

2020 Annual Report

Oaklands Central School



2791

Introduction

The Annual Report for 2020 is provided to the community of Oaklands Central School as an account of the school's operations and achievements throughout the year.

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

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School vision

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

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

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

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

School context

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

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

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

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

Self-assessment and school achievement

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Learning

Purpose

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

Improvement Measures

- 80% of students reach NMS in NAPLAN for Literacy and Numeracy and 80% of students show greater than expected growth in NAPLAN results / Progression Tracking
- All students show evidence that they are using effective, evidence based learning strategies in 80% of class time

Overall summary of progress

1. Data shows that 90% of students achieved NMS in NAPLAN for Literacy and Numeracy
2. While there is evidence that students were using effective learning strategies, there was no numeric data to identify the level of uptake.

Progress towards achieving improvement measures

Process 1: Motivated Learners

Develop student understanding to enable them to select and use effective learning strategies developed through the explicit teaching of evidence based practice.

Evaluation	Funds Expended (Resources)
Students have demonstrated the ability to select appropriate learning strategies for identified situations across the school. Explicit teaching of a variety of learning strategies including the Super 6 has supported student growth in literacy and numeracy. Into the future learning strategies should be regularly revisited to ensure students have a thorough grasp of their use to improve their learning outcomes.	Professional Learning- Staff meetings and online training

Process 2: Self-Directed Learners

Students develop the skills, knowledge and understandings required to be engaged, self-directed and collaborative learners who identify and drive their individual learning pathways.

Evaluation	Funds Expended (Resources)
All students across secondary and identified students in primary utilise Learning Plans to support their learning across a range of KLAs. Students across the school have demonstrated the ability to be self directed learners and can engage with their learning.	

Process 3: Literacy and Numeracy

Students have high expectations based on NESA standards and reflect on data to collaboratively plan learning. Students regularly practice key literacy and numeracy strategies.

Evaluation	Funds Expended (Resources)
Students have developed an understanding of the use of Super 6 strategies to assist comprehension. Students receive informal and formal feedback to	

Progress towards achieving improvement measures

support their learning. Further data is needed to be collected to support the effectiveness of this feedback. While verbs are being used in all class tasks they need to be further scaffolds to increase the depth and quality of student work.

Strategic Direction 2

Teaching

Purpose

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

Improvement Measures

- 90% of staff demonstrate more effective teaching strategies through the collection of evidence, based on collaborative practice

- **Evaluations show that 90% of staff rate the school leadership as effective instructional leaders and as highly supportive in improving classroom practice**

Progress towards achieving improvement measures

Process 1: Professional Learning

Draw on research to develop and implement high quality professional learning in literacy and numeracy teaching practices.

Evaluation	Funds Expended (Resources)
Staff were able to implement explicit teaching strategies across the school to support literacy. This is still an area for improvement. Students are demonstrating the ability to choose appropriate teaching strategies and use them to support their learning growth. In the future we will need further embed explicit teaching strategies into the everyday classroom.	

Process 2: Coaching

Implement a whole school approach to Peer Coaching to support staff in refining and changing practice to improve student engagement and outcomes.

Evaluation	Funds Expended (Resources)
Staff across the school have undertaken professional learning to improve their skills in peer coaching. Across the school we are still in the learning phase of effective peer coaching. As an impact across the school there has been an increase in positive focused learning talk and staff have shown an increase in self reflection. In the future there will need to be more time invested into peer coaching to further embed the process into the school culture.	

Strategic Direction 3

School Growth

Purpose

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

Improvement Measures

- 90% of students show expected or better than expected growth on external measures and 50% of students meet nms on external measures
- All stage 5 and 6 students are connected with community networks that enhance learning and engagement between the community and school

Overall summary of progress

All students in stages 5 and 6 have opportunities provided to them to engage with the community outside of Oaklands Central School. During the year, stage 5 students have engaged in a work placement program, where students experience work life by spending one afternoon a week at a nominated business or community enterprise. Stage 6 students have access to external VET courses, giving them valuable access to work readiness training that matches their career ambitions.

Progress towards achieving improvement measures

Process 1: Wellbeing

The whole school community builds a deep understanding of PBL, the strong processes to support student growth and practices the core values taught through the school community.

Evaluation	Funds Expended (Resources)
There has been increased effort to raise community connections with the school and inform the community about the school's core values. This has been a focus of communication through the newsletter and at public gatherings such as assemblies. While this has been strongly promoted by the school, evidence suggests that further work is needed in this area.	

Process 2: Student Growth

To build student capacity by developing their skills, knowledge and pathways that promotes leadership and enables them to provide constructive and thoughtful feedback to improve the school.

Evaluation	Funds Expended (Resources)
The disruption to the school caused by COVID-19 meant that this goal was not achieved.	

Process 3: Staff Growth

Staff build their leadership abilities through engagement in evidence based professional learning developing teacher confidence and capacity. Staff will then lead and develop productive partnerships across the whole school community to promote student learning and engagement.

Evaluation	Funds Expended (Resources)
Throughout the school year all staff engaged in a planned program of targeted professional learning that addressed areas such as the use of	Funding Sources: <ul style="list-style-type: none">• Professional learning (\$6000.00)

Progress towards achieving improvement measures

technology in teaching and learning, coaching and mentoring processes and quality teaching and learning. There is evidence of increased capacity among staff to lead in the classroom to deliver improved results.

Next Steps

1. Develop a systematic process of students / parent interviews to provide genuine platforms for thoughtful feedback
2. Student leadership plan requires further development
3. A stage 4 community project should be developed

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	The school continued to provide targeted support for students with identified needs. The school employed additional staff in learning support roles to assist students with literacy and numeracy needs. The school also invested heavily in wellbeing, employing (indirectly) a social worker and a school chaplain.	The extra staffing allowed the school to provide targeted, often individualized support to students. The expenditure allowed for the careful development of learning plans for the majority of students within the school. Additional resources were purchased to support learning during the COVID impacted year. The support resulted in the majority of students showing growth in literacy and the school meeting its goals in the attainment of national minimum standards.
Socio-economic background		<p>These resources were used in conjunction with other funds to provide direct support to students. The results of this targeted approach are reflected in the evaluation of Low Level Equity Funds.</p> <p>The funds from this area also supported the implementation of the school positive behaviour program. Funds also supported providing extra curricular opportunities for students across the school building leadership and resilience.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	33	31	31	26
Girls	33	40	33	33

Student attendance profile

School				
Year	2017	2018	2019	2020
K	96.7	89.6	91.1	93.1
1	92.1	91.8	92.6	91.7
2	95.9	86.9	92.1	96.2
3	93.3	91.2	91.6	95.9
4	94.5	93.6	93.3	93.1
5	94.6	93.8	87.4	88.1
6	94.8	92.7	93.1	92.6
7	92.5	80	86.8	94.8
8	64.9	93.4	90.4	82.4
9	86.6	63.8	89.2	62.1
10	90.6	69.6	92.4	87.6
11	85.1	86.3	90.4	83.2
12	95.7	95.3	100	73.7
All Years	91.3	88.9	91.2	88.1
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
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	92.3	91.5	91	91.1

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.

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.

Post school destinations

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

Year 12 students undertaking vocational or trade training

66.67% of Year 12 students at Oaklands Central School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

50% of all Year 12 students at Oaklands Central School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Head Teacher(s)	1
Classroom Teacher(s)	5.77
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.47
School Administration and Support Staff	3.83
Other Positions	0.1

*Full Time Equivalent

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.

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	671,813
Revenue	1,912,247
Appropriation	1,887,770
Sale of Goods and Services	454
Grants and contributions	23,212
Investment income	811
Expenses	-1,822,855
Employee related	-1,503,224
Operating expenses	-319,632
Surplus / deficit for the year	89,392
Closing Balance	761,205

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.

	2020 Approved SBA (\$)
Targeted Total	29,858
Equity Total	82,241
Equity - Aboriginal	1,553
Equity - Socio-economic	37,569
Equity - Language	0
Equity - Disability	43,118
Base Total	1,560,719
Base - Per Capita	15,296
Base - Location	62,438
Base - Other	1,482,985
Other Total	151,427
Grand Total	1,824,245

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.

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.

School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.

Parent/caregiver, student, teacher satisfaction

Parents/Caregivers reflected on the schools progress. The majority of parents felt that students were making expected growth across the school. Parents and caregivers also felt that teaching and learning is effective across the school. Parents and caregivers felt that student and staff wellbeing is supported across the school. Furthermore parents and caregivers also felt that the school made good connections with the local community. Overall their views of the school and the education provided for their children was positive.

Students report engagement with learning at school and feel that they are making progress with their learning. They are happy to come to school and feel safe learning new things in their classroom. Students feel they are given a range of opportunities at Oaklands Central School.

Staff reflected as a whole based on the What Works Best document. Staff felt as a school we supported wellbeing of students really well. Some identified areas for further improvement included use of data for improvement, quality assessments and explicit quality teaching and learning. Overall staff felt supported as a team member to improve students learning across the school.

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.

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.

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.