

Annual Report 2020

♥ Learning with heart



School Vision

Children are the heart of our school.

Motto

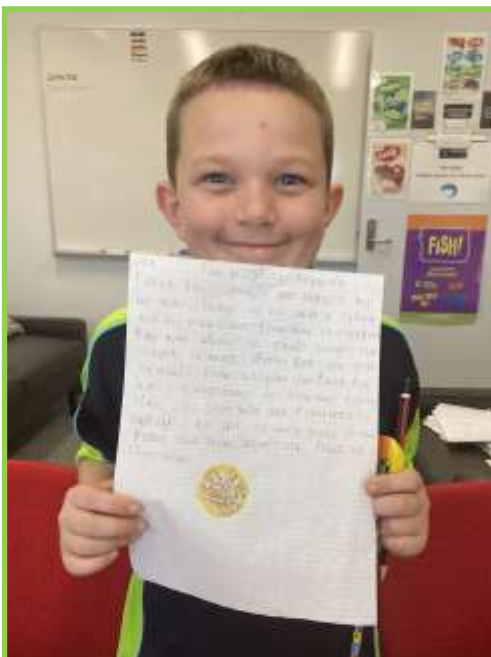
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Having opened in 2018 as an Independent Public School, our school catered for students from Kindergarten and Pre Primary in the first year of operation. Our vision is children are the heart of our school and all directions the school takes are guided by this.

The school site was originally situated on Broadstone Vista, in the rapidly growing suburb of Meadow Springs and includes the suburbs of San Remo and Madora Bay in the local intake area. The main school buildings were constructed as part of a stage 2 development in 2018 to ensure everything was ready for a 2019 K – 6 opening.

Community members played a key role in the development of the vision, uniform, logo and strategic directions. The key priorities for the Business Plan were developed through collaborative processes and prioritised four key areas: successful learners, positive school culture, engagement and early childhood education.

2020 saw the school community grow to 638 students from Kindergarten to Year 6 and the addition of six new demountable classrooms.



School Priorities

Successful Learners

Successful learners are happy, engaged and motivated. Success does not look the same for all children and they are provided with many rich and purposeful opportunities to experience success. Our children will develop an inquisitive, explorative and resilient approach to their learning, which will enable them to build a pathway for transferable learning experiences to connect with a love of lifelong learning. Success in a wide range of areas will be celebrated in our school community.



School Culture

Developing and enhancing a positive school culture is the foundation of our school's success within our community. It will encompass our students, parents and wider community. We are committed to seeking feedback and responding positively to achieve our targets in this area. We will use the FISH philosophy to breed a positive school culture and common language, where the entire school community understands what is meant by 'The Oakwood Way'.



Engagement

Strong engagement within our school community will instil the value of lifelong learning. It encompasses a child centred approach that acknowledges student interests and inspires them to achieve their best. Through this active engagement, children will develop and maintain a love for learning, which will be reflected in their attitude towards school. The school aspires to be a hub of the community, which will involve parents, families and outside agencies in providing wrap around care and opportunities for all to be involved in the life of the school and in the wider community.

Early Childhood Education

Oakwood Primary School seeks excellence in setting successful foundations for all learners. Our child centred focus utilises evidence based pedagogies and hands on learning in an intentional play based environment. A large percentage of the students in the first three years of operation will be in the Kindergarten to Year 2 classes and a focus on delivering a high quality early childhood program is a key priority.



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Successful Learners

A blended pedagogy of intentional play and explicit teaching was further strengthened and the Early Years Learning Framework and the Kindergarten Guidelines informed the programs in the early childhood years, and the school examined its practice against the National Quality Standards. The program of learning was influenced by current research evidence and the Walker Learning approach.

The school timetable continued to include Investigations as part of our blended pedagogy along with daily English and Maths explicit teaching opportunities that link to investigations. Professional learning was provided in Walker Learning, Classroom Management Strategies and Cracking the Code. The school embedded Letters and Sounds as an evidence based Synthetic Phonics program to improve outcomes in Reading in the early years. Spelling Mastery and Talk 4 Writing were implemented to cement whole school approaches. Further training for new and early years staff in Talk 4 Writing was delivered to support implementation consistency.



The support and professional learning provided by the Learning Support Coordinator enabled teachers to further develop inclusive practices, plan a relevant learning program and use appropriate planning and reporting tools. Support and coaching was provided for all Graduate teachers through the Teacher Development Coach role that was set up and this supported the implementation of Walker Learning practices and other whole school approaches.

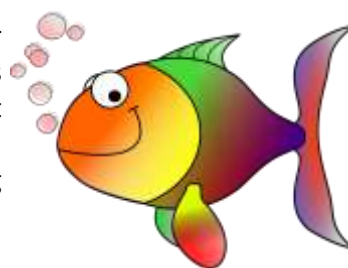
The effectiveness of the school's actions can be seen by examining the 2020 data. The closer analysis and response to the progress towards targets is included later in this report.



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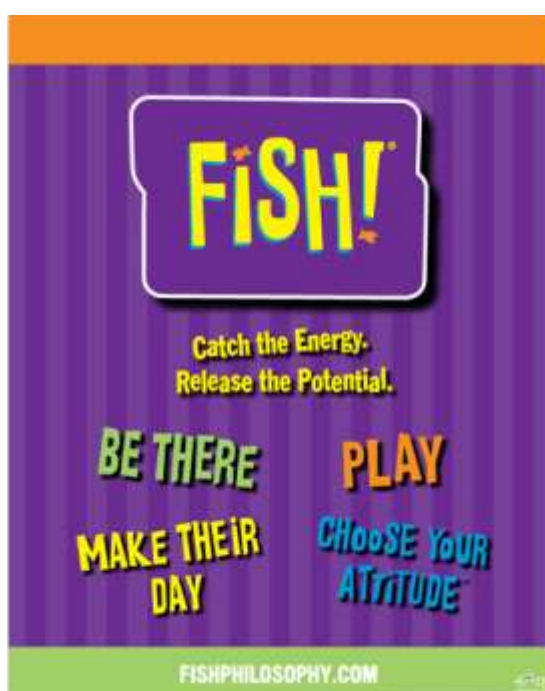
Positive School Culture

The development and maintaining of a positive school culture is a priority for our young school. The FISH Philosophy is firmly embedded among the staff and students to enable the creation of a common language and understanding about what it means to be an Oakwooder. The common use of the FISH philosophy language and the connection with positive actions and active citizenship have had a pleasing impact on our culture. The parent community are aware of our FISH philosophy and have supported this in many ways, including our FISH community day.



The continuing implementation of Positive Behaviour Support (PBS) has also contributed to a positive environment where positive behaviour is defined and encouraged. The supports and profile of this initiative will continue to grow as behaviours are explicitly taught and the menu of reinforcers grows. This year has seen the development of the characters, visuals and a whole school classroom reward system to enable PBS to have a clear impact.

The environments in the school have been made inviting places for students and classrooms have been bright and vibrant, exploratory and nature inspired. Communication between school and home has been further enhanced through a variety of means on a regular basis. The consistent use Facebook, email, face to face, phone newsletters and the use of Connect has contributed to positive relationships between staff and families. The wider school community have benefitted from school facilities being used by school based sports teams playing in local competitions and other community groups.



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Engagement

Ensuring that students, parents and staff are actively involved in the life of the school is a key performance indicator for engagement levels. The blended pedagogy implemented in Kindergarten to Year 2 ensured the provision of developmentally appropriate programs where students are given daily opportunities to investigate, explore and discover, alongside explicit teaching and intentional play. The link with the development of inquiry learning within years 3 - 6. The integration of whole school approaches also impacted positively on engagement levels of all students.

Staff engagement has been encouraged through the recruitment of staff who share the vision and ethos of the school. Whole school approaches such as Letters and Sounds, Walker Learning and Classroom Management Strategies have been combined with a culture of coaching, sharing, collaboration and feedback to develop a consistent approach to teaching and learning. Regular professional learning has been provided to staff at all levels and the provision of a teacher development coach was designed to empower staff to continue to develop and progress their career.

Community engagement included the school board moving into it's second year of operation. The P & C executive had a new look, with a larger core of about 25 members that focussed on promoting the school and raising money through community events. The school leadership ensured that there were opportunities each term for the community to take part and engage in the life of the school. Volunteers were regularly called upon and were supportive and energetic to help our school run smoothly.

Early Childhood Education

The blended pedagogy approach was implemented with a focus on intentional play and explicit instruction, incorporating explicitly taught learning intentions. The engaging and vibrant classroom environments were set up to encourage purposeful exploration, collaboration and play. The implementation of cracking the code and letters and sounds has ensured a consistent approach to the teaching of early reading skills. The Kindergarten curriculum was developed in alignment with the Early Years Learning Framework and Kindergarten guidelines. The use of Cracking the Code in Kindy, made learning links with Letters and Sounds, the whole school approach to teaching synthetic phonics. The use of regular self- auditing through the National Quality Standards evaluation tool was intended to celebrate strengths and areas for development. This year also saw our NQS Verification visit by the Office of Early Childhood to gain external feedback on whether we were meeting the 7 standards, more on this later in the report.



School Review Summary of Business Plan Targets and Progress 2020

Priority Area – Successful Learners

Reading

End of Pre Primary: 80% of students will be at or above 519 in On-Entry testing.

Year 3: The average student performance score in NAPLAN will be at or above like schools.

Year 5: The average student performance score in NAPLAN will be at or above like schools.

	Expected Standard	All Students	Stable Cohort
		2020	2020
Reading	519	75%	86%

	Average Progress (standard)	All Students	Stable Cohort
		2020	2020
Reading	66	103	106

The Year 3 and 5 results are not available due to the cancellation of NAPLAN in 2020. The target was not quite met by the cohort as a whole with 75% achieving the standard required. However, 86% of students in the stable cohort (those who completed Kindy and Pre Primary at Oakwood PS) achieved the standard, which is a very positive result. The progress data is also very positive, with all groups of students making greater than average progress in reading. Showing that two years in, the school's whole school approaches are impacting positively on student outcomes.



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Writing

End of Pre Primary: 75% of students will be at or above 430 in On-Entry testing: Module 2

Year 3: The average student performance score in NAPLAN will be at or above like schools.

Year 5: The average student performance score in NAPLAN will be at or above like schools.

	Expected Standard	All Students	Stable Cohort
		2020	2020
Writing	430	53%	58%

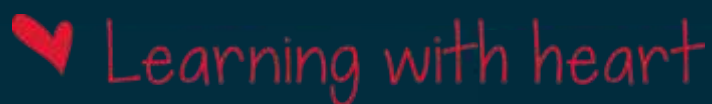
	Average Progress (standard)	All Students	Stable Cohort
		2020	2020
Writing	224	230	238

The Year 3 and 5 results are not available due to the cancellation of NAPLAN in 2020. The Year 1 target has not been met and is some way short of being achieved. The progress of all students was above average progress, suggesting that the starting point of the children in writing at the start of Pre Primary was quite low. This has led to reflection on how writing is approached and the specific Talk 4 Writing training in the early years has led to changes in approach and practice during the 2020 school year which will be further embedded for 2021 and will hopefully reflect in improvement in the writing performance for 2021.



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Maths

End of Pre Primary: 80% of students will be at or above 498 in On-Entry testing: Module 2

Year 3: The average student performance score in NAPLAN will be at or above like schools.

Year 5: The average student performance score in NAPLAN will be at or above like schools.

	Expected Standard	All Students	Stable Cohort
		2020	2020
Maths	498	78%	85%

	Average Progress (standard)	All Students	Stable Cohort
		2020	2020
Maths	76	111	113

The Year 3 and 5 results are not available due to the cancellation of NAPLAN in 2020. The target was not quite met by the whole cohort, but was exceeded by the stable cohort (those who completed Kindy and Pre Primary at Oakwood PS), which is a very positive result. The progress data clearly demonstrates the impact of the whole school approaches on our students, with above average progress in maths being made across the cohort. This reads very positively for the embedding of consistent practice across the Kindy and Pre Primary area.

Arts and Physical Education

85% of effort grades in The Arts and Physical Education are rated as consistently or often.

Year and Semester	2018 (1)	2018 (2)	2019 (1)	2019 (2)	2020 (1)	2020 (2)
% students achieving often and/or consistent ratings in The Arts and PE	99%	100%	96%	97%	98%	98%

This result very positive and slightly up on last year's data. The maintenance of this high standard has been achieved when the school has grown from 408 primary students up to 568 students in 2020. With 98% of students demonstrating this level of effort in these subjects, it is clear to see that specialist programs are ensuring that we are meeting the goal of enabling successful learners. This affirms that our choice of staff to lead in these areas has been positive and that the programs being delivered are appropriate and engaging.



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Priority Area - School Culture

Target: The mean score in the National Opinion Parent Survey for questions 1, 8, 9, 10 and 14 will be 4.0 or above.

1 Teachers at this school expect my child to do their best	4.5
2 Teachers at this school provide my child with useful feedback about their school work	4.3
3 Teachers at this school treat students fairly	4.4
4 This school is well maintained	4.8
5 My child feels safe at this school	4.7
6 I can talk to my child's teachers about my concerns	4.6
7 Student behaviour is well managed at this school	4.2
8 My child likes being at this school	4.7
9 This school looks for ways to improve	4.5
10 This school takes parents' opinions seriously	4.3
11 Teachers at this school motivate my child to learn	4.6
12 My child is making good progress at this school	4.5
13 My child's learning needs are being met at this school	4.5
14 This school works with me to support my child's learning	4.3
15 This school has a strong relationship with the local community	4.5
16 This school is well led	4.7
17 I am satisfied with the overall standard of education achieved at this school	4.6
18 I would recommend this school to others	4.7
19 My child's teachers are good teachers	4.7
20 Teachers at this school care about my child	4.7



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Question	2019	2020	Mean
1	4.4	4.5	4.5
2	4.3	4.3	4.3
3	4.5	4.4	4.5
4	4.7	4.8	4.8
5	4.7	4.7	4.7
6	4.7	4.6	4.7
7	4.4	4.2	4.3
8	4.7	4.7	4.7
9	4.7	4.5	4.6
10	4.5	4.3	4.4
11	4.6	4.6	4.6
12	4.5	4.5	4.5
13	4.5	4.5	4.5
14	4.4	4.3	4.4
15	4.6	4.5	4.6
16	4.7	4.7	4.7
17	4.6	4.6	4.6
18	4.8	4.7	4.8
19	4.7	4.7	4.7
20	4.8	4.7	4.8

As the table indicates, the scores for all areas covered in the target is above 4.0, indeed all performing well above the target at this stage. Areas of particular strength were outlined in children feeling safe at school, being able to talk about concerns with staff, children enjoying school, school having an improvement culture, school being well led with good teachers. The scores of 4.7 for my being willing to recommend the school and for the level of care of the staff for children are highly positive.

With regard to areas to improve, the area of managing behaviour came out lowest at 4.2. PBS will continue to be used to promote, teach, support and maintain positive behaviour across the school. In the comments section, the dominant repeated comment was about the need for more shade. Other areas mentioned more than once were:

- More shade in play areas **5**
- Behaviour Management **4**
- More regular Connect updates **3**
- More support for specific needs **3**
- Parents wanting more homework as high school gets closer **3**
- Class sizes **3**
- More afterschool activities **3**
- More play equipment **3**
- Opening classrooms on time **2**

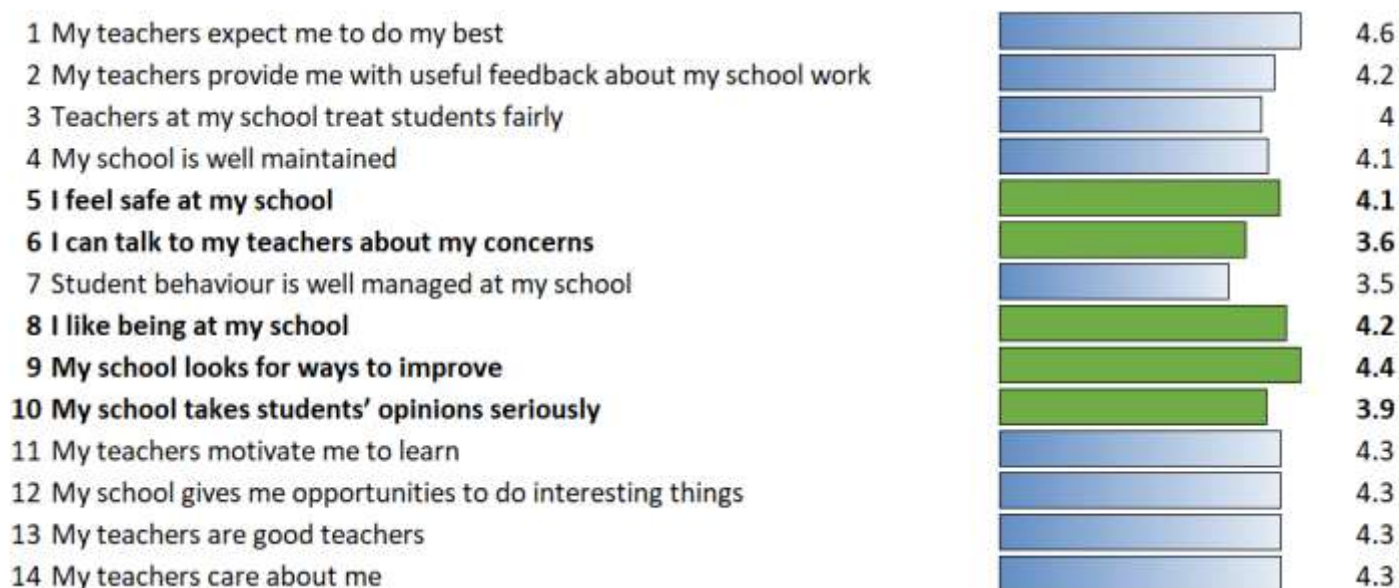
Staff discussions identified that we will address classrooms opening on time including looking at adding a siren at 8:30am to signal family time commencing. There was an acknowledgement, where possible (Class sizes are out of our control) early in 2021. The shade issue will be addressed as the ECE playground will be provided with shade at some point in 2021.

Overall though, this survey data is overwhelmingly positive and provides both encouragement and useful links to further improvement.



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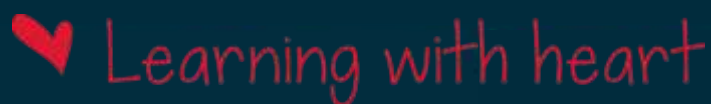
The mean score in the National Opinion Student Survey for questions 5, 6, 8, 9 and 10 will be 4.0 or above.



Question	2019	2020	Mean
1	4.6	4.6	4.6
2	4.2	4.2	4.2
3	4.3	4.0	4.2
4	4.3	4.1	4.2
5	4.5	4.1	4.3
6	4.1	3.6	3.9
7	3.7	3.5	3.6
8	4.6	4.2	4.4
9	4.6	4.4	4.5
10	4.1	3.9	4.0
11	4.4	4.3	4.4
12	4.6	4.3	4.5
13	4.8	4.3	4.6
14	4.5	4.3	4.4

This target has been achieved in 3 of the 5 areas. Questions 5, 8 and 9 show particular strength in children feeling safe at school, liking being at school and feeling that the school looks for ways to improve. The areas to improve from the target are Q6 'I can talk to my teachers about my concerns,' and Q10 'My school takes student opinions seriously'. These areas will be the focus for staff, particularly in the area of talking about concerns. The Year 5 and 6 teachers will spend time finding out more detail about why students can't talk to teachers about concerns as freely as they would like and we will act on that feedback. Many areas in the survey are performing well overall as our school continues to grow. The comments were overwhelmingly positive on the whole, but of those that highlighted issues, bullying and behaviour was mentioned twice, which is consistent with the response to Q7, only 10 of the responses suggested any improvements.

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Priority Area - Engagement

Target: 90% or more students will demonstrate the attitudes, behaviour and effort indicators in the formal reports often or consistently.

Year and Semester	2018 (1)	2018 (2)	2019 (1)	2019 (2)	2020 (1)	2020 (2)
% students achieving often and/or consistent ratings in The Arts and PE	93%	99%	93%	93%	93%	94%

This data is very pleasing. It clearly shows that although the school has further increased in size in the last year that the Attitude, Behaviour and Effort indicators have maintained above 90%. There are many factors that influence this result including, the engagement and effort that the staff put into their students and programs, the whole school approaches such as Talk 4 Writing, Spelling Mastery, Letters and Sounds, the effective lesson design and Classroom Management Strategies employed through the pedagogical framework, the blended pedagogy in K – 2, Inquiry learning in Years 3 – 6 and the positive culture promoted through the Fish Philosophy and Positive Behaviour Support (PBS). We look forward to continuing these high levels of engagement by continuing to develop the strategies outlined in our business plan and furthering the impact of our pedagogical framework.

Target: The school's percentage of students with regular attendance will be 80% or above.

Collection Period	2020 Sem 1
Attendance Rate	94.4%
Regular Attendance	84.4%
Authorised Absence	72.7%
Unauthorised Absence	27.3%

This target has been achieved in Semester 1.
The explanation of how this is calculated is below.

The COVID-19 Context

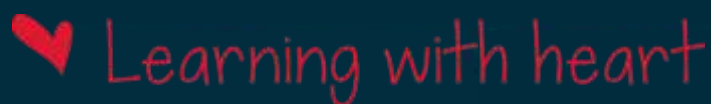
In Semester 1, 2020 the attendance rate fell by 7.2 percentage points and the percentage of students attending 90% or more, fell to 29.3%, with a flow-on affects to the attendance risk categories.

These declines are directly attributable to the COVID-19 pandemic.

The attendance rate began to decline on or after 16 March when national restrictions on social gatherings were announced and schools were required to postpone or cancel large gatherings. By the end of that week the attendance rate had declined to around 75%, mainly due to parents keeping their children at home.

On 23 March, the State government advised that parents could choose if their children attended school. The attendance rate fell to below 30% by the end of that week.





On 30 March, the State government encouraged parents to keep their children at home, if they were able to do so. The attendance rate fell to just above 10% for the whole of that week, and Term 1, for students, ended a week early on 3 April.

Throughout Term 1 2020, many public schools, particularly primary schools, were not equipped to offer students online or remote learning packages. The cancelled week 10 of Term 1 and an additional school development day at the start of Term 2 were used to gear-up this capacity and, for the start of Term 2 every public school was able to offer online or remote learning for students not attending on site.

Because online or remote learning was not universally available in Term 1, schools were advised to record any absences due to COVID-19 as 'absent with a reasonable cause'. Consequently, any parent who followed Government advice and chose to keep their children at home for 10 or more of the 15 days in weeks 7 to 9 of Term 1, those children could not achieve a 90% attendance rate in Semester 1.

This makes the 90% threshold for regular attendance inappropriate in 2020, because most students could not reach that mark. This also has a flow-on affect to the attendance risk categories, pushing previously regular attenders into the indicated risk category and so on.

Comparisons of 2020 attendance rates, regular attendance or attendance risk to any previous year are not valid.

In order to validly compare Semester 1, 2020 attendance with previous years, the Department has undertaken a calculation excluding data from weeks 7 to 10 of Term 1. It is estimated that without these days the WA public school attendance rate would have been 90.0%, slightly below, but comparable to the attendance rate over recent years. This calculation cannot be applied with any certainty to the rate of regular attendance or the attendance risk categories.

There was also wide variation between the Australian States with respect to reporting attendance in 2020. Different circumstances in each State and even differences between schools within a State mean that no 2020 Semester 1 attendance data will be published on My School.

Target: The number of positive behaviours recorded will reflect a ratio of at least 4 positives: 1 negative.

	Term 1	Term 2	Term 3	Term 4	Total
Classroom Positives	17 615	34 585	40 311	32 308	124 819
Outdoor Positives	1758	2631	2172	1439	8000
Total	19373	37216	42483	33748	132 819
Unproductive	128	102	113	73	416
Ratio	151:1	364:1	376:1	462:1	338:1

The results above should be qualified somewhat because currently the school does not record minor unproductive behaviours as it would be impractical to record behaviour data to this extent. Whilst the ratio would be affected a little by this, it is highly likely that the 4:1 ratio is being comfortably exceeded on a consistent basis. This is pleasing as it shows that the emphasis with behaviour is very much on the positive. There were less unproductive behaviour incidents on Integris in Term 4 than in terms 1, 2 or 3, indicating a calm and purposeful environment overall. Term 1 was the highest for unproductive behaviours, a number of these were attributed to three students in particular who had some difficult times in Term 1 and struggled with the disruption of COVID. SENBE were engaged across the year to support the school in helping these students to succeed with mixed results. PBS will be working on categorising unproductive behaviours to enhance our approaches further in 2021.

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Target: All K – 2 year levels will meet the 7 Quality Areas outlined in the National Quality Standards.

QA1	Educational Program and Practice	Key
Standard 1.1	Program: The educational program includes each child's learning and development.	
1.1.1	Curriculum: Learning activities are suitable to each child's learning and development outcomes as outlined in the Early Learning Goals, and are designed to be relevant to the child's interests and experiences.	Consistently Meeting
1.1.2	Curriculum: Learning activities are designed to be relevant to the child's interests and experiences.	Consistently Meeting
1.1.3	Program: Learning activities are designed to be relevant to the child's interests and experiences.	Consistently Meeting
Standard 1.2	Practice: Educators facilitate and extend children's learning and development.	
1.2.1	Education: Educators facilitate and extend children's learning and development.	Consistently Meeting
1.2.2	Education: Educators facilitate and extend children's learning and development.	Consistently Meeting
1.2.3	Education: Educators facilitate and extend children's learning and development.	Consistently Meeting
Standard 1.3	Assessment and Planning: School information and observation is planned and effective.	
1.3.1	Assessment and Planning: School information and observation is planned and effective.	Consistently Meeting
1.3.2	Assessment and Planning: School information and observation is planned and effective.	Consistently Meeting
1.3.3	Assessment and Planning: School information and observation is planned and effective.	Consistently Meeting
Quality Area 1 Overall Rating		Consistently Meeting

National Quality Standard

This year saw us welcome a team from the Office of Early Childhood to verify our National Quality Standard Judgements. The team of two verifiers were very impressed with the consistency and quality of learning experiences provided from Kindergarten to Year 2. Two days after the initial visit, the Head of Early Childhood in WA also came to visit to observe the good practice that the verifiers have seen. This visit has led to other schools being encouraged to visit our school to see our strengths in early childhood education practice. The full report is below for you to read.

QA2	Children's Health and Safety	Key
Standard 2.1	Health: Each child's health and personal safety is promoted.	
2.1.1	Health: Each child's health and personal safety is promoted.	Consistently Meeting
2.1.2	Health: Each child's health and personal safety is promoted.	Consistently Meeting
2.1.3	Health: Each child's health and personal safety is promoted.	Consistently Meeting
Standard 2.2	Safety: Each child is protected.	
2.2.1	Safety: Each child is protected.	Consistently Meeting
2.2.2	Safety: Each child is protected.	Consistently Meeting
2.2.3	Safety: Each child is protected.	Consistently Meeting
Quality Area 2 Overall Rating		Consistently Meeting

QA4	Staffing Arrangements	Key
Standard 4.1	Staffing Arrangements: Staffing arrangements include children's learning and development.	
4.1.1	Staffing Arrangements: Staffing arrangements include children's learning and development.	Consistently Meeting
4.1.2	Staffing Arrangements: Staffing arrangements include children's learning and development.	Consistently Meeting
Standard 4.2	Professional Standards: School information, observation and staff are collaborative, respectful and ethical.	
4.2.1	Professional Standards: School information, observation and staff are collaborative, respectful and ethical.	Consistently Meeting
4.2.2	Professional Standards: School information, observation and staff are collaborative, respectful and ethical.	Consistently Meeting
Quality Area 4 Overall Rating		Consistently Meeting

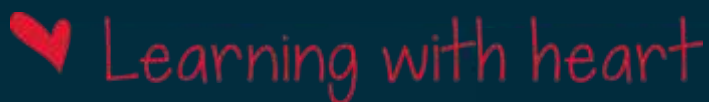
QA6	Collaborative Partnerships with Families and Communities	Key
Standard 6.1	Partnerships with Families: Partnerships with families are developed and maintained and families are supported in their parenting role.	
6.1.1	Partnerships with Families: Partnerships with families are developed and maintained and families are supported in their parenting role.	Consistently Meeting
6.1.2	Partnerships with Families: Partnerships with families are developed and maintained and families are supported in their parenting role.	Consistently Meeting
6.1.3	Partnerships with Families: Partnerships with families are developed and maintained and families are supported in their parenting role.	Consistently Meeting
Standard 6.2	Partnerships with Communities: Collaborative partnerships enhance children's inclusion, learning and wellbeing.	
6.2.1	Partnerships with Communities: Collaborative partnerships enhance children's inclusion, learning and wellbeing.	Consistently Meeting
6.2.2	Partnerships with Communities: Collaborative partnerships enhance children's inclusion, learning and wellbeing.	Consistently Meeting
6.2.3	Partnerships with Communities: Collaborative partnerships enhance children's inclusion, learning and wellbeing.	Consistently Meeting
Quality Area 6 Overall Rating		Consistently Meeting

QA3	Physical Environment	Key
Standard 3.1	Outdoor and indoor spaces are appropriate to the children's development.	
3.1.1	Outdoor and indoor spaces are appropriate to the children's development.	Consistently Meeting
3.1.2	Outdoor and indoor spaces are appropriate to the children's development.	Consistently Meeting
Standard 3.2	Resources: Resources are provided to support children's learning and development.	
3.2.1	Resources: Resources are provided to support children's learning and development.	Consistently Meeting
3.2.2	Resources: Resources are provided to support children's learning and development.	Consistently Meeting
3.2.3	Resources: Resources are provided to support children's learning and development.	Consistently Meeting
Quality Area 3 Overall Rating		Consistently Meeting

QA5	Relationships with Children	Key
Standard 5.1	Relationships between Educators and Children: Relationships between educators and children are developed and maintained.	
5.1.1	Relationships between Educators and Children: Relationships between educators and children are developed and maintained.	Consistently Meeting
5.1.2	Relationships between Educators and Children: Relationships between educators and children are developed and maintained.	Consistently Meeting
Standard 5.2	Relationships between Children: Each child is supported to build and maintain positive and respectful relationships.	
5.2.1	Relationships between Children: Each child is supported to build and maintain positive and respectful relationships.	Consistently Meeting
5.2.2	Relationships between Children: Each child is supported to build and maintain positive and respectful relationships.	Consistently Meeting
Quality Area 5 Overall Rating		Consistently Meeting

QA7	Governance and Leadership	Key
Standard 7.1	Governance: Governance supports the operation of a quality school.	
7.1.1	Governance: Governance supports the operation of a quality school.	Consistently Meeting
7.1.2	Governance: Governance supports the operation of a quality school.	Consistently Meeting
Standard 7.2	Leadership: Leadership builds and promotes a quality school culture and professional learning.	
7.2.1	Leadership: Leadership builds and promotes a quality school culture and professional learning.	Consistently Meeting
7.2.2	Leadership: Leadership builds and promotes a quality school culture and professional learning.	Consistently Meeting
7.2.3	Leadership: Leadership builds and promotes a quality school culture and professional learning.	Consistently Meeting
Quality Area 7 Overall Rating		Consistently Meeting





Highlights from the Year that was 2020 at Oakwood PS

2020 began as our third year of operation for Oakwood. The increase in enrolments from 495 at the end of 2019, to 638 by day 1 of 2020 was largely fuelled by only 20 Year 6 students leaving us in 2019 and 101 Kindy students beginning their Oakwood journey in 2020. There were still over 50 new starters in years P – 6 meaning that our four new demountable buildings were all in use from day 1. The year proved to be an eventful one; filled with highlights and time-capsule worthy happenings. The community engagement within the school was maintained and built upon and the support that is provided by the community for our school was a standout of the year. We could not have achieved all that we have in this year without the dedication, commitment and efforts of all staff, parents, families and students.

From the very first day of the year our new facilities were filled with purposeful, vibrant and engaging learning opportunities that have sparked joy and fostered a natural curiosity to learn, discover, explore and grow that we call 'Learning with Heart'. Our journey of 2020 began with 638 students and 52 staff, growing steadily throughout the year to conclude with a staggering 671 students, 4 new staff and 1 additional class. The extra Year 4/5 class did not open until a building was delivered in August 2020 and I would like to acknowledge the children and staff in Years 4 and 5, who coped admirably with large classes until the building finally arrived!

A review of the 2020 school year could not go without a mention of COVID 19! The uncertainty and anxiety that began to flow around the world as the magnitude of this health crisis became clear had an impact on us all. Initially, parents began to keep their children home in week 6 of Term 1 and attendance steadily declined in until the end of Week 9, when school was open for supervision only in Week 10 so that teachers could prepare for providing both online and face to face learning at the start of Term 2. Even in weeks 8 and 9, our staff were working collaboratively and innovatively to ensure home learning packs, online learning and face to face learning were all being catered for. Their professionalism and flexibility was never more evident than in those weeks as they got to grips with Webex, Sway and a variety of other tools to keep learning happening! Term 2 saw parents having the choice of whether to send their children to school or not. With over 60% sending their children, we were forced to put each teacher with their class and provide work packs for those at home. Check in phone calls were conducted by the Leadership Team to allow our staff to concentrate on those attending school for their education. By the end of Week 3, attendance was back up to 90%+ and life felt a little normal again. Still for the next few weeks, we continued with no assemblies, no parents on site at school and several restrictions as we adjusted to the new normal. As WA moved through the phases of restrictions, we were able to welcome back parents to school grounds and hold junior and senior assemblies and other school events. We still live in a world that is different post COVID 19, but we have been much less affected than most of the world!

The COVID 19 crisis looked like it might mean a less active year for our P&C. A global pandemic did not stop a well organised and determined P&C, who worked tirelessly; devoting their time and energy into roles, initiatives and fundraising ventures for the benefit of our students. We welcomed a new president, Mrs Debbie Hone, and as a team they raised a massive total of over **\$42 000** through events including: discos, crazy hair day, Easter raffle, free dress days, the record breaking Cookie Dough fundraiser, Father's Day stall, Colour Explosion Fun Run, Book Fair and many other events. The amazing fundraising efforts have led to a Fan for the Undercover Area, ECE play equipment, Adaptor for Ipads to link to interactive panels, a freezer for breakfast club and the wonderful time capsule that is now buried in our school grounds. Giving back to the Mandurah community was also a priority with OPS participating in a highly successful Christmas food drive with Halo. The introduction of school banking to encourage good saving habits and financial literacy, is just another way that our P&C positively impact on our school community.



♥ Learning with heart

The Oakwood PS School Board built on last years inaugural year. An increase in the number of meetings to six, to allow the meetings to be more manageable and allow for time for board members to bond to become more cohesive. Mr Nathan Jolly was elected as the Chair for a second year and the composition of the Board developed throughout the year, attended by Mr Will Davis, Principal, 3 staff, 5 parents, and 4 community members. We said goodbye to Mrs Amanda Willmott as she moved with her family to Exmouth after being on the steering committee and board, and Sonya Snowsill who joined us for two meeting this year. New members joined in the shape of Andrew McKerrell from the Chamber of Commerce to bring business expertise and Denika Meehan to bring a much needed Aboriginal perspective to our board. The hope for 2021, is to recruit a board member with expertise in supporting families who live with disabilities and we hope to fill this gap in the coming year.

School Community Highlights

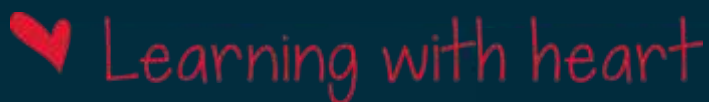
2020 saw Oakwood PS actively working towards the goal of becoming a 'hub' within the community of Madora Bay, San Remo and Meadow Springs. With Music lessons, Karate, Taekwondo and fitness classes happening on our site, as well as basketball, soccer and cricket – this aim is clearly being met. Our partnerships with these small businesses and community organisations will continue to be a strong focus at Oakwood PS.

Our student leaders attended Remembrance Day services through the Mandurah RSL, in the company of a number of local schools, respectfully placing flags on the headstones of local soldiers. Two Year 6 students were selected to represent OPS throughout the year as part of the City of Mandurah's Junior Council program, once COVID restrictions allowed.

Our journey of implementation of the Positive Behaviour Support framework continued to build in momentum throughout this year. Students were explicitly taught the 4 Behaviour Expectations and the behaviour agreements that make up the Matrix, with these being positively reinforced in the classroom and the playground using the shared, common language. This has been a key feature in the growing identify of what it means to 'be an Oakwooder'. The whole school indoor reward system was implemented and the square coloured tokens became the way that positive behaviour is reinforced. The outside reward system that was established and implemented in late 2019, really had a strong impact, with students working collectively in factions towards agreed goals and rewards. It is fair to say that 'Splat the Teacher' was a roaring success in this area.

COVID 19 had the final say as the End of Year Concert was unable to take place. The number of people that would have attended meant this fell outside of the guidelines for it to be a safe event. Whilst this was a disappointment, this was the only planned event that did not take place after July 2020. Let's hope we can hold the event in 2021.





Curriculum and Student Highlights

The election of our student leaders and faction captains was a memorable occasion, with all leaders fulfilling their roles to high standards and setting the benchmark for others to follow. In Semester 2 all positions were available for re-election, with a smattering of leaders successfully remaining in their roles for a second term, alongside some new leaders who were elected.

The Oakwood Way for teaching and learning was further embedded in 2020. In ECE the blended pedagogy of intentional play balanced with explicit instruction of literacy and numeracy grew in strength throughout the year, with our staff leading the way in this research and evidence-based approach to learning and teaching. Embedding whole school approaches from Kindergarten to Year 6 through our Pedagogical Framework and strategically mapping impact, demonstrated through student engagement, progress and achievement, has been a key element for all staff throughout the year. Highly collaborative practices across the school have been fostered and are evident.

Successful school events that sparked joy for our students and their learning included Harmony Day, Science Week, Book Week, and Outdoor Classroom Day, where students engaged in purposeful experiences and opportunities with peers from across the different year groups. Open Night in Term 3 saw students proudly showcasing their learning to parents and families and there was such an incredible buzz in the school through every classroom and learning space.

Positive School Culture

The FISH! Philosophy is the foundation of the positive culture at Oakwood PS and actively evident at student, staff and community levels. Fish Day 2020 celebrated our commitment to the 4 principles of: Be There, Play, Choose your Attitude, and Make their Day, all of which combine to make Oakwood Primary School a wonderful place to be, learn, grow and succeed. We welcomed parents and families to join us for a community lunch and share in some of the experiences of the day.

Recognising and acknowledging students who consistently model the Oakwood Way is an important part of our school culture and termly calendars. In 2020 this was done through Principal's lunches, attendance rewards, merit certificates and Facebook posts.

Sporting

As a young school the successes our students and school have experienced in the sporting domain in 2020 have been worthy of highlighting. We joined the newly formed Coastal Sports Association with Singleton, Meadow Springs and Lakelands Primary Schools. Whilst COVID put pay to the Summer Carnival in Term 1 and our inaugural swimming carnival, there was still competition to be had in 2020. The Sports Carnivals in Term 3 this year were fantastic events that promoted participation, personal best, and friendly competition. The Cross Country and Overall Athletics shields were awarded to **Quenda**, whilst Osprey won the Team Games Shield. Following this, Oakwood PS participated competitively in a series of interschool carnivals, successfully winning some events against significantly larger schools and always competing in a spirit of fair play. Several individual medal winners at the cross country and athletic events were examples of this sporting prowess present in our school.

All in all 2020 was a year not to be forgotten for so many reasons. Here is to less disruption and lots of success in 2021.



2020 Annual Report – The Arts

Visual Arts

The Oakwood students continued to shine and develop their creative skills in a number of whole school and community Visual Art Projects in 2020. In Term 1 all students from Pre-Primary to Year 6 made a clay fish. To coincide with our FISH Day celebrations in Term 4, these fish were installed around the school, on fences, walls, in the front office and some even spelled out FISH on the Art Courtyard fence. Term 4 also saw the completion of the beautiful Noongar Season mosaics which now hang proudly on the outside walls of the Library near the Friendship benches. Our senior students were involved in designing the backgrounds that flow from one season to the next and our middle primary students created the glass stone symbols. Students together with community members and teachers created the finished mosaic Artworks. Our Art Club students and Ayundante Especialistas entered the Castaways Sculpture Awards for the first time in 2020. Our entry, '20/20 Vision', was a mixed media sculpture created from recycled and repurposed materials based on the students' experiences of COVID-19. Our school won the Alcoa Primary Schools Competition Award.

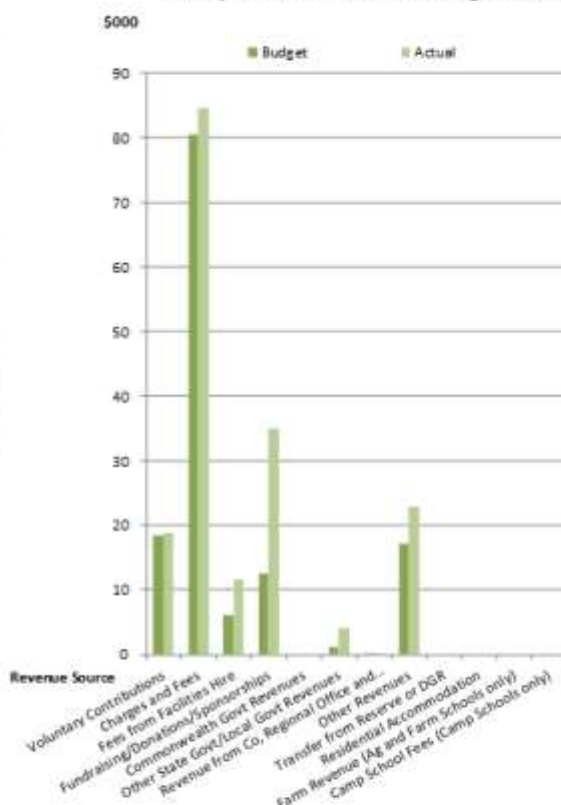


Performing Arts

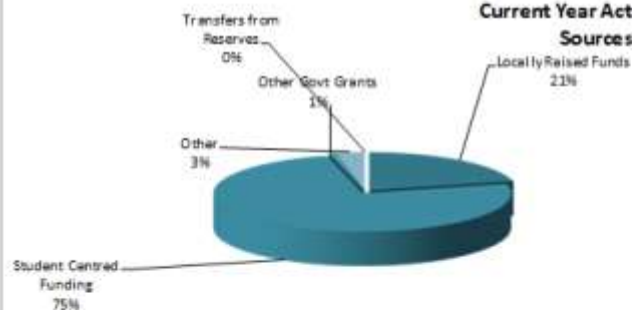
The Year 2020 looked a little different for The Performing Arts. Many of our much anticipated community events were unable to go ahead due to COVID restrictions. The Oakwood students were however, still able to share their creativity in other ways, through the sharing of many classroom music and drama performances. When restrictions were lifted, in Semester 2, students in Choir were able to perform at school assemblies for their peers and later, once again for their families and the Oakwood community. During our whole school NAIDOC assembly students performed "Djinda, Djinda, Karnangoor" a Noongar version of "Twinkle, Twinkle Little Star". In Term 4 some of our keen senior students initiated a Drama Club which allowed students to share their love of Drama and performing, putting on a performance called The Oakwood Circus at an assembly. The Annual End of Year Concert was unable to go ahead in the usual way, however, families were still able to see the students rehearsed performances, including a special performance of "North Pole Rock 'n' Roll" to surprise parents at the last assembly of the year. Each year cohort also performed a song for parents outside their cluster blocks.

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 18,469.00	\$ 18,729.20
2	Charges and Fees	\$ 80,592.77	\$ 84,607.06
3	Fees from Facilities Hire	\$ 6,137.00	\$ 11,700.91
4	Fundraising/Donations/Sponsorships	\$ 12,566.00	\$ 34,952.54
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 1,100.00	\$ 4,000.00
7	Revenue from Co, Regional Office and Other Schools	\$ 240.00	\$ 240.00
8	Other Revenues	\$ 17,086.56	\$ 22,848.53
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 136,191.33	\$ 177,078.24
	Opening Balance	\$ 114,447.00	\$ 114,447.42
	Student Centred Funding	\$ 532,901.00	\$ 533,132.11
	Total Cash Funds Available	\$ 783,539.33	\$ 824,657.77
	Total Salary Allocation	\$ 5,197,417.00	\$ 5,197,417.00
	Total Funds Available	\$ 5,980,956.33	\$ 6,022,074.77

Locally Generated Revenue - Budget vs Actual

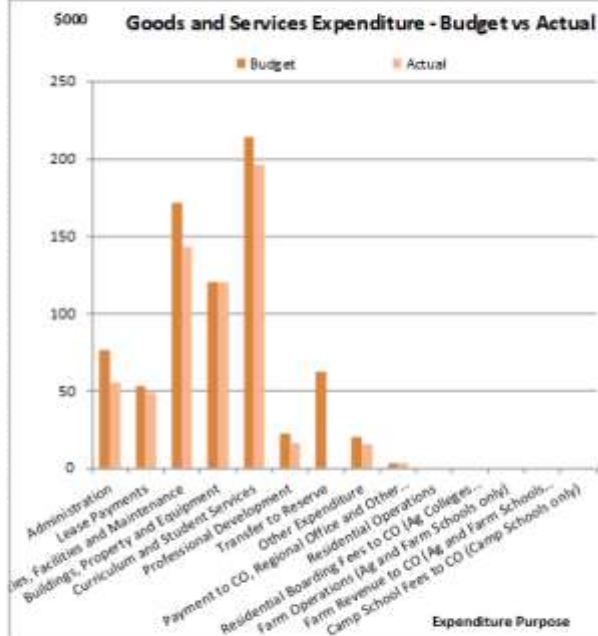


Current Year Actual Cash Sources

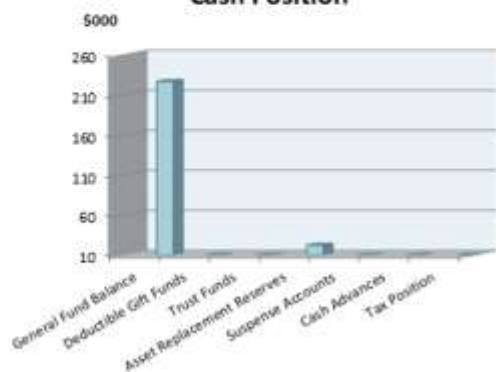


	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 76,509.65	\$ 55,009.00
2	Lease Payments	\$ 52,800.00	\$ 48,537.35
3	Utilities, Facilities and Maintenance	\$ 171,540.08	\$ 143,006.65
4	Buildings, Property and Equipment	\$ 119,688.34	\$ 120,246.27
5	Curriculum and Student Services	\$ 214,035.15	\$ 196,161.22
6	Professional Development	\$ 22,000.00	\$ 15,956.95
7	Transfer to Reserve	\$ 62,582.97	\$ -
8	Other Expenditure	\$ 20,127.37	\$ 15,693.02
9	Payment to CO, Regional Office and Other Schools	\$ 3,000.00	\$ 3,000.00
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 742,283.56	\$ 597,610.46
	Total Forecast Salary Expenditure	\$ 5,114,458.00	\$ 5,114,458.00
	Total Expenditure	\$ 5,856,741.56	\$ 5,712,068.46
	Cash Budget Variance	\$ 41,255.77	

Goods and Services Expenditure - Budget vs Actual



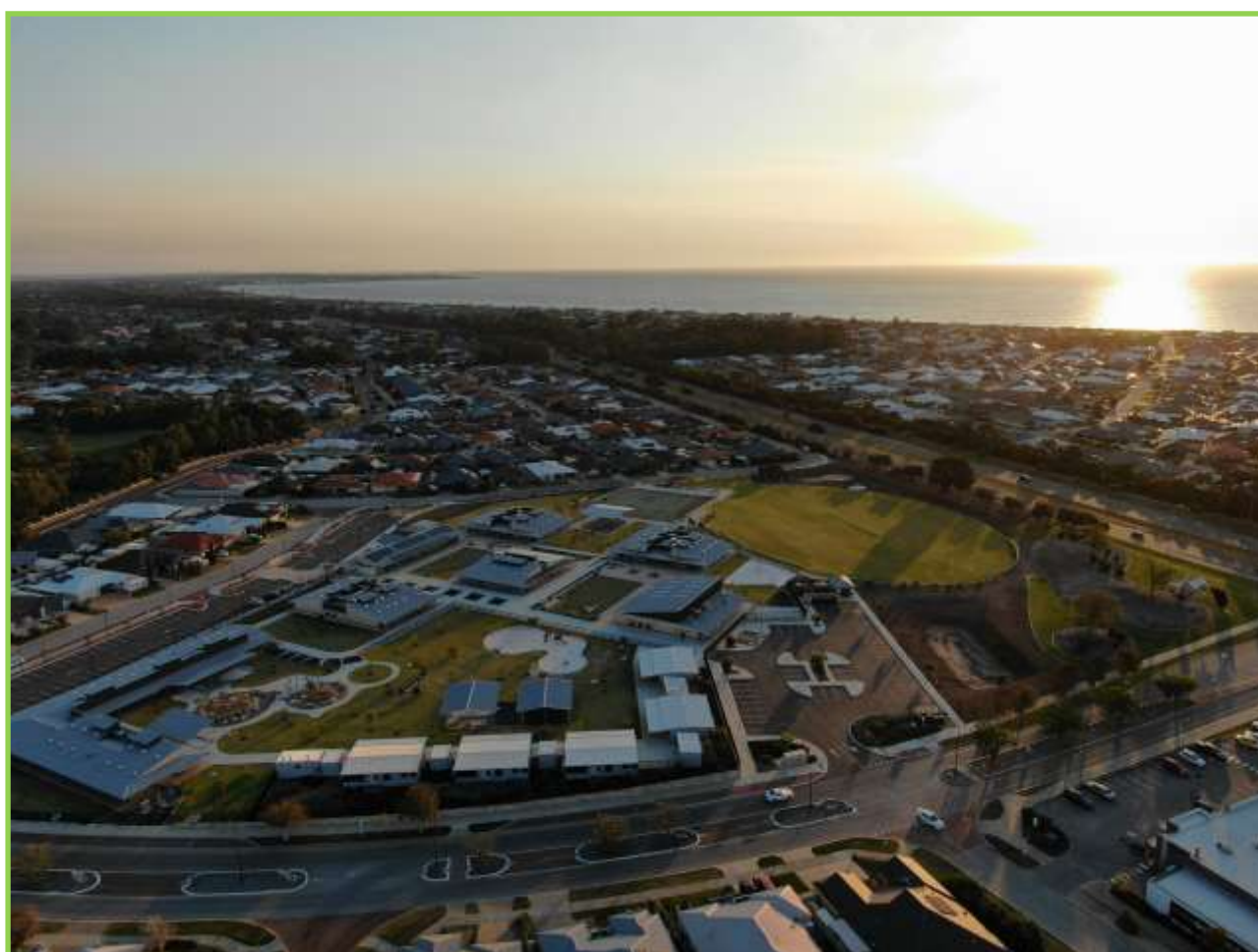
Cash Position



Cash Position as at:	
Bank Balance	\$ 247,189.80
Made up of:	
1 General Fund Balance	\$ 227,047.31
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 22,370.00
5 Suspense Accounts	\$ 2,586.49
6 Cash Advances	\$ -
7 Tax Position	\$ (4,814.00)
Total Bank Balance	\$ 247,189.80



♥ Learning with heart





Oakwood

PRIMARY SCHOOL

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