The Oaks Public School
Annual School Report

2011
Our school at a glance
The Oaks Public School has been a centre for education for more than 110 years and at the centre of its community is the belief that we can work together. The families of the school are most supportive and enthusiastic and taking pride in, and ownership of, the school and its expansive grounds.

Students
The 335 students at The Oaks Public School are friendly, energetic and enthusiastic. They are engaged in, and appreciative of, the teaching and learning programs developed by the staff.

The class buddy program, where older students work with younger students, is mutually beneficial. A proactive student welfare program supports high expectations of student behaviour. There are alternative playground programs and an ‘Anti-Bullying’ program is in place.

Staff
The Oaks Public School staff consists of permanent staff members and temporary positions replacing staff on various forms of leave. The School had a teaching staff of 18.408 supported by School Learning Support Officers and a School Counselor, who work together to provide quality teaching programs for the students.

The teaching staff and school executive are supported by an allocation of 2.822 positions for school administration. This support staff includes a School Administrative Manager, one fulltime School Administrative Officer, 1 part time School Administrative Officer and a General Assistant 2 days per week.

Messages
Principal’s message
It is with great pleasure I take the opportunity to congratulate the students, staff, parents and community members of The Oaks Public School (TOPS) on their outstanding achievements and their endeavors throughout 2011. It has been another big year for TOPS!

We strive to provide a positive environment where students are constantly engaged in those activities that foster educationally sound and academically appropriate learning experiences.

TOPS is becoming recognised for excellence in academic programs and achievement, creative and performing arts programs and a strong sense of community.

Our students enjoy the inclusive and dynamic partnership of an active and supportive community and an outstanding and dedicated staff working together to provide the very best opportunities for each of our students.

We have had many highlights from our Harmony Day events to our Open Day with a multicultural theme, to the Paint The Town REaD program and of course our Wiley Park exchange. Our School concert was another highlight returning to a night performance and utilising the new COLA.

The Teachers attended professional learning opportunities that saw the implementation of special programs to enhance student learning outcomes.

Our emphasis on Literacy and Numeracy never falters and the staff continues to enhance the teaching and learning programs presented to students. Our results are encouraging particularly through the K-2 school. It is also noteworthy the growth between year 3 and year 5 in NAPLAN.
The photographs throughout this year’s Annual School Report as well as those on our website paint a picture of engaged students working and playing in an environment that improves each year.

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 school’s achievements and areas for development.

Mr. Ross Angus

P & C message
2011 saw the TOPS P&C continue to focus on our school in a number of areas.

One of our major highlights would be the completion of the COLA, an idea five years in the making for the school and P&C. The whole school concerts performed in the COLA, not only demonstrated the results of the whole community worked together for a common goal but also how our student’s, today and in the future, will benefit from this excellent facility.

One of the major services of the P&C is the Canteen and this we are very lucky to retain the services of Mrs. Rita Atkins as Canteen manager. Our canteen, which is very popular with our school community, continues to open three days a week due to the efforts of Mrs. Atkins and her dedicated group of volunteers.

Our other major service is the Uniform Shop, which has enjoyed another successful year with Mrs. Alyson Sinclair at the wheel. There have been some new additions to the already high quality lines and some refurbishments to accommodate the wide range of items available. The implementation of a better system has been a focus for the Uniform Shop this year. A new pre-order pack was offered for Kinder Orientation, in a bid to make life a little easier for new parents. Also a bar code system was recently installed, allowing for better stock keeping and customer service. Again the success of the uniform shop is based solely on the efforts of Mrs. Sinclair and her volunteers.

Some new fundraising initiatives for the P&C and the school were introduced this year with Stage Cake Stalls. These were very well supported not only by the excellent chefs in our community but also by the very hungry children. The money raised from these endeavors was divided equally between the P&C and the Stage Teachers allowing them to purchase resources specific for their students.

The P&C has also entered into a loyalty program with The Oaks Newsagency, were the P&C accumulates points from store purchases by members of TOPS community. This program was not only designed to allow the P&C to redeem these points for stationary purchases at The Oaks Newsagency but also to encourage support for local businesses.

Some highlights for the P&C in 2011 were our ability to provide funding and assistance for our school community. These included

- Reading resources.
- Support of the whole community event of Paint the Town Read
- Medallion Excursions
- TOPS band
- Premiers Reading Challenge prizes
- School Discos
- Family Fun Night
- Mother’s and Father’s Day stall
- Easter parade activities
- Sport carnival BBQs (senior & junior carnivals)
- Band BBQ in support of the joint program with Thirlmere Public School

As 2011 is closing we can shift our focus away from the COLA and look to alternative fund raising focuses such as interactive whiteboards and air-conditioning. We would like to thank Mrs. Sonya Male on her continued role of Fundraising Coordinator to help us reach our new targets and goals for The Oaks Public School.
On behalf of the P&C I would like to personally thank all our volunteers, P&C members and their families, and our entire TOPS community, who has supported the P&C and the school during 2011, your time, efforts and assistance, are greatly appreciated.

Sharon Murphy The Oaks P&C

School context

Student information

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

Student enrolment profile

![Enrolments chart]

Student enrolment as of 18 March 2011 was 335, however throughout the year enrolments were transient. By the end of the school year enrolment sat at 315 students. A ratio of 45% girls compared with 55% boys.

Student attendance profile

![Student attendance rates chart]

The School average attendance for the year was 94.9%. This average was impacted by a small minority of students who had extended leave and/or left the school without notification.

Management of non-attendance

Student non-attendance rates for the school were low in 2010. Individual student attendance is monitored by school staff and through communication with the Home School Liaison Officer (HSLO). Parents are notified of student attendance through the school reporting process, individual parent contact, newsletter communication and in specific cases direct communication with the HSLO.

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total in class</th>
</tr>
</thead>
<tbody>
<tr>
<td>CURL CURL</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>GREENPATCH</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>MOLLYMOOK</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>BONDI</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>COOGEE</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>BALLINA</td>
<td>2</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>GOLD COAST</td>
<td>2</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>AVOCA</td>
<td>3</td>
<td>14</td>
<td>26</td>
</tr>
<tr>
<td>HYAMS</td>
<td>3</td>
<td>11</td>
<td>26</td>
</tr>
<tr>
<td>MARLEY</td>
<td>3</td>
<td>14</td>
<td>25</td>
</tr>
<tr>
<td>AVOCA</td>
<td>4</td>
<td>12</td>
<td>26</td>
</tr>
<tr>
<td>HYAMS</td>
<td>4</td>
<td>15</td>
<td>26</td>
</tr>
<tr>
<td>MARLEY</td>
<td>4</td>
<td>11</td>
<td>25</td>
</tr>
<tr>
<td>CALLALA</td>
<td>5</td>
<td>13</td>
<td>25</td>
</tr>
<tr>
<td>CULBURRA</td>
<td>5</td>
<td>11</td>
<td>25</td>
</tr>
<tr>
<td>NINGALOO</td>
<td>5</td>
<td>12</td>
<td>27</td>
</tr>
<tr>
<td>TAMARAMA</td>
<td>5</td>
<td>11</td>
<td>26</td>
</tr>
<tr>
<td>CALLALA</td>
<td>6</td>
<td>12</td>
<td>25</td>
</tr>
<tr>
<td>CULBURRA</td>
<td>6</td>
<td>14</td>
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</tr>
<tr>
<td>NINGALOO</td>
<td>6</td>
<td>15</td>
<td>27</td>
</tr>
<tr>
<td>TAMARAMA</td>
<td>6</td>
<td>15</td>
<td>26</td>
</tr>
</tbody>
</table>
Structure of classes
In 2011 the school had 14 mainstream classes. Grade based classes were created for K-2. In 3-6 there were composite classes based on Stage 2 or 3. These stage classes were structured on one streamed class and the remainder as parallel based classes. Classes were created along this structure following consideration of enrolments, student learning and social needs.

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</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>Classroom Teachers</td>
<td>12.188</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher Librarian</td>
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</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.3</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.822</td>
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<tr>
<td>Total</td>
<td>21.13</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

The Oaks Public School has currently 0% of its staff of Indigenous heritage.

Staff retention
Increasing enrolments meant the establishment of an additional class in 2011 and the employment of 3 new permanent teachers. The teaching staff is comprised of both experienced teachers and those at the beginning of their careers.

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>25%</td>
</tr>
</tbody>
</table>

Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2011</th>
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</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
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<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
<td>99357.96</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>206120.78</td>
</tr>
<tr>
<td>Interest</td>
<td>6103.50</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>15713.95</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td>Total income</td>
<td>656496.29</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td>Total expenditure</td>
</tr>
<tr>
<td>Balance carried forward</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2011 financial statement is tabled at the first general meeting of the P&C. Further details concerning the statement can be obtained by contacting the school.

School performance 2011

Achievements
Arts
This year the school was very involved in a wide variety of art competitions. These included the Camden Show where students entered artworks and
sculptures of scarecrows. The School entered 4 sculptures gaining a 3rd and two 4th places. Art was also entered for the Western Sydney Environmental Calendar, Reconciliation exhibition and for the School P&C recipe book. Additionally the school entered the Wollondilly Photography competition.

In Dance, our students prepared items for performances at school and the Wollondilly Public Schools Performing Arts Festival. A Boys dance group was created and performed at our Celebration of Learning Assembly as a surprise Flash mob.

The School Band again ran with performances at the Wollondilly Music Festival, Carrington Retirement homes and the Macarthur Eisteddfod. Students participated in tutorials for Brass, Woodwind and Percussion. Unfortunately the Band may not continue in its present form for 2012.

Finally, we had a small choir comprising students of year 2-6. They have been a dedicated group who practiced through lunchtimes and gave performances at assemblies, special events, Wollondilly Public Schools Performing Arts Festival, Carrington Retirement homes and for the Celebration of Learning Assembly.

The School hosted a private organisation, The Music Bus, which offered keyboard, drums guitar and singing. This has been popular with students.

**Sport**

Overall the School was well represented at the Razorback Zone carnivals for Swimming, Athletics and Cross Country. Representatives from The Oaks PS played in Razorback teams for Touch, Soccer, Hockey, Softball, Rugby Union, League and AFL. Several of our students went further representing at the State Carnival for AFL, Hockey, Softball and Swimming.

Within school a variety of sporting workshops and Gala Days were held throughout the year. Cricket, League and AFL saw whole school participation while teams represented the school for Softball, Tee-Ball, Soccer, Hockey rugby league, Girls touch football and Netball.

Stage 1 and Early Stage 1 participated in an externally run Tabloid event down at the local oval. The students had the opportunity to use a wide variety of equipment and participate in races related to the athletics carnival.

**Gymtastics –**

In term 4 the school engaged the Gymtastics program who provided a 7 week graduated gymnastics course for students K-6. 90% of students participated in this self-funded activity proving very popular with students and meeting the gymnastics aspect of the NSW PDHPE curriculum.

**Other – Debate team and Public Speaking**

Four students represented our school in the Multicultural Perspectives Public peaking Competition. These students were chosen from our in-school competition.

This year Mrs Price and Mrs Ralston supported two debating teams comprising students from years 5 and 6. Both teams of students competed in the first round of schools developing their skills and understanding of techniques. One of the teams was then able to reach the next round of the competition.

**School Concert**
As part of our Education Open Day program the school held its biannual school concert. Every student was involved in the production and performance of the concert which for the first time was held outside under the new COLA allowing all families to watch the show without restriction to numbers. A Matinee and evening performance was held and featured class dance, singing and drama items. Our Dance, band and choir groups also had feature items. Several of our students learnt the roles of backstage, lighting and sound. Community feedback was very positive.

Elderslie Enrichment program

The school participated in the Enrichment Day with 5 students making up our representative team. They competed in tasks involving, logic, general knowledge, problem solving, spelling and debating. A Gala day for the mind! The Oaks Team won their division and then competed in the final round of a quiz. Once again the Team performed well and came second for the overall competition.

Academic

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.

Yr. 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr. 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy – NAPLAN Year 3

In 2011, 38 students comprising 25 boys and 13 girls sat for the literacy component of the NAPLAN.

Reading

97.4% of our students (compared to 95.4% of state students) scored Band 2 or above. Our school average during 2008-11 is 96.1%.

Writing

92.1% of our students (compared to 97.5% of state students) scored Band 2 or above.

Spelling

100% of our students (compared to 95.6% of state students) scored Band 2 or above. Our School average during 2008-11 is 98.3%

Grammar and Punctuation

89.5% of our students (compared to 94.4% of state students) scored Band 2 or above. There was an

In Reading, noted in the graph above, performance within the school indicates that girls outperformed the boys. Analysis shows that the school performed better than the Region but below the state averages. The average mark for the school was 382.9 compared to 415.6 for the state.

In Writing 21% of students from our school were placed in the top 2 bands; however this was a decrease of more than half compared with 2010.

Girls performed higher than boys within the school but both girls and boys were below average compared to the State averages.

The average mark for the school was 362 compared to 422 for the state.
In Spelling (see graph below) only 36.8% of students scored in the top two bands. However this was an increase of 13.8% of student over the 2010 results. As in 2010, No students from the school was placed in band 1. Girls outperformed boys. The Average school score was 393 compared with 415.5 for the state.

In Year Three, Grammar and Punctuation, 23.7% of students scored in the top two bands, whilst 10.5% of students were in the bottom band. Overall the school performed below state average. Girls outperformed below state average for each subgroup. The School scored an average of 378.8 compared with a state average of 422.9.

**Numeracy – NAPLAN Year 3**

In Year 3, 38 students sat for the Numeracy aspects of the NAPLAN assessment, 25 boys and 13 girls. Boys achieved an average score of 376 compared with the girls’ average of 359.7. 21.1% of students were placed in the top two bands whilst 5.3% of students were placed in the lowest band.
The average mark for the school was 370.5 compared to 400.9 for the state.

**Literacy – NAPLAN Year 5**

In 2011, 43 students comprising 23 boys and 20 girls sat for the literacy component of the NAPLAN.

**Reading**

76.7% of our students (compared to 78.6% of state students) scored Band 5 or above. Our School average during 2008-11 is 77.5%.

**Writing**

74.4% of our students (compared to 86% of state students) scored Band 5 or above.

**Spelling**

86% of our students (compared to 84.1% of state students) scored Band 5 or above. Our School average during 2008-11 is 82.9%

**Grammar and Punctuation**

79% of our students (compared to 82% of state students) scored Band 5 or above.

The preceding graph shows the results of Reading for the school in 2011, the school average for 08-11 and the State average. Following analysis the school score of 481.2, performed higher on average than the Region with a score of 467.4. Girls out performed boys in reading.

The school results are significantly lower than the state average. 459.7 compared with 486 Boys scored an average of 440 compared with 473.2 while girls scored an average of 481.6 outperforming the boys.

The school scored an average of 461.5 compared with the state average of 493.7 in spelling. Boys scored an average of 458.4 while girls out performed with an average score of 465.1.
In Grammar and Punctuation, the average score was 463.6. The school results are significantly lower than the state at 500.7. Boys scored an average of 439.0 compared to 488.8 for the state average of boys. Girls scored 491.8 compared to the state average for girls at 513.2.

**Numeracy – NAPLAN Year 5**

In Year 5, 43 students sat for the Numeracy aspects of the NAPLAN assessment. 86.1% of students were placed above band 5 whilst 14% of students were placed in the lowest band. This compared with the State average of 83.7% above band 5 and 16.3% placed in lowest two bands. The average mark for the school was 466.2 compared to 495.9 for the state.

**Progress in literacy**

The school had an average growth of 74.6. This score is 2.5 points higher than the state growth and 4.6 points better than the School Education Group.

In Spelling, the growth was 80.9 points which was better than state at 75.4 points or the School Education Group which was lower by 6.4 growth points.

In Grammar and Punctuation as shown in the following graph, the Average growth was 58.9 points. This was 23 points below the average growth for the state and 14.5 points below the growth for the School Education Group.
Progress in numeracy

The school had an average growth of 80.1 points. This score is 14.2 points below the state average growth and 11.9 points below the School Education Group.

Minimum standards

The Commonwealth Government sets minimum standards for Reading, Writing, Grammar and Punctuation, Spelling and Numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

<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>

<table>
<thead>
<tr>
<th>Percentage of Year 5 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>

Significant programs and initiatives

Aboriginal education

In addition to Aboriginal studies within aspects of Human Society and Its Environment, the school participated in NAIDOC week activities, entered reconciliation art, developed and implemented Individual Education plans for all Aboriginal students at The Oaks Public School.

Further links were established between the Aboriginal Liaison officer and students at the school to develop self-confidence.

The school has an aboriginal population of less than 1.5%.

Multicultural education

In 2011 the school engaged in two significant multicultural events. With the enrolment of an Arabic family, the first for the school, it was noted that students were inexperienced with different cultures and customs. A grant was successfully applied for to establish a cultural exchange with Wiley Park Public School. Initially, Stage 2 visited during their multicultural festival. A reciprocal visit then occurred during term 3. Student leaders from Wiley Park visited The Oaks PS to experience some rural life. Our students put on demonstrations of whip cracking, horse riding, while our community contributed experiences with dairy and bee keeping.

The students from both schools mixed well and engaged in games, dances and other activities. The program will become an ongoing component of The Oaks Public School.

In addition the school held its own study of different cultures. Each class conducted a study of a different country, learning about the society, customs, language and general facts.
As part of our open day each class and parents travelled around a series of classes from each stage. A passport for every child was provided with stickers of flags for each country and a series of questions which could be answered within the visited classroom.

The event was very popular and highlighted quality learning that had taken place across the school.

Other programs

Reading Recovery

The Reading Recovery Program has been implemented for 16 years at The Oaks Public School and has continued in 2011 under the instruction of Mrs Sampson.

- 12 Year 1 students gained the opportunity to develop reading strategies that will enable them to become confident, independent readers.
- An allocation of 4 students were enrolled in the program at any one time throughout the year.
- 4 students transferred to another school.
- 8 students successfully completed the program. These students will receive ongoing monitoring over the next two years.
- 14 students in Years 2 and 3, who had previously completed the Reading Recovery program were monitored in June and November, with all students demonstrating an improvement in their overall reading skills and levels.
- In 2012 the reading recovery program will continue with the training of Mrs. Hazelton who will be able to support 4 students in the initial program.

Paint The Town REaD

In 2010 the school had its inaugural Paint The Town REaD festival. A program highlighting the importance of literacy particularly for children from 0-6 however the importance is emphasised across all age groups.

In 2011 the schools approach was a project named “Paint The Town REaD - Read around the Town”. This was a part of the book week celebrations and open day. Many businesses opened their doors around the town to share a reading session with classes from the school. The Oaks Pre School also joined in and had particular destinations that were appropriate for the age group. Additionally local organisations including Wollondily Council, Community Links, Wollondilly Mobile library, Local Anglican Church, The Men’s Shed and the Campbelltown City Council Multicultural unit also had activities.

The Feedback following the event was very positive. In summary, “children enjoyed the experience”, “Pre-School enjoyed and would like to attend in 2012”, Playgroups and other preschools indicated that they would like to attend future events”, “maps of the event taken from office by people not associated with the school”.

Additionally, points made also gave indications where the program could be further enhanced.

The timing of the event coincided with the 0-5 sleep patterns and thus restricted their involvement.

“Other local schools were invited but did not attend.”

“Earlier notice to other Day Care organisations needed.”

The Paint The Town Read program has as its basis an enhanced literacy environment and the valuing of literacy. This program continues to raise these values in our community.

Best Start and Triple L

In the second year of implementation at the school this program is having significant impact
on learning outcomes. Below is a graph of the Reading achievement of Kindergarten students at the end of the school year, Week 35.

### Kindergarten Reading recovery Levels

<table>
<thead>
<tr>
<th></th>
<th>boys</th>
<th>girls</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 to 4</td>
<td>4</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>5 to 8</td>
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<td>9</td>
<td>23</td>
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<tr>
<td>9 to 12</td>
<td>4</td>
<td>7</td>
<td>11</td>
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<tr>
<td>13+</td>
<td>8</td>
<td>7</td>
<td>15</td>
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**Progress on 2011 targets**

**Target 1**

**Repeat target for 2011 from 2010 report**

*Writing: 48% of students in (Yr. 3) and 30% of students (Yr. 5) will achieve in the top two bands in NAPLAN overall Writing.*

Our achievements include:

- 21.1% of year 3 students achieved the top two bands.
- Completion of phase 1 Focus on Reading for all staff and 2 staff members became certified trainers.
- Best Start training and ongoing support completed for Early stage 1 & stage 1

**Target 2**

**Repeat target for 2011 from 2010 report**

*Spelling: 30% of students in (Yr. 3) and 35% of students (Yr. 5) will achieve in the top two bands in NAPLAN overall spelling.*

Our achievements include:

- 36.8% of year 3 students achieved the top two bands. An increase of 13.7% on 2010 results.
- For the 2nd year in a row 100% of year 3 students were above the minimum standard

**Target 3**

**Repeat target for 2011 from 2010 report**

*25% of students in (Yr. 3) and 30% of students (Yr. 5) will achieve in the top two bands in NAPLAN overall Numeracy.*

Our achievements include:

- 21% of year 3 students achieved the top two bands. Although not achieving the target it was an improvement from 12.8% of students in 2010
- PAT Math and I Can Do Math standardised assessments conducted showing an improvement across all grades on 2010 results.
- Implementation of TEN program K-2 results discussed earlier in this report.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of Teaching and Mathematics

**Educational and management practice**

**Teaching**

**Background**

Parents and Teachers were asked to complete a survey about their teaching practice which focused on three areas of practice i.e. planning and implementation, assessment and reporting and reflection and evaluation.

All teachers and parents indicated in the survey, either almost always or usually, a curriculum that is relevant and responsive to their needs and interests of students is provided. The survey showed that 91% of teachers highly value the importance of clarifying for students learning outcomes and the purpose of learning. 100% of teachers recognise the importance of and have in place classroom management strategies to maximise student learning. This is highly correlated by the survey responses of Parents.
The surveys showed that over 100% of teachers almost always or usually maintain records of student progress and provide students with feedback and the majority of students have a good understanding of how their learning will be assessed. Furthermore, the assessment information collected by teachers is almost always used to evaluate, develop and refine teaching programs.

The results of the survey suggested that generally the school’s method of reporting to parents clearly communicates information about student achievement and development however this is recognised that parents would appreciate more opportunities to discuss their child’s progress as an area that needs improvement.

Making explicit the strategies that a teacher uses to assess the progress of students is an area of improvement. This year saw the development of the beginning of a review of the Reporting to Parent procedures. In general the community appreciates the ability to communicate with staff at any time through an appointment; however some members of the community would like to see a formal time set aside for Parent Teacher meetings. This will be a component of the review with wider community consultation throughout 2012.

Curriculum

In 2011 the school evaluated the key learning area of Mathematics with a particular focus on the teaching practice.

Background

An analysis of Smart Data and the 2010 results from our standardised assessments, PAT math and I Can Do Maths, led to the school focusing on teaching practices. Stage 2 undertook a professional learning program as part of consultancy support through Focus School Support.

In Early Stage 1 and Stage 1 the teachers undertook training in the TEN program, Targeted Early Numeracy. K-2 teachers attended 3 days of teacher professional learning that focused on the learning framework in number, short focused and frequent numeracy sessions, targeted activities focusing on explicit, systematic teaching and assessment, analysis and five-weekly monitoring of student progress.

Findings and conclusions- Stage 2 Focus

After consultancy support in the form of Demonstration lessons, professional learning based around the numeracy continuum and planning explicit teaching programs to address the needs of the students, the stage two staff implemented their opened ended questioning, focused teaching driven by data analysis with a focus on patterns and algebra linked to multiplication and division.

Findings and conclusions- TEN

The K-2 staff have been able to confidently implement the TEN program and ensure that all students are on track in Numeracy by the end of stage 1 (Yr 2).

Below are the graphs showing the progress of students from August (T3 Wk5) to December (T4 Wk 10)

In Year 1 you will note the lack of students in Emergent and the reducing size of perceptual
while the student numbers grow substantially for Counting on and back in the graphs following.

**The Oaks Public School TEN Data 2011 - Year 1**

![Graph showing student distribution by stage and week]

**The Oaks Public School TEN Data 2011 - Year 2**

![Graph showing student distribution by stage and week]

In Year 2 again the growth in the Facile has been great as we move students from the Emergent and perceptive stages of learning to the higher orders.

**Future directions - Stage 2 Focus**

Recommendations for the future include expansion across stage 3 of the focus school support having stage 2 teachers mentor stage 3 staff, sharing quality assessment tasks with staff using Consistent Teacher Judgment and the use of Math groupings to continue based on ability. Continue school implementation of an uninterrupted mathematics session linked to the Quality Teaching Framework.

**Future directions - Ten**

In TEN the school will continue the implementation of the program and look at ways of incorporating the concept into yrs 3-6. Professional learning for all staff based around the Numeracy continuum will be key and an investigation into the viability of implementing the TOWN program which leads on from TEN.

**Other evaluations – Quality of School Life**

In 2011 the school conducted the Quality of School Life Questionnaire with students from years 5/6. The 3 main areas are: General School Satisfaction, Relationship with Teachers and Relevance of School. The students had to rank questions on a 1-4 scale being (1) Definitely Agree with the Statement, (2) Mostly Agree, (3) Mostly Disagree or (4) Definitely Disagree. Each Graph is a percentage representation of the student responses for each question. The graphs for each scale have the questions listed below. Overall the results were very positive.

**1st Scale - General School Satisfaction**

1. I feel proud to be a student.
2. I like learning.
3. I get enjoyment from being there.
4. I really like to go to each day.
5. I find that learning is a lot of fun.

**General School Satisfaction**

![Graph showing student responses]

**2nd Scale – Relationship with Teachers**

1. Teachers treat me fairly.
2. Teachers give me the marks I deserve.
3. Teachers take a personal interest.
4. Teachers help me to do my best.
5. Teachers are fair and just.
6. Teachers listen to what I say.
3rd scale - Relevance of School

1. The things I learn are important to me.
2. I have acquired skills.
3. The things I learn will help me in life.
4. I do work that really interests me.
5. The things I am taught are worth learning.
6. The work I do is good preparation.

Professional learning

In 2011 the school was engaged in several major Professional Development Programs. Focus on Reading, TEN, Focus School Support, Best Start and Triple L. Additionally the school conducted professional learning at the point of need and completed our mandatory training components including First Aid, CPR, Anaphylaxis, and Child Protection.

Several staff attended professional learning opportunities that related to personal goals for professional growth.

Focus on Reading – FOR

The school targeted two staff members to become trainers. They attended training modules in each term and returned to school to present the program to teachers. There are three phases of the program and it is expected that this will be an ongoing school focus until 2013. This year the staff have completed phase 1 with in class tasks and adjustments to teaching notable.

Targeted Early Numeracy – TEN

The opportunity was presented for schools to apply and become involved in TEN. The school provided a facilitator and all teachers in K-2 received in class support and professional learning to implement the program. The school made a large commitment to support the program with resources. The concept was short, sharp, lessons are presented and students work in small groups at their levels. Ongoing assessment of the students is crucial.

Focus School Support – Numeracy

The school was identified based on its NAPLAN results for consultancy support. Following analysis of results Stage Two were targeted for a program where demonstration lessons, focused teaching using the continuum and targeted lessons based on assessment were a key feature. Consultancy support provided a rich learning environment for staff with the program to be implemented in Stage 2 fully in 2012.

Best Start and Triple L

Both of these programs ran very successfully in 2010 and were continued throughout 2011. Professional learning opportunities allowed for enhanced teaching and refinements to be made. New teachers to Stage 1 and the expansion of the program meant that students were able to continue the quality teaching programs.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Outcome for 2012–2014

Strengthened Numeracy learning through the effective use of the full range of diagnostic assessments
Improved outcomes through targeted strategic early intervention for students experiencing difficulty in numeracy at key transitional points.

**2012 Targets to achieve this outcome include:**

- An increased number of students performing in the highest two bands in comparison to the school’s 3 year average.
- A decrease in the proportion of students in the lowest two bands in comparison to the school’s 3 year average.
- Increase the proportion of students achieving growth of more than one growth band.

**Strategies to achieve these targets include:**

- Expansion of the Mathematics focus from Professional Learning in stage 2 2011 to 3-6 implementation.
- Professional learning based on the numeracy continuum.
- Early intervention strategies utilised – TEN program implemented across K-2 with concept applied to a support math group for 3/4 and 5/6.
- Investigate the viability of the school running the TOWN program

**School priority 2**

**Outcome for 2012–2014**

- Strengthened Literacy learning through the effective use of the full range of diagnostic assessments.
- Increased levels of Literacy achievement for every student consistent with State and Regional directions.

**2012 Targets to achieve this outcome include:**

- Staff Professional development continued for Focus on Reading
- Improved outcomes through targeted strategic early intervention for students experiencing difficulty in Literacy at key transitional points.
- Individual student growth in Reading from year 3-5 to match or exceed the State average, and to close the gap between school and state average growth for Grammar / Punctuation, Spelling and Writing so that the school is closer to the state average.

**Strategies to achieve these targets include:**

- Focus On Reading phase 1 implemented Training and implementation of FOR phase 2;
- Review of writing assessment to include Rubric for each text type ensuring consistent marking and expectations.
- Continuation of Spelling Mastery program year 2-6

**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.

Ross Angus, Principal
Annette Gard, Assistant Principal
Melissa Manga, Assistant Principal
Merryn Watling, Assistant Principal
Sharon Murphy, P&C President

**School contact information**

The Oaks Public School
Burragorang Street, The Oaks 2570
Ph: 02 46571185
Fax: 02 46571704
Email: theoaks-p.school@det.nsw.edu.au
Web: www.theoaks-p.schools.nsw.edu.au
School Code: 2793

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: http://www.schools.nsw.edu.au/asr