL rewards days. Any negative incidents were recorded and monitored by class teachers and members of the school executive team using Sentral.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of students demonstrating active engagement in their learning, connection, inclusion, empowerment and capacity to contribute to the school.	Wellbeing AP 0.5	Teacher development of documented PLPs and IEPs in partnership with parents and relevant external agencies. Evaluation and refinement of Intervention strategies to ensure they are sustainable and show improvement in student achievement. Professional learning on routines and strategies for greater engagement. Focus on a range of strategies and outside providers that relate to improving wellbeing. Inclusive learning support systems and processes to cater for the needs of a diverse community of learners, achieved through early intervention and strategic allocation of resources and personnel. All teachers participated in comprehensive analysis of whole school data. Staff endeavoured to maximise student achievement using data to drive improvement. Personalised learning pathways are collaboratively developed and regularly monitored to ensure achievement of Aboriginal students. Vigilant monitoring of students arriving late to school. Attendance plan in place for at risk students. Attendance Policies and Procedures are followed by all staff and regular engagement is made with families of children at risk of not meeting attendance targets. Aboriginal student attendance, achievement and communication with families improved in a positive direction. Evidence of a range of means to communicate, connect, engage and inform parents and broader community with the school. Orientation and transition programs were flexible and responsive to individual needs and promoted inclusive learning partnerships.
Positive Behaviour for Learning is implemented as part of a comprehensive and inclusive student wellbeing policy supported by all students, staff, parents and carers.	Wellbeing AP PBL modules and resources	Teachers have embedded PBL classroom strategies and reward system into classroom practice. Students rewarded for following PBL values in a visual and immediate school wide approach. There are clearly defined responsibilities for teachers, students and parents. Staff connected with and built upon systems and practices of

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Positive Behaviour for Learning is implemented as part of a comprehensive and inclusive student wellbeing policy supported by all students, staff, parents and carers.</p>		<p>evidenced-based effective classroom practices. Effective communication and promotion of PBL to staff, students and parents to ensure ongoing acknowledgement of positive behaviours. Intensive interventions and systems in place for students with high-risk behaviour and/or learning needs. Strategies and practices to promote, recognise and reinforce appropriate student behaviour are understood and widely supported by staff, students and parents. Students are rewarded for following PBL values in a visual and immediate school wide approach. Use of data to monitor and evaluate student progress and overall program effectiveness. Implementation of a consistent framework for behaviour with collaboration and support from the entire staff to plan and implement PBL. Data, systems and practices in place. School-wide and classroom systems for all students, staff and settings in place. PBL review and recommendations implemented into practice in readiness for 2019.</p>

Next Steps

Continued implementation of playground support for individual students who have difficulties in the playground, with SLSOs facilitating. Learning environments are set up to be well resourced, student centred, flexible and inclusive. Class buddies established, including Preschool. The *Quality Improvement Plan* in the Preschool is to be reviewed and Preschool strengths and areas to be developed are determined and recorded.

A whole school plan is to be developed to further encourage and support high rates of attendance for every child. Individual rates of attendance will be monitored with support provided to students and their families in those cases where improvement is needed. Students are to be provided with leadership development opportunities through the SRC.

Preschool Procedures/Regulations will be reviewed and updated in line with school policy review schedule. Preschool Procedures are available to parents and published on the school website. Preschool QIP and Improvement Plan continually updated to reflect current guidelines and practice.

Whole school reward system (Bronze, Silver, Gold) to be evaluated, with criteria developed for students achieving each merit level. Tier two and three students identified and behaviour plans initiated. Intensive interventions and systems in place for students with high-risk behaviour and/or learning needs.

New PBL lessons developed and introduced to promote and maintain a positive behaviour support environment so that all students will engage and progress in their learning. Ensure strategies and practices to promote, recognise and reinforce appropriate student behaviour are understood and widely supported by staff, students and parents. Revise Wellbeing Framework in relation to student discipline and consequences of negative behavior(Behaviour Flow Charts).

Staff engagement in professional learning and collaborative planning to develop a strategic approach to Aboriginal education. Ongoing training of "Be You" components through whole staff Professional Development sessions. Promote "Be You" for better mental health, family support and parenting strategies in the school newsletter. Tell Them From Me survey informs school direction to improve student engagement. Whole staff to participate in professional learning (twilight SDD sessions) focused on Life Skills through facilitation of the Life Skills Program. Life Skills program implemented K-6 for 8 weeks. Whole staff participation in professional learning on trauma related practice (Brain and Behaviour).

Executive training in the Berry Street Education Model to support the school with the training, curriculum and strategies to engage the most challenging students. Reconciliation Action Plan (RAP) to be developed. Implementation of Transition programs for Preschool, Kindergarten, Year 6 and students moving from Stage 1 to Stage 2. Authentic links with preschools and local high school.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	RAM Equity Aboriginal \$45,978	Aboriginal students are meeting basic literacy and numeracy standards and overall levels of literacy and numeracy achievement are improving. Throughout the year, our School Learning Support Officers (SLSOs) worked within the classrooms of our Indigenous students to provide ongoing support for their individual learning needs. An Aboriginal perspective is embedded in our teaching and learning and Oak Flats PS staff and students encourage acknowledgement, acceptance and celebration of all cultures within our school community. Students attended the NAIDOC public speaking workshops and competition. Student progress was closely monitored through PLAN, NAPLAN and classroom assessments and observations. Positive growth in achievement was evident as a result of staff professional development on delivering high quality, engaging classroom programs. Students demonstrated improved engagement within the classroom and across the school setting
Low level adjustment for disability	Staffing allocation Learning and Support Teacher FTE 0.7. Flexible Funding FTE 0.6 RAM Equity Low Level Adjustment for Disability Engagement of School Learning Support Officers. Targeted support for individual students NCCD Data collection teacher release	Sustained and timely support for students with disability and additional learning and support needs. An inclusive and welcoming school culture for every student. Funds used to provide individual and small group support to students through: the provision of School Learning Support Officers, purchasing teaching resources, iPads, home readers, reading kits, and Learning and Support Teacher staffing positions.
Quality Teaching, Successful Students (QTSS)	QTSS funding FTE 0.776 Teacher release for mentoring, lesson observation and planning	A culture of high expectations is supported by effective mechanisms and strategies that support every student 's learning needs. Curriculum differentiation is effective. Timetabled class observation and mentoring time provided to both executive and non-executive staff enabling all teachers to improve the quality of teaching practice.
Socio-economic background	RAM Equity Socio Economic Background –AP release for Instructional Leader role FTE 1.0	A culture of high expectations evident and a rigorous program of professional learning for teachers. SLSOs supported student learning targeting students with high needs. All teachers in K–2 continued to implement L3 and TEN. FoR and Rocket Reading implemented in Years 3–6. Through the employment of Instructional leaders 3–6, all teachers were supported and upskilled in implementing the new Literacy and Numeracy Progressions and Visible Learning strategies to support student learning.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	213	206	195	212
Girls	223	224	237	225

Student enrolment continues to remain constant. In 2018 we formed 18 classes.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95	94.1	93.2	93.8
1	94.5	94.5	93.7	93.1
2	94.3	94.5	94.2	92.4
3	93.1	93.4	94	92.7
4	92.8	94	93.2	92.3
5	93	91.7	91.8	91
6	93.4	92.1	90.6	91
All Years	93.7	93.5	92.9	92.4
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

All parents in the school are advised through regular communication, of the importance of school attendance. Class teachers monitor student attendance on a daily basis using an electronic third party system known as SENTRAL. Weekly, as per departmental guidelines, the principal requests an attendance report via the school attendance management system in ebs. This report provides evidence of whole school student attendance patterns.

For students who are identified as having an unusual

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

The Home School Liaison Officer is based at Oak Flats Public School and she works closely with the school to monitor trends and support the school to address concerns about student's non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	18.02
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
School Administration and Support Staff	4.63
Other Positions	1

*Full Time Equivalent

Oak Flats Public School has a talented workforce composed of beginning to highly experienced teachers. In 2016 an Aboriginal Teacher was appointed as a permanent staff member. Oak Flats Public School is committed to building capacity and expertise in staff, students and the community. Staff are committed to strong leadership and collective teacher efficacy. There is a clear, shared vision and direction for the school and a high degree of leadership stability. This shared vision drives professional development, productive collaboration and performance management and development among staff. Leadership opportunities are strategically planned in accordance with the strengths and attributes of the school staff alongside the student needs and school priorities.

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

During 2018 Oak Flats Public School was allocated \$28,567 towards Professional Learning for both teaching and non-teaching staff. As well, the school received \$14,537 for Literacy and Numeracy and a significant amount of these funds were used for staff professional learning. The teaching staff completed the Mathematics Building Blocks training as well as Positive Behaviour for Learning modules and Growth Mindset. Two of our Stage 1 teachers completed their second year of L3 training and all staff completed training in the new Science and Technology syllabus, as well as the Literacy and Numeracy Progressions.

Teaching staff also spent a great deal of time at School Development Days learning about curriculum and their implementation into quality teaching practices. To align with NESA requirements, new Scope and Sequences were developed in all Key Learning Areas, including a new Reporting and Assessment Schedule. All teaching staff developed individual Professional Development Plans (PDPs) and participated in modelled and observed lessons with supervisor support. Regular observation of teacher practice and executive support has developed strong rapport and collegial support among teaching staff. The teaching and non-teaching staff participated in all mandatory training in Child Protection, Anaphylaxis and CPR. School Learning Support Officers also participated in professional learning on trauma informed practice and growth mindset to further support and enhance student outcomes.

Major focus areas for improving teacher quality included:

- * Stage supervisors (Assistant Principals) developing Professional Development Plans with all classroom teachers.
- * Stage teams being provided with collaborative planning days to ensure consistency in curriculum delivery and assessment.
- * The continued implementation of formative assessment processes in all classrooms (K–6) with a focus on learning intentions, success criteria and feedback. The school conducted School Development Days in Terms 1, 2 and 3. The staff also completed four twilight evenings, of three hours in lieu of the last two school development days provided in Term 4. Content for these days and evenings included, but not limited to; Building Blocks, formative assessment, creative and critical thinking, the Australian Professional Standards for Teachers and Growth Mindset.

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	350,648
Revenue	4,606,125
Appropriation	4,433,497
Sale of Goods and Services	49,431
Grants and Contributions	120,062
Gain and Loss	0
Other Revenue	0
Investment Income	3,135
Expenses	-4,349,411
Recurrent Expenses	-4,349,411
Employee Related	-3,855,089
Operating Expenses	-494,322
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	256,713
Balance Carried Forward	607,361

Day to day financial management is the responsibility of the Principal supported by the School's Administrative manager. Proper accounting records are maintained.

All documentation is prepared in accordance with the directions issued by the Department of Education. School finance information is presented at the P&C meetings and discussions about funding projects are recorded in the P&C minutes.

P&C donated funds were used to support the purchase and installation of interactive touchscreens in classrooms, digital resources including Reading Eggs and Mathletics and individual student and group sponsorship at school sporting representation and events.

The school, as part of its educational management plan, is saving to acquire resources which cannot be funded within a financial year. Proposed longer term asset acquisitions and improvement include: environmental upgrades to the preschool, digital technology, and playground upgrades including a new multi-purpose sports court in the primary area.

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	3,052,819
Base Per Capita	85,421
Base Location	0
Other Base	2,967,398
Equity Total	443,946
Equity Aboriginal	30,694
Equity Socio economic	241,757
Equity Language	2,800
Equity Disability	168,696
Targeted Total	242,681
Other Total	420,276
Grand Total	4,159,722

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.

This year Oak Flats Public School completed the NAPLAN testing online. We found the online testing experience to be more engaging for students and it gave them a greater opportunity to demonstrate what they know. The information we have about what they can do and what they need to learn is more accurate and detailed than before.

ACARA develops the NAPLAN tests and releases the data. This year, their task of 'equating the test' to make them comparable, when some students did tests online and some on paper, has been complex. For some schools, there may be variability in the results this year which was unexpected and not consistent with previous years. Activities that rely on comparisons with previous

results, such as value-add calculations, student growth and trend performance, should all be treated with care.

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.

There may be variability in the literacy results this year which was unexpected and not consistent with previous years.

There may be variability in the numeracy results this year which was unexpected and not consistent with previous years.

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 year 5 in grammar and punctuation five aboriginal students achieved the top two bands. In year 5 reading two students achieved in the top two bands, and in year 5 spelling four students were in the top two bands.

In year 3 numeracy one student achieved the top two bands. and in grammar and punctuation two students were in the top two bands.

Parent/caregiver, student, teacher satisfaction

Parent Satisfaction

At Oak Flats Public School we value parents and welcome their feedback. We have an active P & C who regularly contribute to the school and we provide parents with the opportunity to give feedback on existing programs and future initiatives. Many of our parents, students and teachers participated in the Tell Them From Me Survey. The results of this survey demonstrated that our school is consistent with the state average in most areas. 2018 saw a pleasing

increase in the number of parents who engaged in the Tell Them From Me survey. There was a positive improvement in almost every area, demonstrating the achievement of goals set for 2018. This included; parent communication, collaboration and sense of community. A noteworthy improvement was in the area parents supporting learning at home.

In 2019, the school will continue to develop strategies to keep parents informed, focusing on ways to report on student achievement in written terms that provides appropriate information to our parent body.

Student Satisfaction

The student survey measured 20 indicators based on the most recent research on school and classroom effectiveness, with students in Years 4, 5 and 6 participating. The responses indicated increases across the majority of areas measuring the social-emotional outcomes of students as well as their attitudes towards school. Results demonstrated significant increases for the school as a whole, for boys and girls as individual cohorts, and several areas where results were above the state average. This included; positive student relationships, positive behaviour at school and student effort.

Teacher Satisfaction

The teacher survey demonstrated improvements across collaboration, inclusiveness and teaching strategies. The increase in these areas can be attributed to a strong focus on ensuring that all teaching staff are provided with the latest research and professional learning that will enable them to deliver best practice in the classroom. The survey has provided insight into school and classroom effectiveness from the teachers perspectives, and will inform future milestone directions.

Policy requirements

Aboriginal education

In 2018, our focus for Aboriginal Education has been creating learning experiences and environments that foster authentic Aboriginal experiences for all Aboriginal and Non-Aboriginal students. In 2018, our K-6 population of students from Aboriginal and Torres Strait Islander background was 52 students. Personal Learning Pathways (PLPs) were developed for all students who identified as being Aboriginal and Torres Strait Islander. This was achieved in consultation with the classroom teachers and students to ensure learning in the classroom was planned effectively to build strengths and abilities to promote success.

As part of curriculum and support of students developing their knowledge and understanding of Aboriginal culture, students participated in a range of cultural activities throughout the year. All of our students engaged in cultural experiences with a major focus during our K-6 NAIDOC activities. NAIDOC is a celebration of Aboriginal and Torres Strait Islander cultures and provides an opportunity to recognise

contributions of Indigenous Australians. Students participated in Aboriginal storytelling, painting, dancing and sporting activities, allowing them to create connections with other students and community members.

A number of our students participated in the Southern Stars Aboriginal Dance Group, with our Aboriginal teacher leading this combined performance group. Students also had the opportunity to participate in the Indigenous Public Speaking program, developing their skills in both writing and public speaking.

To support teaching and learning significant time and resources were utilised to develop K-6 Aboriginal Units of Work. This resource has contributed significantly to improved literature based classroom learning, with school library and digital resources utilised to ensure quality teaching of Aboriginal perspectives in the curriculum.

The school continues to support the local Aboriginal Education Consultative Group, with a number of staff regularly attending meetings. In Term 2 the AECG meeting was held at Oak Flats Public School, providing our students with a wonderful opportunity to showcase their Indigenous artwork and story creations. In 2018 an Aboriginal teacher at our school was elected the Vice President of the local AECG.

Multicultural and anti-racism education

During 2018 our school promoted multiculturalism in our community with students, staff and caregivers. At Oak Flats Public School we promote the values of integrity, pride and acceptance of all. Consequently we continue to build on our Positive Behaviour for Learning expectations of being a safe, respectful, responsible and active learner. To promote the value of acceptance we took part in the annual celebration of Harmony Day. Multiculturalism is traditionally treated through our Key Learning Area of Human Society and its Environment and in both our new History and Geography units. We have also used multiculturalism as a concept focus in English novel studies. One staff member is trained as our Anti-Racism Contact Officer (ARCO), as per Departmental Guidelines

Other school programs

SPORT

Sport is an integral part of our school curriculum. Oak Flats Public School has continued to offer opportunities for students to participate in a wide range of sporting and fitness activities, developing skills and promoting a healthy active lifestyle. Throughout the year all classes have participated in a range of stage-based sport where students have taken part in activities and sports encouraging the development of fundamental movement skills, teamwork and positive attitudes towards physical activity. Years 3 to 6 have developed skills for carnivals and gala days through weekly sports programs.

Students from 8–12 years participated in swimming, athletics and cross-country carnivals throughout the year. A number of talented students were selected to represent at district, regional and state level. In swimming, 27 students attended the Tongarra District Carnival with 10 students qualifying for South Coast Region and 1 student attended the State Carnival. In Athletics, 37 students attended the District Carnival and 11 qualified for the South Coast Regional Carnival. Three of our talented students went on to represent at State level. Our Cross–Country Carnival was enthusiastically supported by all students aged 8 years and above. While some students were competitive, others preferred to walk the course. Participation was high and all students were encouraged to be involved. In Cross–Country 58 students attended the District Carnival with 5 students qualifying for the Regionals and 2 students continuing on to represent at state level. One student qualified at National level for cross-country and athletics. Oak Flats Public School was very proud to have one student attend the Pacific Games this year.

Stage 3 students participated in various PSSA knock-out competitions for rugby league, netball and touch. All teams performed well this year, in particular, the boys' touch team who made it through to the fourth round and the rugby league team who went through into the fifth round. Also, 120 students took part in the School Swimming Scheme over two weeks in November.

Sporting schools funding was utilised to allow students from all grades to experience coaching in gymnastics from an external professional service. All students actively participated in and enjoyed an Indigenous sports games day during NAIDOC week. Students school wide were also involved in the Premier's Sporting Challenge. The school received funding to purchase equipment through the Premier's Sporting Challenge and Coles Sports For Schools.

A highlight of the year was the Community of School Gala Day with students from Stage 2 and 3 participating in oz-tag games, organised between the schools to offer a fun day for students to develop their skills in this sport. The day was highly successful with term based Gala Days planned for the future.

POSITIVE BEHAVIOUR FOR LEARNING

The Positive Behaviour for Learning program was introduced at Oak Flats Public School successfully outside of the classroom in 2017 and in 2018 into the classrooms. PBL Positive Behaviour for Learning (PBL) is a whole school program that actively promotes positive behaviour. It enables students to develop a clear understanding of required expectations, become responsible for their own behaviour and work together to create a positive, productive and harmonious learning community.

Our school PBL values are SAFE, RESPECTFUL, RESPONSIBLE and ACTIVE LEARNER. Through the PBL program we provide students with a positive learning environment allowing them to develop the

responsible learners who contribute positively to all aspects of school.

As part of the introduction of PBL in the classroom 5 expectations under the headings of the PBL values were devised and teachers and students designed posters for their classroom. Classroom reward tokens were introduced K–6 to acknowledge students following classroom expectations. A series of ten professional learning modules relating to effective classroom PBL practices provided staff the opportunity to further develop their knowledge and understanding of PBL in the classroom.

The PBL committee continued to meet on a fortnightly basis to organise the implementation of PBL and review student behaviour data. Each week, the school has an area of focus that involves explicit teaching and support of positive student behaviours. Teachers and students also participate in weekly PBL lessons that involve discussion, role-play and reflection.

At the end of Term 3 all students in Years 1–6, parents and teachers completed a survey about PBL. The results were extremely positive, reflecting that PBL is regarded by, students, teachers and parents as an integral aspect of our school wellbeing framework.

TECHNOLOGY

Bring Your Own Device (BYOD) continued in all classes in Stage 2 and 3 in 2018. Parent information sessions were held to inform parents about the school BYOD policy, requirements for devices and implementation in the classroom. The BYOD Essential Agreements document were displayed in all Stage 2 and 3 classrooms. The devices were used for a wide range of activities including coding, research, presentations, animations, drawing and problem solving. They were used for activities across all Key Learning Areas and Google Classroom was used to store and share work. An increase in student's engagement levels and technology skills has been observed.

New laptops (12) were purchased for use in the library area for research and other activities. New iPads (42) were purchased and distributed in the K–2 classes. Apps for these iPads are managed through the Apple School Manager. New interactive touchscreens (9) were also purchased to replace the aging interactive whiteboards in classrooms, the library and the staff professional learning space.

Years 2 and 3 completed coding lessons delivered by Scope IT. Students showed high levels of engagement and enjoyment during these lessons and made significant levels of growth in their coding skills. Teachers who attended also reported increased confidence in teaching coding and using technology in their teaching.

Staff undertook training in the new Science and Technology syllabus and plans were formulated to develop a Digital Technology Learning Space for 2019. Work commenced to create a double Digital Technology classroom to facilitate team teaching in

2019. Stem Share equipment was borrowed ready for use in 2019. Staff training in Stem Share and digital technology has prepared the school for the introduction of the new digital technology syllabus requirements, and teachers and students are looking forward to the opportunities this new learning space will present.

Staff and students also received training in cyber safety from Eyes Wide Open Social Media. This was funded through a \$4000 grant from the Online Safety in Schools program. Staff found this training useful in preparing students for life in an increasingly complex digital world.

NAPLAN tests were completed online for the first time in 2018. The administration of the tests ran smoothly with thorough preparation and organisation. Students showed high levels of engagement while completing the online tests, however results indicated that the student's skills in using computers in specific ways needed to be further developed.

STUDENT LEADERSHIP

Oak Flats Public School allows students the opportunity to take positions of leadership in the areas of sport, SRC, Year 6 Captaincy and Vice Captaincy and within their classrooms. Having a leadership role provides benefits for individual students and our school, as leaders have the potential to influence the school environment and the behaviour of their fellow students by becoming advocates for positive change in the school community.

School Captains and Vice Captains are elected through a clear process beginning with students presenting a speech to the school expressing the strengths and skills they will bring to the position. The students are elected by their peers from Years 3–5. In Term 2 school leaders are provided the opportunity to attend a conference at the University of Wollongong titled GRIP, to develop and enhance their leadership skills. Peers elect sports captains and vice captains who assist with various sports carnivals, encouraging students to participate and support their fellow student competitors. They also work with the leadership team to coordinate playground equipment and whole school fundraising.

Oak Flats Public School has a Student Representative Council (SRC) where two students from each class in Years 2–6 are elected each semester to represent their classmates. This year the SRC has been actively involved in representing all students in the school and organising ways for students to participate and contribute to our school and wider community. New SRC positions are elected each semester to give many students the opportunity to take on a leadership role.