



Oakwood  
PRIMARY SCHOOL

# Annual Report 2024

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## Purpose of Annual Report

The annual report must meet 4 requirements, as detailed in 'Schedule C' of the School Funding Agreement. These are:

- progress against identified priorities
- contextualised information about student achievement
- funding accountability
- parent, student and teacher satisfaction.

Our Annual Report at Oakwood Primary School is closely related to our Business Plan and should be read in conjunction with it. The targets which are included and monitored in the Annual report are taken directly from our current Business Plan.

## 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 is situated on Oakwood Gate, 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.*

2024 saw the school community grow to 961 students from Kindergarten to Year 6 and the addition of 1 new demountable classroom. This classroom is the last to be added as the site has reached a point where there is no more room for extra classrooms. The lower kindy intakes over the last 2 years since Madora Bay PS opened will start to have an impact in 2026, as our larger cohorts begin to exit the school at Year 6.



# School Priorities

## Culture and Relationships

Developing and enhancing a positive school culture and relationships are the foundation of our school.

At Oakwood, we are committed to creating an environment that is welcoming, inclusive and celebrates the cultural diversity of our community. Quality relationships encompasses students, parents, staff and the wider community.

We engage in reciprocal conversations that ensures a range of voices can positively contribute to the culture of the school. We use the FISH! Philosophy and cultural standards framework to foster a positive school culture and common language, where the entire school community understands what it means by 'The Oakwood Way'.



## Engagement and Wellbeing

Engagement and wellbeing are inextricably linked. When students and staff are well, they engage in their work with greater focus, commitment and energy. When we have an environment of quality connection and engagement, people's wellbeing increases.

At Oakwood, we believe that strong engagement within our school community will create conditions that strengthen student and staff wellbeing, which results in quality teaching and learning. We encourage a sense of agency that positions the locus of control for maintaining social-emotional wellness within each individual.

The school aspires to be a hub of the community, which will involve parents, families and community partnerships in providing wrap around care and opportunities for all to be involved in the life of the school.



## Successful Learners

Successful learners are curious, happy, engaged and motivated.

At Oakwood, we believe that success does not look the same for all. Our students are provided with many rich and purposeful opportunities to experience and celebrate success.

Our students will develop an inquisitive, explorative and resilient approach to their learning, underpinned by high impact explicit instruction. This will enable them to build pathways for transferable learning experiences that connect with a love of lifelong curiosity. It is grounded in a child centred approach that embraces student interests and inspires them to achieve their best.



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## School Review Summary of Business Plan Targets and Progress 2024

### Priority Area – Culture and Relationships

Q1	Teachers at this school expect my child to do their best.
Q2	Staff at this school provide my child with useful feedback.
Q3	Staff at this school treat students fairly.
Q4	The school is well maintained.
Q5	My child feels safe at this school.
Q6	I can talk to my child’s teachers about my concerns.
Q7	Student behaviour is well managed at this school.
Q8	My child likes being at this school.
Q9	The school looks for ways to improve.
Q10	The school takes parents’ opinions seriously.
Q11	Staff at this school motivate my child to learn.
Q12	My child is making good progress at this school.
Q13	My child’s learning needs are being met by this school.
Q14	The school works with me to support my child’s learning.
Q15	The school has a strong relationship with the local community.
Q16	The school is well led.
Q17	I am satisfied with the overall standard of education achieved.
Q18	I would recommend this school to others.
Q19	My child’s teachers are good teachers.
Q20	Teachers at this school care about my child.

The mean score in the National Opinion Parent Survey for questions 1, 2, 6, 8, 9, 10, 14, 15 and 20 will be 4.0 or above.

This target has been achieved, both in 2024 and across the three year mean scores. Indeed many of the scores are the highest they have been for a few years. This shows the school has continued to build and maintain the positive school culture that it aspires to. The strongest areas are: liking school (Q4), can talk to teachers about concerns (Q6), teachers are good teachers (Q19), feeling safe (Q5), caring, good teachers (Q19 and Q20), leadership (Q16) and I would recommend the school (Q18). The context of the school has changed dramatically in the last four years having nearly doubled in size and there is evidence that despite the increase in numbers that the school has continued to implement approaches and practice that leads to parents feeling positive about the school, staff and quality of education. Areas mentioned positively included:

- Dedicated and Caring Staff **32**
- Sense Of Community **16**
- Focus on Children first **11**
- Good communication **9**
- Strong Leadership **20**
- Cater of the whole child **9**
- Positive caring environment **14**

Question	2021	2022	2023	2024	Mean
1	4.4	4.5	4.5	4.58	4.52
2	4.1	4.2	4.2	4.38	4.22
6	4.4	4.7	4.7	4.63	4.58
8	4.5	4.6	4.6	4.69	4.58
9	4.4	4.5	4.5	4.56	4.52
10	4	4.2	4.2	4.35	4.19
14	4.2	4.3	4.3	4.48	4.30
15	4.3	4.4	4.4	4.57	4.39
20	4.5	4.6	4.6	4.68	4.6

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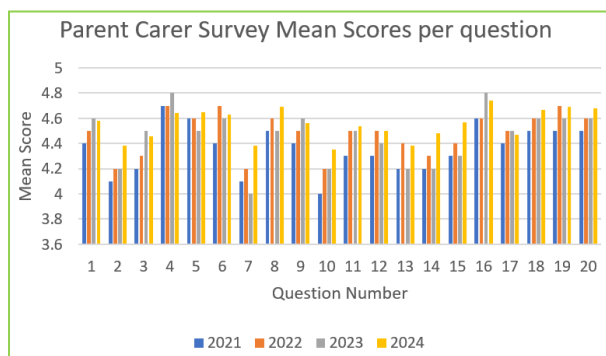
The constructive comments about how to improve included:

- Less bullying **2**
- Size of School too big **1**
- Relief Teachers inconsistent **1**
- Parking **5**
- Smaller classes **1**
- Ribbons for team games at Faction Carnivals **1**

Parking is an issue that is difficult for the school to impact because the car parks were designed and set as part of the build. As a leadership team, we can't really do much other than encourage positive parent behaviour in this area.

Bullying is mentioned twice. We have a clear anti bullying policy and enact that consistently. We will continue to be a school that addresses and prevents bullying through our positive behaviour support and school culture.

The size of school and classes is subject to enrolment policy and the agreement about class sizes and not something we can easily change or control.



Ribbons for the team games in the faction carnival is an issue we could address. It will mean that each child in each team game will receive ribbons at the end because we have 1st, 2nd, 3rd and 4th place ribbons awarded. Hopefully this does not devalue the ribbons as an award.

We have a great deal of relief teachers come through the school across a year. We will be collecting feedback about relief staff and prioritising those with positive feedback. Having three relief teachers on staff should also help with this consistency in 2025.

**Target – The mean score in the National Opinion Student Survey for questions 2, 3, 4, 6, 9, 10 and 14 will be 4.0 or above.**

All of the target questions were achieved at 4 or above except Q6 I can talk to teachers about concerns (which went down by 0.1) and Q10 Taking student opinions seriously (which went up by 0.33 on the previous year, but was still slightly below 4). Overall the survey results are positive. We will continue to focus on fairness and consistency being visible and ensuring student voice is included regularly in our school. It is pleasing to see the score for 'I like being at my school' back above 4 this year!

When analysing the written responses the majority of comments were positive about the school's ethos, environment and the caring nature of the staff. 34 of the written responses said the school has lots of caring people, 19 others said friends were a strength, 16 said they have good teachers. Sport, liking school, their learning, having fun and playgrounds were all answers that had 10 or more responses.

The common themes in areas to improve were:

- More playground equipment **(34)**
- Behaviour **(3)**
- Increase Student Leader spots to 12 **(3)**
- Longer lunch/recess **(7)**

Question	2021	2022	2023	2024	Mean
2	4.3	4.2	4.3	4.2	4.25
3	4.2	3.8	3.9	4	3.98
4	4.2	4.2	4.1	4.24	4.19
6	4	4	4.0	3.9	3.98
9	4.4	4.3	4.4	4.2	4.33
10	4	3.7	3.6	3.93	3.81
14	4.5	4.4	4.3	4.28	4.37

There are plans that will be implemented this year to increase the green playground to include monkey bars and more shade. This will be completed by the middle of the year. Unfortunately, lunch and recess cannot be lengthened, as this would impact learning time. As part of our PBS leadership, the team will continue to monitor and assess the way we encourage, promote, teach and reinforce positive behaviour and the referral process for unproductive behaviours.

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## Target – Make progress along the Aboriginal Cultural Standards Framework in each domain

The Dandjoo Committee and staff as a whole have continued working on ensuring our school is culturally responsive, not only towards Aboriginal students and families but towards all cultures represented in our diverse school. The principles of this framework actually provide a model for good practice and improvement for all students.

Last year as a staff we have rated our progress against these five descriptors using evidence from our practice. This will be completed each year and operational plans will be formulated from this feedback.

We will engage in this process again during 2025 to measure how our practice in these five key areas has improved with the actions put in place. During 2024, we met some and worked towards the following goals:

- AIEO was reappointed for 2 days per week.
- Leadership opportunities for Aboriginal staff, students and community members.
- School to provide a breakdown of students achievement data for Aboriginal students in NAPLAN and attendance data for Aboriginal students to increase transparency. (See next page)
- Reconciliation Action Plan process to be commenced.
- Monitoring Aboriginal students' attendance and utilising AIEO to build strong partnerships.

### 2023 Cultural Standards Framework Ratings

Descriptor	Mean Rating
Relationships	2.11
Leadership	2.59
Teaching	2.53
Learning Environments	2.33
Resources	2.62

## Aboriginal and Non Aboriginal Attendance 2021—2024

Year	Non Aboriginal			Aboriginal			Total		
	Oakwood PS	Like Schools	WA Public	Oakwood PS	Like Schools	WA Public	Oakwood PS	Like Schools	WA Public
2021	93%	92.2%	92.4%	87.30%	83.3%	76.8%	92.60%	91.7%	91%
2022	88.70%	88%	88.3%	85.10%	79.4%	69.5%	88.50%	87.5%	86.6%
2023	90.90%	90.4%	90.3%	88.30%	81.8%	74.3%	90.70%	89.8%	88.9%
2024	91.35%	91.0%	91.0%	90.40%	84.4%	74.3%	91.3%	90.6%	89.4%

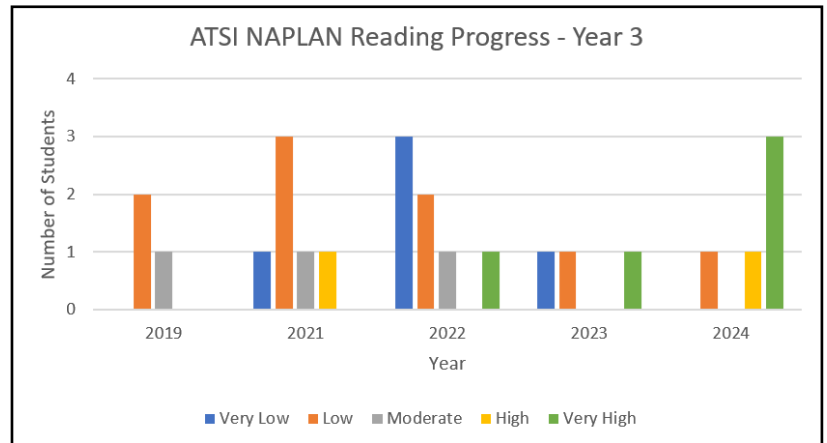
### Key Observations

- **Improvement in 2023 and 2024:** Both Non-Aboriginal and Aboriginal students showed an increase in attendance rates in 2023 and 2024 compared to 2022.
- **Aboriginal Students:** Oakwood PS consistently had higher attendance rates for Aboriginal students compared to Like Schools and WA Public Schools, indicating that our Aboriginal students have a sense of belonging and are engaged in their learning at Oakwood PS.

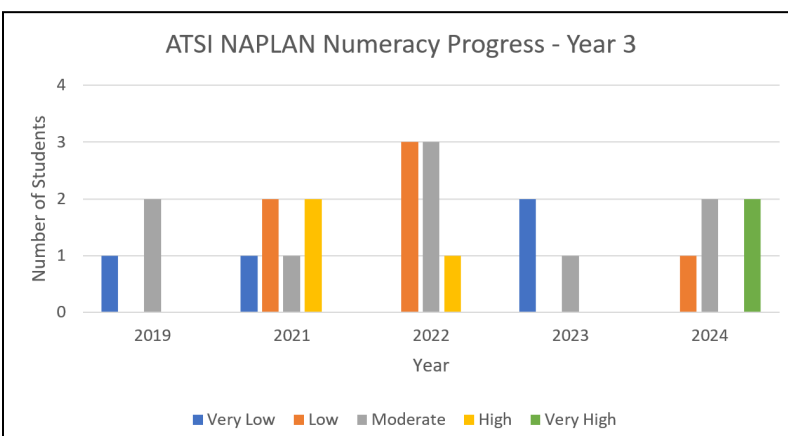
We are using our Aboriginal education funding to resource our AIEO and support staff in making our school culturally responsive by engaging in plans to improve our performance against the key areas in the Aboriginal Cultural Standards Framework.

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The ATSI NAPLAN Reading Progress data from 2019 to 2024, though based on a small sample size reflective of the school's overall numbers, shows a positive trend in the reading achievements of Aboriginal students from their Pre-Primary On-Entry assessments to their Year 3 NAPLAN results. In 2021, 17% of students were in the Very Low category, increasing to 43% in 2022, but notably, by 2024, there were no students in this category, representing a significant improvement. The Low category decreased from 67% of students in 2019 to just 20% by 2024. Meanwhile, the Moderate category, which had 33% of students in 2019, saw no representation by 2023 and 2024. The most substantial progress is observed in the Very High category, where no students were present until 2022, when 14% achieved this level, increasing to 60% by 2024. This data highlights the school's effective efforts in improving reading outcomes for Aboriginal students, demonstrating a clear shift toward higher achievement levels over time, despite the small data set.



	2019	2021	2022	2023	2024
Very Low		1	3	1	
Low	2	3	2	1	1
Moderate	1	1	1		
High		1			1
Very High			1	1	3
Total Students	3	6	7	3	5



	2019	2021	2022	2023	2024
Very Low	1	1		2	
Low		2	3		1
Moderate	2	1	3	1	2
High		2	1		
Very High					2
Total Students	3	6	7	3	5

The ATSI NAPLAN Numeracy Progress data from 2019 to 2024, tracking students from their Pre-Primary On-Entry assessments to their Year 3 NAPLAN results, reveals both areas of challenge and positive shifts in numeracy achievement for Aboriginal students. In 2019, 33% of students were in the Very Low category, with this number reappearing in 2021 and 2023. However, by 2022 and 2024, there were no students in this category, reflecting some fluctuation but also periods of improvement. The Low category saw an increase in 2021 and 2022, peaking at 43%, before decreasing to 20% in 2024. The Moderate category, which consistently included students across all years, fluctuated between 33% in 2019, peaking at 43% in 2022, and then decreasing to 20% by 2024. The High category saw representation in 2021 and 2022, but no students achieved this level in the later years. Importantly, the Very High category emerged in 2024, with 40% of students reaching this top level. This data reflects the school's efforts to support numeracy development, with varying outcomes but a notable shift toward higher achievement levels by 2024, despite the small sample size.

The Very Low category, which consistently included students across all years, fluctuated between 33% in 2019, peaking at 43% in 2022, and then decreasing to 20% by 2024. The High category saw representation in 2021 and 2022, but no students achieved this level in the later years. Importantly, the Very High category emerged in 2024, with 40% of students reaching this top level. This data reflects the school's efforts to support numeracy development, with varying outcomes but a notable shift toward higher achievement levels by 2024, despite the small sample size.

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## Priority Area - Engagement and Wellbeing

**Target—90% or more of students will demonstrate the attitudes, behaviours and effort indicators in the formal reports often or consistently.**

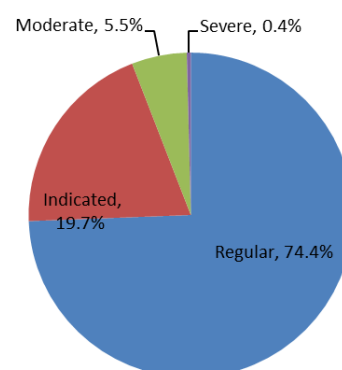
Year and Semester	2021 (1)	2021 (2)	2022 (1)	2022 (2)	2023 (1)	2023 (2)	2024 (1)	2024 (2)
% students achieving <i>often</i> and/or <i>consistent</i> ratings in ABE Reports	91%	94%	96%	96%	95%	96%	95%	96%

This data is very pleasing and higher than it has been since 2019. 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%. The overall percentage is up on last year and well above our target. 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, UFLI Foundations, Whole Class Reading, 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 as we modify our instructional model under the influence of the Teach Well PL and 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**

### Whole Year Attendance Data 2024

Breakdown	Total Students	Regular	%	At Risk Indicated	%	At Risk Moderate	%	At Risk Severe	%
PPR	103	74	71.8	21	20.4	8	7.8	0	0.0
Y1	131	89	67.9	30	22.9	12	9.2	0	0.0
Y2	133	98	73.7	28	21.1	6	4.5	1	0.8
Y3	133	104	78.2	22	16.5	6	4.5	1	0.8
Y4	137	104	75.9	26	19.0	6	4.4	1	0.7
Y5	138	102	73.9	31	22.5	5	3.6	0	0.0
Y6	100	80	80.0	14	14.0	5	5.0	1	1.0
School	875	651	74.4	172	19.7	48	5.5	4	0.4



The target of 80% of students attending regularly has not been achieved for the year. The Regular attendance rate has risen back up to 74.4% up from 65.7% in 2023 and up from 57.6% in 2022. It appears to be recovering from the COVID era, but was 79.5% in 2021, so still not as strong as it was. We will continue to focus on engagement and use our established attendance procedures to further improve attendance in 2025.

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**Target – The mean score in the National Opinion Student Survey for questions 5 and 8 will be 4.0 or above.**

Question 5 refers to I feel safe at school. This score has improved from 2022 and the mean score for the 4 year period sits at 4.2 which is very pleasing. Question 8 refers to I like being at my school. This score has risen back above 4 after a blip last year. The 4 year mean remains above 4.0. Over the last couple of

Question	2021	2022	2023	2024	Mean
5	4.4	4	4.2	4.2	4.2
8	4.2	4	3.9	4.02	4.03

years, there have been some changes a result of our improvement journey through Teach Well PL. One of these changes is an increase in student accountability and full participation and it may be that this has had some impact on the student perceptions of enjoying school. There is little doubt that academic standards have increased, but this may not be mirrored in student's enjoyment of school. When analysing the written responses the majority of comments were positive about the school's ethos, environment and the caring nature of the staff. 34 of the written responses said the school has lots of caring people, 19 others said friends were a strength, 16 said they have good teachers. Sport, liking school, their learning, having fun and playgrounds were all answers that had 10 responses.

The common themes in areas to improve were:

- More playground equipment **(34)**
- Longer lunch/recess **(7)**
- Behaviour **(3)**
- Increase Student leader spots to 12 **(3)**

There are plans that will be implemented this year to increase the green playground to include monkey bars and more shade. This will be completed by the middle of the year. Unfortunately, lunch and recess cannot be lengthened, as this would impact learning time. As part of our PBS leadership, the team will continue to monitor and assess the way we encourage, promote, teach and reinforce positive behaviour and the referral process for unproductive behaviours.

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## Priority Area - Successful Learners

### NAPLAN 2024

The school has achieved 3 green lights in Year 3 in Numeracy, Reading and Grammar and Punctuation. This is significant progress from previous performance. The Year 5 results, whilst less emphatic also represent progress with all results being at, above or very close to the expected performance.

Code	Name	ICSEA	Decile	Year 3					Year 5				
				N	R	W	S	P&G	N	R	W	S	P&G
5855	Oakwood Primary School	1003	5	2.1	1.5	1.1	1.0	1.5	0.6	1.1	0.8	0.7	0.4
School Selection Average				2.1	1.5	1.1	1.0	1.5	0.6	1.1	0.8	0.7	0.4

	Performance > 1 standard deviation above expected
	Performance within 1 standard deviation of expected
	Performance > 1 standard deviation below expected

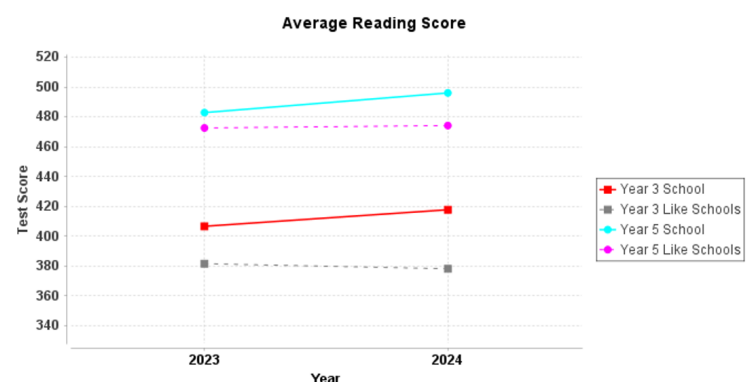
### Reading Targets

**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.

Oakwood Primary School has achieved five green lights in Year 3, highlighting that each area exceeds one standard deviation above the expected result. This is an exceptional result for both progress and achievement. One green light was achieved for Reading in Year 5, which is also to be celebrated, and indicates good progress for this learning area, which was yellow in 2023. All other learning areas indicated improvement in performance and were within one standard deviation of expected results.

	Y03		Y05	
	School	Like Schools	School	Like Schools
2024	418	378	496	474
2023	407	381	483	473
2022	428	419	476	492
2021	378	414	491	495



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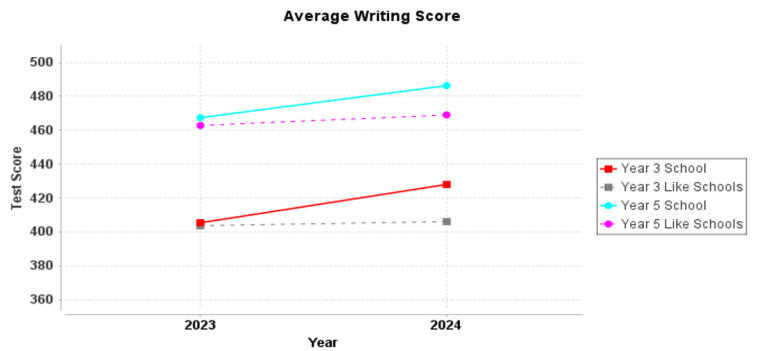
## Writing Targets

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

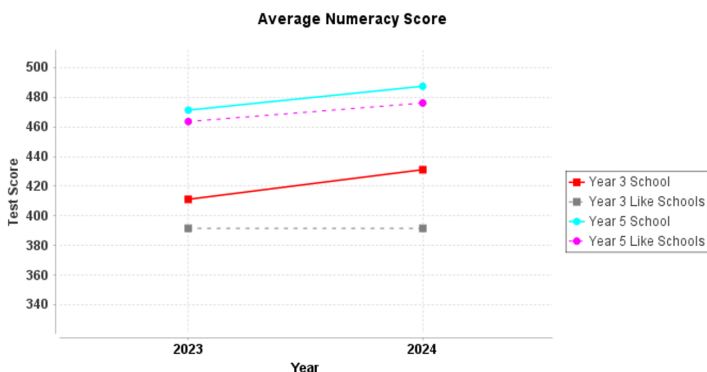
**Year 5:** The average student performance score in NAPLAN will be at or above like schools.

The target of being at or exceeding the performance of Like Schools has been achieved in 2024 for both Year 3 and Year 5 Writing. Year 3 achieved the first green light performance so far, and both years have maintained consistency in being within one standard deviation of the expected results. Consistency with Talk 4 Writing has continued to positively impact this area, and the introduction of The Syntax Project will hopefully continue to see continued growth in this area. The data below indicate significant results in Year 3 Writing, with scores exceeding the national mean in eight areas. It also highlights that the school made significant progress in all areas in Year 5 against the Australian mean and exceeded it in two areas.

	Y03		Y05	
	School	Like Schools	School	Like Schools
2024	428	406	486	469
2023	405	404	467	463
2022	428	416	464	461
2021	414	419	477	473



	Y03		Y05	
	School	Like Schools	School	Like Schools
2024	431	392	488	476
2023	411	392	471	464
2022	407	386	453	474
2021	371	383	461	479



## Numeracy Targets

**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.

The target of being at or exceeding the performance of Like Schools has been achieved in 2024 for both Year 3 and Year 5 Numeracy. Both Year 3 and Year 5 recorded their highest scores to date, reflecting the improvement in this area. There has been a clear improvement each year in the NAPLAN scores for Numeracy for both Year 3 and Year 5 between 2021 and 2024. The commitment to refining and maintaining consistency in approaches to learning including daily reviews and data-informed teaching have continued to positively impact these results.

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**Target – 85% of effort indicators in The Arts, Physical Education and Spanish are rated as consistently or often.**

Year and Semester	2021 (1)	2021 (2)	2022 (1)	2022 (2)	2023 (1)	2023 (2)	2024 (1)	2024 (2)
% students achieving <i>often</i> and/or <i>consistent</i> ratings in The Arts and PE	98%	98%	98%	97%	98%	97%	98%	96%

This result is very positive and very comparable to last year’s data. The maintenance of this high standard has been achieved when the school has a larger than ever enrolment figure. 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. There were 2 classes that fell well below the expected effort levels – one in music and one in performing arts. Leadership will be following up to support the situation in these classes.



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## Highlights from 2024 at Oakwood PS

The seventh year of operation for Oakwood Primary School was another successful year in the school's history. There were many memorable community events, the most successful NAPLAN results we have ever had and wonderful performances from our choir, instrumentalists and our sports teams and individual competitors – making 2024 magical and exciting in many ways!

The delay in Room 37 being installed until the end of Term 1, meant that Room 37 did their learning in the library and no class could visit the library until Term 2. Unperturbed though, the start of the year was 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 2024 began with 941 students and 105 staff, growing gradually throughout the year to conclude with a staggering 961 students. We expect numbers to peak in 2025, before our largest cohorts in Year 2 – 6 start to leave the school in the coming years. The last 3 years have seen Kindy intakes of 100 enter the school, so we should see a decline in numbers in the coming years.

Our P & C had another active year, organising great events and raising much needed funds for our school. \$28 954 was raised by this wonderful group of people, which included funding for a Year 1 – 6 playground extension to be added in Term 2 of 2025. This was successful thanks to the hard work and dedication of our P & C executive and committee. Events were held including Colour Run, Free Dress Days, Easter Raffle, Car Park space raffles, Disco, Mother's and Father's Day Events, Sausage Sizzle on Faction Carnivals, Open Night Food and Bookfair. Giving back to the Mandurah community was also a priority with OPS participating in a highly successful Christmas food/gift drive with two local organisations benefitting. The year saw us acknowledge Robyn Warnes, who has been involved in our P & C from the very start – without her contribution over the years, our school would not be the same! We would like to acknowledge the amazing work of our P & C in 2024 and look forward to a successful 2025.



The Oakwood PS School Board moved into its sixth year of operation. Miss Nikki Fairhurst was elected as the Chair, having been invited as a Community board member in 2022. The composition of the Board developed throughout the year, attended by Mr Will Davis, Principal, 3 staff, 5 parents, and 5 community members. We said good bye and thank you to Nathan Jolly, a foundation school board member from the very start of the Oakwood journey. Nathan has played a huge part in the developing and establishing of the school we know and love today! After 4 years on our board, Andrew McKerrell also stepped down from his community position. Andrew will hopefully in the coming years be an Oakwood parents and we thank him for his dedication in his time as a board member. We welcomed a new community board member in Stacey Hope from Down South Therapy, whose perspective as a therapy provider for students with additional needs is most welcome. They were joined by Peta Whitfield, Aimee Turner and Kate Veljacich as elected staff members for 2024. We really appreciate the engagement of our board in the life of the school, they contribute so much!

## ♥ Learning with heart

2024 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 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 did an amazing job of setting a great example for their fellow Oakwooders. As did our faction captains who supported the set up of play equipment in the Early Childhood area of the school as well as providing sporting leadership at all our major events. We are proud of the role that these students played in a very successful 2024 for the school. We won trophies at all of the major carnivals throughout the year, dominated in Cross Country, Athletics and continue to be a major part of the Coastal Sports Association.

Our continuous cycle of review and school improvement continued in 2024 as we moved into the third year of our current business plan. The Year 3 and Year 5 NAPLAN results were our best yet, exceeding like schools in all of the ten areas and achieving green light performance in six areas, including all of the areas in in Year 3. Reading was a green light in Year 3 and 5, which we are particularly proud of. This performance will help us to build in the coming years to continue to show improvement and progress in key areas of learning for our students.

The sense of community was stronger than ever in 2024, with parents coming out in force for Open Night and other special events. The End of Year Concert was a night to remember! The students looked and sounded wonderful as they took to the stage to perform with their peers, they did a spectacular job! The end of year awards were given out to the selected students and the turnout from the community was outstanding, with around 1600 people on the oval! The P & C provided a number of food options and the community feel was amazing! The staff stepped up for their own performance as well, wowing the crowd and Robbie Williams turned up in a Kiss outfit too!



# ♥ Learning with heart

## 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 2024. The focus for 2023 was built around strengthening our explicit high impact instruction model as our staff continued on our professional learning journey with TeachWell. We implemented a new approach to reading in P – 2, with a new synthetic phonics program, UFLI Foundations, alongside an extension of our Whole Class Reading approach into the early years. A further 13 staff completed Teach Well professional learning in 2024. 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. A great deal of work was completed and a review of our reading approach in K – 2 will see some exciting changes to practice in the coming year. 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.

We were visited for a National Quality Standard Verification visit in October 2024, led by Deb Martin from the Office of Early Childhood. The two day visit assessed all aspects of the NQS verification process and was rigorous. The findings of the report showed us to be meeting the standards in all 7 areas and is a ringing endorsement for the work of our K – 2 team and leaders.

Successful school events that sparked joy for our students and their learning included, Science Week, Book Week, ANZAC and our moving NAIDOC celebration. 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 2024 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.



Our journey of implementation of the Positive Behaviour Support framework continued to build in momentum throughout this year. A positive emphasis on being proactive, defining, teaching and reinforcing positive behaviour continued to be the common approach to this at Oakwood PS. The multi-layered reward systems at class and faction level continues to support students to make positive choices. The recently improved system for dealing with unproductive behaviour gained great momentum and has enabled us all to manage this, whilst keeping the focus on learning.

Recognising and acknowledging students who consistently model the Oakwood Way is an important part of our school culture and termly calendars. In 2024 this was done through Principal's lunches, attendance rewards, merit certificates and Facebook posts.

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## Sporting

The fifth year of the Coastal Sports Association with Lakelands, Singleton, Madora Bay and Meadow Springs Primary Schools was as competitive as ever. The Summer Carnival was a great success and with wins in basketball and tee ball, Oakwood started the year well! In the winter carnival, we won 2 out of the 4 competitions, victorious in soccer and netball, whilst performing well across all of the sports and upholding the values of fair play at all times. The Faction Sports Carnivals in Term 3 this year were fantastic events that promoted participation, personal best, and friendly competition. The Cross Country championship was won by Osprey! The Team Games saw Quenda be victorious and the Overall Athletics shield was also won by Blue Wren for the third time in a row. What an outstanding year for them! Our swimming carnival in 2024 was a great evening and saw Osprey win the shield overall for the first time. Following this, Oakwood PS participated competitively in a series of interschool carnivals, successfully winning events against our local 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. Overall, we finished 1st in both the Athletics and Cross Country competition, a dominant display of athleticism and all done with a great sporting attitude. Well done to all involved!

All in all 2024 was a year not to be forgotten for so many reasons. Here is to a great year in 2025!



## Finance

### ONE LINE BUDGET - Dec 2024 ( Verified Dec Cash)

	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	418,234	418,234
Carry Forward (Salary):	556,974	556,974
<b>INCOME</b>		
Student-Centred Funding (including Transfers & Adjustments):	10,022,826	10,022,826
Locally Raised Funds:	382,861	409,758
<b>Total Funds:</b>	<b>11,380,894</b>	<b>11,407,792</b>
<b>EXPENDITURE</b>		
Salaries:	9,376,569	9,376,569
Goods and Services (Cash):	1,301,360	1,000,461
<b>Total Expenditure:</b>	<b>10,677,929</b>	<b>10,377,031</b>
<b>VARIANCE:</b>	<b>702,966</b>	<b>1,030,761</b>

### INCOME - Dec 2024 ( Verified Dec Cash)

	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	418,234	418,234
Carry Forward (Salary)	556,974	556,974
<b>STUDENT-CENTRED FUNDING</b>		
Per Student	8,018,712	8,018,712
School and Student Characteristics	1,373,465	1,373,465
Disability Adjustments	260,331	260,331
Targeted Initiatives	377,282	377,282
Operational Response Allocation	9,591	9,591
<b>Total Funds:</b>	<b>10,039,381</b>	<b>10,039,381</b>
<b>TRANSFERS AND ADJUSTMENTS</b>		
Regional Allocation	0	0
School Transfers – Salary	(507,297)	(507,297)
School Transfers - Cash	490,743	490,743
Department Adjustments	0	0
<b>Total Funds:</b>	<b>(16,554)</b>	<b>(16,554)</b>

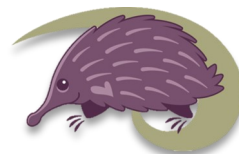
	Current Budget (\$)	Actual YTD (\$)
<b>LOCALLY RAISED FUNDS (REVENUE)</b>		
Voluntary Contributions	26,241	26,341
Charges and Fees	260,013	255,234
Fees from Facilities Hire	38,079	38,080
Fundraising/Donations/Sponsorships	28,484	55,812
Commonwealth Govt Revenues	3,775	3,775
Other State Govt/Local Govt Revenues	3,000	3,000
Revenue from CO, Regional Office and Other scho	0	0
Other Revenues	23,269	27,517
<b>Total Funds:</b>	<b>382,861</b>	<b>409,759</b>
<b>TOTAL</b>	<b>11,380,896</b>	<b>11,407,794</b>

<b>EXPENDITURE - Dec 2024 ( Verified Dec Cash)</b>		
	Current Budget (\$)	Actual YTD (\$)
<b>SALARIES</b>		
Appointed Staff	8,404,776	8,404,776
Casual Payments	951,727	951,727
Other Salary Expenditure	20,066	20,066
<b>Total Funds:</b>	<b>9,376,569</b>	<b>9,376,569</b>
<b>GOODS AND SERVICES (CASH EXPENDITURE)</b>		
Administration	75,636	47,947
Lease Payments	76,701	72,091
Utilities, Facilities and Maintenance	273,399	196,515
Buildings, Property and Equipment	177,414	135,129
Curriculum and Student Services	564,945	442,824
Professional Development	75,000	73,454
Transfer to Reserve	42,994	17,812
Other Expenditure	15,270	14,689
Payment to CO, Regional Office and Other schools	0	0
<b>Total Funds:</b>	<b>1,301,359</b>	<b>1,000,461</b>
<b>TOTAL</b>	<b>10,677,928</b>	<b>10,377,030</b>



# Oakwood

PRIMARY SCHOOL



♥ Learning with heart