Our school at a glance

Students
Oaklands Central School offers a comprehensive, individually tailored education for students from K-12.

In 2012 41 students were enrolled in the primary department and 25 students in the secondary department making a total enrolment of 66 students.

Staff
Oaklands Central School had a staffing entitlement of 13.617 in 2012.
All teaching staff meet the professional requirements for teaching in NSW Public Schools.

Messages

Principal's message
I'd like to open this year's message by congratulating Jennifer Kerr for the tremendous success that she has brought to our school and, also, recognize the strength of relationships that she has built with our community, during her time as our school principal.

It goes without saying that her passion for education and commitment to young people will remain widely evident in our school for many years to come.

Id also like to thank Ms Vicki Harris and Mr Andrew Glazebrook for their hard work and strong leadership during 2012.

It is with great pleasure that I present to you the Oaklands Central School, Annual School Report for 2012. I certify that the information in this herein 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 P&C have again been busy raising funds throughout this past year.

The Melbourne Cup luncheon has raised considerable money and is a credit to all the people involved in this event, made successful by the kind donations of prizes by various businesses throughout the local area.

The P&C also benefited from the opportunity to run the BBQ stall at Woolworths.

These events along with the kind donation from the Oaklands Hall Committee have enabled the P&C to donate these funds back to the school. These donations have resulted in, a new School notice board, books for the school library, trophies for sporting carnivals and prizes for Presentation night

The P&C have also made a contribution to the cost of the Primary and Secondary excursions, helping to reduce the cost of these trips to all parents.

Throughout the year the P&C have held very productive working bees which resulted in the installment of the new school sign, the renovation of the school sandpit and the renewal of the fence and gate entrance on the southern school boundary.

Special mention must go to Bruce Owen in particular for this project. Bruce gave kindly of his time and resources to build the gate entrances assisted in funding by the P&C and Oaklands School Executive.

These projects were all made possible by the time and care that members of the school community have kindly given resulting in a better school environment for all students.

At the AGM held in October Des Hanrahan was elected as the new President of the P&C, Amy Doyle as the new Vice President, Brie Kerr and Leanne Sandral were re-elected as Secretary and Treasure respectively.

As out going President I would like to wish Des and the newly elected P&C committee the very best of wishes for the forth coming year.

On behalf of the P&C I would like to thank the School Teaching and Administration staff for their tireless work, commitment and passion given to their respective roles. I would also like to thank Brie Kerr as Secretary, Leanne Sandral as
Treasure and Bill Buntin as Vice President this past year. To all Parents who have given their time and resources to help with the running of the P&C I say Thank you.

I have enjoyed my time as President of the P&C and wish everyone a safe and happy Christmas and a prosperous new year.

David Bott – P&C President

Student representative’s message

It has been an outstanding opportunity to represent our school and provide leadership to our fellow students, here at Oaklands Central School. We have had so much fun this year, it is hard to know where to begin!

We’d like to thank our parents and our teachers for their ongoing support. And we’d like to wish all the students at Oaklands all of the best for the future, we’ll miss you.

Jayde Smith & Riley Kerr - SRC

School context

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>26</td>
<td>23</td>
<td>26</td>
<td>26</td>
<td>30</td>
<td>20</td>
</tr>
<tr>
<td>Female</td>
<td>29</td>
<td>30</td>
<td>26</td>
<td>23</td>
<td>24</td>
<td>25</td>
</tr>
</tbody>
</table>

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</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></td>
</tr>
<tr>
<td>1</td>
<td>87.1</td>
<td>93.6</td>
<td>92.3</td>
<td>91.3</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></td>
</tr>
<tr>
<td>3</td>
<td>96.8</td>
<td>93.6</td>
<td>93.1</td>
<td>92.1</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></td>
</tr>
<tr>
<td>5</td>
<td>94.7</td>
<td>95.5</td>
<td>92.8</td>
<td>95.1</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></td>
</tr>
<tr>
<td>Total</td>
<td>91.4</td>
<td>92.4</td>
<td>94.1</td>
<td>92.0</td>
<td>92.2</td>
</tr>
</tbody>
</table>

Management of non-attendance

Student non-attendance is managed on a case by case basis.

Post-school destinations

Small class numbers preclude us from including specific data that would breach student privacy although 100% of students were retained to year 12.

Year 12 students undertaking vocational or trade training

Small class numbers preclude us from including specific data that would breach student privacy although 100% of students were retained to year 12.

Year 12 students attaining HSC or equivalent vocational educational qualification

Small class numbers preclude us from including specific data that would breach student privacy although 100% of students were retained to year 12.

Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>6.552</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</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>Counselor</td>
<td>0.08</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.317</td>
</tr>
<tr>
<td>Total</td>
<td>13.617</td>
</tr>
</tbody>
</table>
The National Education Agreement requires schools to report on Indigenous composition of their workforce.

**Staff retention**

All staff were retained from 2011 with exception to Mrs Jennifer Kerr, our outgoing principal. She was replaced temporarily by Ms Vicki Harris during 2012.

**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>80</td>
</tr>
<tr>
<td>Postgraduate</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.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>109,622.24</td>
</tr>
<tr>
<td>Global funds</td>
<td>108,298.91</td>
</tr>
<tr>
<td>Tied funds</td>
<td>188,506.57</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>35,634.99</td>
</tr>
<tr>
<td>Interest</td>
<td>6,750.01</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>6,665.86</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>455,478.58</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>17,841.30</td>
</tr>
<tr>
<td>Excursions</td>
<td>21,511.09</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>6,021.89</td>
</tr>
<tr>
<td>Library</td>
<td>1,989.60</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>531.50</td>
</tr>
<tr>
<td>Tied funds</td>
<td>134,307.48</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>13,916.05</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>50,761.91</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>19,342.97</td>
</tr>
<tr>
<td>Maintenance</td>
<td>9,830.92</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>5,366.26</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>281,420.97</td>
</tr>
</tbody>
</table>

**Balance carried forward** 174,057

A full copy of the school’s 2012 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.

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**School performance 2012**

**Achievements**

**Arts**

Students at Oaklands Central School are presented with a wide range of cultural experiences. During 2012 students engaged in a variety of artistic and cultural activities:

- All students enjoyed a performance of “It’s a Mad World” at Oaklands CS
- Students travelled to St Paul’s in Walla Walla, to watch the “Wizard of Oz”.
- A number of young people attended/Performed through the Eisteddfod in Wagga Wagga.
- The school concert was enjoyed by many.
- During the month of October students were treated to an Alpha performance of “Aladdin”.
- The Talking and Listening aspect of literacy was enhanced with the aid of a specialist speech consultant. Grace Stein developed students’ public speaking skills.
- Students enjoyed a performance of “Aspire Me” in Sydney.
**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.

In 2012, 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

**Other**

Oaklands Central School was able to offer many extracurricular activities to strengthen the educational and social experiences of our students. This includes but is not limited to the following:

- Year 11 students attended a RAP camp at Yanco.
- Senior students attended RYDA training in Yanco.
- School Captains attended the Young Leaders Day in Melbourne.
- All students K-12 were treated to the Life Education van.
- If you are reading this report please see Matthew Jacobson to collect a special prize.
- Interschool socials were held with Urana CS.

**Academic**

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

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

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

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).

**Reading – NAPLAN Year 3**

![NAPLAN Year 3 Reading Graph](image)
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.

RoSA
Small class numbers preclude us from including specific data that breaches student privacy.

Higher School Certificate
Small class numbers preclude us from including specific data that breaches 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.

National partnership programs
2012 saw the introduction of the National Partnerships program to Oaklands Central School. This involves both government and non-government schools working with the Commonwealth Government to develop better strategies for student success. 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.

Progress on 2012 targets

Our National Partnerships and school plan have 12 month targets.

Target 1
85% of students K-6 achieve stage based outcomes in literacy and numeracy.

Our achievements include:

- Improved achievements in literacy and numeracy.
- Improved achievements in speech and language.
- Quality teaching evident in classroom lessons.
- Professional learning focused on developing consistent and appropriate pedagogies.

Target 2
Average scale growth is within 2% of state average scaled score growth or better for 3-5, 5-7 and 7-9.

Our achievements include:

- Infants staff are implementing Best Start strategies.
- Staff are confident in implementing the literacy continuum.
- Staff utilize test data to better inform best teaching practice.
**School evaluation**

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of [Enter text here].

**Student Attendance**

**Background**

Oaklands CS regularly broadcasts the importance of attending school. Students experiencing difficulties with attending school receive encouragement from the school and home school liaison officer.

**Findings and conclusions**

- Attendance rates remain relatively static in the primary school. Attendance rates in the secondary department fluctuate due to the small cohort. Single student or family attendance can disproportionately influence the data.
- Attendance rates are usually consistent with state and region rates. With very small cohorts a few families with problematic attendance can markedly affect the data.
- The importance of attending school is consistently emphasised to the whole school community. Students experiencing difficulties with attendance receive encouragement from the school and the Home School Liaison Officer. School programs, particularly in the secondary department are designed to engage reluctant students and contact with parents is maintained.

**Future directions**

Excellent opportunities for increased/improved staff and student performance through effective interpretation and subsequent action for areas identified from the situational analysis will improve student engagement. This includes:

- Regular focus group meetings and opportunities for others to contribute their ideas towards how student and staff performance is developed and enhanced.
- Collaborative and consultative leadership from the principal.

**Curriculum: Literacy & Numeracy**

**Background**

Literacy and numeracy are core skills that everyone needs to function effectively in society. This is a mandatory component of educational curriculum across the school. It prepares our students, in all their diversity, for successful life long learning.

**Findings and conclusions**

Survey data reflects a very clear view that our community values the importance of literacy learning for our students. Focus group analysis of student achievement data has resulted in the conclusions outlined below:
• Year 3 (5 students) results in 2011 compare very favourably with LSG and state data. Results in all areas, with a small exception in spelling and reading, are above LSG and state, with particular strength shown in numeracy. Longer term averages are impacted by small cohorts.

• Year 5 (6 students) results in 2011 were generally weaker than LSG and state results in reading, spelling, grammar & punctuation and number with data & measurement positive against LSG and state data. Small cohorts make consistent judgement difficult to assess.

• Year 7 (7 students) results in 2011 across all areas of literacy show that students results fall below state and LSG in grammar & punctuation and numeracy. Year 7 results in reading and spelling were below state (all students) but above NSW DEC (all students) results. Overall results are heavily impacted, year to year by small and vastly different cohorts.

• School growth rates for both year 3 to 5 and year 5 to 7, 2011, do not compare favourably with state, DEC and SEG growth rates particularly in year 5. This may be related to the strong results in year 3. Growth from year 3 to year 5 will be an area for focus in future years.

• School growth rates in year 7 are compare more favourably to state and SEG groups although still below other than grammar & punctuation which is above SEG while below state and DEC.

• Numeracy is an area of strength and confidence with students. Further development is going to focus on higher order mathematical ability and improving growth in underperforming students.

• Over the long term, higher ability students have underperformed. Students that perform very well in year 3 tend to show lesser growth levels at the points measured in year 5 and year 7. Maintaining academic enthusiasm in the small cohorts of the secondary school can be problematic.

**Future Directions**

As our local community has limited access to preschool we need to start our Kindergarten students at very elementary, readiness levels in literacy and numeracy. Early intervention and explicit teaching are the needs for these students. Small, targeted groups from K-2 are essential to meets the educational needs of these students.

**Parent, student, and teacher satisfaction**

In 2012 the school sought the opinions of parents, students and teachers about the school.

Focus group analysis of parent, student, and teacher satisfactions data has resulted in the conclusions outlined below:

• The implications for home, school and community partnerships are to increase parents’ capacity to support student learning in the identified areas. The school continues to provide information to parents about the possible uses of technology to enhance student learning outcomes as well as support to parents to address the possible negative issues such as cyber bullying. 13 out of 40 families completed the survey undertaken and displayed below (32.5% of families).

• Communication is an ongoing area of improvement. The school has taken steps to improve our communication with parents and the wider community, particularly through the implementation and continual improvement of the new school website. There has been a steady growth in the accessing of the website as more information and resources are placed online.

• Parents have benefited from the school’s purchase of World Book Online access so that students can have more effective learning at home. Other electronic resources have been made available for students online and parents have had information sessions to help them understand what is available and how to support their students in utilising available resources.

• The vast majority of parents surveyed were very positive with regards to general school operation.
To have 100% of parents Strongly Agree or Agree with three of the statements shows that there is a strong connection between the school and community (all three relate to the partnership between home and school).

The areas with the highest levels of strongly disagreeing related to parent input to major decisions at the leadership level. This may reflect the need to strengthen the P&C, with greater parent attendance to help parents be more involved in the consultation process over major decisions.

Professional learning

School planning 2012—2014

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

School priority 1: Literacy & Numeracy

Outcome for 2012–2014

Improved achievements in literacy and numeracy

2013 Targets to achieve this outcome include:

- Whole school literacy program developed
- School’s average scale growth is within 2% of state average scaled score growth or better.
- School’s average scale growth is within 1% of state average scaled score growth or better.

Strategies to achieve these targets include:

- Development of whole school literacy and numeracy plans.
- Employment of additional teaching staff for targeted literacy and numeracy groups.
- STL time funded for students in need of literacy support

School priority 2: Student Engagement and Attainment

Outcome for 2012–2014

Improved attendance, retention and leadership

2013 Targets to achieve this outcome include:

- Attendance rate for secondary is at least 84% and primary is at least 93

Strategies to achieve these targets include:

- Establishing a SMS system to notify parents when students are absent from school.
- Enhanced curriculum options, including TAFE and classes involving Urana Central 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
France Kerr – School Administrative Manager
Andrew Glazebrook – Head Teacher Secondary
Margot Gorman – Assistant Principal

School contact information

Oaklands Central School
Coreen Street, OAKLANDS NSW 2646
Ph: 02) 6035 4290
Fax: 02) 6035 4382
Email: oaklands-p.schools@det.nsw.edu.au
School Code: 2791

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: