

Oakdale Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Oakdale Public School as an account of the school's operations and achievements throughout the year.

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

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Message from the principal

This year has been a year where I have seen a lot of hard work, thorough planning and effective use of our finances culminate in improved student and teacher learning. We have been consistent in our delivery of our teaching programs for the past five years; making small tweaks of improvement here and there. Our staff members have remained stable and have built and shared their knowledge through valuable professional learning mainly within the school. The executive team work exceptionally well together and have been a constant in making sure we do what is best for our school and community when faced with so much change and availability of teaching programs and resources to choose from. Consistency has been the key; staying with programs long enough to see positive results and not being swayed by the latest program to be seen as the best way to do something. This doesn't mean we are not innovative; looking at new research about all curriculum areas and using data informed instruction but what it does mean is choices are very considered and trialled before there is any major introduction.

At Oakdale we know our students very well and report regularly to parents. We use data to inform us of where students are to go next, where and how support is allocated as well as how we form groupings K–6 for Mathematics and Literacy. Our learning and support processes are rigorous as we try to ensure all students needs are met.

Wellbeing is at the centre of all we do with students 3–6 following a program that teaches about resilience, mindfulness, taking responsibility and many other topics. We have seen so much growth in our students since its introduction; they understand more about assuming responsibility for their actions, being honest, accepting consequences and receiving advice. There has also been a dramatic reduction in students at Reflection where we monitor and discuss behaviour.

I look forward to 2020 and the schools ability to support our community after drought, bushfires and flood. Our door is always open for parents to seek assistance or just to be listened to. Parents know our students are happy at school after viewing our data from TTFM that 100% of students are happy at school. Our academic results in 2019 were also something to be proud of and we will work hard to continue on this trajectory.

Oakdale Public School



School background

School vision statement

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

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

School context

Oakdale Public School is a P1 school with 122 students. It is set in a picturesque semi-rural area in the Wollondilly Shire. It is about a twenty minute drive from the larger townships of Picton and Camden. Surrounded by orchards and farms the school is the hub of the community with families and local businesses supporting the school to achieve its strategic targets. We promote equity and excellence and strive to ensure all learners experience success. Our goal is to develop young people who are confident, creative and active so that they will become contributing, informed members of society. We offer a broad extra curricular program to ensure students have the opportunity to widen their experiences; preparing them for high school and beyond. The learning community feel great pride for the school and that is reflected in the amount of support we receive whenever we ask for assistance. We are "Not too big, not too small, but just right!" We pride ourselves on how visually appealing the school is; beautiful gardens, trees, wildlife and learning areas make this an enjoyable place to work. The school has a relaxed, welcoming and personable atmosphere where staff, students and community are mutually respectful in their interactions. Staff work effectively to provide students with the basic skills and to also broaden their knowledge in cultural, social, and emotional pursuits. We excel in identifying, supporting and guiding talent and assisting students in need become successful learners. The students enjoy vigorous physical activity and challenges requiring imagination and creative play. They use good manners, show respect and look out for one another. Students display enthusiasm and appreciation for all of the extra-curricular events planned for them. The school community come together often to support student learning. Parents and extended family, business and broader community assist with achieving our strategic directions.



Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Over the past three years we have seen significant positive shifts in our learning culture, reporting, leadership, school planning and effective additions to the use of our school resources. Our student performance and growth can still be inconsistent when looking at trend data. In several areas within the teaching domain we have remained at sustaining and growing. The framework has been an invaluable guide in knowing where we need to improve and celebrate where we have determined excellence.

Strategic Direction 1

Strengthening community engagement

Purpose

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

Improvement Measures

Increase in the number of parents attending all information sessions that pertain to student learning.

Organise events that foster inclusion, belonging and school pride and support school projects.

Increase in methods of communication between school and home.

Increase in teacher/parent contact outside reporting periods.

Progress towards achieving improvement measures

Process 1: Key events will be organised to encourage parents into the school to bolster connections in the learning community, support parents understanding of school programs and policies and give them a snapshot of their child in varied learning situations.

Evaluation	Funds Expended (Resources)
School run workshops to improve parent learning in reading and mathematics still continue to have low attendance. Guest speakers attracted many grandparents and parents this year. Major events are extremely well attended with a great deal of notice given to parents so they can arrange time off work. Invitations to view yoga and other extra curricular activities do not get many parent visits as most of our parents work full time or have toddlers and they have expressed they would disrupt lessons. Major events and fundraisers for the school always attract the majority of parents. Most of the time we ask and we receive. There is a genuine communal feel about the school with parents doing what they can, when they can. Communication is exceptional from the school to parents; there are still a handful of families that do not take responsibility for knowing what is going on in their school and what is expected from them as parents. We will continue our positive strategies to improve parent engagement and understanding through many and varied communication tools.	

Process 2: Additional forms of communication will be added to the many and varied forms that already exist to share information about students' achievements, learning needs, school policies, practices and community initiatives.

Evaluation	Funds Expended (Resources)
Additional forms of communicating student achievement were trialled this year with changed reporting mechanisms that were adjusted to reflect parent and staff consultation. Technology was used in several classrooms to give snapshots of programs taking place and several planned meetings kept parents informed about school organisation and expectations. Through parent feedback the additional systems in place will continue in 2020 due to the positive responses from parents.	

Progress towards achieving improvement measures

Process 3: Multiple opportunities will be provided for all families to attend planned learning events at school and community locations. Teachers and families will have regular scheduled workshops about how each school program or activity links to student learning. Support will be given to parents to enable them to participate in their child's learning at home and school.

Evaluation	Funds Expended (Resources)
A great number of events have been organised by the school for parents to attend to assist with understanding what and how their children are learning in our school and for them to acquire the skills to support their children at home through workshops, newsletter information and in-class demonstrations. Parents have been very responsive to large events like Open Day and Presentation Day and our Night at the Museum Performance Evening. There are small numbers of parents visiting daily activities and workshops mainly due to their availability due to full time employment.	

Process 4: Implementation of a Term 1 progress report and all parents emailed at least once per term.

Evaluation	Funds Expended (Resources)
Progress reports have been sent to parents. They are in a very simple format and are sent home at the end of Term 1 to give a snap shot of their child's behaviour, learning progress and social skills. It is also an opportunity for parent and teacher to meet if there are concerns. Parent feedback continues to be positive about providing this information very early in the year.	

Process 5: Establish a report committee to modify and update formal reporting process to parents.

Evaluation	Funds Expended (Resources)
Parents found the report easy to navigate after a thorough explanation by each class teacher during parent and teacher interviews in Term 2.	

Process 6: Electronic sign board purchased and installed to provide immediate, current and updated information to the learning community on a daily basis.

Evaluation	Funds Expended (Resources)
Parents, staff and students have found the electronic sign board a reliable source of information to prompt them on a daily basis about events coming up at the school. This with the many other forms of communication we offer means parents are well informed.	

Process 7: All staff members using See-Saw or Class Tag to add to the myriad of communication techniques used by the school to keep parents informed about their child and school events.

Evaluation	Funds Expended (Resources)
By mid term 3 all staff were using See-Saw or Class Tag to communicate with parents and keep them informed about their child. Parents were very positive about the photographs and work samples they received via the Apps thus strengthening the connection between home and school.	

Process 8: A community BBQ held to welcome parents back to the school after recent bushfires followed by flooding; combining this with Parent and Teacher Meet and Greet was designed to bring closure to 2019 and a positive start for the learning community for 2020.

Evaluation	Funds Expended (Resources)
Many parents attended the BBQ and it was a good way of connecting with	Funding Sources:

Progress towards achieving improvement measures

others after the hard times experienced. Unfortunately it poured down and some community members and the school experienced flooding.

- Socio-economic background (\$500.00)

Process 9: Supporting families after recent bushfires was imperative to getting the new school year off to a positive start. Additional counselling, connecting with outside agencies, using the Food Bank at Lomandra, Good 360 for furnishings, games and toiletries and staff donations all aimed at ensuring those families and individuals affected by the bushfires were supported and had a connection point in the school.

Evaluation	Funds Expended (Resources)
Several agencies supported our families with food, school resources and accommodation. The school wavered costs and some staff members personally gave what they could to help families get through. The image of the school was definitely heightened due to our responsiveness and assistance to those in need.	External agencies Staff Community Counselling services

Process 10: To better gauge parent, staff and student satisfaction we will be using both TTFM and 360 Tool along with compiling our own very specific questions on teaching, leading and learning using Survey Monkey.

Evaluation	Funds Expended (Resources)
After analysing data from all surveys; in the main there is high satisfaction with the performance of the school in the majority of areas from most stake holders. Areas that need addressing will be discussed and changes made where necessary.	School designed surveys for learning community 360 Tool parent survey TTFM learning community survey

Process 11: In our move to reduce the use of paper we will as of 2020 have all bookings for parent and teacher interviews through Google Forms.

Evaluation	Funds Expended (Resources)
We have made very good progress in this area. Our SAM emails invitations, behaviour notices, permission slips, interview times and so on that normally would have been sent home with a child or put in the mail. This not only saves paper, envelopes and time but money also.	

Process 12: At Oakdale PS we recycle soft plastics, participate in Earn n Return, compost and have reduced straws, plastic wrap and water bottles. In 2020 we will install a clothes recycling bin for school and community use through Mondo. Taking responsibility for our waste as a community is a priority for our "Waste Warriors" school leaders in reducing waste.

Evaluation	Funds Expended (Resources)
The clothing bin will be installed at the end of Term 1 2020 and in return the school will receive funds to go to our end of year celebrations for successful learning and exemplary behaviour.	Mondo Bin installed at school



Strategic Direction 2

Delivering quality teaching

Purpose

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

Improvement Measures

Increase in the standard of writing produced across K–6 with 60% of students showing expected learning growth in writing and spelling between Year 3 and 5 in NAPLAN.

80% of students K–2 achieving stage outcomes for writing and early arithmetic strategies (EAS)

60% of students showing expected growth in numeracy from Year 3 to Year 5 in NAPLAN data.

An upward movement showing in trend data for learning growth from Year 3 and 5 over the 3 years in literacy and numeracy.

100% of students in Stage One reaching the stage benchmark for reading by the end of Year 2.

Progress towards achieving improvement measures

Process 1: Teachers implement and review Oakdale Public School's Spelling and Grammar Scope and Sequence written in 2017.

Evaluation	Funds Expended (Resources)
Staff Development Day 2020 Smart Spelling will be presented to staff 1–6 to boost spelling strategies used across the school.	\$0.00

Process 2: Through QTSS funding, executive staff will support, mentor and help implement changes to class culture to enhance literacy and numeracy learning programs

Evaluation	Funds Expended (Resources)
Having a set day per week for release for QTSS will enable staff to be more proactive about planning their PL which needs to include peer observations, online training, school visits and PL to support their goals in their PDP.	Staff member timetabled in one day per week for whole year.

Process 3: Teachers K–6 enter data into Learning Progression database to assist differentiation of teaching in areas of creating texts and the elements of number programs that build number sense, place value understanding and effective application of operations to problem solving.

Evaluation	Funds Expended (Resources)
Results across the school in all areas has shown growth. Tracking student achievement, consistency of programs, innovative support programs and a whole school culture of seeking improvement will continue in 2020.	Executive Teacher

Process 4: Executive teachers to be trained in and deliver same training to staff on "Seven Steps of Writing" resource to enhance class writing programs.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

Continually training new staff is essential to ensuring longevity and consistency of delivery of the Seven Steps to Writing program. Targeted PL that empowers staff to make decisions about their learning and have colleagues deliver to one another in a distributive model allows for individual growth of each staff member.

Funds for casual relief and course fees

Funding Sources:

- Socio-economic background (\$1000.00)

Process 5: Introduction of a 3–6 wellbeing program with a focus on mindfulness to develop a self awareness of who they are, what they are and what they are doing.

Evaluation	Funds Expended (Resources)
Due to the programs run the students have become more aware of who they are, the qualities they possess and areas they need to work on in order to become an evolving person. They have shown more responsibility toward their own learning and allowing others to learn also. There has been tremendous growth in the understanding of looking after the world we live in and that each person has to assume responsibility. Many students have taken steps outside their comfort zones and shown incredible personal growth. These programs will definitely run again in 2020.	Work booklets for each stage Excursions Feast visit and lessons delivered by class teacher

Process 6: Redefine and extend the leadership roles amongst the student body.

Evaluation	Funds Expended (Resources)
The students In Year 6 2019 verbalised the understanding that they did not need to wear a badge to be a leader. Without exception they all began to identify problems and solve them; not waiting for someone else to do it. They also gained "voice" to alert staff to issues and ideas that would be beneficial to the school.	

Process 7: Extension of access to more support programs to support identified literacy needs.

Evaluation	Funds Expended (Resources)
Assessment data viewed for 2020 programs in MultiLit and MiniLit with the same four students remaining on MiniLit and 2 additional students added to MltiLit. One student leaving the program will have follow-up support in the classroom.	STL Meetings Student in-school and NAPLAN data SLSO employment Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$25000.00) • Low level adjustment for disability (\$0.00) • Socio-economic background (\$0.00)

Process 8: Provide opportunities to attend gifted and talented workshops as available and appropriate.

Evaluation	Funds Expended (Resources)
Student engagement across several areas was heightened due to the programs offered by the school or sourced outside the school to extend leadership capabilities, performing arts, sporting, Mathematics, literacy, ICT and creative talents.	

Process 9: Several staff meetings will be allocated to revisiting the Spelling Scope and Sequence early in Term 1 so that the use of this is reflected in teaching programs.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

All staff reviewed the spelling scope and sequence and are aware of how to use it for programming for their students.

Spelling scope and sequence

Evidence of usage in program supervision

Process 10: Stage planning added to our PD timetable. In Term 1 Week 5 and Term 2 Week 3 allowing staff to collaborate and plan their teaching programs and stage activities.

Evaluation

Staff valued the time to be able to collaborate and plan key events and programming. This will continue again in Term 2.

Funds Expended (Resources)

Funding Sources:
• Quality Teaching, Successful Students (QTSS) (\$1000.00)

Process 11: A section of each staff meeting dedicated to Seven Steps to Writing allowing for quick updates on resources, classroom practice and sharing student work samples.

Evaluation

Staff members presented very interesting and informative PL to colleagues. Presentation skills improved over the course of time as did discussion and feedback.

Funds Expended (Resources)

Staff member

Writing samples

Discussion papers

Process 12: Additional SLSO trained in how to use MiniLit for succession training to allow the program to continue should a staff member leave the school.

Evaluation

MiniLit is a vital resource in supporting our students in Year 1 who are having difficulties with reading. The plan is to have two tutors to meet even more student need in 2020.

Funds Expended (Resources)

MiniLit Kit

Current SLSO

New member to be trained

Process 13: Several staff trained in learning sprints to target areas of need and meet improvement targets set by the DOE.

Evaluation

Staff members returned from the training with a clear understanding of the concept of teaching sprints...improving daily practice. They relayed information to colleagues in a staff meeting and targets were put in place.

Funds Expended (Resources)

Professional Learning Course for 3 staff members and casuals

Funding Sources:
• Low level adjustment for disability (\$1500.00)



Strategic Direction 3

Building teacher capacity

Purpose

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

Improvement Measures

100% of teachers log data into PLAN 2 Learning Progressions.

100% of staff participate in all professional learning sessions on creative and critical thinking.

100% of staff successfully complete the annual PDP cycle.

100% staff plan and implement creative and critical thinking components into learning programs.

80% reduction in staff grievances and complaints lodged with executive.

Progress towards achieving improvement measures

Process 1: Staff participate in professional learning on personalised learning and how to support the needs of every child and produce individual learning plans.

Evaluation	Funds Expended (Resources)
All staff completed personalised learning training and delved deeply into looking at the first three standards. This has led to a deeper knowledge about making adjustments for students. The Standards have guided discussion in many staff meetings and created a common language amongst staff. Further emphasis on these areas will continue in 2020.	IEPs Program adjustments NCCD data

Process 2: Staff build knowledge of and incorporate concepts of critical and creative thinking across the curriculum.

Evaluation	Funds Expended (Resources)
Whilst creative and critical thinking skills are embedded across the curriculum and we are on the road to having a deeper knowledge of the scope and sequence, we have much more knowledge to gain in this area and a need to have these skills planned for and demonstrated on a more regular basis across all KLAs. In 2020 we will continue the journey adding more skills and strategies to our teaching tool bag.	External presenter of PL to staff Teachers observed by presenter during Education Week using C&C thinking skills Staff meetings reviewing scope and sequence Visits to other schools to view C&C thinking skills in action Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$2000.00)

Process 3: Staff identify areas of need in their professional learning to develop individual Performance and Development Plans based on the Australian Teaching Standards.

Evaluation	Funds Expended
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Progress towards achieving improvement measures

Evaluation	(Resources)
Staff participated positively in writing their PDP with the aim of self improvement. Discussion was collegial and future directions discussed. staff are becoming more proactive about delivering and seeking their own PL.	PDP on file and signed off by Principal

Process 4: All staff receive PD in new PDHPE syllabus in Term1 2020.

Evaluation	Funds Expended (Resources)
All staff are aware of syllabus requirements and we are planning to meet those expectations.	Staff member presenting to peers received external PL

Process 5: Principal and AP attend PD on designing programs to move students forward and measure growth. Information gleaned relayed to staff to assist with school targets set by DOE.

Evaluation	Funds Expended (Resources)
Four staff members selected target students and prepared school target sheet for 6 students. Growth is continually being measured and new strategies trialled by class teachers to achieve growth in deficit areas.	scout data School information summary of data used and how to achieve DOE targets for each child

Process 6: Implement strategies gleaned from Three Rivers for Learning School Projects. A focus on distributed leadership by raising the profile of class teachers by having a rotational roster for morning assemblies, staff meetings and our reading circle.

Evaluation	Funds Expended (Resources)
All staff present at morning assemblies, staff meetings and join in book club readings to build speaking, presenting and organisational skills. Roles and responsibilities more evenly distributed; building capacity across many areas.	Rosters Staff meeting agendas Roles and responsibilities listed and displayed

Process 7: Several staff meetings planned for the organisation of External Validation in Term 3 2020. Invite PSL to speak to staff and outline the process. Review Excellence Framework and distribute roles and responsibilities so that the validation process is meaningful, organised and does not create additional stress.

Evaluation	Funds Expended (Resources)
Staff were much clearer about the EV process and a starting point. PSL to return to give feedback on some evidence collected and annotated.	PSL school visit PowerPoint presentation Discussion



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>MultiLit and MiniLit program to improve reading skills and strategies</p> <p>Additional SLSO support in all classrooms</p> <p>Numeracy groupings K–6</p> <p>Additional staff purchased to reduce class numbers</p> <p>MathsMad once per week to target number in a hands on fashion</p> <p>PLP written for all students who need adjustments</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$19 000.00) • Low level adjustment for disability (\$10 000.00) 	<p>Our trend data shows our Aboriginal students are performing at or above State in reading in the top 3 bands and we are outperforming all but one school in our network and State for schools with the same FOEI as us. In 2019 our Aboriginal students were above State for representation in the top 3 bands for numeracy. We have currently met our DOE Targets for our Aboriginal students.</p>
English language proficiency	<p>IEP for each student</p> <p>Additional SLSO time to implement language program</p>	<p>Our EAL/D numbers are minimal and we received no financial support in 2019. IEP's were written for any student requiring an adjustment or individualised program. The additional support provided in a small group or one–one situation has seen rapid progress in the majority of cases. Support is provided in the form of SLSO and teacher assistance during reading and numeracy blocks. Those not progressing as expected are also targeted by our MiniLit and MultiLit programs.</p>
Low level adjustment for disability	<p>Additional SLSO time</p> <p>Additional teacher time allocated to student support programs</p> <p>PL around making adjustments</p> <p>Groupings to cater for varying levels</p> <p>NCCD register</p> <p>Assessment records</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$64 000.00) 	<p>We have a high percentage of our student population requiring additional support in order for them to meet stage expectations. Support was discussed in our LST meetings looking at data collated on students. Allocation of support was provided on a needs basis, monitored and progress discussed. Parents were all notified when their child received additional support and the growth made.</p>
Quality Teaching, Successful Students (QTSS)	<p>Peer observations and feedback</p> <p>Teacher release to meet with supervisors with PDP to discuss goals and progress</p>	<p>All staff were successfully involved in the observation and feedback cycle with their selected peers. PDPs were well written and staff were proactive in seeking professional learning that supported their PDP goals.</p> <p>All staff have shown growth through the implementation of their PDP, professional</p>

Quality Teaching, Successful Students (QTSS)	<p>Professional learning through release to visit other school, go to courses or run a session</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$11 600.00) 	<p>learning within the school and attendance at external PL events.</p> <p>Teacher growth and school routines with a focus on support have led to a greater impact on student learning.</p>
Socio-economic background	<p>Wellbeing funds</p> <p>Camp, excursion and incursion Funds</p> <p>Support programs</p> <p>lunch program</p> <p>Uniform fund</p> <p>Breakfast club</p> <p>Fruit break</p> <p>Text books and school supplies</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$79 800.00) 	<p>At our school all students are treated equitably. It is our belief that disadvantage should not stop any child doing what others do due to socio-economic disadvantage. Our philosophy is to use the funds provided to ensure that vulnerable students do not feel inadequate due to their circumstances.</p> <p>We have provided much financial, academic and emotional support to those families and students who need it and they have been grateful and have thrived personally and academically.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	92	86	90	79
Girls	76	69	57	62

Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.1	95.8	91.9	93.8
1	93.6	94.1	95.2	87.4
2	93.6	93.1	92.5	94.1
3	92.6	94.5	93.2	92
4	94.5	94.3	94.6	88.2
5	92.9	94.4	92.8	93.9
6	91.7	91.4	93.5	91.4
All Years	93.1	93.9	93.3	91.6
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

2019 saw a drop in attendance from previous years where we have been at or above State. Bushfires saw our school closed and many concerned parents kept their children home when we were housed at Camden High School. We also had a child exempt from school for over half a year until a placement became available. We work very hard in the area of attendance supporting at risk families get their children to school on a regular basis. School is a calm, safe and fun place and the vast majority of students enjoy coming to school and are only absent when necessary.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	4.81
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.4
School Administration and Support Staff	1.81

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.



Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	211,859
Revenue	1,686,096
Appropriation	1,607,822
Sale of Goods and Services	12,454
Grants and contributions	64,781
Investment income	1,039
Expenses	-1,619,796
Employee related	-1,439,669
Operating expenses	-180,127
Surplus / deficit for the year	66,300

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.



Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	109,969
Equity Total	189,070
Equity - Aboriginal	20,500
Equity - Socio-economic	79,802
Equity - Language	0
Equity - Disability	88,768
Base Total	1,236,086
Base - Per Capita	34,492
Base - Location	3,918
Base - Other	1,197,676
Other Total	87,819
Grand Total	1,622,944

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to 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.

Literacy

In 2019 we were just below state in the top two bands for reading and have shown we are trending upward. Compared to schools with similar socio-economic status we outperformed the majority and have met the upper band for school target setting and need to continue on this trajectory. The syllabus gap showed that students in both Years 3 and 5 had difficulty with interpreting poetry, feelings in a character and the meaning of vocabulary in an imaginary text.

Writing still needs to improve across the school and we are all implementing the Seven Steps to Writing. Staff are heavily engaged in professional learning from and with each other about writing programs and consistency of teacher judgement.

Staff follow a Spelling Scope and Sequence and we are seeing more evidence through our writing that spelling skills are improving.

Numeracy

Year 5 performed very well in numeracy in 2019. We had greater representation in the top 2 bands. We also have an upward trajectory. Our Aboriginal students scored above State and we have met our DOE targets for reading and numeracy for our Aboriginal students. The syllabus gap indicates that geometry is an area in both Years 3 and 5 that we had a high percentage of students who could not answer questions about describing and manipulating 3D objects plus areas in capacity, volume, fractions, decimals, graphs and Cartesian Planes.

In Year 3 54% of students were represented in the middle bands with little representation in the top two bands this was replicated by the results of our Aboriginal students. Very few students in both Years 3 and 5 were below minimum standard.

Parent/caregiver, student, teacher satisfaction

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

In 2019 participation in completion of surveys was hindered by bushfires where our community was affected. The school was closed for the last 3 weeks when we would normally send for evaluations, collate them and analyse data. Many parents evacuated their families and we did not feel it was appropriate to demand anything extra from the school community at this time. We decided to do this toward the end of Term 1 2020 and unfortunately the whole nation was devastated by COVID-19. The TTFM survey for our students was delayed, schools closed and families became preoccupied with safety and job losses. We did do school based surveys, TTFM student survey and 360 survey for staff but results for the parent and student surveys were to come after ASR submission.

The data pertaining to the school from parents showed 100% satisfaction in the office staff; their organisational abilities, interpersonal skills and willingness to assist parents with all matters. The Principal also scored 100% rating in her approachability and the strong direction the school was heading. Communication was seen as effective and plentiful by 94% of responders with Facebook being the go to for parents when they wanted to know something about the school. The school is seen as organised 92%, with students liking their classroom and activities. Parents were very positive about the amount of individualised reporting via email, Class Tag and See Saw and individualised reporting consistently throughout the year. A great deal of funds were invested in additional human resource for all classrooms with extra SLSO's and teaching staff in each room for literacy and numeracy blocks. 90% of parents responded this had made a significant difference whilst others said they had not seen a spike in achievement.(these comments were from parents whose children were not targeted)

Surveys from staff showed we needed to provide for more contextually relevant opportunities for parents to be involved in their child's learning. 75% of staff believed the school prioritised a collective responsibility for student success. 88% of staff said the professional learning around catering for students with learning needs had built their capacity to program adjustments for lessons. 100% agreed that support programs are effective in improving student performance. 100% of staff valued the additional time to complete mandatory tasks in school time providing a better work/life balance. 87% of staff responded we have a collegial working environment always or most of the time. The majority of staff members felt they were making a difference to the social, emotional and academic needs of students they teach and that problematic parents were dealt with 100% of the time. Staff felt 87% of the time that staff issues were dealt with always or most of the time. The majority of staff conceded they could achieve a reasonable work/life balance. 100% of staff concluded their PDP assisted their professional development. 87% of staff said they had a thorough understanding of what underpins our school plan and why we do what we do.

The responses by our students in 2019 TTFM were amazing and a cause for celebration. The number of students who reported having positive wellbeing was above State and SSSG. 88% of students reported having a sense of belonging which was 6% above State. 100% of students expressed they had an expectation of success 1% above State and 96% said they had an advocate at school 10% above State. Our students enjoy coming to school, they feel they belong and have people they can go to when they need help. They feel cared for and expect themselves to succeed.

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

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







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Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

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

In our planning we prioritise the educational outcomes of our Aboriginal students to ensure the gap between Aboriginal and non-Aboriginal students is reduced in the areas of literacy and numeracy. All students operating below expected stage outcomes in Years 3–6 in reading are tutored individually through the Macquarie University MultiLit program which focuses on reading, spelling and writing. School Learning Support Officers are employed to support students within the classroom and additional teaching staff target particular students for remediation and extension in mathematics, literacy, writing and ICT. Numeracy ability groups are formed across the school to target areas of need and we have a Mathsmad program for K–6 that runs on a Wednesday and maths groups for 4–6 that run Monday to Wednesday that originally focused on place value but now focuses on all aspects on number and algebra. An early intervention model is used K–2 with one trained Early Bird reading teacher working with additional support staff to support the literacy block. We also implement MiniLit for students in Year 1 for four students in a group who are below their cohort in reading. School Learning Support Officers work in the Kindergarten, Year one and Year two rooms to ensure a high level of skill development for students in the early stages of schooling.

Our Aboriginal students' attendance is on par with non-Aboriginal students which in 2019 was slightly below State average. The NAPLAN results for Aboriginal students in Year 3 and Year 5 indicate they are on par or above their non-Aboriginal cohort in all areas of literacy and numeracy and above the state average for Aboriginal and non-Aboriginal students.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

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

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and

practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Oakdale

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

Pro-social

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

Harmony

Day is celebrated every 2nd year to coincide with The United Nations International Day for the Elimination of Racial Discrimination. The message we send is "everyone belongs." We celebrate Australia's cultural diversity and cultural respect for everyone who calls Australia home. We share what we have in common and learn about our differences. We teach fairness, inclusion and emphasise that we should show respect and support for cultural, religious and linguistic diversity.

Other School Programs (optional)

Library and Technology:

The library continues to promote future focused learning through technology, where students develop the skills to be creative and innovative users of technology as a foundation for future success in all areas.

The library program allows students to: learn library skills, engage with high quality literature, learn how to be responsible digital citizens who practise cyber safety; and become skilled in a variety of Information and Communication Technologies such as emailing, blogging, and using programs such as Microsoft Paint, Microsoft Word and Microsoft PowerPoint. This year, Stage 2 students were introduced to computational thinking and coding with and without computers. Year 6 students have been introduced to Canva, a simplified graphic-design tool website which they have used to create their Year 6 Yearbook. Years 1–6 have also used Minecraft Education Edition to meet English and Mathematics outcomes through engaging lessons where students are able to be creative and critical thinker, who work both independently and with a partner.

This year the library has been open two days a week at lunchtime. Students are given opportunities to play board games, use puppets, complete puzzles, read books, talk with friends, play computer games, colour-in, build with Lego, and borrow.

The library hosted yet another successful Book Fair in June with the Scholastic 'Book Fair Beach' theme making it a fun day for everyone. With a mufti day, competitions, a special breakfast, a themed lunch meal deal, and grandparents were invited for a complimentary morning tea and to read their favourite books to their grandchildren. Funds raised were spent updating the library collection and purchasing new home readers.

All students participated in the Premier's Reading Challenge in 2019, and we celebrated the Book Week theme 'Reading is my Secret Power' by encouraging students to come dressed as superheroes.

In 2019, all classroom teachers have been provided with an iPad to use in their classrooms. Many staff members are using the iPads to communicate with parents through apps such as Seesaw and Class Tag. iPads have also been purchased ready for K–2 students to use for small group activities in 2020.

SRC:

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

detail. The students from the SRC also sit on the stage for our Class Champions Assemblies, which are held at the end of each term, and the SRC students present their Class Champions with their certificates.

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

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

The SRC organised a Return and Earn Week in early December, where we advertised for family recycling to be donated to the school during that week. Many families and community members supported the initiative and we raised several hundred dollars, which subsidised our end of year excursion (see below).

On the 16th of December, the SRC, in conjunction with the teacher who led the SRC, organised an end of year excursion to celebrate a great year of learning and good behaviour. The 'Big Day Out' was a huge success, where students caught the bus to Narellan, where we went to the park, followed by the movies. Students were given a choice of two movies, which they selected prior to the day.

Sport:

Sports experiences help build positive self-esteem in children. In addition, participating in sports can be a helpful way of reducing stress and increasing feelings of physical and mental well-being. Physical activity is vital in a child's development, as it lays the foundation for a healthy and active life, and it is therefore a vital part of their lives. Children need the value and habit of lifelong physical activity embedded from an early age. In support of these statements, students participate in weekly-programmed physical activities promoting fundamental movement, social and emotional benefits, games and sports, which in turn encourages a healthy and active lifestyle. Having a healthy active lifestyle leads to a change in student behaviour as they become more engaged in the classroom and active after school.

Weekly sports consists of a variety of learning experiences such as dance, yoga, tabloids, netball, soccer, touch football, handball and many other varieties of experiences from the Australian Sports Commission's 'Playing for Life' activities. Outside agencies have been beneficial in delivering a number of these activities effectively and explicitly to the students. Dance to be Fit provided us with a 5-week program teaching skills of dance for all students in years K – 6. Yoga to Go provided us with a 5 week program teaching skills of mindfulness and relaxation techniques for all students in years K – 6.

In 2019, all of the students participated in dance and yoga programs along with the Premier's Sporting Challenge. All of these experiences were designed to create an atmosphere of fun whilst teaching skill acquisition. This year the school took part in the 'Sporting School's' program which provided us with funding for additional sporting equipment and to hire sporting coaches. This allowed for student increase in participation.

Approximately 80% of students in years 3 – 6 participated in Razorback PSSA Gala Days. These included netball, cricket, touch football and orienteering. The school had 4 students trial for Razorback zone sporting teams in netball, touch football and soccer.

School sporting carnivals included swimming, cross-country and athletics. Years 2 – 6 competed in the Swimming Carnival while years K – 6 participated in the Cross Country and the Athletics Carnivals. We had 17 students represent our school at the Zone Swimming Carnival. 32 students represented the school at the Zone Cross Country Carnival, with 1 student going on to represent the school at the regional carnival; while 28 students represented the school at the Zone Athletics Carnival, with 1 student going on to represent the school at state level.

Dance:

In 2019, the school was involved in a variety of performing arts areas that included dance. Students in years 3 – 6 dance group were provided with the opportunity to form a dance group. In total there were 22 students involved in the dance group in 2019. Students participated in learning three dances for the year. The students successfully performed a dance to '1999' by Charlie XCX for the Education Week assembly where community members and families were invited to view. In Term 3 the students in the dance group performed to 'Cosmic Girl' by Jamiroqui for the whole school performance, in which the theme was "A Night at the Museum." Later in the year, the students performed at the school's end of year presentation day assembly, 'Crazy Christmas – Santa Clones' a Christmas mashup. Being the second year that a dance group had been established resulted in the students having gained further increased knowledge in the elements of dance and choreography.

This program has continued to allow students to experience an extra-curricular activity they may not have an opportunity to participate in out of school. The feedback provided by the students confirmed that the program was enjoyable and gave them more self-confidence.

Choir:

This has been the fourth year that Oakdale Public has had a school choir. Many students across years 3 – 6 were interested and enthusiastic to join the choir from Term 1 and have held this interest since that time. We have 24 students who participate in choir, attend our weekly meetings and rehearsals and perform throughout the year. Each week we warm our voices with vocal exercises, learn and rehearse a chosen song and then finish with a singing game.

This year we have performed at our Education Week Assembly where the theme was Every Student, Every Voice. This was a great opportunity for the students to use taught skills to highlight their voices in a community setting. We were unable to perform at our end of year presentation day due to school closure from bushfires.

Our song for the year was Pink's version of "A Million Dreams" from the movie "The Greatest Showman." Selected students from the choir were provided with the opportunity to attend an excursion in November to Sydney Opera House where they watched a performance by the Sydney Symphony Orchestra, which was a 'Who Done It' performance. This allowed the students to hear solo performances by various instruments to showcase their expertise. The choir teacher has proudly taken part in continuing to develop this group of students and thoroughly enjoyed increasing their desire to perform.

