School context

The Oaks Public School sits in a semi-rural setting is the South West of Sydney. It has a FOEI (Family Occupation Education Index) score of 99. The FOEI score ranges between 0 and 300. Higher scores indicate higher levels of need.

Students

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

The school runs a Peer Support program where students in years 5 and 6 conduct lessons and build positive relationships with the younger students. This is mutually beneficial and enjoyed by all. A proactive welfare program supports high expectations of student behaviour, addressing physical, intellectual, emotional, and social needs. Alternative playground programs and an Anti-Bullying program is in place at the school.

Staff

The Oaks Public School consists of permanent staff and temporary positions replacing staff on various forms of leave. The School has a teaching staff of 15.624 supported by School Learning Support Officers and a School Counsellor, who work together to provide quality teaching programs for the students.

The School is ably supported by an allocation of 2.822 positions for School administration. The support staff includes 1 full time School Administrative Manager, 1 full time School Administrative Officer, 1 part time administrative officer who supports the library ½ day and the office for ½ day per week. Additionally, the school has a General Assistant – 2.5 days per week to maintain the school grounds and conduct any minor maintenance.

Principal’s message

This is my last report to The Oaks Public School and I have a great deal of pleasure in reflecting on the achievements that this report highlights for the 2013 school year.

The Oaks Public School has always had a positive learning environment and in 2013 a strong sense of working together has been consistently been present. Friendly supportive staff encourage students to achieve their best across all areas while providing consistent feedback on progress.

This year, possibly more than past years, has seen an emphasis on individual learning needs, programs structured to make gains academically, and involvement in the Arts and Sport. With the introduction of Peer Support developing leadership skills in years 5 and 6, continuing Cultural exchange with Wiley Park PS and a performing arts evening of tremendous quality, our students will move into 2014 with memories that will last a lifetime and motivate them for their future.

Professional Development has constantly been an emphasis for Teachers and Auxiliary staff during my time at The Oaks PS and this year was no different. A new Australian Curriculum to bring in, new directions to support special needs students, Innovative teaching strategies and always student learning outcomes in mind saw our staff participate extensively. This year for the first time the teaching staff attended an overnight conference giving up their personal time and working Friday evening and Saturday. This provided an excellent opportunity to support the work that had been occurring through fortnightly staff meetings.

Our emphasis on the Basic Skills over the last 4 years has again proved invaluable to making significant gains in the NAPLAN results. Growth between Year 3 -5 and Year 5-7 was generally well above state averages. The Trend for each of the examined areas significantly improved. Full details of the NAPLAN results are explored later in this report.

In Partnership with The Oaks P&C the school has installed the last of the interactive boards into classrooms. This has been a significant financial outlay over three years. Enhancements to the Network across the school also have improved the classroom learning environment.

This year, the photos within this report, highlight the activities, events and engagement that is a mark of The Oaks Public School.

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

In 2013, the Parents and Citizens continued to play an invaluable role in the school community. It provided a forum for discussion between the school and its community, and the opportunity for the community to come together to enjoy each other’s company at social events, as well as raising vital funds with which the school can further enhance our children’s education.

The Uniform Shop also went from strength to strength, extending its range, strengthening its financial and management systems and providing an invaluable service to parents, carers and children alike.

After more than 3 years as coordinator of the P&C run canteen, Mrs Rita Atkins finished her role. As in past years Rita ran the canteen efficiently 3 days a week helping to support the P&C Fundraising efforts. Her end of term lunch specials were very popular with the students. P&C invested in a new freezer to support the canteen with its stock.

Rita ensured that the successful coordination of the canteen will continue in 2014 following a handover procedure. We would like to thank the many dedicated parents who have helped in the canteen this year.

This past year has once again shown how very supportive and involved our school community is, and we look forward to all that 2014 brings.

Daryl Brown President of P&C

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

In 2013 student enrolment fell below 301 for the second year running as expected with the loss of a big year 6 class numbers. The School will be reclassified as a PP4 for 2014. Enrolments are expected to grow once again with continued large Kindergarten enrolments and smaller year 6 classes for 2013/14. It is anticipated that the school will be around 304 in 2014 and grow again in 2015.

Student attendance profile

Of concern is 49% of all absences for whole day’s are unexplained and 57% of partial absence (Arriving late, leaving early) are also unexplained.

Attendance at a school is compulsory and absence of students requires an explanation which is recorded with roll marking. Our attendance at The Oaks PS by students is well above the State and SEG.

Management of non-attendance

Student non-attendance rates for the school were low in 2013. Individual student attendance is monitored by our attendance coordinator 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.
Workforce information

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

Workforce composition

<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>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>10.04</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</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>18.832</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

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

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>27%</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>33%</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>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>$81271.30</td>
</tr>
<tr>
<td>Global funds</td>
<td>$167623.38</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$132110.10</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>$97105.50</td>
</tr>
<tr>
<td>Interest</td>
<td>$2868</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>$17491.45</td>
</tr>
<tr>
<td>Canteen</td>
<td>$0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>$498469.70</td>
</tr>
</tbody>
</table>

**Expenditure**

Teaching & learning
- Key learning areas: $20252.83
- Excursions: $44573.77
- Extracurricular dissections: $38239.69
- Library: $4653.83
- Training & development: $4947.64
- Tied funds: $121674.58
- Casual relief teachers: $4664.82
- Administration & office: $44556.03
- School-operated canteen: $0.00
- Utilities: $26646.86
- Maintenance: $11410.29
- Trust accounts: $13206.00
- Capital programs: $20719.53
- Total expenditure: $397545.87

Balance carried forward: $100923.80

A full copy of the school’s 2013 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 2013

In 2013, 35 Year Three students sat the NAPLAN comprising eighteen girls and seventeen boys.

In Year Five the cohort comprised 23 Boys and 7 girls a total of 30 students.

Academic achievements

NAPLAN In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale.
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)

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 and enter the school name in the Find a school and select GO to access the school data.

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

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students excluded)</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>

The 2013 NAPLAN Reading assessment showed that 49 percent of year 3 students from The Oaks Public School are at proficiency with a further 37% above the minimum standard. Therefore overall 94.3% are at or above minimum standard.

The percentage of students achieving higher bands has also improved with 48.6% of the cohort achieving bands 5 or 6 compared with 29.4 in the previous year. Additionally the school target of decreasing the number of students in the bottom 2 bands by 5% was met with 14.3% in 2013 compared with 21.5% the previous year.

The trend data supports the programs that have been implemented over the last 3 years showing a turn around in the trend.

In the Year 3 Spelling graph below, improvement can be noted in the percentage of students reaching the highest bands. Overall the school’s trending year 3 scores has been upward as shown below across the past 5 years.

The Oaks PS continues to be well below the state average, as seen in the graph on the following page. The top line graph represents the state trend, but the school is closing the gap and reversing the trend.
The Year 3 cohort has made exceptional gains with 73.4% of the students achieving in the top 3 bands, with the small cohort the percentage of students in the lower 2 bands is consistent with the previous year but only accounts to 4 students compared with 10.

The trend data is represented in the graph below. This data spans the 2009 - 2013 period.

It can be seen that the schools focus in this area over the past 3 years supporting the growing trend and again although below state average, the gap is significantly reduced.

**Year 3 Writing**

These results are being replicated within the writing assessment. The Schools performance across the past 3 years is one of improvement and reducing the gap between the State average and that of The Oaks Public School.

100% of the students attained the minimum standard in 2013. 31% of those students were at proficiency. 62.8% were in the top 3 bands. The Writing graph is presented below.

Some good results are beginning to show in the Year 3 Numeracy with the increased number of
students reaching the top two bands. This cohort achieved the highest average score of the past 4 years and the trend graph represented below shows positive direction and the reduced gap between state and school.


91.4% of students met the minimum standard with 37% proficiency.

It could also be noted that 22.6% of year 3 students achieved the top two bands compared with just 8% the previous year.

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

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students excluded)</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>

The Year 5 cohort performed at state average in the NAPLAN assessment. However the grades growth between year 3 and 5 was very significant as seen in the table below.

<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>

The Spelling results are consistent with previous 3 years performing below state average but continuing to reduce the gap. In 2013 the school had an upward trend on its results compared with the downward trend for the state.

<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>

The Schools growth was the 4th highest in the SEG, with 60% of students greater than or equal to the expected growth rate.

Grammar and Punctuation is an area in which the school has focused its teaching in the last two years. To achieve 30% of students reaching the top two bands is significant. The school average growth was 84.4 compared with the state of 79.4.
As can be seen in this chart, the progress is greater for the school than either the State or SEG for the first time since the 2008-10 cohorts.

Writing is another area for which the school can celebrate the success of programs implemented. Although still well below state average in score the growth was significant with 70% of students greater than or equal to the expected growth.

The School average growth was 82.6 compared with 55.2. Here too the school decreased the gap from the previous year and went against the trend which was declining for the state.

Further analysis shows that year 5 boys are 30 scale scores above the state average growth. The School was rated 2nd across the SEG for growth.

**NAPLAN Year 5 - Numeracy**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>71.1</td>
<td>76.9</td>
<td>97.4</td>
<td>91.3</td>
</tr>
<tr>
<td>SSG</td>
<td>89.6</td>
<td>94.7</td>
<td>101.2</td>
<td>82.2</td>
</tr>
<tr>
<td>State DEC</td>
<td>89.6</td>
<td>95.8</td>
<td>98.2</td>
<td>89.7</td>
</tr>
</tbody>
</table>
Year 5 numeracy growth was also above the State and SEG average growth but only by 2 points. Of note is again that this is the first time in several years that the school has results greater than the state in Numeracy.

The School was rated 4th across the SEG for growth.

Other achievements

Achievements

Arts

A feature of the Arts program in 2013 was the school's biannual concert known as The Oaks’ Got Talent. All 12 classes showcased an array of items from dance to drama, and from puppetry to tributes.

The performances were held at the end of term 3 and once again the COLA was utilised allowing an audience in excess of 600 people.

Dance

Two dance groups were selected this year. One comprised of students in years 4, 5 & 6 known as the ‘Senior Dance Group’ led by Ms Merryn Watling; the other group had students from years 1, 2 & 3 and was known as the ‘Junior Dance Group’ led by Miss Lauren Edwards. The Senior Group was made up of 28 female and 6 male students. The junior group had 16 female students. Both groups successfully performed at the Wollondilly Public Schools Performing Arts Festival, The Oaks Got Talent (school concert) and for 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.

A choir was also a feature of the performing arts this year, led by Mrs Kristie Banfield. The group comprised students from years 2-6 and also rehearsed at lunchtimes. The performance saw a traditional choir put to movement and dressed in theme for the Wollondilly Public Schools Performing Arts Festival and The Oaks Got Talent. A Christmas Choir also formed in term 4 under the guidance of Miss Kylie Xerri. It performed at the first Rotary Christmas Carols held at the school. The event will expand in 2014.

Sport

In 2013 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 Cricket, Hockey, Touch Football, Soccer and Rugby. Kyron Bryant (Y5) went on to represent South West Sydney in Cross country and Athletics. Rachael Downey (Y4) represented South West Sydney in Hockey.

Teams from the Oaks competed in Razorback Gala days in Cricket, Netball and Soccer and AFL with much success. Our senior cricket team won the Zone Milo Cricket Gala Day and represented the Zone at the Regional Milo Cricket Championship, where they placed 3rd overall. Our Senior B Soccer Team and our Senior B Netball team won their respective Zone Gala Day competitions.
Some of our internal whole school sporting events included coaching sessions from the AFL and the NRL West Tigers organisations. On these occasions pupils were involved in coaching sessions concentrating on core skills of these respective sports. Another whole school sporting event was the Gymnastics program which provided an 8 week graduated gymnastics course for K-6 students. This course was very popular with pupils and met the gymnastics aspects of the NSW PDHPE curriculum.

Year 1 and Year 2 participated in an externally run Tabloid event. Students had the opportunity to use a wide variety of equipment and participated in races related to athletic events. Stage 2 and Stage 3 were involved in peer led tabloid activities for sport in Term 4.

Other

Debating

In 2013, The Oaks Public School entered a team in the Premier’s Debating Challenge for years 5 & 6. This year the team had a collaborative approach and welcomed younger students interested in learning to debate to sit in on their lessons during the year.

The Oaks team included Jacob M, Ellen S, Niamh Q and Karla G. After four rounds of debating on topic areas such as education, media, Australian Society and health, this team of talented year 5 speakers placed equal first with Mawarra Public School’s Year 6 team. In the deciding debate TOPS lost to Mawarra’s more experienced team.

The TOPS team said they enjoyed their debating opportunity by learning new skills, improving their public speaking and forming new friendships. All students are interested in returning in 2014.

Oracy Competition

The Oaks Public School held the first ever public speaking competition for Kindergarten and Stage One in the Macarthur area in term four. Thirteen schools sent many talented students to compete in either category. Joshua M in Kindergarten was awarded a Highly Commended for his speech, ‘My Hero’. Joshua is a talented speaker for his age and was able to deliver his speech without the use of palm cards. Ayva J competed in the Stage One section with ‘I have a Dream’ which she proudly declared she wrote herself. Both she and Joshua represented our school admirably in a closely contested field.

Macarthur Enrichment Day

Once again the school coordinated the Macarthur Enrichment Day for students around the Macarthur area. Schools sent 1 or 2 teams of 5 to participate in 5 rounds of activities. These were, logic, mathematics, spelling, debating and general knowledge with the final round being trivia. Teams gained points for successfully completing the tasks and were placed 1st, 2nd 3rd or 4th in each task. These positions were used to find the top 5 school teams to participate in the final round.

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 participating in Art displays associated with Wollondilly Shire Council.

Individual Education plans for all Aboriginal students were developed and implemented at The Oaks Public School.

Multicultural education

As part of the cultural exchange program between The Oaks PS and Wiley Park students came to The Oaks to experience a country school. Our school put on a display of whip cracking, horse riding, Alpaca wool spinning and a visit to The Moore Family Dairy by the two schools. A BBQ complimented the day.

Across the School, Multicultural perspectives are addressed in general teaching and learning lessons. The school also had a focus on different nations as part of its Human Society and Its Environment studies. This also featured through an item in the school concert at the end of Term 3.

Learning and Support Team

The Learning and Support Team continued to function/operate throughout 2013, meeting on a weekly basis. The team consists of the School Executive, Learning and Support Team Coordinator, LaST Teacher, School Counsellor, Reading Recovery Teacher and relevant Classroom Teachers. This year we reviewed the Departments Learning and Support Team Planning Matrix by plotting our LST according to
the school’s operational structure and practice relevant to each of the focus areas. This gave us direction as to where we are heading in the future with regard to identifying student needs, learning and support adjustments, management of learning and support teams and community participation. Next year will see the LST refining our practices to achieve a higher ranking on the matrix. Students who have additional needs received support from Learning and Support Teachers, Learning and Support Officers, School counsellor and Classroom teachers. Support was given through classroom intervention, specialised programs, Individual Learning Plans, lunchtime games and activities as well as in-class support. Throughout 2013, support was given to a total of 20% of our whole school student population including students who were placed in special settings.

Reading Recovery

The Reading Recovery Program has been implemented for 22 years at The Oaks Public School and has continued in 2013 under the instruction of Mrs Kate Hazelton.

- 11 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.
- 10 Students successfully completed the program. These students will receive ongoing monitoring over the next two years.
- 10 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 overall improvement in the reading skills.

Positive Behaviour Intervention Strategies (PBIS)

This program has been a successful initiative which has been introduced throughout the school in 2013. All staff and students have a clear understanding of the terminology and the goals of the program. The Program focuses on building a school culture that rewards and recognises positive behaviour in our school students. The school expectations of Be Safe, Be Respectful and Be a Good Learner across all areas of school life are explicitly taught across the whole school on a weekly basis. The continual gathering and analysis of data ensures an ongoing and proactive process of improvement. The respectful, consistent and fair approach by all staff towards students, further enhances and promotes the positive culture within the school.

Live Life Well

In 2013 Live Life Well has continued as a school program to combat the growing trend of obesity amongst children and adults. The Breakfast Club Program continued throughout the year providing students with a nutritious start to the day in a happy and safe environment supervised by teachers and volunteers. It also has provided senior students with an opportunity to foster their compassion towards their peers.

The Oaks Public School aims to promote physical activity and assist students to enhance physical endurance, muscular strength and learning capacity. This aim was achieved through the school RFF program. Students in years 2-6 participated in the Fundamental Skills Program where students were explicitly taught the core skills associated with competitive and non-competitive activities.

Peer Support

This year stage three students were trained as Peer Support leaders. They participated in a 2 day leadership training program before conducting weekly lessons with their groups ranging from K-4. Lessons focused on Keeping Friends -relationships. Two particular tasks interrelated with Harmony Day and Education Week.

During Harmony Day students dressed in orange and flew kites which they had made in their groups. The Kites were significant as the flying of kites crosses many cultures.

For the schools open day, peer support groups demonstrated their team work in creating newspaper outfits for a fashion parade.
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:

- Surveys of community and students
- Analysis of student results against standardised assessments, NAPLAN and school based assessments
- Preselected indicators of progress indicating achievement of programs.

School planning 2012—2014: progress in 2013

School priority 1
Numeracy

Outcomes from 2012–2014

- Increase the proportion of students achieving growth of more than one growth band.
- Decrease in the proportion of students in the lowest two bands in comparison to the schools 3 year average by 5%.
- Increase the proportion of students achieving growth of more than one growth band.

Evidence of progress towards outcomes in 2013:

- 53% of Year 5 students grew greater than the expected growth. 66.7% of students in Year 7 that sat the NAPLAN in Year 5 at The Oaks PS achieved growth greater than the expected growth. The Schools growth for Numeracy was the 4th Highest of schools in the Macarthur School Education Group for Year 5 and 3rd Highest in the Year 7 cohort.
- On a three year average, 2010-12 the school had 25.8% of Year 3 students in band 1 or 2. 25.7% of the 2013 Year 3 cohort were in those 2 bands. In year 5 30% of the cohort were placed in the 2 lowest bands compared to an average of 24% over 3 years. However 38.3% of students in 2012 were in the 2 lowest bands for year 5 improving by 8.3% this year.
- Students achieving the top 2 bands in year 3 in 2013 accounted for 37.1% of the cohort compared to the 2010-12 average of 15.7%. A significant improvement. 10% of Year 5 students were placed in the top 2 bands compared with 7.5% averaged, 2010-12.

Strategies to achieve these outcomes in 2014

- Expansion of TEN resources and techniques across the 3-6 classes and investigation of the feasibility of training and introducing TOWN program
- Ongoing implementation of TEN for K-2 with results collected and graphically represented
- Mathematical groupings based on ability 3-6 with assessment driven programming addressing the needs of the students
- A Tens coordinator identified to ensure program continues and provides training to the 3-6 staff

School priority 2
Literacy

Outcomes from 2012–2014

- Increase the proportion of students achieving growth of more than one growth band.
- Decrease in the proportion of students in the lowest two bands in comparison to the schools 3 year average by 5%.
- Increase the proportion of students achieving growth of more than one growth band.

Evidence of progress towards outcomes in 2013:

- 70% of Year 5 students grew greater than the expected growth. 50% of students in Year 7 that sat the NAPLAN in Year 5 at The Oaks PS achieved growth greater than the expected growth. The Schools growth for Literacy was the 5th Highest of schools in the Macarthur School Education Group for Year 5.
- On a three year average, 2010-12 the school had 19% of Year 3 students in band 1 or 2. 12% of the 2013 Year 3 cohort were in those 2 bands. An improvement of 7%. In Year 5 10% of the cohort were placed in the 2 lowest bands compared to an average of 22% over 3 years. This is an improvement of 12%.
- Students achieving the top 2 bands in Year 3 in 2013 accounted for 37.1% of the cohort compared to the 2010-12 average of 15.7%. A
significant improvement. Year 5 students saw 10% in the top 2 bands compared with 7.5% average, 2010-12.

**Strategies to achieve these outcomes in 2014:**

- Phase 2 Focus on Reading continued implementation
- Greater consistent teacher judgement on writing tasks
- Utilising the new English curriculum, guide staff to implement consistent language when teaching writing.

**School priority 3**

**Student Welfare**

**Outcomes from 2012–2014**

To introduce the Positive Behaviour In Schools (PBIS) framework to The Oaks PS refining the school rules and explicitly teaching the expected behaviours.

**Evidence of progress towards outcomes in 2013:**

- Formal explicit lessons relating to behaviour in specific locations by all students.
- Purchase of banners supporting school rules, reward program reflecting the school focus for PBIS and display of rules in all classrooms.
- Professional learning relating to PBIS Matrix and ongoing consultation with staff regarding lessons.

**Strategies to achieve these outcomes in 2014:**

- Continuation of explicit lessons addressing all areas of the school including signing that highlights the expectations.
- Tie the reward system currently operating within the school to the PBIS framework
- Hold a celebratory launch of the PBIS program for whole school with PBIS School Mascot a feature.

**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 2012 our school carried out evaluations of Parent Teacher information and Spelling, Grammar and Punctuation.

**Educational and management practice**

**Leadership**

**Background**

Over the past 4 years considerable time has been put to the development of high standards of leadership. This includes professional learning opportunities, relieving opportunities in higher duties and a shared leadership approach which is flatter rather than hierarchical.

**Findings and conclusions**

The executive team comprising Assistant Principals, the School Principal and aspiring leaders have been seen by the community to accept (Q3) responsibility for the student learning outcomes, (Q4) ensure treatment of all is fair and equitable and most importantly (Q1) understand the school.

However there is a % that feels the school could still improve on involving the community to a greater extent in determining what the school is aiming to achieve. (Q7) that same group felt that the school leaders could do more to inspire and motivate students (Q9) and discuss ways to improve their child’s learning.

**Future directions**

Taking this on-board, the school has enhanced and formalised parent meetings regarding student progress in 2013. The next step would be to introduce 3 way conferencing. This aspect is
within the school plan for 2014. In this way working with parents the teachers can help to direct student attention to their goals and how to achieve them. A level of self-evaluation of honest reflection is needed by students as well.

One final point found in the survey was Q8. (Staff, parents and students are encouraged to take leadership roles at school. 20% of the respondents felt this was only sometimes. The school has leadership opportunities for year 5/6 students that are both formal offices held and informal roles. In grades 1-6 class councillors are another example of these leadership roles. Finally the introduction of Peer Support provided leadership opportunities to every year 5 and 6 student.

**Professional learning**

In 2013 the school has increased its commitment to Staff Professional Learning. Following a big year in 2012 the school continued its emphasis on Focus on Reading completing Phase 1 and commencing phase 2. The whole staff also completed Nonviolent Crisis Intervention Training, Teaching the new curriculum, The Learner and the new curriculum, Australian English curriculum. Mandatory training for Anaphylaxis, Emergency Care / CPR and Disabilities Discrimination Act have all been completed. In addition various teachers have completed additional training in TEN, Leadership, Welfare, Curriculum, and Assessment and Reporting courses.

The School made a commitment to Professional learning and the staff all attended a conference which ran over Friday night and all day Saturday. This approach was very effective in covering the content of the Literacy and Numeracy continuums as well as the departments training for the Australian Curriculum. The staff gave up their own time for this development.

Overall the School expenditure to Teacher Professional Development exceeded $23000 which the majority went on Relief teachers and course fees.

**Student satisfaction survey**

In 2013, the school sought the opinions of senior students about the school.

Their responses are presented below.

The General Satisfaction questions within the survey reflect student feelings about school as a whole. A typical item is *My school is a place where I really like to go each day.*

![General Satisfaction graph]

Students indicated a strong sense of satisfaction with the school. 88% agreed or mostly agreed.

The following graph represents the student relationship with teachers the each item in this subset refers to a feeling about the adequacy of the interaction between teachers and students. A typical item is *My school is a place where teachers take a personal interest in helping me with my school work.*

![Relationship with Teachers graph]

45% agreed with a further 37% mostly agreeing that they have a good relationship with their teachers.

The Final graph represents a sense of confidence in our student’s ability to be successful in school work. A typical item is *My school is a place where I always achieve a satisfactory standard in my work.*
49.2% of students strongly agreed with the items in this subset with a further 30.3% mostly agreeing.

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.

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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: