School context

School context statement

The Oaks Public school has a current population of 305 students. It sits in the middle of The Oaks township in a semi-rural setting fourteen kilometres from Camden. The surrounding area is rich grazing land subdivided into larger and smaller acreages with an existing residential area that is currently being extended. This is expected to cause further growth in the school’s population over the next few years. The closest Schools are ten to fifteen minutes away on country roads and are both smaller than The Oaks. The school has a Family, Occupation and Education Index (FOEI) of 99, where 37% of the parents are tradespeople, clerks and skilled office, sales and service staff, 17% had no paid work in the last 12 months, and 14% are senior management and qualified professionals. The children are predominantly English speaking as a first language. There is a 2% Aboriginal population. The school is generously supported by its active community.

Principals Report

It gives me a great deal of pleasure to write this report after completing my first year as the Principal of the Oaks Public School.

During the year the community of the Oaks Public School, consisting of its 305 students, its well qualified staff and its very supportive wider community, achieved great things in academic, sporting and cultural endeavours.

Our students participated in 6 Key Learning Areas throughout the year. Their external and internal assessments demonstrate some exceptional personal achievements. For example one of our Year 2 boys attained a Distinction in both the Science and Mathematics testing conducted by the International Competitions and Assessments for Schools (ICAS).

The students at The Oaks Public School are active and interested sports enthusiasts who participated in many sporting opportunities during the year, including horse riding. Specific results are discussed further in this report.

In the Arts we continue to shine as an individual school in the Wollondilly Performing Arts Festival and as a collaborative member of a school band and as community choir members. Our talented visual artists also won prizes in local competitions including the Camden Show.

As a whole school community, we have been amazing. We have achieved great things in public speaking. Additional opportunities have been utilised to work with and encourage community participation. 2014 saw the first celebration of Grandparents Day and NAIDOC at The Oaks Public School. The P and C held a school fete that exceeded all expectations of school and community participation and fund raising. We have also commenced a Parent/Principal afternoon tea forum once a term where anyone in the school community can address issues of interest over a friendly cup of tea or coffee with myself. This engagement has proven very successful.

I am very committed and encouraged to further lead our school to attain our shared school vision, which is: all staff and community committed to promoting equity and excellence for students from Kindergarten to Year 6, through our educational programs across academic, cultural, social and sporting areas.

Our aim is to develop:

- Successful learners
- Confident and creative individuals
- Active and informed citizens.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the schools achievements and areas for development.

Suzanne Crouch
Principal
P and C Annual Report

2014 was a year of our two largest financial purchases to date. Firstly, the allocation of $27,000 to the school to purchase the first of tablet technology for our students. 35 tablets and associated equipment were purchased and are now up and running to assist our students with the challenges of the 21st century workplace. Although this is only 10% of what is needed for one per student, the P and C will endeavour to boost tablet numbers in the upcoming years.

Our second was the allocation of $40,000 towards Module Play Equipment. This permanent structure will allow students to hone their gross motor skills as well as create new friendships and encourage better social skills. The cost is quite high, however the benefit to our students over the upcoming years is incalculable. The equipment will be up and running just after Easter, 2015.

The P and C continued our usual fundraising events throughout the year as well as holding our biannual fete. This year’s fete had better success than previous years due to the support from local businesses and our community. With a profit of just under $24,000, it is the largest fundraising amount we have achieved.

The P and C also have subsidised the Social Skills Learning Program to make it available to every student. We did this as a way of giving back to the community as they have supported the P and C so much this year. The program will start at the beginning of the new school year.

The uniform shop run by Alyson Sinclair and her volunteers has continued to provide new uniform options to an ever changing market. The addition of ‘Skorts’ for the girls, and a better material sports shirt for boys and girls are just some of the improvements.

At the end of 2013 Sian Bryant took control of running the canteen with assistance from her many volunteers. Naturally, a new broom sweeps clean and it wasn’t long before Sian put her own stamp on things. Alternative running procedures and menu choices are just a few of the changes made for the benefit of our students during 2014.

The P and C and I would like to thank the many volunteers at the school as they are invaluable in keeping the school running like clockwork. This is my final term as president and so wish the new incoming president every success.

Daryl Brown
P and C President

Student Leaders

During 2014 our school students were capably led by the team consisting of Ellen Stucki, Nieve Quigley, Jacob McLeod, Harry Feutril and our school ambassador for the year, Ashleigh Dodds.

Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>172</td>
<td>164</td>
<td>164</td>
<td>166</td>
<td>172</td>
<td>166</td>
<td>166</td>
</tr>
<tr>
<td>Female</td>
<td>143</td>
<td>135</td>
<td>151</td>
<td>153</td>
<td>134</td>
<td>121</td>
<td>130</td>
</tr>
</tbody>
</table>

In 2014 our overall school attendance was reported at 96.2% which is marginally (0.4%) less than 2013 levels, but stronger than the preceding years.

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>96.3</td>
<td>95.8</td>
<td>96.6</td>
<td>97.1</td>
<td>96.7</td>
<td>96.8</td>
</tr>
<tr>
<td>1</td>
<td>96.1</td>
<td>96.1</td>
<td>94.3</td>
<td>95.2</td>
<td>97.0</td>
<td>95.4</td>
</tr>
<tr>
<td>2</td>
<td>94.7</td>
<td>95.9</td>
<td>95.2</td>
<td>95.4</td>
<td>96.2</td>
<td>96.0</td>
</tr>
<tr>
<td>3</td>
<td>95.2</td>
<td>94.4</td>
<td>94.8</td>
<td>96.0</td>
<td>97.1</td>
<td>96.2</td>
</tr>
<tr>
<td>4</td>
<td>93.7</td>
<td>94.5</td>
<td>94.6</td>
<td>95.8</td>
<td>96.3</td>
<td>96.5</td>
</tr>
<tr>
<td>5</td>
<td>94.2</td>
<td>93.7</td>
<td>94.2</td>
<td>95.1</td>
<td>96.8</td>
<td>96.3</td>
</tr>
<tr>
<td>6</td>
<td>93.6</td>
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<td>93.0</td>
<td>95.5</td>
<td>96.6</td>
<td>95.9</td>
</tr>
<tr>
<td>Total</td>
<td>94.9</td>
<td>94.9</td>
<td>94.9</td>
<td>95.7</td>
<td>96.6</td>
<td>96.2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>94.3</td>
<td>94.7</td>
<td>94.7</td>
<td>94.3</td>
<td>95.0</td>
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<tr>
<td>1</td>
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<td>94.2</td>
<td>94.2</td>
<td>93.9</td>
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<td>94.7</td>
</tr>
<tr>
<td>2</td>
<td>94</td>
<td>94.4</td>
<td>94.2</td>
<td>94.2</td>
<td>94.7</td>
<td>94.9</td>
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<tr>
<td>3</td>
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<tr>
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<td>94.5</td>
<td>94.3</td>
<td>94.3</td>
<td>94.7</td>
<td>94.9</td>
</tr>
<tr>
<td>5</td>
<td>94</td>
<td>94.4</td>
<td>94.2</td>
<td>94.2</td>
<td>94.5</td>
<td>94.8</td>
</tr>
<tr>
<td>6</td>
<td>93.6</td>
<td>94.0</td>
<td>93.8</td>
<td>93.8</td>
<td>94.1</td>
<td>94.2</td>
</tr>
<tr>
<td>Total</td>
<td>92.1</td>
<td>94.4</td>
<td>94.3</td>
<td>94.2</td>
<td>94.7</td>
<td>94.8</td>
</tr>
</tbody>
</table>
Management of Non-attendance

All parents in the school are advised through regular communication, of the importance of school attendance.

Class teachers monitor student attendance on a daily basis using an electronic third party product known as Easy School Reporting (ESR).

Regularly, as per departmental guidelines, the principal requests an attendance report via the school attendance management system in ESR. This report provides evidence of whole school student attendance patterns.

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

Class Sizes

During 2014 The Oaks Public School had 12 classes, with 2 Kindergarten classes and the 10 other classes all being stage classes. That is, Stage 1 classes consisted of both Years 1 and 2 students, Stage 2 classes consisted of both Years 3 and 4 students and Stage 3 classes consisted of both Years 5 and 6 classes.

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total in class</th>
<th>Total per year</th>
</tr>
</thead>
<tbody>
<tr>
<td>KA</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>KL</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KW</td>
<td>K</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>K/1W</td>
<td>1</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>1/2G</td>
<td>1</td>
<td>9</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>16</td>
<td>25</td>
</tr>
<tr>
<td>1/2MK</td>
<td>1</td>
<td>13</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>12</td>
<td>25</td>
</tr>
<tr>
<td>1/2S</td>
<td>1</td>
<td>15</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>8</td>
<td>23</td>
</tr>
<tr>
<td>3/4E</td>
<td>3</td>
<td>16</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>13</td>
<td>29</td>
</tr>
<tr>
<td>3/4H</td>
<td>3</td>
<td>18</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>12</td>
<td>30</td>
</tr>
<tr>
<td>3/4W</td>
<td>3</td>
<td>17</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>13</td>
<td>30</td>
</tr>
<tr>
<td>5/6C</td>
<td>5</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td>5/6H</td>
<td>5</td>
<td>15</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>9</td>
<td>24</td>
</tr>
<tr>
<td>5/6S</td>
<td>5</td>
<td>14</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>11</td>
<td>25</td>
</tr>
</tbody>
</table>

Workforce Information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>10.004</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.9</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.3</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.572</td>
</tr>
<tr>
<td>Total</td>
<td>18.876</td>
</tr>
</tbody>
</table>

The Australian Education Regulation 2014 requires schools to report on Aboriginal composition of their workforce.

In 2014, to our knowledge, there was 0% of staff members at The Oaks Public School who were of indigenous decent.
Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>20</td>
</tr>
<tr>
<td>Accredited with BOSTES</td>
<td>24</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

During 2014 100% of teachers participated in high level quality professional learning on staff development days and regular Wednesday professional learning meetings. Each term teachers were provided with opportunities and expectations for their professional learning. Four teachers attended Primary English Teaching Association (PETA) conferences regarding the 2014 implementation of the English Curriculum. Teachers attended weekly Adobe Connect series on both English and Maths syllabuses. All staff attended mandatory training in the Code of Conduct, Child Protection and medical areas such as Emergency Care and Anaphylaxis.

5 permanent staff have achieved accreditation, 4 at Proficient level and 1 at Lead. All these teachers continued to work on maintenance of their accreditation during 2014.

Share the Skills

In 2014, two teachers participated in the Macarthur Share the Skills Program. The program enabled teachers from the region to share their skills in a variety of curriculum areas including, Literacy, Numeracy, ICT and Boys in Education. The intention of the initiatives was to inform and enrich quality teaching practice across the Macarthur/Campbelltown/Wollondilly Community of Schools.

The total cost of professional learning at The Oaks Public School during 2014 was $21,997. This means the average cost per teacher was approximately $1300.

Accreditation for Casual Teachers

The principal applied for a grant to assist casual teachers to achieve their accreditation through a school support system. This grant enabled an assistant principal to work with casual teachers to initially explain how and what to do about gaining accreditation as a proficient teacher. We started with 5 local casual teachers working with us. One achieved their accreditation, one will complete it in 2015 and the other 3 all have work in 2015 where they will continue to be supported.

Beginning teachers

During 2014 The Oaks Public School nurtured two beginning teachers. One was in a temporary position and the other was appointed permanently on probation in Term 2. While the permanent teacher was provided with a financial structure to assist their development from the Great Teaching, Inspired Learning reforms from the Department of Education and Communities, the school ensured that both teachers were able to be mentored and able to attend Beginning Teacher conferences. The teacher on probation was provided with a formal mentor. This teacher was also able to have 2 hours additional Relief from Face to Face time banked each week and took a day each 3 weeks to undertake professional learning relevant to their needs. This included report writing and attending Beginning Teacher conferences. The following report is about their inclusion in these conferences.

Beginning teacher report

Beginning teachers face many challenges when they begin their careers and research suggests that support is critical in the first 5 years of teaching. Both conferences focused on Great Teachers, Great Teaching. We had the privilege to listen to talks from Ann McIntyre (Educator and Research, Stanford University), Rod Leonarder (Director, Public Schools NSW) and Murat Dizdar (Executive Director of Public Schools). The first conference explored Professionalism, Behaviour Management and Teacher Resilience. The second conference explored inclusivity in the classroom and knowing your students and how they learn. Breakout sessions included information on the Literacy continuum, PLAN data, and Personalised Learning and Support. In reflection, we have taken this information to help support and improve our own teaching practice. We are thankful for the opportunity to attend these conferences and look forward to 2015.

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.
A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

## School performance 2014

### Academic achievements

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au), enter the school name in the Find a school and select GO to access the school data.

### NAPLAN – Year 3

51 students sat the annual NAPLAN assessments in the Year 3 cohort of 2014. The results of the Year 3 students in NAPLAN testing showed some pleasing data. It was especially positive to see that we had no children fall in the lowest Band in Numeracy. Other satisfying results included a rise in Girls Numeracy results by 21.3 (scaled score points) and our Aboriginal students showing marked improvements in Numeracy, Grammar and Writing, with results up by 53, 59.1 and 117.3 respectively, in Trend data on last year’s results. It is certainly gratifying to see areas of growth within our youngest NAPLAN participants.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

### NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

#### Reading

Our reading results showed that 54.9% of students achieved in the top three bands.

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band</td>
</tr>
<tr>
<td>Number in Bands</td>
</tr>
<tr>
<td>Percentage in Bands</td>
</tr>
<tr>
<td>School Average 2010-2014</td>
</tr>
<tr>
<td>SSG % in Bands 2014</td>
</tr>
<tr>
<td>State DEC % in Bands 2014</td>
</tr>
</tbody>
</table>
Writing

Spelling

An area of concern in previous years has been spelling, and we achieved 31% of students at proficiency level, an increase on previous results, and 48.9% of students achieving a mark within the top three bands. This is an area we continue to develop and aim to show improvement in.

Grammar and Punctuation

Results in grammar and punctuation also showed positively that 49% of students achieved results in the top three bands and only 4 students are in the lowest band. The strongest areas for our male students are reading and grammar.

NAPLAN Year 3 - Numeracy

In the Numeracy assessment 51% of students achieved within the top three bands, with particularly good results in Data, Measurement, Space & Geometry strands. Numeracy is the strongest area for our female students, followed closely by improving results in spelling.

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Reading

Year 5 students at The Oaks Public School performed slightly below state average in reading,
however, the improvement in reading skills between Year 3 and Year 5 for The Oaks Public School students was 5% higher than the state average, and 55% of The Oaks Public School students equalled or exceeded the expected growth between Years 3 and 5.

Writing

The Oaks Public School has followed the state-wide general downwards trend in writing scores over the last five years. Only 30% of students at The Oaks Public School equalled or exceeded expected growth in writing skills between Year 3 and Year 5. 70% of the students who equalled or exceeded growth expectations were in the lower half of results in Year 5 for writing, indicating that those most in need are receiving quality learning assistance.

<table>
<thead>
<tr>
<th>Average progress in Reading between Year 3 and 5*</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
</tr>
<tr>
<td>SSG</td>
</tr>
<tr>
<td>State DEC</td>
</tr>
</tbody>
</table>

Spelling

The Oaks Public School average score for spelling was only 90% of the State average. The gap between The Oaks Public School and the State results continued to widen with the average score growth between Year 3 and Year 5 being 7 points lower than the State average growth.

<table>
<thead>
<tr>
<th>Average progress in Spelling between Year 3 and 5*</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
</tr>
<tr>
<td>SSG</td>
</tr>
<tr>
<td>State DEC</td>
</tr>
</tbody>
</table>
Grammar and Punctuation

In grammar and punctuation, The Oaks Public School Year 5 students were 11% ahead of the state for progress between their Year 3 and Year 5 NAPLAN results. This is an improvement from last year when they were 7% ahead of the state for progress. However, The Oaks Public School students remain slightly below the state average in actual scores.

| Average progress in Grammar & Punctuation between Year 3 and 5* |
|---------------|---------------|---------------|---------------|---------------|---------------|
| School         | 67.3          | 59.2          | 72.8          | 86.6          | 105.2         |
| SSG            | 95.9          | 79.6          | 84.1          | 81.2          | 77.9          |
| State DEC      | 96.6          | 82.7          | 81.3          | 79.4          | 79.5          |

NAPLAN Year 5 - Numeracy

Over the last few years, the growth in Numeracy skills between Years 3 and 5 for students at The Oaks Public School has been steadily increasing. Last year The Oaks Public School students exceeded state average growth for the first time, with a margin of 2%. This year, the improvement in growth has continued to increase to 11% above the state average.

| Average progress in Numeracy between Year 3 and 5* |
|---------------|---------------|---------------|---------------|---------------|---------------|
| School         | 71.1          | 76.9          | 97.4          | 91.3          | 100.1         |
| SSG            | 89.6          | 94.7          | 101.2         | 82.2          | 87.6          |
| State DEC      | 89.6          | 95.8          | 98.2          | 89.7          | 89.1          |
Achievements in Arts, Sport and other school programs

The Oaks Public School students had opportunities to perform in cultural, sporting and academic areas during 2014. The following demonstrates some of our students’ achievements.

Arts

Art

During the year the children at The Oaks Public School had opportunities to participate in external art competitions including:

The Camden Show where over 40 children submitted works into the show in a variety of different media in many different categories. These artworks were viewed during the show time and there were 3 outstanding winners. One a first prize and two highly commended artworks.

The N.R.M.A. bike helmet competition had 24 students submit their designs with over 12000 entries submitted this year. Unfortunately our school had no winners in this competition.

Eight Students submitted artworks with an explanation of their design to the Wesley Mission Building Dream Competition in early August. They were well designed with well thought out reasons.

Choir

Mrs Krystle Levings and Mrs Suzanne Crouch led The Oaks Public School 2014 choir. The group comprised of students from Years 2-6 and rehearsed at lunchtimes and successfully performed two songs at the Wollondilly Public Schools Performing Arts Festival. Selected students were also chosen to perform in the combined choir with students from a variety of Wollondilly Schools. In Term 4, the choir performed at the Annual Rotary Christmas Carols held at the school in December.

Wollondilly dance

Our highly popular dance program continued this year with two groups forming. One comprised of students in Years 5 and 6 known as the ‘Senior Dance Group’ led by Ms Merryn Watling; the other group had students from Years 3 and 4, the ‘Junior Dance Group’ led by Miss Lauren Edwards. The Senior Group was made up of 20 female and 3 male students. The junior group had 28 female and 2 male students. Both groups successfully performed at the Wollondilly Public Schools Performing Arts Festival, The Oaks Public School Fete and formal school assemblies. Reviews of the Wollondilly Festival gave high praise to both groups for song choice, choreography and costuming. The groups rehearsed before school, at lunchtimes and recess breaks. The dance program will continue next year.

Sport

Sport plays an integral part in the overall development of the students at The Oaks Public School. The three carnivals - Swimming, Athletics and Cross Country - were the focal points on the sporting calendar. Again we had a strong representation, at local and regional levels, for all three carnivals.

In Term 1, we not only successfully completed our Swimming Carnival but also a Swimscheme program. The program consisted of approximately 60 students from Stages 1 to 3 developing their swimming skills at Warragamba Public Pool.

Athletics and Cross Country were our major focus during Term 2. Students were given the opportunity to participate and practice in field events for the carnival while at school.
During Term 3, we organised and implemented the ‘Gymtastics’ program. This is an 8 week program where students get access to professional gymnastic skill development. ‘Gymtastics’ proved very popular among students.

Early Stage 1 and Stage 1 participated in a tabloid sports program early in Term 4. All students were provided with the opportunity to use a wide variety of equipment and utilise the Fundamental Movement Skills developed throughout the year. Also during Term 4, Year 6 students employed the leadership skills established through their Peer Support training to coordinate a tabloid sports program of their own. They organised and taught a number of small games using school sports equipment to younger students from Years 2-5.

A number of national sports organisations volunteered their development officers to assist our school develop wide skill-based programs that support gross motor enhancement. The National Rugby League (NRL) operated a ‘Backyard League’ program which included K-6 students. Pupils not only got to develop their skills during 3 half-hour sessions, but they also received complimentary resources and equipment. During Term 4, the Greater Western Sydney Giants provided 8, self-funded, after school clinics to interested students. This also provided enthusiastic students with valuable experiences, resources and equipment.

Other school programs and activities

Transition to school

Our Transition program starts with establishing strong partnerships with our feeder preschools. The three preschools are invited to our whole school events throughout the year and are then invited as a group to attend an informal session with our current Kindergarten classes. This establishes and fosters a strong link between our school and the preschools/kindergartens. The dialogue between the preschool teachers and us, helps us to better prepare for our new students.

During Term 4, we implement our Transition to School (previously known as Kindergarten Orientation) program. This involves all the children who will be attending Kindergarten the following year. The two sessions allow the children to participate in “big” school activities in a supportive and non-threatening environment. This helps to eliminate any anxieties about starting school and makes it an enjoyable experience for all. During the two sessions, our new Kindergarten students meet and play with our current Year 5 students. This then forms a bond between our oldest and youngest students.

Our program for the parents and carers include handy hints to help the children have as smooth as possible start to their schooling, information unique to our school and a chance to ask questions and meet other parents. It also assists new families to become familiar with our school with regard to our routines, values, roles and responsibilities, expectations and procedures. An information pack complete with handy hints, school booklet and canteen/uniform price lists is also provided.

Reading Recovery

Reading Recovery is an early literacy intervention program for Year 1 students who are having temporary difficulties with literacy learning (reading and writing), after their first year of school. By intervening in the second year of school, Reading Recovery can halt the cycle of failure for students at risk and, through intensive daily instruction, generally bring the lowest literacy performers up to average classroom levels within 16 to 20 weeks.

The program allows the Reading Recovery teacher to work with the student on a one to one basis. It begins with what the individual student can do; has individual lessons for each child allowing them to build upon their individual areas of strengths and competencies. Once the child reaches the targeted reading level the child is discontinued from the program and the goal of the program is for them to continue to succeed in a supportive classroom environment without any, or with very little, additional support.

This year, 8 students successfully completed the program.
International Competitions and Assessments for Schools (ICAS)

In 2014 4 students completed International Competitions and Assessments for Schools (ICAS) testing in Computers, 5 students completed the Science test, 3 students participated in the Writing assessment, 6 students sat for the Spelling assessment, 6 sat for English and 9 completed the Mathematics test. All students performed with enthusiasm, with the school receiving the full range of achievements from participation to High Distinctions.

Information, Communication and Technology -

Like our society in general, Information Communication Technology has a growing presence in our school system. We have endeavoured to ensure that our students have been provided with the latest technology. All classrooms have maintained their interactive whiteboards and teacher professional training has continued to develop their skills where every teacher uses them as an integral part of their teaching strategies.

The school has maintained its Computer Lab with 26 desktop computers and each classroom now contains 3-4 desktop computers for additional use. All students within the school have access to a variety of explicit Literacy and Numeracy educational resources. Our main two software programs are Reading Eggs and Mathletics. Each student has a unique password which allows them to access stage appropriate material which can be monitored and assigned by their classroom teachers.

2014 has also been a huge year in preparation for Tablet technology entering our school. Through the school’s 2013 Technology for Learning (T4L) allocation, we opted to purchase 9 ARUBA Wireless Access Points (WAPs). These WAPs were chosen to be placed in strategic areas around our school. The WAPs were cabled and installed thanks to the funding provided by the school’s P & C in Term 2 and 3, 2014. This has meant that all 13 classrooms, the Library and the staffroom of The Oaks Public School have now become a Wireless Network Environment. This has been a huge step in enabling tablet technology to become accessible for 2015.

Through 2014’s ET4L allocation the school has chosen to purchase 7 Lenovo ‘Miix 2’ (11-inch) tablets to be used by our special needs students over the coming years. On top of this, thanks to the P & C, we were provided with enough funding to purchase a further 28 Dell ‘The Venue’ 10.8 Inch tablets. To house these 35 tablets the P & C also provided the school with enough funding to purchase a PC Locs Carrier 40 Cart. This will not only make sure all tablets are safe and secure but it will also charge and manage the devices.

We aim to further develop our school webpage to utilise it as a primary source of communication and information for the wider community.

Debating and Public Speaking:

The Oaks participated in the Premier’s Debating Challenge. This year for the first time we had two teams enter, one from Year 5 which is a training year and one from Year 6. The Year 6 team came third in the area competition losing only one debate to Campbelltown Public School. One of our students has represented South West Sydney at the state debating camp this year. Debating at our school is becoming a popular extra-curricular activity as many Year 4 students have already indicated interest for next year.

The Oaks Public School also participated in several public speaking competitions. Two students won their stage grouping at both the Macarthur Network and the Greater Southern Sydney Public Speaking Competitions. The wins at the latter competition meant they went on to compete at Loftus Public School. The student in Stage 3 was awarded a highly commended certificate. We also competed at the Multicultural Public Speaking Competition and one student in Stage 2 and one student in Stage 3 were awarded highly commended certificates.

The Oaks continues to perform very well in these competitions. More importantly, more students are participating and are becoming competent in speaking.

The Country Fair – Year 5/6 Initiative.

Stage 3 students undertook the running of a major fundraising event for their Year 6 Farewell night and gift to the school. All students donate their resources for their stalls and it is held on a single day (mid-session) where the whole school and community are invited to attend and purchase items from cakes, lollies and drinks. There are also attempts at football competitions, soccer shootouts, face painting and entering a haunted maze and a haunted house. This year the Stage 3 students raised just over $1300. A very enjoyable
event enjoyed by the entire school and community. This money will now be put towards hiring the venue for the Year 6 Farewell at Campbelltown Catholic Club, paying for decorations, invitations and the gift the Year 6 purchase to hand back to the school.

Walkathon

In Term Three, our students took part in a whole school Walk-a-thon to raise money for school resources. Students were sponsored by family and friends for each lap they successfully completed. The Walk-a-thon course took in our school grounds and local community areas. Students walked in class or friendship groups. They thoroughly enjoyed the fitness aspect, as well as being able to dress in their favourite sporting colours for the event. A great day was had by students, staff and parents alike raising a total of $3979.95

The Oaks Public School Bi-Annual Fete

On 18th October 2014 the school hosted its bi-annual fete. The aim of the fete was to raise funds to support a number of projects including, playground equipment, Library refresh and electronic educational equipment. The fete is also a great way to promote our school within the local community and to provide an opportunity to bring people within the local community together.

The day was very successful with just over $23,000 being raised for our school. We had brilliant weather which helped to attract over 1000 people on the day.

The Committee who organised the event were thrilled with the outcome. We had a great response from local businesses who sponsored our fete and a fantastic response from the teaching staff and parents who attended on the day and volunteered their time.

We put a survey out seeking feedback from the school community. The comments from the survey coupled with general feedback and comments on the day indicated that the fete was highly enjoyed by all and a necessary community event.

Significant programs and initiatives – Policy and equity funding

Aboriginal Education

Aboriginal Education is a continuing perspective at The Oaks Public School and we are striving to integrate it into all of our teaching and learning programs.

It is important that we ensure that we build an awareness and cultural sensitivity for students in regard to understanding Aboriginal cultural perspectives, history and links to the land. In 2014 we began the journey of discovering our true native people and exposed students to a range of Indigenous activities across the curriculum. Students and the school community participated in NAIDOC Week activities, with John Warby Public School’s Junior Dance Group inspiring us with a traditional Aboriginal dance.

Future Directions

In 2015 we will:

- Build on our own knowledge and experiences through Teacher Professional Learning and school visits, to ensure that all children have access to learning that continues to raise their awareness of indigenous culture.
- Integrate aspects of Tharawal language into the Literacy curriculum.
- Design and create an Aboriginal Bush Tucker Garden that will be utilised to share Dreamtime stories, Creative Arts lessons and links to other Key Learning Areas.

Multicultural education and anti-racism

During 2014 our school promoted multiculturalism in our community with students, staff and parents. At The Oaks Public School we believe that we are all of value. Consequently we continued to build on our three school values of Be a good learner, Be safe and Be respectful. To promote this last value we participated in
Harmony Day, NAIDOC week activities and Peer Support activities where multiculturalism was a key message for students.

On Harmony Day the staff and students wore orange to show that we were taking part in Harmony Day celebrations. Students decorated the playground with balloons and shared orange balloons that enabled everyone in our school population to join in a game. Everyone was included.

Multiculturalism has traditionally been taught in our Human Society and Its Environment (HSIE) units, but in 2014 it also became a central concept in Stage 2 and Stage 3 English.

The Anti-Racism Contact Officer’s role continues. However, in 2015 we will be seeking a new teacher to take on this role.

Aboriginal background

During 2014 The Oaks Public School received $1,730.00 in RAM equity loading for six students with an Aboriginal background. In order for this money to be used wisely and for it to make a real difference for our indigenous students, this money was used to fund two staff members to attend The Aboriginal Conference aimed at supporting classroom teachers and executive staff to improve educational outcomes for Aboriginal students, and to improve Aboriginal education for all students in the Ultimo network. Two staff members were also released to plan activities across the school for NAIDOC week. As a result of their commitment and sharing of their knowledge our Acknowledgement of Country has become more relevant and meaningful, there has been a growing awareness by staff that our Personalised Learning Plans (PLPs) really matter and we have interest from other staff and students to begin a bush tucker garden. In 2014 all the Aboriginal children in our school painted a brick and in 2015 plants will be purchased in consultation with local Aboriginal knowledge of what was well known in our area. All classes are ensuring that Aboriginal perspectives are part of their multi modal concept in English teaching as well as being part of set HSIE units.

The beginning of our Aboriginal garden

Socio-economic background

In 2014 The Oaks Public School received $18,325.77 for equity funding. These funds were used to support school plans, maximising opportunities to explore innovative practices that support continuous improvement in student achievement. This money enabled the school to identify four priority areas. They were:

1. Innovative Leadership Program

This program aimed to provide guidance and direction in order to build capacity amongst staff to drive success throughout the school.

The principal encouraged the executive to attend as many professional learning opportunities which focus on leadership as possible. Each of the three assistant principals accompanied the principal to professional learning since this initiative commenced in Term 2, 2014. These courses include the latest Primary Principals’ Conference
in Bowral, the Management Colloquium and an Accreditation workshop. As well the assistant principals have been encouraged to attend the annual Assistant Principals’ Conference. The entire executive team and a potential leader attended school planning sessions with the Director in September and The Michael Fullen conference in November.

Two opportunities in Term 2 and Term 3 were also offered to all staff to “Learn about Leadership”. These sessions were held on Monday afternoons from 3.45 to 4.30 pm for approximately 5 weeks of each term.

2. Student Assistance

The RAM equity loading for socio-economic background includes previous programs such as the Student Assistance Scheme. In 2014 this money enabled the school to financially support many children whose parents were not able to fully provide for learning resources such as textbooks, additional programs such as gymnastics or to attend excursions. This program ensured that all children were fully able to participate as engaged and active learners.

3. Positive Behavioural Intervention and Support (PBIS)

The school had started on the positive behaviour for success path in 2013. This money enabled the committee to identify what our values look like throughout the school e.g. what does being safe look like under the COLA? Signage has been decided upon and will be ordered and erected in 2015.

4. Stage 2 Reading

The Stage 2 students had no Home Reading material that was relevant to their age or stage of reading ability. Money was spent to ensure that these children met with Literacy outcomes by purchasing readers for their daily use.

**English language proficiency**

We received no financial assistance in this area.

**Learning and Support**

The Learning and Support Team (LaST) continued to operate throughout 2014, meeting on a weekly basis. The team consists of the School Executive, Learning and Support Team Co-ordinator, Learning and Support Teacher, School Counsellor, Reading Recovery Teacher and relevant classroom teachers. This year we continued the review of the Department’s Learning and Support Team Planning Matrix by plotting our LaST’s progress according to the school’s operational structure and practices relevant to each of the focus areas. This has continued to assist us with regard to identifying student needs, learning and support adjustments, management of learning and support teams and community participation. Our aim for 2015 is to review and refine systems and procedures to streamline and embed effective Learning and Support practices across the whole school setting to increase the effectiveness of classroom and school organisation.

The process of planning, developing and implementing Individual Learning Plans (ILPs) for individual children has been facilitated by holding review meetings twice a year with parents/carers, school counsellor, LaST and class teachers. This has enabled parents/carers to be engaged in the consultative and collaborative processes of personalising learning and support needs reflecting students’ needs.

This process has also increased the students’ participation and engagement in learning by identifying strengths, areas of need and interests and recording them on the ILPs. Students who have additional needs received support from Learning and Support Teachers, Learning and Support Officers, the School Counsellor, case workers and classroom teachers. Support was given through classroom interventions, specialised programs, Individual Learning Plans, lunchtime games and activities as well as in-class support.

Improved student learning outcomes have been achieved by catering for their additional needs through SLSO support, in-class support with the LaST, social scripts, scaffolding and classroom adjustments.

During 2014 professional learning programs were provided to address learner diversity in classrooms. This was achieved through the provision of support for teachers in recognising and responding to students’ additional learning needs by professional development sessions with Assistant Principal Learning and Support, professional development through staff meetings to support and assist staff in preparing and implementing ILPs as well as professional development with regard to the Disability Discrimination Act in preparation for the
Nationally Consistent Collection of Data in school students in Disability.

During 2014 students’ access to a wider range of curriculum learning experiences, individual connections and educational and community services has been achieved by operating an active and effective learning and support team and communicating regularly with parents/carers and outside agencies who provide services for our students with additional needs e.g.; occupational therapists, speech therapists, psychologists and paediatricians.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Review and analysis of external and school based assessment data;
- Feedback from policies and practices provided by students, staff and community;
- Innovations due to new and insightful research.

School planning 2012-2014

School priority 1

Literacy

Outcomes from 2012 – 2014

- Increased levels of literacy achievement for every student consistent with State and Regional directions.
- Strengthen Literacy learning through the effective use of a full range of diagnostic assessments.
- Improved outcomes through targeted strategic early intervention for students experiencing difficulty in Literacy.

Evidence of achievement

- All stage teams involved in consistent teacher judgement sessions providing practical and theoretical knowledge of student work processes and samples.
- Additional staff trained in PLAN by staff mentors and external trainers.
- Commenced the development of both stage and whole school assessment program.
- Learning and Support Team working with classroom teachers to effectively place School Learning and Support Officers to ensure students experiencing difficulties have access to additional assistance eg Stage 3 English times.
- NAPLAN results showing that in Year 5 our greatest strengths were our lowest achieving students performing to an expected level of growth.
- Stage 2 NAPLAN results showing our Aboriginal students achieving marked improvements in grammar and writing by 59.1 and 117.3 in trend data from the 2013 results.
- In grammar and punctuation Year 5 students were 11% ahead of the state for progress between their Year 5 and Year 5 results.

Strategies to achieve these outcomes

- Development of a Literacy Committee.
- Four teachers attended a PETA conference to develop understandings of the new curriculum and its impact for our teaching.
- External consultant shared practice re Visual Literacy.
- Staff attended Australian Educator’s Association (ALEA) meetings in Wollongong.
- Academics from the University of Wollongong shared their love of literature with our staff and other school staff in the area.
- Staff attended afternoon sessions of Adobe Connect in Literacy during terms 1, 2 and 3.
- K teachers planned school Phonics and Phonemic Awareness program for 2015.

School priority 2

Numeracy

Outcomes from 2012 – 2014

- Increased levels of Numeracy achievement for every student consistent with state and regional directions.
- Strengthen Numeracy learning through the effective use of a full range of diagnostic assessments.
• Improved outcomes through targeted strategic early intervention for students experiencing difficulty in Numeracy.

Evidence of progress towards outcomes in 2014:
• All stage teams involved in consistent teacher judgement sessions providing practical and theoretical knowledge of student work processes and samples.
• Additional staff trained in PLAN by staff mentors and external trainers.
• Commenced the development of both stage and whole school assessment program in Mathematics.
• Learning and Support Team working with classroom teachers to effectively place School Learning and Support Officers to ensure students experiencing difficulties have access to additional assistance eg Stage 2 daily Maths times.
• NAPLAN results showing that in Year 5 students exceeded state growth for the first time with a margin of 2% in 2013 and 11% in 2014.
• Stage 2 NAPLAN results showing Aboriginal students with a marked improvement in Numeracy of 53.

Strategies to achieve these outcomes in 2014
• Development of a Numeracy committee.
• Staff attended State wide Mathematics conference to develop understandings of the new curriculum and its impact for our teaching.
• Teacher leading and sharing new curriculum insights on Staff Development Day in Term 2.
• Staff attended ongoing afternoon sessions of Adobe Connect in Numeracy during Terms 1, 2 and 3.
• Additional staff trained in PLAN.

School priority 3
Student Engagement and Attainment

Outcomes from 2012 – 2014
• Students experiencing challenging, personalised and safe learning environments.
• Enhanced wellbeing of our students.
• A school environment that enables students to experience success and receive recognition for their attainments.

• Quality teaching practices and strategies that cater for all student needs.

Evidence of achievement towards outcomes in 2014
• 96.2% student attendance during 2014.
• 98% of parents very impressed and satisfied with the new school transition practices from pre-school to school.
• P and C provided the school with $27,000 to purchase tablet technology including a charging/storage trolley
• Year 6 to 7 participated in a successful transition to High School throughout 2014.
• 100% of staff attended training about Individual Literacy Plans (ILP’s) and Personalised Learning Plans (PLP’s) to ensure that individual children are being successfully engaged and catered for.
• Large numbers of students achieving additional playtime at end of term and receiving awards in assembly.
• Students recognised for their achievements at Celebration of Learning Assembly eg School Pride Award

Strategies to achieve these outcomes in 2014
• Specific staff member monitored all school attendance working closely with the principal.
• Staff developed innovative practices to transition Pre-school - Kindergarten students to school.
• ICT committee formed. This committee ensured that:
  a) Technology audit carried out throughout the school;
  b) Wireless hubs installed throughout the school;
  c) Tablet technology purchased;
  d) Technology policy written and
  e) Staff training commenced to enhance pedagogy using new technology.
• PBIS team continued with school values and signage to support values decided upon.
• Speech therapists invited into the school to work with targeted children.
• Eye specialists invited into the school to work with targeted children.
• Feedback provided by community about reward system.

School priority 4
Aboriginal Education
Outcomes from 2012–2014
Aboriginal students are supported by all staff to become successful learners, confident and creative individuals who are active and informed citizens.
Aboriginal student learning outcomes will match or better the outcomes of the broader student population.
Aboriginal students are supported by strong partnerships between school, families and communities to increase engagement in education.

Evidence of progress towards outcomes in 2014:
• 100% of all Aboriginal students had a Personalised Learning Plan for 2014.
• All Aboriginal students were assessed and monitored throughout the year.
• NAPLAN evidence demonstrates that our Aboriginal students showed marked improvements in Numeracy, Grammar and Writing with results up by 53, 59.1 and 117.3 respectively, in Trend data on 2013 results.
• School based assessment demonstrates that our Aboriginal students generally are just below where we would prefer them to be on both the Literacy and Numeracy continuums, but are still within the stage appropriate levels within the broader student population.

Strategies to achieve these outcomes in 2014:
• Whole staff participated in learning about PLP’s their purpose and power as delivered by district Learning and Engagement Officers (LEO’s).
• Whole staff meeting time was provided with teacher support from LEO’s and other experts to write PLP’s.
• Individual teachers of Aboriginal students were provided with assistance from LaSTs to ensure that Aboriginal children were achieving at class appropriate levels.
• NAIDOC activities were participated in for the first time in 2014.

• Feedback from community members was that they were thrilled to participate in NAIDOC week activities and are keen to develop further initiatives for indigenous students.

School priority 5
Leadership and Management
Outcomes from 2012–2014
Strengthened leadership and management capacity of school staff, executive and principal to drive school improvement.
Enhanced leadership innovation that makes use of the full range of opportunities that facilitate positive learning cultures across the region.

Evidence of progress towards outcomes in 2014:
• Three classroom teachers participated in after school leadership classes.
• One of those teachers accepted relieving principal opportunities throughout the year.
• Two teachers accepted responsibility for the whole school on occasions when the executive were at PL sessions.

Strategies to achieve these outcomes in 2014:
• Principal held fortnightly leadership classes on Monday afternoons after school.
• Existing leaders were encouraged to attend as many leadership opportunities with the principal and without to learn about innovative leadership and management practices.
• Staff were provided with “shadowing” opportunities to work with the school leadership team and to learn with them in the leadership program.

School priority 6
Curriculum and Assessment
Outcomes from 2012–2014
The implementation of a broad and inclusive curriculum.
Clear alignment between the implementation of curriculum, professional learning and student learning needs.
Appropriate assessment and reporting practices are embedded in all teaching and learning programs.
Evidence of achievement of outcomes in 2014:
- 100% of teaching staff had their classroom practice observed by their supervisors.
- 100% of staff provided supervisors with written documentation from their program to show that they were teaching with the new curriculum English outcomes including 5 outcomes.
- 100% of staff attended Staff Development training days on English curriculum for 2014 and Maths to be delivered in 2015.

Strategies to achieve these outcomes in 2014
- Teacher Annual Review (TAR) process included teacher observation with written feedback to assist teacher ongoing professional development.
- Staff participated in an active TARS process where they discussed their program and teaching with their supervisors.
- Professional learning was an integral part of Staff Development Days for terms 1, 2, 3 and 4 to ensure that all staff had access to English and Maths knowledge regarding the new curriculums.

Parent/caregiver, student, and teacher satisfaction
In 2014 the school sought the opinions of parents, students and teachers about The Oaks Public School. The parents/caregivers opinions were sought on a survey initially from “Survey Monkey”. The teachers were surveyed on a Teacher Review constructed by the principal. The children participated in a survey designed by the executive to determine their ideas about things that they love (thumbs up) and things that they would like improved (thumbs down) in the school. Their responses are presented below.

From the Parents and Caregivers:
- 80% of surveyed parents and caregivers believed that they were well informed about school practices.
- 100% of surveyed parents and caregivers indicated that their child had had a successful year.
- 73% of those surveyed informed us that the information that the school provides about the overall progress of their child is very useful.
- 93% of those surveyed indicated that their child regularly gets the help they need from the staff.
- 86% indicated that The Oaks Public School supports the individual needs of their child.
- 100 % of surveyed parents and caregivers indicated that their child feels safe at The Oaks Public School.

The parents and caregivers made the following comments about the school and its practices.
- My children are happy every day.
- There has been increased communication of student achievements.
- We are a small community with strong parent involvement.
- New staff with fresh ideas has benefitted the school.
- The school has good leadership and high engagement of teachers.
- The Staff are focussed on our children’s education.
- Friendly, approachable staff.
- The school is progressive.
- Children and parents feel safe at The Oaks Public School.
- Good transition to Kindergarten program.

However they also told us that there are areas where we could improve our practice such as our merit system. We will address this issue in the 2015 – 2017 School Plan.

From the staff:
During Term 4 of 2014, the staff participated in an annual review of their workplace. The review included their school goals/targets/purposes, communication, community engagement, leadership, professional learning and interpersonal relationships. These were the findings:
- 93% of the staff believed that the goals of their workplace were clear.
- 80% believe that everyone is working towards the same goal.
- 100% of staff believed that they work with a purpose.
86% indicated that they know what is happening at The Oaks Public School.
100% value the communication existing in the school.
73% of the staff indicated that they believe that The Oaks staff work well with the community.
100% of the staff believe that the school is managed well.
80% know of the School Management Plan and its contents.
73% feel that they are aware of the changes taking place.
80% indicated that they have benefitted from Professional Learning in 2014.
100% of staff appreciated professional feedback on their work during 2014.
86% believe that professional learning was available to all.
93% of the staff enjoy teaching at The Oaks Public School.
100% of staff feel safe at The Oaks Public School.
86% of staff feel valued at The Oaks Public School.
80% of staff believe that there is sensitivity to the needs of other staff.

From the students:
During terms three and four of 2014 the students were canvassed for their opinions about The Oaks Public School.
90% of the Stage 1, 2 and 3 children agreed that the best thing about The Oaks Public School was that you could spend time with your friends.
75% stated that they like our playground.
100% of students wanted a built playground and many of those indicated an area to dig would be beneficial as well.
90% indicated with enthusiasm that they liked their teachers.
90% told that they like how they learn at The Oaks Public School.
However, our Merit/Award system consistently scored thumbs down reactions with:
85% stating that they did not like Blue slips;
100% of students in Stages 2 and 3 telling us that detention needed to change its format;
85% telling that teachers do not give out awards regularly.
The staff acknowledge that there are concerns with this system and will review the whole Merit System starting in 2015.

Future Directions - 2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2, 2015.

This plan will have three strategic directions that have been collegially and collaboratively agreed on by The Oaks Public School community. They are:

- **Consistent, High Quality Educational Practices** that involve a focus on quality learning programs to ensure a consistent high standard of educational practices across the school.
- **Wellbeing/Engagement** where we are committed to providing a learning environment where all members are valued.
- **Leadership** where through guidance and direction, leaders build capacity amongst others to drive success throughout all areas of the school.

About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Mrs Suzanne Crouch – Principal
Mrs Annette Gard - Assistant Principal
Mrs Melissa Manga – Assistant Principal
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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: