

# Oak Flats Public School Annual Report



2017



3860

## Introduction

The Annual Report for **2017** is provided to the community of **Oak Flats Public School** as an account of the school's operations and achievements throughout the year.

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

Daliya Phipps

Principal

### School contact details

---

Oak Flats Public School

Griffiths St

Oak Flats, 2529

[www.oakflats-p.schools.nsw.edu.au](http://www.oakflats-p.schools.nsw.edu.au)

[oakflats-p.school@det.nsw.edu.au](mailto:oakflats-p.school@det.nsw.edu.au)

4256 1405

### Message from the Principal

---

At Oak Flats Public School we are a strong and inclusive community. Every individual contributes to our success as a collaborative school and learning is at the centre of what we do every day. Our school is committed to personalising learning and creating engaging, innovative learning experiences for all our students. Our school community is diverse, yet we share a common purpose to support our students' academic, social and emotional development. In 2017 we have had many notable achievements. Some of these include:

- The improvements our students have made to NAPLAN results recognises the work and commitment of our staff to improve student literacy and numeracy performance and our potential to increase the number of students we have in the top two bands in NAPLAN.
- Our Creative and Practical Arts program continues to engage many of our students, from the Stage 1 music classes to the various 3-6 performance groups. Our students have performed at the Choral and Instrumental Festivals, Southern Stars and school assemblies and concerts.
- The library renovations and classroom technology up grades have been a welcome addition this year.
- The school and students enjoyed participating in the FOCAS Community Fair, P&C Colour Run, SRC and extra-curricular activities.
- We have also been proud of the many wonderful sporting achievements at district, state and national level as well as hugely successful carnivals.
- Students have participated in the Opportunity Class, Oak Flats High School interest groups, academic competitions, public speaking, many literacy and numeracy opportunities and whole school events.

I would like to acknowledge our hard working P&C, a terrific group of parents who are passionate about our school and provide great opportunities for our students, and support parents through their fundraising efforts. Our P&C and the many parents who support it have continued to provide us with a canteen that is healthy, appetising, affordable and profitable. I value the ongoing support of our P&C as we continue to build a collaborative and nurturing school community.

I would also like to acknowledge and thank our school staff whom it is an honour to work alongside, and I count myself extremely privileged to work with such a dedicated team. We work in an exciting time in education, when teachers are no longer the fountain of all knowledge, as knowledge is so quickly accessible online, but where the relationships we have with students is more important than ever before. I would like to thank our teaching and support staff for their

professionalism and dedication to their roles in the school and for bringing their enthusiasm and knowledge to the classroom, promoting excellence and supporting our students to improve their results.

I thank the members of the school executive, administration and support staff for a year of outstanding effort. Their leadership and commitment in support of student programs ensures that we will continue to be a school meeting the needs of our 21st century learners through this continually changing educational landscape.

At Oak Flats Public School we are building on a strong, inclusive school community with a focus on learning. We are committed to ensuring students reach their potential. We produce resilient, knowledgeable and respectful people who can look back with pride and nostalgia at their time here. The focus of our school is true to our *Positive Behaviour for Learning* values: Respectful, Responsible, Safe and Active Learners and our vision is to be an *Innovative Learning Community*. It requires that we will strive to be better at what we do everyday. We hold high expectations to ensure students become aspirational, self-directed and collaborative learners who have the capacity to succeed in a dynamic 21st century society.

As principal I proudly look forward to continue working with students, staff and the community of Oak Flats Public School. I present this report outlining the many achievements of our school and certify that the information in this report is the result of a school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for future development.

Daliya Phipps

Principal

### Message from the school community

---

The OFPS P&C Association extends its sincere appreciation and gratitude to our community of students, parents, caregivers, teaching staff and local businesses for their support during 2017. Our success in fundraising during the year is due in no small part to the generosity, support and participation of our community culminating in our inaugural Colour Run/Walkathon in September.

In partnership with Oak Flats Public School, our goal at the beginning of the year was to commence replacing projectors and interactive whiteboards in each classroom with an Interactive Touchscreen HDTV Panel to enhance the student learning experience as part of the transformation to 21st Century Learning. To date, eleven classrooms have been completed at an average cost of \$6500 per classroom. We have seven classrooms and the preschool to go! Thank you to our community, and with your ongoing support, our goal is to complete this project by the end of 2018.

2017 was a very successful year of fundraising culminating in the Colour Run/Walkathon, our first event of this type to be held at Oak Flats Public School. The Winter Pie Drive also saw a huge response from our parent and school community with 1400 items ordered, setting the record for a pie drive with Queen Street Bakery, Lake Illawarra. We extend our thanks to everyone who supported this event and a big thanks to all our parent volunteers who helped sort and pack on the day. A wonderful team effort!

It's been a big year of sporting representation at state and National Level! The OFPS P&C is proud to support our sporting stars by assisting with the cost of entry fees and compulsory uniforms. Congratulations to all our Sports Representatives this year! We continue to subsidise the cost of school book packs including subscription to the Reading Eggs and Athletics programs, and this has been widely appreciated by parents and carers as it has considerably reduced the cost of these items.

The P&C Canteen continues to deliver great service to the school community offering a variety of healthy food options in accordance with our transition to the Healthy School Canteen Strategy by 2019. Our Canteen Manager and staff have done an outstanding job in once again, increasing the sales and operational performance of the canteen. We congratulate and thank them for their diligence, professionalism and dedication in serving the school community. This year, several regular volunteers have assisted in the canteen during school days and special meal deal events. We cannot overstate enough the value of this support and express our sincere gratitude for their help throughout the year. Sales turn over increased for the fiscal year ending 30 September 2017 setting a new benchmark of \$96,796.48 surpassing the previous high sales turnover set in 2016 of \$90,450.20.

Again I congratulate the P&C and thank members for their valuable contribution and commitment to the school. Our whole school community works hard to support students and teachers and they value the important role the school has in shaping the lives of our children. We look forward to continue working together in 2018 and achieving results of which we can be proud.

Boris Baraldi



## School background

### School vision

Oak Flats Public School is an innovative learning community which promotes engagement, high expectations and personalised learning.

### School context

Oak Flats Public School is a member of the Oak Flats Community of Schools (CoS) and is situated in the Illawarra Region. The school enrolment for 2017 is 445 students K-6, in addition 40 students attend the onsite Oak Flats Public School Preschool. The school has 37 Aboriginal students enrolled. There are 17 classes from K-6. Staffing has remained relatively stable.

Oak Flats Public School is a comprehensive school with an excellent reputation for catering for students from Preschool to Year 6. The school has a Bring Your Own Device (BYOD) policy which was introduced for Stage 2 and 3 students.

Oak Flats Public School is characterised by professional, dedicated teachers and support staff, an involved and welcoming parent community and focused, engaged students.

The school's focus is to maximise student performance in all curriculum areas, particularly literacy, numeracy and the use of technology. Oak Flats Public School provides quality teaching and learning programs that address the individual learning needs of each student.

Oak Flats Public School also provides a variety of extracurricular activities including choir, drumming group, recorder ensemble, ukulele group, dance group, public speaking, gifted and talented programs and a range of opportunities in sport.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

---

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

#### Learning

Students at Oak Flats Public School continue to strive towards a high level of engagement, try hard to succeed in their learning and have positive relationships at school. In the Learning domain an increased focus was placed on students setting and achieving personal goals, and early intervention practices to improve learning, attendance and punctuality. In addition, more explicit strategies to improve student performance, as well as enhanced transition procedures were identified as highly successful in supporting the design and delivery of quality teaching and learning programs.

A major focus for the strategic plan has been a shared commitment to a professional development program which has allowed for teachers to work with Instructional Leaders to develop and enhance quality teaching practices and to differentiate the curriculum. There has been a focus on quality learning and the implementation of formative assessment strategies including self-assessment and reflection by students. Teachers are effectively collaborating with their students regarding their learning intentions and individual goal setting. Visible Learning continues to encourage our teachers to evaluate the effects they have on their students' learning and adjust teaching accordingly.

Within the Learning Domain we believe that our current level of performance is "Sustaining and Growing".

#### Teaching

At Oak Flats Public School there are high expectations for all students and a feeling amongst staff that they have the

capacity to make a difference for the students they teach. Oak Flats Public School teaching and learning programs focus on 'what matters most.' Learning is structured and teaching targeted through the use of evidence-based research and current data to continually drive improvement and hold expectations high. A culture of shared responsibility is fostered and promoted across the school with staff collaborating and reflecting at all stages of the planning, teaching and assessment cycle. Academic and non-academic objectives and targets are transparent and progress is shared with students and parents throughout the learning journey.

The school is focused on the continual development of our teachers. A major focus for professional learning for all teachers in 2017 has been through the implementation of Instructional Leaders. Through regular support, professional dialogue, data analysis and mentoring, teachers have collaborated with Instructional Leaders to develop their teaching practice. Consistent programs have been established to ensure that the various needs of students are addressed through differentiation in planning and delivery of quality teaching. There is a particular focus on continuing to develop improved teaching in Literacy and Numeracy.

Data is entered in 5 weekly intervals to monitor student learning outcomes. Targets are set based on data analysis from external and internal measures. Grades and Stages meet on a regular basis to collaborate on curriculum, scope and sequences and assessment tasks to ensure consistency of teacher judgement. Timely feedback is provided for students through a variety of formative assessment tools and strategies.

Staff refer to their Performance and Development goals in planning their individual professional development. The Personal Development Plans are reviewed collaboratively with leaders and colleagues. Teachers are willing to adopt new and current trends to improve their teaching and the outcomes of their students.

Within the Teaching Domain we believe that our current level of performance is "Sustaining and Growing".

## **Leading**

Oak Flats Public School is committed to leadership development. There are numerous opportunities for staff members to adapt leadership roles. Staff are positive about working with the school leadership team and have indicated that there is collaboration in creating opportunities, monitoring students and creating and maintaining a harmonious environment. Staff generally believe that they are supported during difficult times.

Regular evaluations are completed to ascertain the effectiveness of programs e.g. Assessment and Reporting policy and strategies, PDP program and Instructional Leaders. The three year plan is also reviewed regularly to ensure milestones are being achieved. Regular grade, stage and staff meetings allow for collaboration and opportunities to discuss programs, ideas and innovations.

The school is well organised with excellent administration and financial practices. Oak Flats is a school in which finance is monitored through sophisticated budgeting practices with the commencement of LMBR. The school has excellent facilities and learning spaces are used effectively with a number of innovative practices (open learning, library and information skills and a computer lab). 21st Century learning furniture has been purchased for a number of learning spaces.

Within the Leading Domain we believe that our current level of performance is "Sustaining and Growing"

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## Strategic Direction 1

### Teacher Quality

#### Purpose

Quality teaching is essential to the success of our students, which is inclusive, challenging and engaging across the curriculum. Building teacher capacity through focused professional learning and development that creates a culture for Oak Flats Public School in which every staff member is engaged in ongoing, relevant and evidence-based learning and practice at an individual and collective level.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers catering for and implementing programs that are engaging, have high expectations and cater for personalised learning of literacy, numeracy and 21st century learning as evidenced in programming and with student work samples.	Funds utilised from Technology, Literacy and Numeracy and Professional Learning	<p>Instructional leaders work with teachers to analyse data, provide individualised professional development and demonstrate quality teaching practice.</p> <p>Teachers are planning writing programs in 5 weekly time frames, driven by data, embedded with visible learning and differentiation strategies.</p> <p>Teachers implementing visible learning, formative assessment strategies. Students are able to articulate learning goals and set high expectations in literacy and numeracy. Introduction of student reflection and self assessment.</p>
Staff meet accreditation requirements and design professional learning plans with reference to the Australian Professional Teaching Standards for Teachers.	QTSS allocation FTE 0.776	<p>Teacher/executive development of quality teaching and Consistent Teacher Judgement (CTJ) demonstrated through QTSS and instructional leader Initiative.</p> <p>Teachers supported to develop PDP goals, with annual review and reflection that is linked to Australian Professional Standards for Teachers.</p> <p>Early career teachers have been supported in the completion of Accreditation at Proficient, including Maintenance.</p> <p>Teachers are compiling evidence linked to the standards and are recording in a professional development log.</p> <p>Teachers are celebrating achievement and success and are critically reflecting on their practice.</p>

## Strategic Direction 2

### Engage 21st Century Learners

#### Purpose

Every student in our care is engaged in meaningful and future focused learning experiences and achieves their full potential as a learner, a leader and a responsible and productive citizen. We have high expectations for all and focus on closing the gap in achievement in areas of disadvantage. We will ensure everyone has the opportunity to achieve their potential and participate fully in our society.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the student growth in Grammar & Punctuation and Numeracy to match the State average.	Funds utilised from Literacy and Numeracy, QTSS, Professional Learning and RAM Equity	<p>Assessment results and data indicate improvement in learning outcomes for targeted students.</p> <p>QTSS funds utilised to increase capacity of staff in implementation of TEN initiatives. This has resulted in an increase in students who have reached their milestones, and students who have exceeded their milestones.</p> <p>Instructional leaders are utilising data to identify and provide targeted intervention strategies that are reviewed 5 weekly. This has resulted in collective efficacy amongst teachers.</p>
Increase the number of students achieving or exceeding grade appropriate benchmarks in reading and writing.	Instructional Leaders funded through RAM Equity	<p>Targets set for student improvement in Reading and Writing .</p> <p>Literacy intervention programs include Writing factory, Targeted Teaching, Reading Rockets, FOR &amp; L3.</p> <p>Fostering Consistent Teacher Judgement (CTJ) through the use of Student work samples, Rubrics, assessment criteria and PLAN cluster markers.</p> <p>Use of ARC, ACARA and NESA to support CTJ.</p> <p>PLAN data supports students in self assessment and in articulating learning goals in literacy and numeracy. These goals are evident in PLP's and ILP's of identified students.</p>
100% of students with additional learning needs are supported through implementation of additional programs, including Aboriginal and ESL students.	<p>Reading Recovery FTE 0.5</p> <p>Flexible Funding FTE 0.6</p> <p>Learning and Support 1.0</p>	<p>Personalised Learning Pathways (PLP's) revisited and developed to ensure achievement for Aboriginal students.</p> <p>PLP's developed in consultation with parents and Learning Support Team and accessed collaboratively through SENTRAL.</p>



## Strategic Direction 3

### Community Partnerships

#### Purpose

We will form strong partnerships with others including parents and families, local community, businesses and industry. We will innovate and undertake continual improvement to respond to the changing needs of the Oak Flats community.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of parents have discussed their child's progress with the class teacher by the end of Term 1, currently approximately 93%).	Teacher release for PLPs and ILPs	Parent attendance at parent interviews, informal meetings, workshops and open classrooms facilitated discussion of individual student achievement.  PLAN data utilised to report to parents strategies to support students learning at home, fostering strong partnerships in learning.
Increase parents and community responses through surveys (currently approximately 15 %).	Tell Them From Me surveys	New student reports including learning goals for literacy and numeracy. Parent feedback from surveys indicated overwhelming support (100% of parents who responded) of this new format.  Parent response to Tell Them From Me (TTFM) surveys has increased.  Teachers accessing Seesaw and Class Dojo to provide feedback and promote strong community learning partnerships.
Celebrate students achieving 100% attendance and continue to increase the number of students achieving 90% or more.	Monitoring of attendance by Executive and teachers.  HSLO support	Attendance awards presented at assemblies. Professional learning facilitated by Home School Liason Officer. Vigilant monitoring of students arriving late to school. Attendance plan in place for at risk students. Regular communication with parents continually reviewed and evaluated. Attendance Policies and Procedures followed by all staff and regular engagement made with families of children at risk of not meeting attendance targets.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	RAM Equity Aboriginal	Students and staff have an increased understanding of Aboriginal history and Culture. Students of Aboriginal background have been assisted with programs particularly in literacy. Funding was used to develop individualised learning pathways for our indigenous students in consultation with their parents, the classroom teachers and our learning support team. Aboriginal students supported to make a successful transition from Preschool to Kindergarten and Year 6 to Year 7.
<b>Low level adjustment for disability</b>	<p>Staffing allocation Learning and Support Teacher FTE 0.7</p> <p>Flexible Funding FTE 0.6</p> <p>RAM Equity Low Level Adjustm,ent for Disability</p> <p>Engagement of School Learning Support Officers</p> <p>Targeted support for individual students</p> <p>NCCD Data collection teacher release</p>	<p>Experienced staff guide the students through all areas of the curriculum to achieve and monitor progress. Effective classroom differentiation in literacy and numeracy. Feedback to students is timely, explicit and strategic and involves goal setting.</p> <p>Full implementation of FoR and L3- all staff K-6 trained in implementation of Intensive Reading Programs. 3-6 Rocket Reading program administered and monitored. Students requiring support in transition identified and program in place.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>QTSS funding FTE 0.776</p> <p>Teacher release for mentoring, lesson observation and planning</p>	Assistant Principals engaged in Instructional Leadership activities one day per week. Sustainable practices in place to ensure routine use of relevant data and analysis, and diagnosis of the impact of teaching. Observation of teachers in their classrooms and demonstration of effective teaching strategies. Support for the K-6 classroom implementation of Visible Learning strategies with active student engagement and shared teacher reflection/collaboration. Established mentoring and coaching practices in place. Strategies to enhance professional practice are evidence-based and focused on improving the quality of classroom teaching.
<b>Socio-economic background</b>	RAM Equity Socio Economic Background - AP release for Instructional Leader role FTE 1.0	Programs assisted students with varying degrees of funding to fulfil their educational and social interactions whilst at school. Student Assistance provided to ensure equitable access to curriculum for students. Data collected and used regularly by Instructional Leaders to identify student cohorts, to plan, implement and monitor precise intervention strategies and to improve outcomes for all students. Student Reports containing learning goals introduced.
<b>Support for beginning teachers</b>		In 2017 there were no teachers who qualified for Beginning Teacher funds, however continued support structures were in place for early career teachers through QTSS and the Instructional Leader initiative.

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	211	213	206	195
Girls	227	223	224	237

Student enrolment continues to remain constant.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.1	95	94.1	93.2
1	94.1	94.5	94.5	93.7
2	94.2	94.3	94.5	94.2
3	93.4	93.1	93.4	94
4	92.9	92.8	94	93.2
5	92.4	93	91.7	91.8
6	92.9	93.4	92.1	90.6
All Years	93.7	93.7	93.5	92.9
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

Student non-attendance is monitored by classroom teachers and school executive staff and is then reported through Sentral Attendance module. Students who are identified as being an absence concern are identified by the Assistant Principal, classroom teachers and the Learning Support Team to monitor. Data is uploaded to LMBR and monitored regularly by the Home School Liaison Officer who is based at the school. The Home School Liaison Officer tracks students with large periods of non-attendance and refers these students to the Learning Support Team.

The Learning Support Team continues to monitor these students with the aim to support families to improve attendance.

Students with partial or whole day unexplained absences are followed up fortnightly with an absence notification sent home for carers to explain absences. These absence notes are returned to the classroom teacher and classroom teachers update the class roll. Repeated partial absences are monitored with a Letter of Concern to parents/carers. Applications for Extended Leave are submitted through the office and processed by the Principal. Long term absences are managed through negotiated learning programs during an absence period.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	16.44
Teacher of Reading Recovery	0.53
Learning & Support Teacher(s)	0.7
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	4.63
Other Positions	0

\*Full Time Equivalent

Oak Flats Public School has a talented workforce composed of beginning to highly experienced teachers. In 2016 an Aboriginal Teacher was appointed as a permanent staff member. Oak Flats Public School is committed to building capacity and expertise in staff, students and the community. Staff are committed to strong leadership and collective teacher efficacy. There is a clear, shared vision and direction for the school and a high degree of leadership stability. This shared vision drives professional development, productive collaboration and performance management and development among staff. All staff at the school are considered as leaders in education and as such are self-reflective and active participants in the school improvement planning process. Leadership opportunities are strategically planned in accordance with the strengths and attributes of the school staff alongside the student needs and school priorities.

## Teacher qualifications

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

## Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	17

## Professional learning and teacher accreditation

Oak Flats Public School has a very experienced teaching staff which meet the professional requirements for teaching in NSW public schools. Funds made available for professional learning were allocated to provide high quality teacher professional learning in external and school based initiatives. All staff attended School Development Days on the first day of terms 1, 2 and 3, and Professional Learning meetings held before school or after school.

All teachers were involved in a mentoring and appraisal program. This involved meetings between the teachers and his/her mentor, class visits to observe each other and experienced teachers, providing feedback on goals and standards, the production of a portfolio of evidence that professional standards are being addressed and attending meetings with the Principal to discuss their professional learning.

The teaching staff at Oak Flats Public School participated in a number of professional learning activities designed to build the capability of staff to achieve some of our key priorities as set out in our School Plan. Staff have also been involved in professional learning programs that have built the capability of early career teachers, current teachers and aspiring and current school leaders.

Teacher Professional Learning (TPL) was accessed in the following areas:

- Language, Learning and Literacy (L3). The program provides intensive, explicit learning experiences in the areas of reading and writing. All teachers in Early Stage One and Stage One utilise L3 strategies during literacy activities.
- Programmed Mandatory/Compliance Training including Child Protection, Asthma, Anaphylaxis, Emergency Care, Work Health and Safety, CPR, First Aid, Performance Development Framework, Code of Conduct and Dignity and Respect in the Workplace.
- instructional Leaders facilitated the continued implementation of formative assessment techniques, namely focused on learning intentions and success criteria. School professional learning funds were targeted to support teachers through instructional workshops focusing on student data and whole

- day stage collaborative planning sessions.
- Professional learning around effectively using PLAN data to drive teaching and learning was conducted with staff stating they had improved their knowledge and confidence in using PLAN software to track student achievement. Instructional Leaders supported explicit classroom teaching, and current research initiatives were highlighted across the school.
- School professional learning funds have also been allocated to allow staff to attend courses and stages were allocated professional learning time to improve teacher quality supported by a mentor or a member of the executive staff.

## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
<b>Opening Balance</b>	183,549
<b>Revenue</b>	4,020,183
Appropriation	3,860,167
Sale of Goods and Services	54,566
Grants and Contributions	102,405
Gain and Loss	0
Other Revenue	0
Investment Income	3,046
<b>Expenses</b>	-3,853,085
Recurrent Expenses	-3,853,085
Employee Related	-3,517,931
Operating Expenses	-335,153
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	167,099
<b>Balance Carried Forward</b>	350,648

- Day to day financial management is the responsibility of the Principal supported by the School's Administrative manager. Proper accounting records are maintained.
- All documentation is prepared in accordance with the directions issued by the Department of Education.

- The Finance Committee consists of the Principal, Executive staff and the School Administrative Manager.
- School finance information is presented at the P&C meetings and discussions about funding projects are recorded in the P&C minutes.
- P&C donated funds were used to support the purchase and installation of interactive touchscreens in classrooms, digital resources including Reading Eggs and Mathletics and individual student and group sponsorship at school sporting representation and events.
- The school, as part of its educational management plan, is saving to acquire resources which cannot be funded within a financial year. Proposed longer term asset acquisitions and improvement include: environmental upgrades to the preschool, external and internal painting of the demountable Kindergarten classroom, tree management and the purchase of interactive touchscreens in the remaining classrooms.

## School performance

### NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

- In Year 3 Reading 58% of our students performed in the top 2 bands compared with 33% in 2016, an increase of 25%.
- In Writing 44% of Year 3 students scored in the top 2 bands compared with 34% in 2016, an increase of 10%.
- In Year 3 Spelling 51% of students scored in the top 2 bands compared with 35% in 2016, an increase of 16% and in Grammar & Punctuation 54% in 2017 compared with 31% in 2016, an increase of 23%.
- The percentage of Year 5 students in the top two or Proficient bands has remained consistent with 2016 results in Reading, Grammar & Punctuation and Numeracy, with a significant increase in Spelling from 12% in 2016 to 28% in 2017
- Writing remains a concern in Year 5. There is an increase in the number of students in band 3.
- Year 5 growth is showing a significant upward trend with over 50% of students showing equal to or greater than expected growth in 2017 while in 2016 more than 50% were not making expected growth in most areas.

### Financial summary equity funding

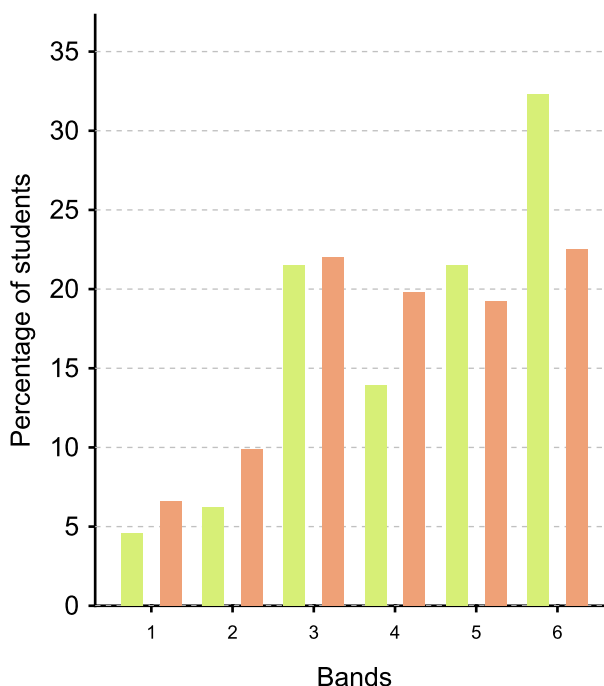
The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 SBAR Adjustments (\$)
<b>Base Total</b>	2,787,474
Base Per Capita	67,244
Base Location	0
Other Base	2,720,231
<b>Equity Total</b>	382,793
Equity Aboriginal	35,567
Equity Socio economic	228,269
Equity Language	400
Equity Disability	118,557
<b>Targeted Total</b>	122,899
<b>Other Total</b>	264,773
<b>Grand Total</b>	3,557,939

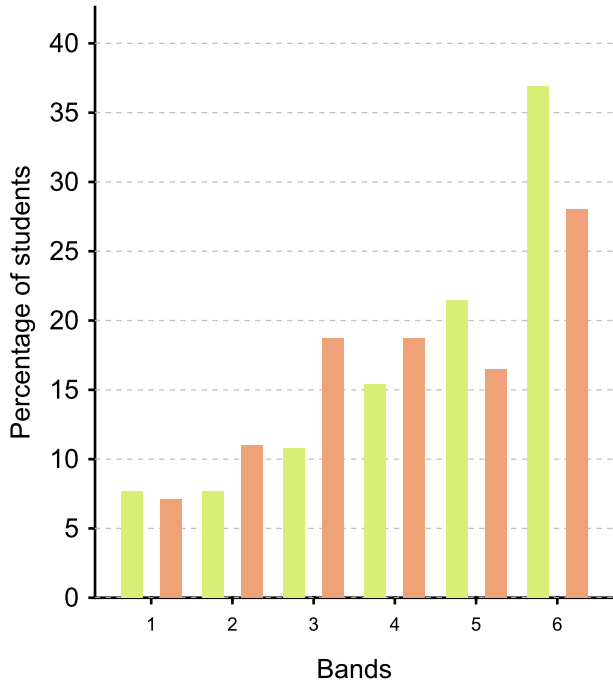
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

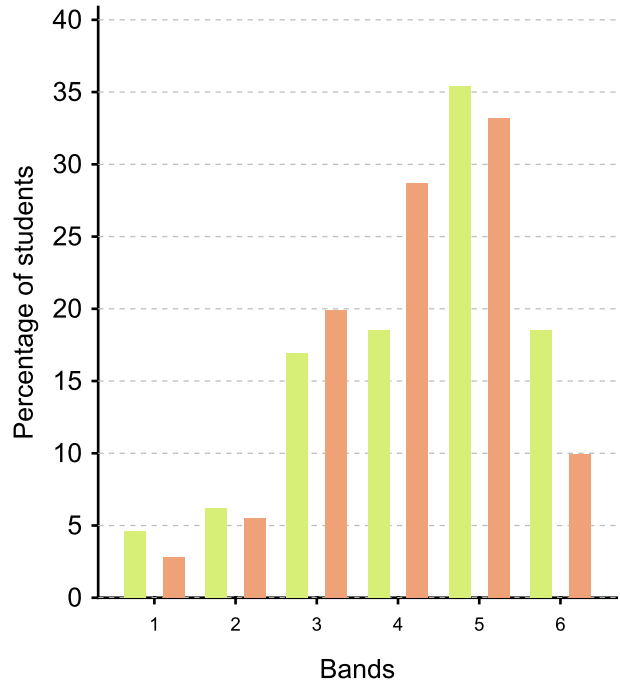
**Percentage in bands:**  
Year 3 Grammar & Punctuation



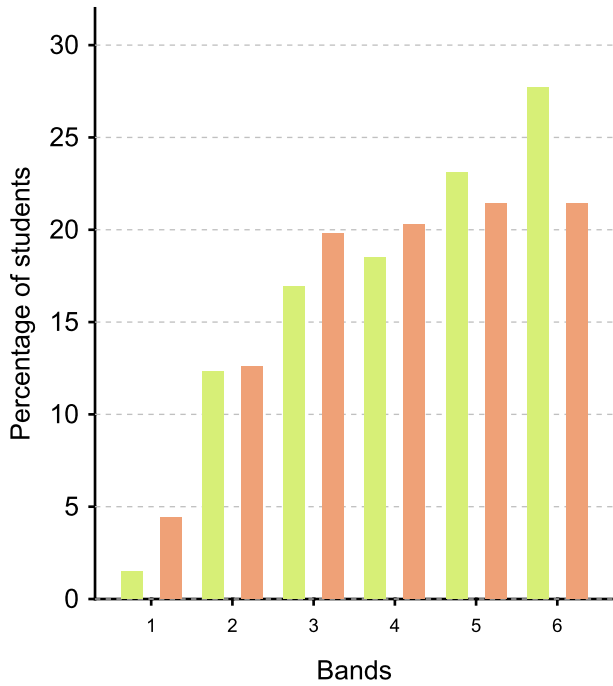
**Percentage in bands:**  
Year 3 Reading



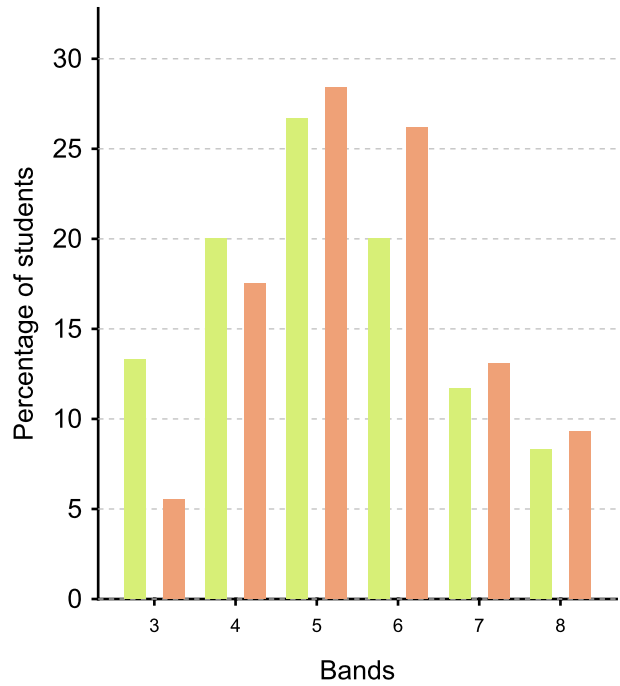
**Percentage in bands:**  
Year 3 Writing



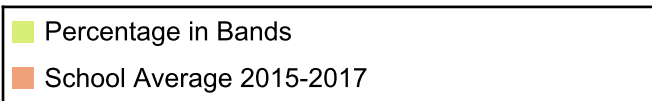
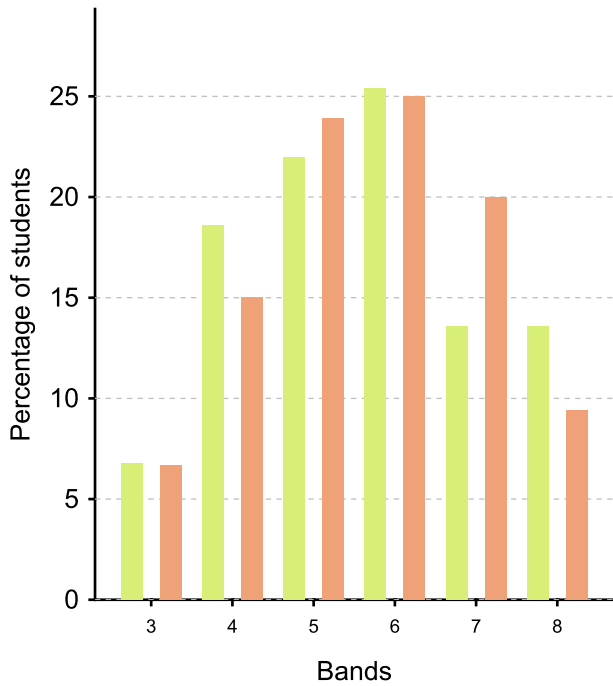
**Percentage in bands:**  
Year 3 Spelling



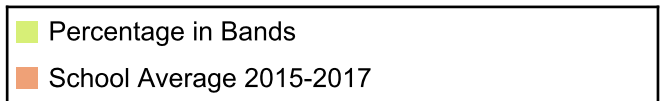
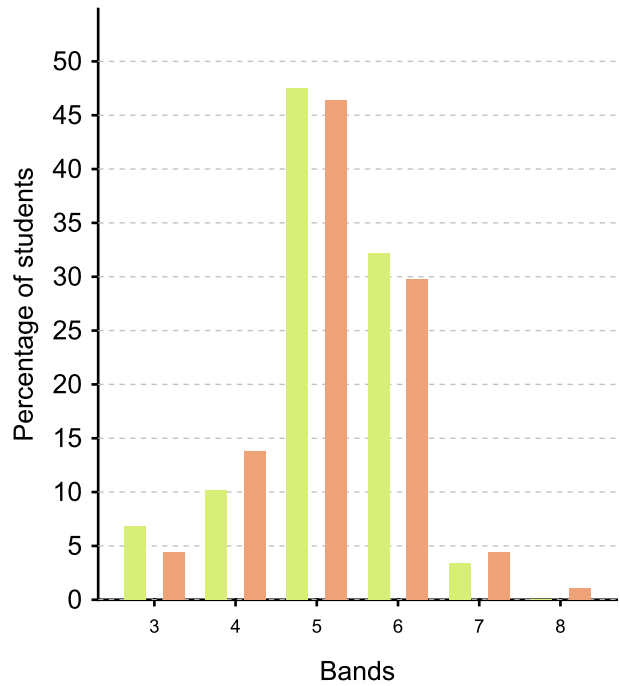
**Percentage in bands:**  
Year 5 Grammar & Punctuation



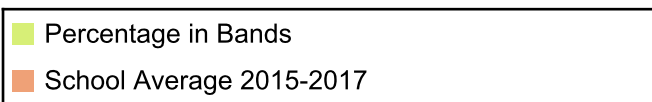
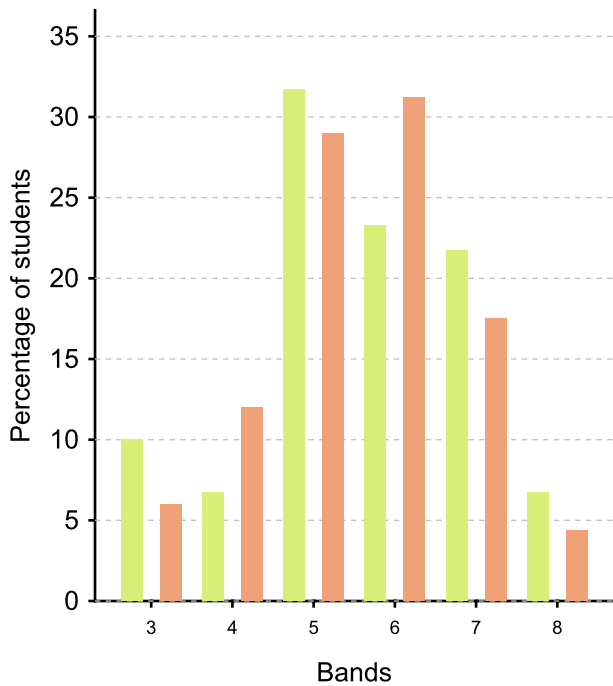
**Percentage in bands:**  
Year 5 Reading



**Percentage in bands:**  
Year 5 Writing



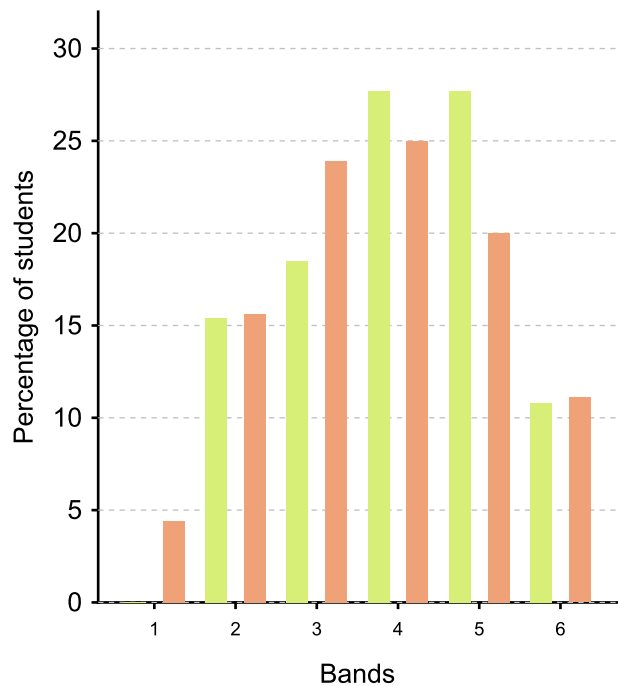
**Percentage in bands:**  
Year 5 Spelling



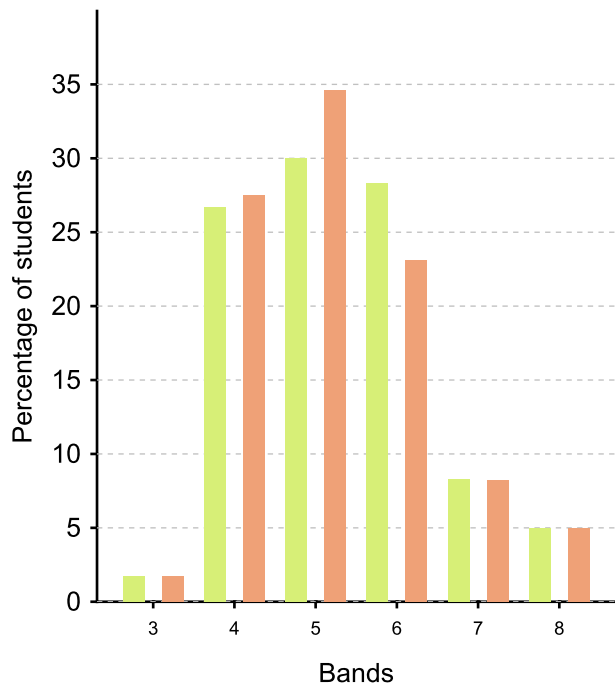
In 2017 39% of Year 3 students performed in the top 2 bands in Numeracy compared with 27% in 2016, an increase of 12%.

Numeracy growth in Year 5 is 50.9% of students equal to or greater than expected with 40% of the top performing students and 80% of the bottom performing students at this level.

**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Numeracy



■ Percentage in Bands  
■ School Average 2015-2017

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

- Last year the school was included in the “Bump It Up” strategy, a program targeting schools with low numbers of students in the Proficiency, or top two bands in NAPLAN. This strategy aims to improve the number of students in these two bands by 8% over the next 3 years.
- The number of students achieving proficiency has significantly increased in Year 3 and remained at or above 2016 in Year 5. In Year 3, students have achieved higher in both bands 5 and 6 across all aspects.
- Areas for continued improvement are Reading and Writing in Year 5. These literacy areas are continuing to be addressed through further whole staff professional learning about sustained effective implementation of the NSW syllabuses for the Australian Curriculum. A continued whole school focus on reading and writing through the literacy focus of the Instructional Leader, as well as high quality improvement in conceptual integrated units of work, will further enhance literacy learning outcomes. Ongoing student improvement will continue to be monitored through extensive curriculum differentiation and assessment strategies at stage and cross-stage level.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below:

### Parents

Oak Flats Public School conducted a 'Tell Them From Me' school survey in Term 4 to gather parent and carer understanding and satisfaction with school practice. There was an improved response rate to the survey from the previous year. The rate of representation and response to the survey indicated that the school community was satisfied with the overall performance of the school.

Parents and carers generally thought the school's administrative staff are helpful, teachers expect their child to work hard, staff take an active role in making sure that all students are included in school activities and they value communication between teachers and parents. Parents valued social behaviour programs, the school P&C and the sense of community. Parents generally felt that staff are committed, dedicated, friendly and approachable.

### Students

Students from Years 4, 5 and 6 participated in the Tell Them From Me survey. Analysis of the survey provided us with baseline data to inform programs in 2018 and beyond. The survey showed that students at Oak Flats Public School, when compared to the NSW survey norms, have higher rates of positive school behaviour and participation in extra curricular activities. They also generally feel they have positive relationships and friends who can be trusted and who encourage them to make positive choices. The Positive Behaviour for Learning team will continue to focus on anti-bullying strategies and classroom expectations in 2018. Key findings from the survey include:

- 86% of students had positive relationships
- 92% of students in this school valued school outcomes
- 90% of students felt they had positive behaviour

### Teachers

The Focus on Learning Survey is a self-evaluation tool for teachers and schools which complements the Tell Them From Me student engagement survey. The survey provided the school leadership team with insights into school and classroom effectiveness from the perspective of teachers. The teacher survey asked questions related to the following drivers of student outcomes: leadership, teacher collaboration, the learning culture in classrooms, teaching strategies, classroom technology, setting challenging and visible learning goals for students, planned learning opportunities, quality feedback for students, the use of data to inform practice, parent/carer involvement and



helping students to overcome obstacles in learning.

Scores have been converted to a 10 point scale. A score of zero indicates strong disagreement and 10 indicates strong agreement, 5 is a neutral position (neither agree or disagree). Teacher responses have been considered when planning for 2018 and beyond. Collaboration, Teaching Strategies, Leadership and Inclusive School were the domains that teachers rated the strongest scoring 8 or above. There was a strong belief by teachers that they:

- set high expectations for student learning
- establish clear expectations for classroom behaviour
- School leaders have provided guidance for monitoring student progress

The domain which showed the most room for growth was technology. Specifically teachers indicated that they use computers or other interactive technology to undertake research and analyse, organise and present subject matter. However at this stage they do not readily use computers or other interactive technology to track student progress towards their goals.

## Policy requirements

### Aboriginal education

---

Aboriginal students are supported by strong partnerships between schools, families and communities to increase engagement in education. 100% of Aboriginal students have Personalised Learning Pathways, an effective tool to support improved learning outcomes and educational aspirations.

At Oak Flats Public School we are aware of cultural and social development of our Indigenous students as well as their heritage and celebrate Aboriginal culture and history. Aboriginal perspectives are also incorporated into Units of Inquiry.

The school is active in recognising important annual events like the anniversary of National Reconciliation and NAIDOC week. There was a whole K-6 student involvement during NAIDOC week through all KLAs, especially English and Visual Arts. Studies about Aboriginal culture and heritage are embedded into several units of work across all grades, especially in the key learning areas of English, History and Geography. Acknowledgment of Country is delivered each week by a leader of the student body at weekly assembly, whole school assembly and at all major school events such as Anzac Day, Presentation Day, Education Day and Harmony Day.

The school actively plans and sets aside support funds linked to learning outcomes in the school management plan to develop effective Personalised Learning Pathways for all Indigenous students, in collaboration with parents and the Aboriginal Education team. These PLPs are reviewed, discussed and the information collected is passed onto the following year's teacher to gain a better understanding of the child's educational and social needs.

### Multicultural and anti-racism education

---

Oak Flats Public School continues to promote multicultural education through a range of initiatives. Teachers recognise and respond to the diverse cultural needs of the school community. Classroom teachers and support staff work cooperatively to develop strategies that best cater for students' individual needs and students are presented with inclusive teaching practices which recognise and value the backgrounds and cultures of all students.

Positive attitudes towards different cultures, religions and worldviews are regularly promoted in the school. Staff have worked towards developing students' understanding of racism and discrimination and its impact through activity based teaching and learning programs. These programs support the individual learning needs of targeted students from culturally and linguistically diverse backgrounds.

Specific cultural studies are incorporated into our curriculum and supported through studies of literature, music, art and writing to enhance the students' understanding and tolerance of cultural diversity. We actively promote opportunities for students to participate in learning experiences that explore our diversity and shared Australian culture.

Two staff members are currently trained as Anti-Racist Contact Officers and they are the contact between students, staff, parents, and community members who wish to raise issues or complaints concerning racism. The school is committed to the elimination of racist discrimination through our school's curriculum, policies and working environment.

### Other school programs

---

#### Sport

Sport is an integral part of our school curriculum. Oak Flats Public School has continued to offer opportunities for students to participate in a wide range of sporting and fitness activities, developing skills and promoting a healthy active lifestyle. Throughout the year all classes have participated in a range of stage based sport where students have taken part in activities and sports encouraging the development of fundamental movement skills, teamwork and positive attitudes towards physical activity. Years 3 to 6 have developed skills for carnivals and gala days through weekly sports programs. The fundamental movement skills have been explicitly taught and developed in Kindergarten to Year 2.

Students from 8 years to 13 years participated in swimming, athletics and cross country carnivals throughout the year. A number of talented students were selected to represent at district, regional and state level. In swimming, 32 students attended the Tongarra District Carnival with 6 students qualifying for South Coast Region and 4 students attending the State carnival. In Athletics 49 students attended the District

carnival and 6 qualified for the South Coast regional carnival. 1 of our talented students went on to represent at state level. Our Cross Country carnival was enthusiastically supported by all students aged 8 years and above. While some students were competitive, others preferred to walk the course. Participation was high and all students were encouraged to be involved. In Cross Country 64 students attended the district carnival with 3 students qualifying for Regionals and 1 student continuing on to represent at state level. Oak Flats Public School was very proud to have 1 student attend the Pacific Games this year.

Stage 2 and 3 students participated in various competitive PSSA knockout competitions for Rugby League, Soccer, Netball and cricket. All teams performed well this year, in particular the girls' soccer team making it through to the third round. We were very proud of our students that represented in hockey, AFL and horse riding at State level.

Sporting schools funding was utilised to allow students to experience a range of coaching opportunities from external professional services such as NRL and Rugby Union Australia where students continued to develop their skills in each of the sports. Interested students from Stage 3 attended the 'Deadly Seven' Rugby Union gala day which was a huge success and enjoyed by all students.

Sport is a valued part of the Oak Flats Public School community. The whole school community joined in our Colour Run this year, promoting physical activity and raising funds for the school. All students also actively participated in an Indigenous sports games day during NAIDOC week which was enjoyed by all stages.

### **Positive Behaviour for Learning**

The Positive Behaviour for Learning program was introduced at Oak Flats Public School in Term 2. PBL includes a broad range of systemic and individualised positive strategies to support students to achieve important social and learning outcomes while preventing problem behaviour.

Our school PBL values are SAFE, RESPECTFUL, RESPONSIBLE and ACTIVE LEARNER. Through the PBL program we provide students with a positive learning environment allowing them to develop the knowledge, skills and values to be safe, respectful and responsible learners who contribute positively to all aspects of school.

PBL supports general classroom and school climate and community relations. It also aims to decrease dependence on reactive disciplinary practices and maximise the impact of instruction to affect academic achievement. Improved behavioural supports for students with emotional and behavioural challenges and improved efficiency of behaviour related initiatives have been evident in the school through the PBL program.

As part of the introduction of the PBL program in 2017 a matrix was developed to indicate expected behaviours in each area of the school. These areas

include; COLA, equipment, field, eating time, toilets and canteen. New PBL signage was erected in all areas of the school and a very successful PBL launch day was held in Term 2, with a whole school assembly and a number of fun PBL activities.

To maintain support and ensure consistency of implementation, all teachers complete PBL lessons once a week with their classes. The PBL team meets fortnightly and student behavior data from Sentral focusing on who, when, where, why and how is analysed to determine the next PBL focus area. In 2018 the PBL program will be further strengthened with the introduction of PBL in the classroom setting.

### **Student Wellbeing Programs**

In 2017 the school participated in the Y-PEP program, a child protection education program for students from Kindergarten to year 6. The program is aligned to the PD/H/PE Syllabus focusing on the three key themes: Recognising Abuse, Power in Relationships and Protective Strategies. This program is funded and supported by the Department of Education. The aim of the Y-PEP program is to strengthen the existing child protection education curriculum outcomes delivered by teachers so that children and young people are able to identify and respond to risk within relationships.

Students in Years 3-6 participated in Y-PEP during Semester 1 and students in K-2 participated in Y-PEP in Semester 2. The program allowed upskilling of teachers and enhanced knowledge by teachers of child protection education. Children also benefitted from the program by further developing their awareness of what makes safe and respectful relationships, an increased knowledge and understanding of rights and responsibilities in relationships and improved skills to recognise and assess risk and respond to unsafe situations.

Another very successful student wellbeing initiative implemented in 2017 was the Got It program. GOT IT is a school-based program for children with emerging behaviour problems from Kindergarten to Year 2 (4 to 7 year olds). The primary aim of the GOT IT program was to reduce the frequency of behaviour problems and to prevent the development of further behaviour disturbances both at school and home. It also aims to improve the schools' capacity to respond to children with conduct disorders.

To achieve the program's goals, students and their parents were involved in weekly two hour sessions over a 10 week period. Students were taught emotional resilience, problem solving and social skills, whilst the parents were taught skills to better manage their children's behaviour whilst ensuring their well-being. Parents reported that the program provided individual support as well as giving them an adult group for support and parents worked with the school to address their children's needs.

As part of the program a number of behaviour consequences were introduced to the students. With the success of these strategies, they were also adopted and used in all the Kindergarten to Year 2 classrooms

to re-enforce what was happening at home for these children. The universal K-2 program was delivered by teachers, and addressed similar topics to the small group. It aimed to improve emotional recognition, social and friendship skills and develop problem solving and coping strategies. The Got It Clinicians trained the teachers to deliver the evidence based program in the classroom setting, and following the success of the strategy, the school has committed to continue teaching it in 2018.

### **Student Leadership**

Oak Flats Public School allows students the opportunity to take positions of leadership in sport, SRC and the school. Students participate in the presentations of assemblies and school special events. School Captains and Vice Captains are elected with students presenting a speech to the school expressing the strengths and skills they will bring to the position. The students are elected by their peers from Years 3-5. In Term 2 School Captains and Vice Captains attended a conference at the University of Wollongong, titled GRIP, to develop and enhance their leadership skills. Peer elected Sports Captains and Vice Captains assist with the Athletics, Cross Country and Swimming carnivals encouraging students to participate and also support their fellow student competitors. They also worked with the leadership team in the organisation of playground equipment and whole school fundraising.

Oak Flats also has a Student Representative Council (SRC) where two students from each class in Years 1-6 are elected each Semester to represent their classmates in school initiatives, the school environment as well as organising fundraising events. This year the Student Representative Council has been actively involved in representing all students in the school and organising ways for students to participate and contribute to our school and wider community. These positions are rotated each Semester to give many students the opportunity to take on leadership and representative roles.