School context

Oaklands Central School provides an educational setting for students from Kindergarten to year 12. Our students come from the immediate township, outlaying farms and other nearby towns.

Luceat Lux Vestra (Let your light shine) is the school motto and reflects one of the school's core beliefs that every student has a strength. It is the school's challenge to discover and build upon the strength of each individual student in a positive, supportive climate that encourages and recognises effort and achievement. We encourage students to take on challenges and new experiences and to be proud of their achievements. Oaklands Central School is a National Partnership School that strives to provide equity of access to educational opportunities across the Kindergarten to Year 12 curriculum. The school's mission is "To produce self-motivated, life-long learners who can work independently and cooperatively, and take their place in the world with confidence, compassion and enthusiasm".

Principal’s message

Oaklands Central School prides itself on the close, committed and longstanding relationships that it shares between students, their families, staff and the broader community.

The students at Oaklands Central School display outstanding behavior and show pride in themselves and their work.

It is with great pleasure that I commend the tireless dedication and tremendous work of our school staff. We are fortunate to have a team that is so strongly focused on supporting students to achieve the highest quality educational outcomes.

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.

Matthew Jacobson - Principal

P & C message

The Oaklands Central School Parents and Community Association had a successful year. Thank you for the continual hard work and support. This year we catered for, the drama camp, Heritage Rail Tour, Staff Development Day Football and Netball Trials and The Melbourne Cup Luncheon.

P&C fundraising has provided trophies and awards for student achievement and our contribution this year amounted to $1000. The school library received a donation of $1000 to purchase books and support the upgrade of infrastructure. $2000 was given to the school to help subsidise student excursions to Kangaroo Island and Ballarat.

Our P&C combined our funds ($300) to support the local CWA in implementing a Sun Smart Program.

It has been a pleasure working with our new principal Mr Matt Jacobson who is working hard to bring continual improvement to our school.

I'd like to thank the P&C executive for all of their hard work, to wish students, staff and family that are leaving farewell and to offer best wished to all of those who will be new to us in 2014.

Des Hannrahan – Oaklands Central School: P&C President.

Student representative’s message

This year SRC ran multiple fundraisers. These include the allergy week fundraiser in which we painted a single fingernail on each students hand to show that one in ten children are born with serious food allergies. And the Blue September Fundraiser for cancer. Students dressed up in various shades of blue and made a gold coin donation to the charity.

Being part of the SRC doesn’t mean just fundraisers for good causes, it’s also a way for students to learn about leadership. This year our SRC members have participated in a number of leadership workshops. Primary leaders attended the Rising Generation workshop in Finley and a follow up conference in Albury. Secondary SRC members spent an afternoon in Albury drafting our current constitution and resolving issues that both teachers and the student body have brought to our attention.

Matthew Jacobson - Principal
This workshop was followed by a G.R.I.P leadership day in Sydney where Oaklands Central School Captains (secondary) where we had the honour of meeting her Excellency Marie Bashir the New South Wales Governor.

Thank you to Oaklands for a fantastic school experience. I’d like to wish the students of our school all the best for you years ahead.

Mikaela Watson – School Captain

### Student information with privacy and personal information policies.

#### Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>26</td>
<td>23</td>
<td>26</td>
<td>26</td>
<td>30</td>
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<td>24</td>
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<tr>
<td>Female</td>
<td>29</td>
<td>30</td>
<td>26</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>31</td>
</tr>
</tbody>
</table>

#### Student attendance profile

It is a requirement that the reporting of information for all students be consistent

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>94.0</td>
<td>93.1</td>
<td>90.4</td>
<td>92.9</td>
<td>91.1</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>87.1</td>
<td>93.6</td>
<td>92.3</td>
<td>91.3</td>
<td>94.5</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>93.7</td>
<td>91.3</td>
<td>91.8</td>
<td>90.5</td>
<td>96.0</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>96.8</td>
<td>93.6</td>
<td>93.1</td>
<td>92.1</td>
<td>92.2</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>92.6</td>
<td>97.1</td>
<td>90.0</td>
<td>91.8</td>
<td>94.3</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>94.7</td>
<td>95.5</td>
<td>92.8</td>
<td>95.1</td>
<td>95.7</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>90.1</td>
<td>95.7</td>
<td>92.6</td>
<td>93.0</td>
<td>91.6</td>
<td></td>
</tr>
</tbody>
</table>

| Total | 91.4 | 92.4 | 94.1 | 92.0 | 95.7 |

#### Post-school destinations

Small class numbers preclude us from including specific data that would breach student privacy.

#### Year 12 students undertaking vocational or trade training

Small class numbers preclude us from including specific data that would breach student privacy.

#### Year 12 students attaining HSC or equivalent Vocational educational qualification

Small class numbers preclude us from including specific data that would breach student privacy.

### 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>1</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>6.692</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.468</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.827</td>
</tr>
<tr>
<td>Total</td>
<td>14.187</td>
</tr>
</tbody>
</table>

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

During 2013 there were no staff members that identified as being Aboriginal or Torres straight Islander.
Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>20%</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>20%</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.

Date of financial summary 30/11/2013

**Income**

- Balance brought forward $174057.61
- Global funds $102121.11
- Tied funds $135974.20
- School & community sources $22946.37
- Interest $5719.18
- Trust receipts $6061.10
- Canteen $0.00
- Total income $446879.57

**Expenditure**

- Teaching & learning
  - Key learning areas $16587.46
  - Excursions $18280.81
  - Extracurricular dissections $1910.31
- Library $1793.11
- Training & development $726.72
- Tied funds $116726.26
- Casual relief teachers $13911.04
- Administration & office $31412.83
- School-operated canteen $0.00
- Utilities $32141.29
- Maintenance $7128.16
- Trust accounts $7196.11
- Capital programs $0.00
- Total expenditure $247814.10
- Balance carried forward $446879.57

The information provided in the Financial Summary is current at the date shown. This is the latest financial information available for 2013, prior to the change-over in financial systems for our school.

School performance 2013

**ARTS**

2013 has been a very busy but rewarding year for primary art. The students explored a variety of mediums and tools to broaden their skills and imagination in art making. They further developed their drawing skills and used sticks to draw and paint, and had fun using ink and food dyes. They made collages, paintings and did printmaking. The upper primary students also explored the qualities of clay and made pinch pots. Art is an important tool that enables our students to use their imaginations and express themselves in a safe and happy environment.
Riverina Access Program (RAP)

RAP School Report 2013

In reflection 2013 has been a year of continuing excellence, some changes and old processes revisited.

Each year the Riverina Access Partnership holds a Year 12 Formal to farewell the Higher School Certificate students. This year at Barellan that again occurred. We were reminded of the poignant time in a student’s life, where they demonstrate incredible achievements and we are reminded of the growth and development of each and every student. One of the great benefits of being a teacher is being able to witness the metamorphosis of teenagers into capable young adults.

Sadly, each year we say good-bye to the departing Year 12 students, we also unfortunately farewell some of the teaching fraternity. This year we will send off, Jonas Adams, Industrial Technology teacher at Hillston Central School and Ruth Dunn, Ancient History teacher from Ariah Park Central School, Andrew Glazebrook Business Studies teacher from Oaklands Central School. Each and every teacher will be remembered for their contribution to the overall wellbeing of our partnership and for that I thank them. Additionally earlier in the year, Mrs Lesley Minchin who has been involved with the RAP concept since its inception, retired from teaching. At the end of this year Clinton Mewburn will move take up his appointment as Deputy Principal at Condobolin High School. I personally would like to thank both Lesley and Clinton for their contributions to RAP over many years. Their passionate support of the partnership has been inspirational and encompassing for all teachers, students and school communities. We wish them well in the future and hope they maintain contact with us. Urana Central School Secondary Department will also close from the end of 2013. Urana have been a valued partner school with RAP since 2010. Their school community has embraced the RAP vision and contributed to the overall success of the partnership throughout these years. For those leaving the partnership we wish you well and thank you for your contribution.

During the Term 3 study day at Urana, RAP implemented a new initiative, RAP merit awards. These are awarded to students who are excelling in individual subjects and a Principal’s Award from each school, which went to the Year 12 students who demonstrated excellence in a Subject area, Commitment to Learning and Consistent Effort. It was wonderful to see such students recognised by their teachers and peers.

Our subject selection process occurred early in Term 3. We were able to offer prospective students a total of thirty three subjects across all key learning areas. This is very similar to the availability of subjects in the Higher School Certificate that being, 21 subjects taught across RAP and 9 subjects that are staffed in individual schools.

At the beginning of Term 3 all schools got together at Barellan Central School for our annual Staff Development Day. Staff undertook a day of collaboration and professional development to enhance their teaching and ultimately students learning.

In Term 2 we again enjoyed a study day at Barellan Central School. This came after the half yearly exams, so teachers were able to go through the exams with students and identify potential issues and well answered questions.

At the end of Term 1, 34, students and 3 teachers ventured to New Zealand on the biannual RAP excursion.

From the reports I heard, all students had a wonderful, exciting time, with the glacier walk being a highlight. Mr Toohey, Miss Ostle and Miss Murdoch also survived, the nine days of excited students and travel.

Term 1 saw many activities undertaken across RAP, including RAP sport, where the selected
teams participated in a variety of CHS sports, including Girls Cricket, Boys Cricket, Touch Football, Tennis, Lawn Bowls and Netball.

At the beginning of the year RAP once again held their preliminary year induction camp. Due to the Murrumbidgee Institute being temporarily closed for accommodation we ventured to Borambola Sport and Recreation Centre. The students had the opportunity to meet up and engage with their future classmates and teachers. It was a very social and happy camp.

RAP Moodle continued to provide a one stop portal for students and teachers to communicate and post subject related materials, 24/7. Moodle has also provided an excellent administrative tool, enabling us to streamline many of the administrative processes undertaken each year, such as reporting.

Robyn and myself would like to thank the entire RAP community for their ongoing support. We wish you a very happy festive season and a wonderful new year.

Helen Bray (Acting Head Teacher RAP)

In 2013, Sports that were available to students included, Australian Rules Football (AFL), netball, cricket, volleyball, golf, lawn bowls athletics, swimming, tennis, dance, and cross country running. Students were able to represent our school and community at local, zone, regional and state levels.

Some of the more notable sporting experiences include the following:

- Learn to swim and swim fun programs were held locally.
- Successful students progresses to zone, regional and state swimming competitions.
- Secondary students competed in RAP open trials in netball, AFL and cricket.
- Oaklands hosted the district PSSA football and netball trials involving students from the Balldale zone.
- The Active After School Sports was successfully run with the help of many of our parents.
- Students competed in PSSA swimming, cross country and athletics

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**Sport**

Students at Oaklands Central School are provided with numerous opportunities to develop skills and take part in competition, in numerous codes of sport and athletics. Sport continues to be a highly valued element of our school culture and is widely supported throughout the community.


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 from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

- Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
- Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
- Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
- Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

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

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

NAPLAN Year 3 -

- Percentage in bands: Year 3 Reading
- Percentage in bands: Year 3 Spelling
- Percentage in bands: Year 3 Grammar & Punctuation

My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN). Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.
NAPLAN Year 7 - Literacy

**Percentage in bands:**

**Year 7 Reading**

**Percentage in bands:**

**Year 7 Grammar & Punctuation**

**Percentage in bands:**

**Year 7 Spelling**

**Percentage in bands:**

**Year 7 Writing**

**Percentage in bands:**

Legend:

- Percentage in Bands
- School Average 2009-2013
- SSG % in Band 2013
- State DEC % in Band 2013

Graphs showing the percentage distribution of students across different bands for various literacy skills in Year 7.
In the Higher School Certificate, the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

Small class numbers preclude us from including specific data that would breach student privacy.

Record of School Achievement (RoSA)

Small class numbers preclude us from including specific data that would breach student privacy.

Significant programs and initiatives

Aboriginal education

The school continues to include Aboriginal Education by emphasizing indigenous perspectives across all Key Learning Areas (KLAs) from Kindergarten to Year 12.

Specific teaching strategies have been used to cater for Aboriginal students including personalized learning plans and the use of Norta Norta funding.

Multicultural education

Oaklands Central School is a multicultural school with students from numerous cultural backgrounds. Cultural diversity is celebrated through the support of whole school events including harmony day, and video conferences with people from backgrounds different to those represented at our school.

Transitional Equity Funding

In 2013, Oaklands Central School received transitional equity funding. Formerly known as CAP (Country Areas Program), this funding enables students from rural and isolated areas to be given access to teaching and learning programs which allow them parity in the educational outcomes of their urban cousins.

Equity funding had a large impact on the education of Oaklands Central School students in 2013. Literacy and Numeracy were enhanced with employment of some extra staff time to
target students’ needs and to create smaller class groupings. HSIE, Science and PDHPE were targeted. Years 7-10 exploring Kangaroo Island and an environment far removed from ours. Leadership was enhanced both in Primary and Secondary. Primary attended the National Young Leaders’ Conference and worked with the Rising Generation Crew to learn how to be their very best and Secondary the SRC Camp. All these events were heavily subsidised by Equity and were a wonderful success and a long term advantage to all our students.

To sum up, Equity has been a major player in the education at OCS. We have been pushed to the cutting edge by these programs and have been able to advance our students down paths where finance and isolation would have pulled us up. We have been able to offer our students the latest and the best and improve the learning outcomes in so many ways for all our students.

National partnerships and significant Commonwealth initiatives

2013 saw the continuation of the National Partnerships program at Oaklands Central School. This involves both government and non-government schools working with the Commonwealth Government to develop better strategies for student success.

2014 will bring with it significant change to Oaklands Central school. During the last 12 months, the entire school executive will have been replaced and our previous relationship with Urana Central School will have shifted dramatically. In particular, the two schools would pool teaching and financial resources to offer students greater access to curriculum.

Due to the closure of Urana’s secondary school, this will mean that Oaklands approach to delivering the National Partnerships will need to shift significantly.

Surveys of parents, students and staff as well as meetings with parents and discussion within P&C meetings took place to review and discuss plans. Planning for access to TAFE in 2014 was also something the parent community was very much in favour of and pleased to see being initiated. Large multistage classes have been an area where parents had concerns and the use of National Partnership funds to support their size being kept manageable has ensured parents were reassured about the effective delivery of literacy and numeracy within the school. Furthermore, there was a strong consensus to improve systems of communication between home and school

It aims to:

1. transform the way that schooling takes place in participating schools and to address the complex and interconnected challenges facing students in disadvantaged communities.
2. Improve the educational outcomes of students, including literacy and numeracy outcomes, in targeted schools as well as, to improve students’ transition rates to further education and employment.

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:

- Analysis of qualitative and quantitative data
- Focus group discussions
- Surveys

School planning 2012—2014: progress in 2013

School priority 1

Whole school literacy program developed

Outcomes from 2012—2014

Evidence of progress towards outcomes in 2013:

- Whole school professional learning and workshops reflect a combined uniform approach to the teaching of literacy at our school.
Strategies to achieve these outcomes in 2014

- Increased professional learning to support effective teacher implementation of the literacy continuum.

School priority 2

School’s average scale growth in NAPLAN Reading and Numeracy is within 2% of state average scaled score growth or better.

Outcomes from 2012–2014

Evidence of progress towards outcomes in 2013:

- The average scaled score growth in NAPLAN data was inconsistent as compared to the state scaled growth. Due to the breadth of student ages and the areas covered in literacy/numeracy, the school exceeded growth in some areas while falling short in others.

Strategies to achieve these outcomes in 2014:

- Additional teacher allocations provided the additional support needed to improve student performance both in addressing whole class and individual student instruction.

School priority 3

School’s average scale growth is within 1% of average scaled score growth or better.

Note: This priority was retracted as it does not fit match “smart target” guidelines.

Not listed in the 2013 Annual School Report was our attendance priority.

Attendance is within 2% points of regional average.

Outcomes from 2012–2014

Evidence of progress towards outcomes in 2013:

- Given the small cohort at our school the numerical data does not support that we have met our target. However, this is an anomaly. Regular truants have reversed behaviours.

Strategies to achieve these outcomes in 2014:

- Implementation of Student Management (LMBR) to monitor and track student attendance. Additional Staffing to support student pastoral needs, thus, reducing incidents of absence/tardiness.

Professional learning

Professional learning in 2013 included leadership development around the implementation of the Empowering Local Schools National Partnership, The Australian Curriculum and improving school culture.

Professional learning also extended into learning the systems associated with the new LMBR model of student management, student wellbeing, and budgeting.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Surveys and Focus Group Analysis of parent, teacher and staff satisfaction data has resulted in the conclusions outlined below:

In terms of school culture, the all respondents were largely supportive of the school, programs and staff.

However, 83% of those surveyed indicated that the school “usually” or “sometimes” finds ways to improve what it does.

Focus group discussions largely revealed a cultural want for a clearer connections between annual targets, strategies to address those targets and seeing that these were closely tied to the financial expenditure at the school.
About this report

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

Matthew Jacobson – Principal
Des Hanrahan – P&C President
Mikaela Watson – School Captain
Margot Gorman – Assistant Principal
Andrew Glazebrook – Head Teacher Secondary

School contact information

Oaklands Central School
Coreen St. Oaklands NSW 2646
Ph: 02 6035 4290
Fax: 02 6035 4382
Email: oaklands-c.school@det.nsw.edu.au
Web: www.oaklands-c.schools.nsw.edu.au
School Code: 2791

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: