School context statement
Oakville Public School was established in 1900 and has grown from a 1 room school to having over 460 students in 18 classes. Staff are a mix of highly experienced teachers and teachers in the early years of their careers.
Students are predominantly from an Anglo-Saxon background. There are 14 Aboriginal students enrolled and 46 from a multicultural background. Four students are receiving targeted integration funding and 48 students were identified in the National Disability Data Survey.
The school has a FOCI (Family Occupation and Education Index) of 96, which is just below the average.
Teaching and Learning is based on the NSW syllabus documents and student assessment and feedback is used to drive planning. School based scope and sequences are based on a K – 6 continuum.
Extra-curricular opportunities include PSSA sport, school choir, school dance groups, public speaking, environmental programs and the Student Representative Council.
All of the staff strive to provide students with the skills, knowledge and values necessary for success in education and in life. The school works closely with the community to discover and develop the abilities of every child. The school participates in Reading Recovery, MultiLit, and PBL. There is a strong core of parents and community members who work within the school.

School Vision Statement
At Oakville Public School, students will be at the centre of a community of learners dedicated to the pursuit of excellence.
Working within a collaborative culture, students will develop a love of learning. They will acquire the skills and confidence and develop the values and attitudes necessary to realise their full potential as contributing members of society.
Oakville School’s mission is to foster academic and social growth in a harmonious, caring environment.

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

Student enrolment profile

Management of non-attendance
All student attendance is closely monitored. Any unusual absences are followed up with the families concerned. If the absences continue, referrals are made to the Home School Liaison Officer (HSLO). The HSLO and school work with families to improve attendance.
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>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>14.414</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.3</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.22</td>
</tr>
<tr>
<td>Total</td>
<td>25.254</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

At this point in time there are no indigenous members of staff.

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>
</tbody>
</table>

Professional learning and teacher accreditation

The focus of all teacher professional learning is the school plan and the strategic directions outlined in this ASR. All teachers participated in activities which enabled the school to implement the components of the school plan.

There was a multi-faceted approach. There was whole staff development in setting the overall focus; the stage based activities to facilitate the implementation of the professional learning; and the individual learning for staff to attend training and return to school to lead the rest of the staff in the focus area.

The amount of $19,500 was spent on professional learning, which is much higher than the money allocated to the school for this purpose.

There were 5 teachers maintaining their accreditation and 1 teacher working towards accreditation. No teachers were working on voluntary accreditation.

Beginning Teachers

The school does not have any permanent beginning teachers.

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>Component</th>
<th>RAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base</td>
<td>2,747,374</td>
</tr>
<tr>
<td>Equity</td>
<td>172,165</td>
</tr>
<tr>
<td>Location</td>
<td>-</td>
</tr>
<tr>
<td>Aboriginal</td>
<td>6,042</td>
</tr>
<tr>
<td>Socio-Economic</td>
<td>29,110</td>
</tr>
<tr>
<td>Language</td>
<td>-</td>
</tr>
<tr>
<td>Disability</td>
<td>137,013</td>
</tr>
<tr>
<td>Targeted</td>
<td>32,015</td>
</tr>
<tr>
<td>Other</td>
<td>45,842</td>
</tr>
<tr>
<td>Total</td>
<td>2,997,395</td>
</tr>
</tbody>
</table>

Financial Summary for the Year Ended 31 December 2014 (Oakville Public School)*

<table>
<thead>
<tr>
<th></th>
<th>2014 Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening Balance</td>
<td>(130,975)</td>
</tr>
<tr>
<td>Revenue</td>
<td>(3,198,812)</td>
</tr>
<tr>
<td>Appropriation</td>
<td>(3,032,834)</td>
</tr>
<tr>
<td>Sale of Goods and Services</td>
<td>(2,269)</td>
</tr>
</tbody>
</table>
Grants and Contributions  (159,374)
Investment Income  (4,334)
Gain and loss  -
Other Revenue  -

<table>
<thead>
<tr>
<th>Expenses</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recurrent Expenses</td>
<td>3,117,972</td>
</tr>
<tr>
<td>Employee Related</td>
<td>2,807,578</td>
</tr>
<tr>
<td>Operating Expenses</td>
<td>310,394</td>
</tr>
<tr>
<td>Capital Expenses</td>
<td>-</td>
</tr>
<tr>
<td><strong>Surplus/Deficit for the Year</strong></td>
<td><strong>(80,839)</strong></td>
</tr>
<tr>
<td><strong>Balance Carried Forward</strong></td>
<td><strong>(211,814)</strong></td>
</tr>
</tbody>
</table>

* date source: Schools Finance - Learning and Business

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

**School performance 2014**

Oakville is a very strong school community that works hard to provide the very best for its students. The welfare of the students was developed in many ways and the students featured in the following:

- Students from Years 3 to 6 competed in the Australian Schools’ Competitions. The curriculum areas were Science, Computer Skills, Writing, Maths, English and Spelling;
- About one quarter of the school competed in the Premier’s Reading Challenge;
- The Student Councillors attended a Young Leaders Conference at the Entertainment Centre;
- Four students competed in the Hawkesbury District Primary Schools Public Speaking Competition. Oakville P S hosted the semi-finals. Our school representatives won the 2014 senior and junior competitions;
- The school held a Public Speaking competition for students in K – 6, in which all students competed;
- A community Easter celebration was held that featured all students;
- Wake Up and Read during Book Week;
- Very successful overnight excursions were organised to Bathurst (Years 5 and 6) and to Myuna Bay (Years 3 and 4);
- Other excursions and visits included farm Excursion (Kindergarten), Featherdale Wildlife Park (Stage 1), Live Tunes Concert and Start Smart program (Stage 3);
- All students participated in Harmony Day, Life Education and the “Buddies 2” visiting performance;
- Stage 3 had the Journey to Antarctica visiting show and ES1 had a Pet Education session;
- 27 students attended courses provided by the Hawkesbury Gifted and Talented program. These courses were offered in a variety of Hawkesbury schools. Oakville hosted three of these courses;
- Held school Christmas Carols evening for the fifth year;
- All students participated in the Crunch & Sip program; and
- Students in Years 3 to 6 competed in a weekly school-based Maths Challenge. Years 1 and 2 joined in Term 3 and Kindergarten joined in Term 4.

**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)

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).
NAPLAN Year 3 - Numeracy

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

Arts

The arts, with an emphasis on the development of student self-esteem, self-confidence and creativity continue to be a focus area of the school’s educational program. During 2014 the program had many highlights.

The school dance program had over sixty students participating in the dance groups. The three dance groups were very popular.

The school choir is growing from strength to strength. There are now two choirs and a special singing ensemble. They performed at school and many community events including:

- Competing in the Hawkesbury City Eisteddfod;
- The Hawkesbury Public Schools Music Festival;
- Students attended a dance camp;
- The dance groups, school choir and singing ensembles performed at Assemblies, Education Week, Riverview Shopping Centre and Presentation Evening; and
- Linking with Windsor High School to provide specialized art lessons for Stage 3 students.

Sport

The school is actively involved in sporting and fitness activities in both competitive and non-competitive areas. These activities develop skills, provide healthy activity as well as develop self-esteem and self-confidence. Sporting involvement included:

- Teams participating in PSSA soccer, netball and newcombe ball competitions;
- Students participating in the PSSA district, regional and state swimming carnivals;
• Students participating in the PSSA district, regional and state athletics carnivals;
• Students participating in PSSA cross country and at the Regional level;
• Students trialed for, and were selected in, a variety of PSSA teams, such as netball, cricket, soccer, rugby union, league and basketball;
• Students competed in schools equestrian events;
• Students competed in the NSW snowboarding championships;
• All classes participated in the Premier’s Sporting Challenge; and
• Implementation of a Gymnastics program and Fundamental Movement Skills in Early Stage 1 and Stage 1.

Community Involvement
Strong community support is a proud feature of Oakville Public School. It is one feature that was regularly highlighted in the parent surveys and is evident every day in many different ways. Outstanding contributions and support during 2014 included:
• Parent and community attendance at special days such as Easter, Education Week and sports carnivals;
• The support received from parents who assisted with class and individual programs, excursion and sporting activities;
• The teaching of Scripture;
• The transportation of students to events;
• The publication of a Business Calendar;
• The Country Fair;
• The holding of a very successful Sport-a-thon which raised $17,000 for the school’s iPad program;
• The financing of school projects throughout the year by the P&C; and
• The operation of the OOSH (Oakville out of school Care), school canteen and uniform shop, all of which provide a valuable service.

Significant programs and initiatives – Policy and equity funding

Learning and Support
For 2014, the school received $128 000 which was the salary of a Learning and Support Teacher, plus funding for teachers’ aides to assist with targeted students.

The Learning Support Team structure was rewritten, so that there is a clear procedure for referring children and for providing them with the support they need.

The teachers felt empowered and each student was given suitable support and clear learning progress was recognised. The team broadened the scope to include specially trained parent helpers and to provide special social skills programs.

Aboriginal background

Aboriginal perspectives are incorporated into most key learning areas including English, Human Society and Its Environment and Creative and Performing Arts.

The extra funding for Aboriginal students was used to assist teachers to design personalized learning plans for indigenous students.

Staff are committed to ensuring that all students develop an understanding and appreciation of the history and culture of Aboriginal people.

Multicultural education

Students in all classes learn about Australian and other cultures by exploring the following:
• Cultural backgrounds;
• Diversity of groups and communities;
• Cultural unity;
• Language and communities; and
• Belief systems.
These are integrated across the key learning areas. Current issues, significant events and celebrations are acknowledged and incorporated into the students’ learning experiences. The whole school anti-racism policy ensures equity for all.

**Respect and responsibility**

Students are taught respect and responsibility through specific student welfare programs, leadership programs and the care, respect, dedication and behaviour of staff. Some of the features of these programs are listed here.

- Students raised funds for charity. Students engaged each term in a fund raising activity for student chosen charities. In 2014 students raised money for the Salvation Army, Soldier On (charity to support returned wounded soldiers), Breast and Prostate Cancer and Stewart House;
- Senior students were Kinder Buddies. This marvelous program ensures all new students have a Year 5 or 6 buddy who helps them settle into school. The relationship continues all year. Buddies meet during the orientation program;
- All students vote for the school captains through an open, honest and democratic process. Captains take leadership positions for the school body and run the SRC. House Captains are also part of the student leadership program;
- Students led many events at school such as the whole school assemblies, ANZAC Day and Remembrance Day ceremonies;
- The whole school participated in Clean Up Australia and students regularly help to clean the school grounds; and
- The Student Council was responsible for the following:
  - Emptying recycling weekly and compost daily;
  - Encouraging and selecting environmental heroes via playground & classroom observation;
  - Co-ordinating and promoting the Stewart House Clothing Bag appeal and donation envelopes;
  - Running committees, running sport competitions and a talent quest; and
  - Initiating lunchtime playground games organisation and sun safety.

**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:

- School & system based assessment;
- Staff, student & community surveys; and
- Staff evaluations.

**School planning 2012-2014:**

**School priority 1**

**Literacy** - Improve student achievement through quality teaching and learning in the areas of Writing, Reading, Comprehension, Spelling and Grammar in transition to the new Australian Curriculum and NSW BOS documents.

**Outcomes from 2012–2014**

- Implementation of new English syllabus - conversations & discussions about text;
- Visual texts developed in Training and Development;
- Language features implemented in all classes;
- Benchmarking data - PLAN, STARS benchmarked K to 6: and
- Asian & ATSI resources (stage-based) were added to class resources.
Evidence of achievement of outcomes in 2014:
- New English syllabus evident in all class programs;
- Staff attended and participated in all staff training and development; and
- Resources purchased.

Strategies to achieve these outcomes in 2015:
- Focus on the elaboration of text structure;
- Whole school PAT-R 9 data collection;
- Whole school scope & sequence developed;
- Literacy hints in Bulletin; and
- Develop a library of English units & resources.

School priority 2
Numeracy - Improve student achievement through quality teaching and learning in the areas of Numeracy in transition to the new Australian Curriculum and NSW BOS documents.

Outcomes from 2012–2014
- Comparing and contrasting old and new Maths syllabus documents;
- Maths groups functioned successfully K to 6;
- Maths continuum used for assessment and planning;
- TEN implemented in ES1 and Stage 1;
- Neuman’s problem solving strategies used in all stages;
- Each stage focused on moderation and consistent teacher judgment of all student assessment; and
- Language in maths is a focus for all stages.

Evidence of progress towards outcomes in 2014:
- Adobe Connect Syllabus Plus Maths Sessions – introduction to the new syllabus, maths content and available resources and support documents;
- Staff survey highlighted the value of maths groups;
- PLAN used by all teachers; and
- Each stage regularly focused on moderation of maths tasks to achieve consistency.

Strategies to achieve these outcomes in 2015:
- Implement new syllabus in 2015;
- Continue syllabus development and understanding by staff;
- Continue maths groups, but evaluate in 2016 after the initial implementation of the new syllabus to determine if groups are still the best way to cater for our needs;
- Evaluate Stage based assessment and NAPLAN data to determine effectiveness;
- Investigate and trial PAT maths as an overall standardised assessment for use in conjunction with stage assessment to ensure accurate plotting on the continuum;
- Stage based assessment and moderation to continue;
- Continue development of staff understanding of the continuum and the consistency of judgement with the placement of students;
- Using maths group structures, PAT and stage based moderation for ensuring students are in correct groups;
- Greater focus on independent use of strategies 3-6; and
- Continue to ensure WM is an integral part of planning and classroom programs.
School priority 3

Student Engagement - To ensure that all students have a safe and secure environment in which to learn and to increase the level of student engagement in all school activities.

Outcomes from 2012–2014

- Staff attend professional development on adjustments & executive function - working memory;
- ILP’s developed for OOHC & struggling students;
- Platinum Criteria clearly defined and understood;
- PBL Meetings & Data Review occurred regularly each term; and
- Quality Teaching focused on assessment.

Evidence of progress towards outcomes in 2014:

- Staff attended training in Bounce Back (a resilience program) and it is implemented in each stage;
- Linda Ferguson conducted staff training;
- Brainstorm performance Term 1;
- Parent sheets in Bulletin;
- Harmony Day & Anti-Bullying Activity Day Term 1;

- Playground incidents as recorded on STARS, decrease; and
- PBL signs installed in playground.

Strategies to achieve these outcomes in 2015:

- Cyberbullying workshops to be conducted;
- Continue implementation of Bounce Back & evaluation of program in 12 months;
- Continue PBL and maintain consistent playground behaviour;
- Conduct stress programs for students in Years 4 to 6; and
- 2015 - Professional Development on writing ILPs.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school. The Student Councillors interviewed parents before and after school.

Generally the comments were very positive, though some parents did find a few points on which to comment.

Their responses are presented below.

- My first comment is that the school is already excellent. The first emphasis should be on basic literacies. Then, the creation of critical thinkers who evaluate evidence sceptically, and lastly on active citizens who are taught explicitly of the need to engage in the community;
- Love motivated to their full potential. Absolutely love Oakville school from the Principal onwards to all staff. So dedicated!
- Students’ diversity as learners is recognised and respected. The learning environment intentionally inclusive, positively supporting individual differences;
- Modify homework to only cover basic revision;
- School does a fantastic job.
• Stop listening to certain parents and let them get their own way when you won’t listen to others;
• Would love to see more opportunities for students in creative arts programs, especially aimed at encouraging boys with music and drama; and
• Imperative is the school average being at or above the NSW average and kids ready and prepared for high school on an academic and social level.

Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

STRATEGIC DIRECTION 1 - Teaching and Learning

Quality teaching and learning provided for all students
• To further enhance a high standard of education through quality teaching and learning programs that engage, challenge and inspire all students and staff to excel and learn to their full potential

STRATEGIC DIRECTION 2 - Student Engagement

Engage students to value learning and to develop high self-esteem, self-confidence, resilience and respect for themselves and each other
• To develop the total child and equip them with the ability to succeed in the wider society. It is important to recognise that the quality and type of support for each child must address individual needs as well as provide safe and nurturing learning environments. Every child is unique with individual talents, abilities and needs. Children have a natural eagerness to learn, and we need to develop their creativity, nurture their curiosity and capitalise on their fascination with technology.

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.

Gary Condon, Principal
Bronwyn Howes, Assistant Principal
Nicole Downie, Assistant Principal
Ron Burton, Assistant Principal
Karen Holman, Assistant Principal
Marie Endicott, School Administrative Manager
Myles O’Hanlon, P & C President

School contact information

Oakville Public School
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Oakville NSW 2765
Ph: 02 4572 3142
Fax: 02 4572 3822
Email: Oakville-p.school@det.nsw.edu.au

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: