

2020 Annual Report

Oakdale Public School

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Introduction

The Annual Report for 2020 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

2020 was definitely a challenge for Oakdale Public School but it also brought with it many positives. The area had been in drought for some years then bushfires hit in late 2019 and continued into 2020. The school was closed for two months as the Green Wattle bushfire was 1.5km away and the air was thick with smoke. Our families were very anxious as many of them had been in this situation before. Our local fire brigade did a magnificent job keeping huge flames at bay but still a loss of property and animals was devastating. COVID hit and with it came the fast pace to get online learning up and running and to have as few as possible staff at school at any one time providing for students who came to school. On the day we held a welcome back to school after the fires torrential rain caused flooding at the school and part of Burraborang Road was washed away. One of our families lost their home and four of our school buildings were flooded.

The school was as supportive as possible to our families in need and with the Bushfire Relief Strategy came additional counselling for our affected students, operational funding to keep staffing the same for two years; even though our student numbers had decreased. An uplifting sporting program MiniFit was granted free of charge and the students have really enjoyed it.

There has been a community bonding with parents seeing staff in a different light; we played a different supportive role during a set of tragic circumstances. We also achieved many of the educational outcomes we set during COVID where learning from home was supported by parents. When we finally returned to school the students were so happy to be back, to play with their friends and get into as normal a routine as possible.

In 2021 I can see we will be making up for some lost time and supporting our students in every possible way to continue to connect positively with school, be supported to meet our high expectations at home and allaying any fears about the future. We have truly all been in this together!



Joy: Welcomes pats from the students.



COVID Remote learning



Hat construction during Covid at home task.

School vision

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.



Kindness Day

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	2020 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	Sustaining and Growing
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

Executive Summary

Leading:

Through this reflective whole school process we have determined that our school is Excelling in the area of Leading.

The leadership team has worked hard at self-improvement attending some very innovative, in-depth courses on leadership that has assisted them to drive cultural change and a more distributed leadership model in the school. Evidence-based teaching has become more embedded over the past three years as has a variety of assessment tools to determine where children are at and move them to the next step in learning. The school now has a very transparent, open and honest, collegial climate. More staff have taken on roles to extend their capabilities and we have some aspiring leaders who are being mentored by the executive and they are showing great promise for the future. Professional learning is rigorous and multi-faceted addressing individual, whole school and student need. Staff have meaningful

discussions about current research articles, applying the Teaching Standards to their classrooms and using data to drive teaching to name a few areas. Recognition of staff is seen as highly important to boost morale and to acknowledge excellence. Many of our SLSO's have been nominated for regional awards for the outstanding job they have done providing intervention programs for our students. Our parent community is extremely supportive of our school strategic direction and they are responsive to supporting school projects, fundraisers, information talks, within class support and meeting to discuss improvement targets for their child. The school goes to great lengths to ensure lines of communication are kept open with parents by the many tools we use to inform. Our reporting mechanisms are outstanding with three written reports per year and targeted emails to each parent every term about learning intentions. Much of what we do at our school is based on the Melbourne Declaration as this statement has resonated with the learning community. Wellbeing is central to our planning as is promoting equity and opportunity; we want each child to be the best person they possibly can be despite the adversity they may face; the school has become a pronounced equalizer. There is an enormous amount of pride felt for the beautiful gardens, abundant educational resources, well maintained grounds, structures and flexible classrooms. The satisfaction in how the school is led has been confirmed by our parents, students and staff as evidenced in our latest school surveys and 360 Tool results.

Teaching:

Through this reflective whole school process we have determined that our school is Sustaining and Growing in the area of Teaching.

We have a dedicated group of teachers who are very knowledgeable about their students. They are continually trying to improve academic performance, social skills and behaviour so that their students become successful learners and creative and confident individuals that can be fully functioning people when we send them off to high school. Systematic and explicit teaching is carried out in every classroom and adjustments are made for over 50% of our students. Concrete materials, teacher made visuals and interactive activities are used to reinforce concepts taught; we are aiming to place more emphasis on a revision structure in Semester 2, 2020. The behaviour of the majority of our students is exceptional due to the consistent reinforcement of rules, motivational management techniques each teacher tailors for individuals in their class as well as whole class and school reward systems. We have prodigious success with new students who have identified behaviours turning their non-compliance around quickly by providing support immediately and being consistent about our expectations. We have a school-wide approach in managing difficult behaviour and the executive team are very invested in connecting with students to bring about change. Our classrooms are productive learning centres because there is minimal disruption caused by unsettling behaviours; the behaviour management process is followed by all staff and the students are aware of how this works. A dramatic reduction in attendance has been seen in at Reflection sessions due to the consistent implementation, follow up of misdemeanours and reporting to parents. Staff know our students well and know what to teach at each child's point of need; through our improved understanding of data literacy this has kept students engaged and more accepting of taking responsibility for their own learning. Staff work collegially together to discuss student progress using a variety of data to inform groupings across the school and to advise intervention. All staff are committed to self-improvement to increase student outcomes through their PDP'S and scheduled weekly learning sessions. Our consistent programs, practices, collegial environment, supportive executive, excellent behaviour management and workable school plan has allowed teachers to enjoy teaching, improve on student outcomes, connect with parents and made Oakdale an enviable workplace.

Learning:

Through this reflective whole school process we have determined that our school is Excelling in the area of Learning.

At Oakdale PS Transition points in our students' education are given a great deal of consideration; it is a process of change that for some students may require substantial preparation, planning, adjustment and support. Kindergarten, Year 3 and the movement to high school are our transition targets with a variety of events, strategies and liaison with parents, agencies and other school settings to ensure a smooth changeover from one stage to another for continuity of learning. Fostering each child's individual passions and talents is also high on our agenda. We are a somewhat like talent scouts observing potential and tapping into it. We have nurtured many students to pursue their dreams by informing parents so they can pursue opportunities outside the school. We source avenues, opportunities and educational settings that would best support exploration and development of students' talents. All staff support the Melbourne Declaration and the statement is the foundation we use to provide equity and excellence for all of our students. Through our teaching programs we put in the supports for our students to become successful learners, creative and confident individuals who can be fully functioning adults that will make positive contributions to our world. We focus on equity in education with the majority of our school funds used to support students with learning needs. Teachers thoroughly track the growth of all students in their class and interventions are afforded on the basis of this data. Attendance is also a priority and most years we are equal to or above State. We proactively track absences and when families do not meet the expectations set we intervene and support parents get back on track. If families do not comply the school works closely with the HSLO with the expectation of bringing about positive change. Every student's wellbeing is taken very seriously by all staff with a whole school approach to mindfulness and the development of a growth mindset. Staff have been thoroughly trained to recognise and respond to students who have suffered trauma and how to make adjustments to their teaching to cater for this need. Recently we have had to support our students and families through a series of dramatic events including the effects of drought, bushfires, floods, COVID-19 and the death of a student. It has been a taxing time for the entire learning community but the school has stood strong in support of our

students and parents. Whole school monitoring of student learning and the differentiation that takes place plus the targeted intervention programs we have implemented has meant that we have been successful in engaging students to want to learn. Bridging curriculum gaps and assisting students to see themselves positively as learners has been rewarding for staff.

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.

Overall summary of progress

There have been stronger community connections formed in 2020. When faced with adversity we have all pulled together. We will still need to work on parents meeting our high expectations for completing homework, engaging with and supporting improvement in their child's learning which will be a major focus for the future.

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)
The majority of our parents took the chance to connect with the school to discuss their child's learning. Parents were delighted to see major events online and the feedback was always positive.	Zoom Face Book Other forms of social media

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)
All staff have become more proficient with supplying feedback to parents via many communication tools used at the school. Face Book was acknowledged as our parents first point of call to receive information followed by the newsletter.	

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
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Progress towards achieving improvement measures

Evaluation	(Resources)
We had low numbers to both events, averaging 5 parents per session. This is quite typical of this type of event. Due to COVID-19 no other training sessions for parents were scheduled.	Staff after school sessions principal supervising attendees children

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

Evaluation	Funds Expended (Resources)
This will continue into the future with modifications made as deemed necessary as it has been a very positive tool to inform parents.	2 casual days

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

Evaluation	Funds Expended (Resources)
Our newly designed reporting system was confirmed as a very positive move by 98% of parents; they particularly liked the next steps in learning that were indicated by teachers in the literacy and numeracy sections. Two parents believed it could be more individualised in some KLAS.	3 Casual days to release

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 have reported they use the electronic sign board as a constant reminder for them to be able to meet their responsibilities on time. This has been another very successful tool in communicating to parents.	Sign Board 15,000

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)
Increased communication to parents, supported by ongoing positive photos of students work in class was uplifting for parents as they had very limited access to the school physically due to COVID-19. Staff received confirmation that the parent body appreciated the lengths the school went to virtually bring them into the school especially for Education Week, Kindness Day and special assemblies.	staff mobile phones

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)
The afternoon didn't go as planned and basically was abandoned due to torrential rain causing flooding. The aim was to bring the community together after bushfires but with only a few who risked the weather it didn't meet the intended outcome.	Sausages and rolls (donated) Tea coffee milk

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)
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Progress towards achieving improvement measures

The end of 2019 and most of 2020 saw Oakdale face some very significant challenges. As hard as it was it reinforced a bond between community and school. Parents saw us in a different light; we gave, we cared and slowly the healing process began.

All donated by staff

- *Food hampers
- *vouchers for essentials
- *Picking up students to get them to school(Staff)
- *Memorial garden (local nursery donation)
- *Additional counselling one day per week (Bushfire Strategy Funded)

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)
There was overwhelming satisfaction with our office staff. They have received 100% satisfaction 2 years in a row as has the principal for the strategic direction of the school. Parents did want the report to be more individualised and so we have modified it to add future directions for each child in two formal reports.	TTFM Survey School Surveys-Survey Monkey 360 Tool

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)
The majority of parents who attended meetings throughout the year used Google Forms, Zoom or 3-way phone conversations due to COVID and bushfires.	Set up of Google Forms

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)
This program has been very successful with a huge reduction in waste going into garbage bins. Most soft plastics were collected and taken to Woolworths at Mount Annan for recycling. Bottles were sent in by community members and picked up by Earn and Return. Staff recycled their recess and lunch plastics and cardboards. Fruit scraps were fed to local birds.	*T-shirts for students *Buckets for scraps for each classroom *Red recycling bins Funding Sources: • (\$500.00)

Next Steps

- Increased commitment and responsibility across all members of the learning community for student growth.
- Build parent understanding of their responsibilities for consistent attendance to improve student performance
- Emphasis on communicating from the classroom to parents via varied forms of communication to heightened knowledge of school programs
- Formative assessment embedded in our reporting to parents to give a more consistent gauge of each students ability



Celebrating success.

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.

Overall summary of progress

Our focus on how children learn has enabled us to cater for more individualised needs through groupings, adjustments, specialised programs, what we teach and how we teach it. Comparisons cannot be made between Year 3 and 5 growth in NAPLAN as it was cancelled in 2020. Our internal results show 20% of students did not reach a sound outcome on our reporting system and were below stage expectations. The majority of those children will start 2021 with additional support.

Our K-2 students have approximately 4 students in each class who do not meet stage bench marks for literacy and numeracy and require individualised or small group programs to target gaps in learning.

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)
Spelling results are improving across the school as some teachers move away from spelling lists and draw the words from student writing, providing more strategies to work out unknown words and build vocabulary by having a word of the day and activities to go with it. There is greater transference of knowledge as we are now seeing spelling words addressed spelt correctly in writing samples.	Spelling scope and sequence in all programs

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)
Buying time for observation and feedback to staff on their literacy and numeracy programs was invaluable. Many staff became more sure of what and how they were doing things provided with the time to discuss how and why they were doing what they did. Having an experienced practitioner	AP off class one day per week to monitor literacy and numeracy programs using QTSS funds

Progress towards achieving improvement measures

guiding structures saw an improvement in student engagement and teacher expertise.

Funding Sources:

- Quality Teaching, Successful Students (QTSS) (\$10000.00)

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)
K-2 staff entered data using the progressions more consistently than their 3-6 counterparts. More focus on training for 3-6 using the progressions and set dates for data entry across the school should support more consistency K-6.	DOE Support Personnel

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)
Trained staff were able to upskill all staff in the 7 Steps through several staff meetings, collection of and comparison of writing samples and stage discussions.	3x casual staff 3x course fees

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)
The wellbeing booklets ensure teachers are covering a topic per week and having in-depth conversations about resilience, connections, friendship building and many other relevant topics. The students have a new vocabulary to enable them to talk about how they feel and their impact on others. We will extend the program to Year 2 in 2021.	85 booklets x \$7

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

Evaluation	Funds Expended (Resources)
All students in Year 6 were given a role to carry out for the year. This worked very well with some working with technology others organising sport equipment, flag raising each day and so on. The students took on their roles with enthusiasm and learnt about commitment and reliability. Grip leadership and Halogen Young leaders will in 2021 be attended by all Year 6 students to give them more insights into what leadership involves.	Policy changes Information informing parents of policy changes Purchase of new badges

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

Evaluation	Funds Expended (Resources)
Staff did not attend conferences as they were cancelled due to COVID.	

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

Evaluation	Funds Expended (Resources)
Due to COVID parents were not allowed onsite and therefore practical sessions for extending gifted and talented students were cancelled.	School workshops

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.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
All staff use the scope and sequence to programme for spelling. This is evidenced by supervisors during program collection and feedback.	spelling scope and sequence

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	Funds Expended (Resources)
Staff have appreciated the extra time to collaborate with their peers; reducing the stress of additional meetings outside school hours. Everyone now understands what they have to do and what is expected of them. This strategy will continue into 2021.	Timetable with additional stage meetings added

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	Funds Expended (Resources)
The presentations of staff members was very professional and informative. Each staff member chose the step they were working on and the strategies they used with the students. Staff then received a writing sample and had to log into the progressions and indicate where the student sat in crating text.	Writing work samples Presentation by staff member of 7 Steps to Writing

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	Funds Expended (Resources)
Fortunately we trained an additional staff member in this area as we had an SLSO leave who was working with a group of MiniLit students. The newly trained staff member took over and consistency was maintained. This program has been highly successful in closing the gap for most students with reading difficulties.	Purchase of additional resources Funding Sources: • Low level adjustment for disability (\$3000.00)

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

Evaluation	Funds Expended (Resources)
The 3 staff members trained gave several staff meetings to colleagues to assist in the philosophy behind the program. Unfortunately we didn't get to proceed to where we wanted to be with COVID restrictions and all staff being rostered on and off being onsite. 2021 will see more of an emphasis placed on this PL.	3 x course fees Funding Sources: • Professional learning (\$600.00)

Next Steps

- Revision embedded in class programs every 3rd week
- All staff becoming data literate
- Improve student engagement and effort
- Introduce an Assessment schedule
- Program in fortnightly blocks
- PL on providing effective feedback to students for next steps in learning



Year 2 Sleep in day.

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.

Overall summary of progress

Although COVID, bushfires, floods and drought impacted our teaching and learning we still achieved quite lot in 2020. Staff stepped up to learn how to teach online and developed some very good technological skills. We all completed the annual PDP cycle, logged into PLAN to submit data, critical thinking PL was completed by all staff and the executive completed online training in "Moving Learning Forward not by Chance but by Design.

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)
We have quite a lot of students across the school who require reasonable and major adjustments to access the curriculum. All teachers have written plans for students who are Aboriginal, are on Funding Support, have a diagnosis but not funded and those requiring adjustments. There possibly needs to be more parent involvement in co-writing in 2021.	Online training

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

Evaluation	Funds Expended (Resources)
This was our second presentation from Open Minds. Staff implemented some of the strategies suggested on the day and at several staff meetings presented the activity and what it led to. Many parents came on the day to seek assistance on how they could help develop these skills in their children at home.	Open Minds presenter

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 (Resources)

Progress towards achieving improvement measures

All staff completed their PDPs after firstly meeting with their supervisor and mid year meeting with the Principal to discuss their progress. All staff members achieved much of what they set out to do but some areas were not able to be completed as conferences, visits to other schools were cancelled due to COVID.

PDPs developed online and saved to server

Meeting with supervisor

Meeting with Principal x 1.5 casual days

Funding Sources:
• Quality Teaching, Successful Students (QTSS) (\$800.00)

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

Evaluation	Funds Expended (Resources)
More work needs to continue in this area in 2021 as we did not spend sufficient time on deep understanding of the content and implementation.	PDHPE Syllabus Staff member presenting

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)
Moving Learning Forward gave us some very good tools to compliment our "This is how we do it here" focus, providing feedback to students and selecting programs to bridge gaps in learning. Our deployment of support staff 2021 will reflect our learnings.	Conference Fees 2 x 1200

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)
A distributed leadership model was put in place after collegial discussion about building the profile of each teacher to be able to be seen as a leader and assume whole school responsibilities. This would enable taking some of the heavy lifting away from the executive staff which has been much needed.	*Course fees *Casual days x 3 Funding Sources: • Professional learning (\$4900.00)

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)
Three staff members presented our EV to the panel via Zoom. We were praised for our very professional and well presented entry. The panel agreed with all of our placements and future directions. It was rewarding to know we knew our school very well. The process was very positive particularly for guiding future directions.	PSL 5 x casual days Funding Sources: • Professional learning (\$2500.00)

Next Steps

- Teaching Sprints implemented

- Data analysis at staff meetings to discuss literacy and numeracy achievements each term
- Focus on revision cycle and provide feedback to move learning forward
- Readings and research monthly in staff meetings-best evidence based practice



Mandatory training

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>SLSO support in classrooms</p> <p>MultiLit Reading Program</p> <p>Extension writing and number group</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$14 857.00) • Low level adjustment for disability (\$10 000.00) 	<p>In our last NAPLAN assessment 2019 as 2020 was cancelled due to COVID restrictions we were above State for our representation of Aboriginal students in the top three bands in numeracy and we were trending upwards but over several years the results have no consistency.</p> <p>In literacy Aboriginal students were represented above State average in the top 3 bands but there was a downward trend. Once again data over several years is inconsistent with rises and dips year in and out.</p>
English language proficiency	<p>Reading program</p> <p>SLSO</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • English language proficiency (\$2 400.00) 	<p>Students given one -one instruction quickly became more proficient in their use of language, reading ability and their daily functioning.</p>
Low level adjustment for disability	<p>Evidence based groupings</p> <p>Additional SLSO and teacher support locked in for numeracy blocks</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$20 000.00) 	<p>Groupings were established and additional staff deployed when we were able to mix cohorts due to COVID. Staff and students enjoy these sessions as the teaching can be targeted and students know what they have to do to move their learning forward. This strategy will continue in 2021.</p>
Quality Teaching, Successful Students (QTSS)	<p>QTSS Funds</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$25 268.00) 	<p>This process has worked well and provided staff the time and support needed to observe one another's lessons. Staff are also provided time to give feedback after the lesson. Visits to other schools to focus on a goal area in PDPs and go to conferences have been severely hindered due to COVID-19. We will continue this process in 2021.</p>
Socio-economic background	<p>Socio-economic Funds</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic (\$83 346.00) • Low level adjustment for disability (\$88 317.00) • Integration funding support (\$89 128.00) 	<p>The purchase of additional human resource has meant that teachers can teach and students can learn at their point of need. Smaller classes has allowed for more individualised time spent with the class teacher receiving feedback on how to move learning forward. The variety of intervention programs across the school to close the learning gap for many students is vast and has been successful in addressing learning to read. In 2021 we will apply more focus to the acquisition of numeracy skills K-6 to see an uplift in our results in NAPLAN and school based assessment measures.</p>



Days at our local Environmental centre.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	86	90	79	74
Girls	69	57	62	49

In 2020 our Kindergarten numbers doubled due to part of one of three estates opening next door to the school. We should see an increase in numbers over the next two years when all stages are complete. Now that we have before and after school care we should retain more students as this was an issue for several parents.

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.8	91.9	93.8	89.5
1	94.1	95.2	87.4	92.1
2	93.1	92.5	94.1	88.2
3	94.5	93.2	92	91.1
4	94.3	94.6	88.2	88.1
5	94.4	92.8	93.9	88
6	91.4	93.5	91.4	92.2
All Years	93.9	93.3	91.6	90
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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 to 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. In 2020 we also saw a similar decline in attendance due to bushfires, floods and COVID-19. Our targets for 2020 are to improve unjustified days away from school and partial absences.

Our Attendance Action Plan emphasises the importance staff place on how important regular attendance at school is for students to be able to achieve educational success, form lasting friendships, nurture a sense of belonging and connectedness, develop routines and assume responsibility for learning. Our motto is "Missing School Means Missing Out" and we have set up many measures to be able to monitor attendance aligned with this is also the provision of ongoing support for families struggling to meet attendance requirements. The action plan has provided consistent guidelines for staff to work within and for parents to understand their responsibilities. Trend data for attendance rates has shown at or above State most years but with the unprecedented events of the last two years our attendance has declined.

The Principal works with the HSLO and other agencies in providing for families that are socio-economically disadvantaged and where providing regular meals is a struggle. Forming strong connections with families, supporting them through a jointly formed plan, to return to regular attendance and understanding some of the complex issues that affect schooling, has seen many at risk students improve and sustain an acceptable level of attendance which has led to enriched social, emotional and educational outcomes and improved attendance.

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.



Kindergarten explore the Library.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	5.78
Literacy and Numeracy Intervention	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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The leadership team has worked hard at self-improvement attending some very innovative, in-depth courses on leadership that has assisted them to drive cultural change and a more distributed leadership model in the school. Evidence-based teaching has become more embedded over the past three years as has a variety of assessment tools to

determine where children are at and move them to the next step in learning. More staff have taken on roles to extend their capabilities and we have some aspiring leaders who are being mentored by the executive and they are showing great promise for the future. Professional learning is rigorous and multi-faceted addressing individual, whole school and student need. Staff have meaningful discussions about current research articles, applying the Teaching Standards to their classrooms and using data to drive teaching to name a few areas.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	278,159
Revenue	1,660,460
Appropriation	1,627,680
Sale of Goods and Services	15,736
Grants and contributions	16,646
Investment income	398
Expenses	-1,717,731
Employee related	-1,589,110
Operating expenses	-128,621
Surplus / deficit for the year	-57,271
Closing Balance	220,888

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.

In 2020 we received additional funding under The Bushfire Relief Strategy. Our numbers had dropped but we were still funded at the 2019 level so it meant we could keep the staffing level the same. This is expected to happen in 2021 also. A large estate is currently under construction next to the school and should see enrolments increase over the next two years.

Financial summary - Equity loadings

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

	2020 Approved SBA (\$)
Targeted Total	89,128
Equity Total	191,876
Equity - Aboriginal	19,810
Equity - Socio-economic	83,346
Equity - Language	402
Equity - Disability	88,317
Base Total	1,235,850
Base - Per Capita	33,911
Base - Location	3,874
Base - Other	1,198,065
Other Total	77,879
Grand Total	1,594,732

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.

At Oakdale Public School we believe in the investment in human resources as it has the greatest impact on student learning. A very large proportion of our budget (Equity) is used to supply additional teachers each year to keep our class sizes smaller. We also employ seven Student Learning Support Officers who offer one-one assistance to some students, work with small groups and funded students. Select programs such as MiniLit, MultiLit, Second Bite Reading and MathsMad are all part of the package of human resource investment. We also have one teacher employed for RFF with a focus on STEM and extension programs. This program has run for several years and scores in Valid 2019 were exceptional. Staff are afforded additional release to meet mandatory expectations such as writing their PDP's, IEP's, reports, some programming and time is allocated for planning. The extensive investment in human resource has afforded smaller class sizes, no composites, additional support programs to ensure no child slips through the net and teacher time to meet requirements. Students are happy and feel well supported in their learning.

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Our DOE targets are to have an upward lift of students, represented in the top 3 bands in literacy and numeracy. In 2019 we achieved that target for our Aboriginal students in literacy and numeracy. Our results fluctuate each year; we are working on more consistency of results in our trend data.

Data from scout in 2019 shows that in numeracy Aboriginal students scored well above state level and the SSSG and were the 3rd highest scoring by FOEI in our network with 60% of students at or above expected growth in numeracy. Our Aboriginal students' progress has exceeded that of their non-indigenous cohort in both reading and numeracy, in both internal and external assessments. Our goal is to continue to bridge the gap between Aboriginal and non-Aboriginal students by continuing with wellbeing programs that assist learning and quality teaching practices that cater for all groups.

Parent/caregiver, student, teacher satisfaction

At Oakdale PS there is a high expectation that all staff have a responsibility to deliver exceptional customer service; communicating respectfully and professionally, providing an inclusive environment, fostering community engagement, showing empathy and sensitivity in providing support to families in difficult times. Parents are considered partners working with us to bring about the best outcomes for each and every child. Collecting data on teacher, parent and student satisfaction is highly valued and has brought about many changes in our practices and processes. Collaboration is sought during the school planning process with differing views and ideas valued so that we know we are meeting our community's needs. The results of the Community Satisfaction survey shows that we are indeed meeting and in some areas exceeding our communities expectations.

At Oakdale Public School we provide many opportunities throughout the year; both formal and informal for parents, staff and students to gauge satisfaction about policies and procedures, leading, teaching and learning and the culture that all of this takes place in. Our results from the TTFM surveys 2020 saw us above Sector and Cluster in 90% of topics and the two topics we didn't rate as highly were flexible working satisfaction and pay which are out of the control of the Principal. We scored 98% in job satisfaction compared to sector 70% and Cluster 72% which was outstanding. Inclusion and diversity parent and staff response was 95% with Sector 74% and Cluster 75% which is something to applaud. In the area of risk and innovation we managed a 98% response in comparison to sector 75% and Cluster 76% and average of 23 points higher. The fact that customers believed we would act on the survey results was very rewarding to me as a Principal and saw the biggest average difference between Oakdale PS(85%) Sector (45%) and Cluster (44%) of 39.5 points.

Our students normally have a strong connection to the school but during COVID the feedback from TTFM was low; it will be interesting to see the results for 2021 as they appear to be very happy to be back at school. Their responses showed they feel supported and have someone they can go to in times of difficulty. We ranked top school in our Camden Cluster for wellbeing. Areas for improvement were completing homework, engagement and effort and involvement in cultural activities. The students also reported in our school surveys that there was not enough shade on the large back playground and that has become a focus to provide seating and shade structures through our fundraising efforts.



National Tree Planting Day



Book Week



Year 6 Farewell



Book Parade



Fun Days



COVID safe carnivals



Visiting sporting groups



Taekwondo



MiniFit program planning



Winning door decoration.

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 is to ensure our teaching is engaging, culturally appropriate and relevant. As highlighted in our school plan we promote learning as a lifelong pursuit which will assist with becoming a healthy, contributing, successful person. In 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 of 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 2019/20 was slightly below State average. The NAPLAN results for Aboriginal students 2019 as 2020 were cancelled due to COVID-19 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.



Naidoc week