



Oakwood
PRIMARY SCHOOL

Annual Report 2025

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Contents

Purpose of Annual Report	1	Priority Area—Engagement and Wellbeing	8-9
Introduction	2	ABE Reports	8
		2025 Attendance Data	8
School Priorities	3	National Opinion Student Survey	9
<i>Culture and Relationships</i>			
<i>Engagement and Wellbeing</i>		Priority Area—Successful Learners	10-13
<i>Successful Learners</i>		NAPLAN 2025	10
School Review Summary of Business		Writing Targets	11
Plan Targets and Progress 2025	4-12	Numeracy Targets	12
Priority Area—Culture and Relationships	4-7	Reading Targets	12
National Opinion Parent Survey	4-5	Effort indicators in The Arts and PE	13
National Opinion Student Survey	5		
Make progress along the Aboriginal		Highlights from 2025 at Oakwood PS	13-16
Cultural Standards Framework		Curriculum and Student Highlights	15
in each domain	6	Positive School Culture	15
Cultural Standards Framework Ratings	6	Sporting	16
Aboriginal and Non Aboriginal			
Attendance 2021-2025	6	Finance	17-18
ATSI NAPLAN Progress	7	One Line Budget	17
		Income	17-18
		Expenditure	18

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.

2025 saw the school community grow to 990 students from Kindergarten to Year 6, reaching the expected peak of enrolments as our large cohorts begin to graduate. This year saw our first kindy cohort reach year 6 and leave our school. This was momentous for our students, staff and their parents and families. The special feeling of being the Foundation Kindy cohort was felt by us all and there were many tears at graduation! It truly was the end of an era.



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 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.



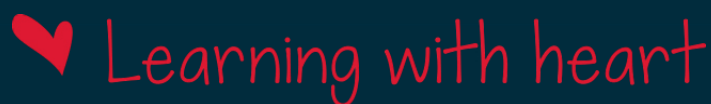
Successful Learners

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.





School Review Summary of Business Plan Targets and Progress 2025

Priority Area – Culture and Relationships

Survey questions – highlighted questions are business plan targets, score 4+

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 2025 and across the three year mean scores. The scores are consistent across the last few years overall. 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).

Areas mentioned positively included:

- Sense of Community **34**
- Caring Staff **27**
- Great teachers **20**
- Child Focussed **15**
- Good Communication **11**
- Strong Leadership **30**
- Extra effort, above and beyond **14**
- Positive supportive environment **13**
- Cater of the whole child **9**
- Friendly, approachable staff **9**

Question	2022	2023	2024	2025	Mean
1	4.5	4.6	4.58	4.6	4.57
2	4.2	4.2	4.38	4.25	4.26
6	4.7	4.6	4.63	4.67	4.65
8	4.6	4.5	4.69	4.6	4.6
9	4.5	4.6	4.56	4.56	4.56
10	4.2	4.2	4.35	4.31	4.27
14	4.3	4.2	4.48	4.45	4.36
15	4.4	4.3	4.57	4.46	4.43
20	4.6	4.6	4.68	4.59	4.62



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The constructive comments about how to improve included:

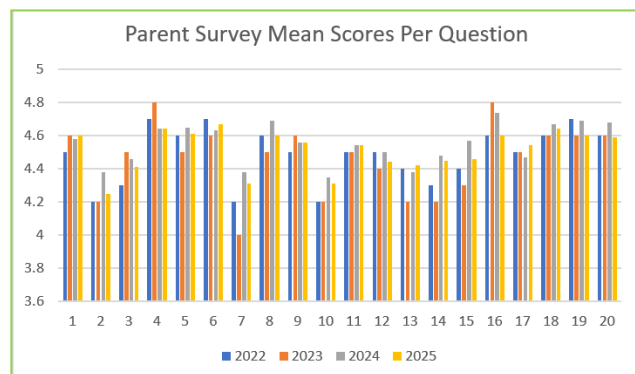
- Class sizes and ratios **7**
- Size of School **7**
- Communication **6**
- Parking **12**
- Less special days **4**

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.

The size of school and classes is subject to enrolment policy and the agreement about class sizes and not something we have control over. Enrolments for 2026 are lower than 2025!

Three of the communication comments were centred around the use of Connect, which is a system we won't be using in 2026 as we will be switching to Compass. We will review our communication processes, however communication was highlighted as positive by 11 responses also.

A review of the special days will be conducted to ensure that they are not excessive.



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.

Over half of the target questions were achieved at 4 or above except Q6 'I can talk to teachers about concerns', Q10 Taking student opinions seriously and Q3 treating students fairly. 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. Q3 'fairness' improved in 2024, back up to 4.0.

When analysing the written responses the majority of comments were positive about the school's ethos, environment and the caring nature of the staff. 29 of the written responses said the school has lots of caring people, 29 people highlighted good teachers and staff, 21 mentioned a happy, safe environment, 18 others said friends were a strength, 17 said good opportunities were provided, 16 said learning was a strength.

The common themes in areas to improve were:

- More playground space **7**
- Student Behaviour **7**
- Basketball courts **6**
- Oval and Grass maintenance **5**

The new playground has been installed in years 1 – 6 which will hopefully help the play space situation. 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. There has been some extra supervision on the basketball courts in the second half of the year to help that situation – it is a competitive space. The grass will be replanted within school grounds over the holidays, but the oval is the responsibility of the City of Mandurah – we will contact them to conduct some grass repairs.

Question	2022	2023	2024	2025	Mean
2	4.2	4.3	4.2	4	4.2
3	3.8	3.9	4	3.83	3.95
4	4.2	4.1	4.24	3.92	4.13
6	4	4.0	3.9	3.79	3.94
9	4.3	4.4	4.2	4.2	4.3
10	3.7	3.6	3.93	3.65	3.78
14	4.4	4.3	4.28	4.15	4.33

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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 principals 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.

Progress is clear in 4 or the 5 areas and we will continue to try to progress in this area. We will engage in this process again during 2027 to measure who our practice in these five key areas has improved with the actions put in place. During 2025 we met some and worked towards the following goals:

- AIEO in place 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 on next page)
- Reconciliation Action Plan process has been completed and in place.
- Monitoring Aboriginal students' attendance and utilising AIEO to build strong partnerships.

2025 Cultural Standards Framework Ratings

Descriptor	2023 Mean Rating	2025 Mean Rating
Relationships	2.11	2.79
Leadership	2.59	2.57
Teaching	2.53	2.74
Learning Environments	2.33	2.69
Resources	2.62	2.78

Aboriginal and Non Aboriginal Attendance 2021 - 2025

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	92.1%	91.0%	91.0%	90.43%	84.4%	74.3%	91.3%	90.6%	89.4%
2025	90.9%	90.1%	90.7%	90.6%	81.8%	73.2%	90.9%	89.6%	89.1%

Key Observations

- Improvement in 2023 and 2024: Both Non-Aboriginal and Aboriginal students showed an increase in attendance rates in the last 3 years 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 attendance rate data for Semester 1 in the last three years demonstrate that attendance rates for Oakwood students are tracking above 'like schools'. The attendance rate of our Aboriginal students increased to it's highest level in the last 3 years in 2025, nearly 9% above 'like schools'. This is encouraging and shows, despite the disappointing Regular attendance data in 2025, that attendance at Oakwood PS is performing well compared to 'like schools'. Consistently over the last few years, it shows that in school vacations make the biggest difference to the percentage of regular attendance figure. Indeed, if the students taking in OFFICIAL school time vacations attended during those times, we would have met the target in 3 of the last 4 years. The attendance procedures and rewards will continue to be implemented and reviewed to encourage students to have an attendance career that enables them to reach their potential. New tools have been developed for 2026 to enable us to collate and analyse data to support early intervention.

NAPLAN Data ATSI Students 2025

Year 3 ATSI NAPLAN Reading Progress						
	2019	2021	2022	2023	2024	2025
Very Low		1	3	1		
Low	2	3	2	1	1	2
Moderate	1	1	1			1
High		1			1	
Very High			1	1	3	1
Total Students	3	6	7	3	5	4

Year 3 ATSI NAPLAN Maths Progress						
	2019	2021	2022	2023	2024	2025
Very Low	1	1		2		
Low		2	3		1	
Moderate	2	1	3	1	2	4
High		2	1			
Very High					2	
Total Students	3	6	7	3	5	4

The Year 3 NAPLAN progress for 2025 in Maths was impressive with all 4 students making expected progress. In reading, whilst two students made low progress, two students made expected or above expected progress. We continue to support our students with whole school approaches, explicit instruction and targeted learning where required.

Year 5 ATSI NAPLAN Reading Progress	
	2025
Very Low	
Low	2
Moderate	1
High	
Very High	1
Total Students	4

Year 5 ATSI NAPLAN Maths Progress	
	2025
Very Low	
Low	
Moderate	3
High	
Very High	
Total Students	3

The Year 5 NAPLAN progress was very pleasing in both Reading and Numeracy. All students made at least expected progress and two of them achieved above expected progress. We have not had access to Year 5 progress data for a number of years due to NAPLAN changes, but this data will be available in the years to come. This is very pleasing to see in 2025.

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Priority Area - Engagement and Wellbeing

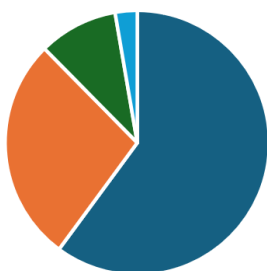
Target—90% or more of students will demonstrate the attitudes, behaviours and effort indicators in the formal reports often or consistently.

Year and Semester	2022 (1)	2022 (2)	2023 (1)	2023 (2)	2024 (1)	2024 (2)	2025 (1)	2025 (2)
% students achieving <i>often</i> and/or <i>consistent</i> ratings in ABE Reports	96%	96%	95%	96%	95%	96%	96%	96%

This data is very pleasing and very similar to last year's data. 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, 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 as we continue to develop and adapt our approaches for maximum student engagement.

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

2025 Attendance %



■ 90%+ Regular ■ 80% -90% Indicated ■ 60 -% - 80% Moderate ■ <60% Severe

Whole Year Attendance Data 2025

	Attendance %
90%+ Regular	60.10%
80% -90% Indicated	27.50%
60 -% - 80% Moderate	9.70%
<60% Severe	2.70%

The target of 80% of students attending regularly has not been achieved for the year. The Regular attendance rate has dropped to its lowest level since 2022. There have been some issues that made attendance across the year hard to monitor as we moved over to Compass mid year. We are unable this year to say how many days have been lost to unauthorised vacations, that has a significant impact on our attendance data. We have created a new monitoring system and allocated an office staff member to attendance for 2026. With our third Deputy also on board, the Principal will be able to work closely with this attendance officer to provide greater accountability and follow up.

We will continue to focus on engagement and use our established attendance procedures to further improve attendance in 2026.



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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	2022	2023	2024	2025	Mean
5	4	4.2	4.2	4.22	4.2
8	4	3.9	4.02	4.04	4.03

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 over the last two years after a blip in 2023. The 4 year mean remains above 4.0. Over the last couple of 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.

The common themes in areas to improve were:

- More playground space **7**
- Student behaviour **7**
- Basketball courts **6**
- Oval and grass maintenance **5**

The new playground has been installed in years 1 – 6 which will hopefully help the play space situation. 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. There has been some extra supervision on the basketball courts in the second half of the year to help that situation – it is a competitive space. The grass will be replanted within school grounds over the holidays, but the oval is the responsibility of the City of Mandurah – we will contact them to conduct some grass repairs.



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Priority Area - Successful Learners

NAPLAN 2025

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

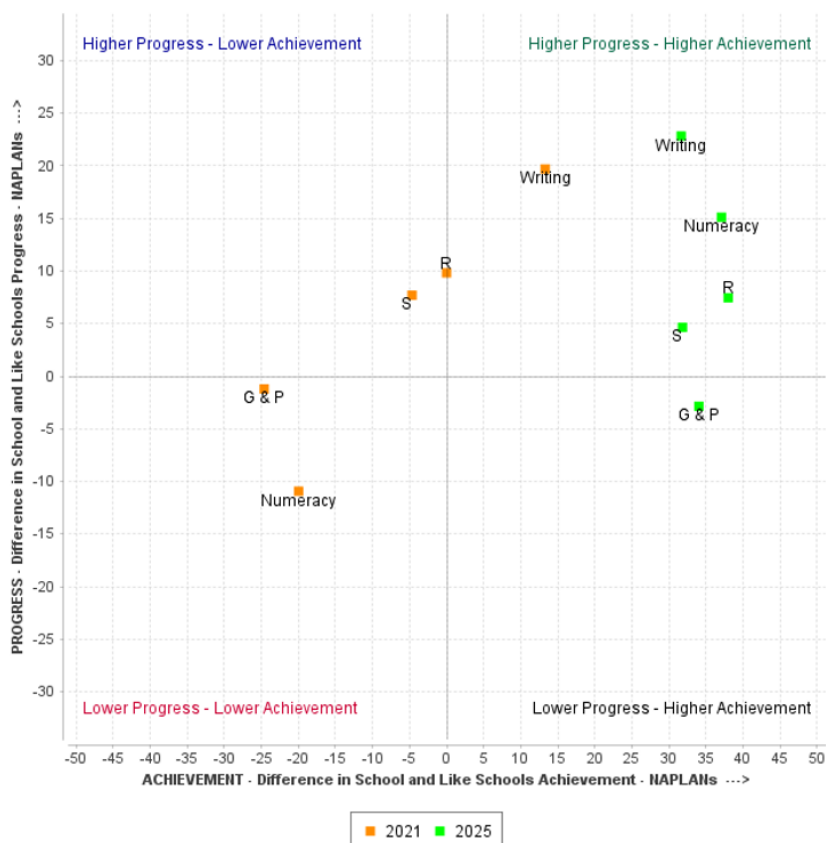
NAPLAN Comparative Performance - 2025

Code	Name	ICSEA	Decile	Year 3					Year 5				
				N	R	W	S	P&G	N	R	W	S	P&G
5855	Oakwood Primary School	1005	4	1.4	0.8	0.5	0.7	1.3	0.8	1.0	1.1	0.4	0.3
School Selection Average				1.4	0.8	0.5	0.7	1.3	0.8	1.0	1.1	0.4	0.3

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

NAPLAN Year 3 to Year 5 Longitudinal

The Progress and Achievement for Years 3 – 5 (2023 – 2025) is shown on the quadrants in the graph. It shows that Writing, Numeracy, Reading and Spelling are showing High Achievement and High Progress. Grammar and Punctuation was just outside High progress, but still has high achievement. When this is compared the last time we had Year 3- 5 progress data (2021), writing was the only area to show high progress, high achievement and Grammar and Punctuation was in the low progress, low achievement in 2021. This is a huge upturn in our performance and is no doubt due to the extensive work we have done in creating High Impact Explicit Instruction and a low variance teaching and learning across our school.





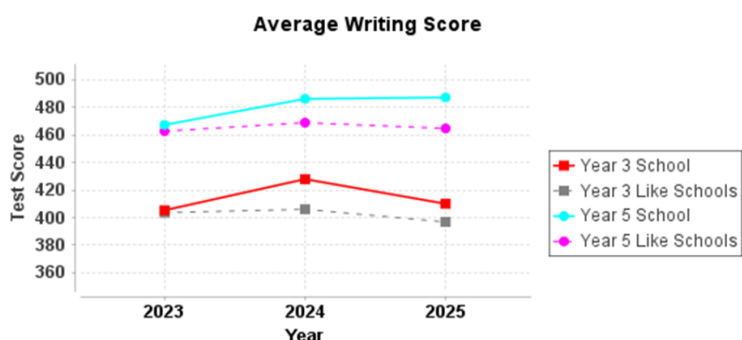
Writing Targets

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 2025 for both Year 3 and Year 5 Writing. Year 5 achieved a green light and produced our best score to date and Year 3 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 5 Writing, with scores exceeding the national mean in seven areas.

Writing Longitudinal 2025



	Year 3		Year 5	
	School	Like Schools	School	Like Schools
2025	410	397	487	465
2024	428	406	486	469
2023	405	404	467	463
2022	428	416	464	461
2021	414	419	477	473

Writing Year 3 Analysis

	Audience	Text Str	Ideas	Ch/Sett	Vocab	Cohes	Para	Sen Str	Punc	Spell
Max	6	4	5	4	5	4	2	6	5	6
Aus Mean	2.40	1.76	2.25	1.84	2.04	1.89	0.35	2.17	1.79	2.65
Oak Mean	2.33	1.77	2.16	1.81	1.98	1.88	0.50	2.13	1.67	2.59

Writing Year 5 Analysis

	Audience	Text Str	Ideas	Ch/Sett	Vocab	Cohes	Para	Sen Str	Punc	Spell
Max	6	4	5	4	5	4	2	6	5	6
Aus Mean	2.93	2.09	2.70	2.26	2.47	2.12	0.75	2.68	2.10	3.40
Oak Mean	2.95	2.10	2.74	2.31	2.35	2.10	0.95	2.64	2.12	3.64



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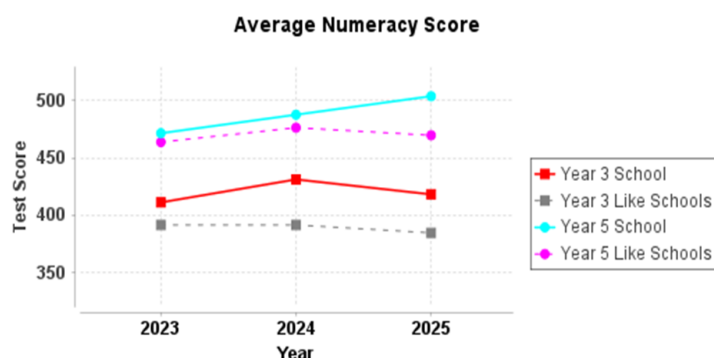
Numeracy Targets

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 2025 for both Year 3 and Year 5 Numeracy. Year 5 recorded our highest score to date, reflecting the continued improvement in this area. There has been a clear improvement in the NAPLAN scores for Numeracy over the last few years and whilst lower than 2024, the 2025 Year 3 score is still our second best performance. This is the fourth year in a row we have achieved a green light in Year 5 Numeracy. 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.

Numeracy Longitudinal 2025



	Year 3		Year 5	
	School	Like Schools	School	Like Schools
2025	418	385	504	470
2024	431	392	488	476
2023	411	392	471	464
2022	407	386	453	474
2021	371	383	461	479

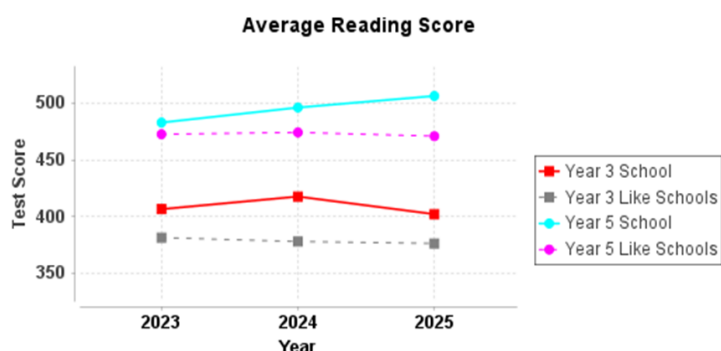
Reading Targets

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.

The target of being at or exceeding the performance of Like Schools has been achieved in 2025 for both Year 3 and Year 5 Reading. For both year levels, Like Schools were outperformed by a significant figure. The year 5 result was our best ever result and gained a green light. Maintaining a consistent focus on the K-6 Phonics and Whole Class Reading Approach has had a clear positive impact on the results.

Reading Longitudinal 2025



	Year 3		Year 5	
	School	Like Schools	School	Like Schools
2025	402	376	506	471
2024	418	378	496	474
2023	407	381	483	473
2022	428	419	476	492
2021	378	414	491	495

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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	2022(1)	2022 (2)	2023 (1)	2023 (2)	2024 (1)	2024 (2)	2025 (1)	2025 (2)
% students achieving <i>often</i> and/or <i>consistent</i> ratings in The Arts and PE	98%	97%	98%	97%	98%	96%	95%	97%

This result 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 97% 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.

Highlights from 2025 at Oakwood PS

The eighth year of operation for Oakwood Primary School historic and the end of an era! Our first ever Kindergarten group of students from 2018 reached the end of their Oakwood journey and graduated. They were a special group and will be very sadly missed as they go off to High School! 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 2025 magical and exciting in many ways!

Our journey of 2025 began with 975 students and 109 staff, growing gradually throughout the year to conclude with a staggering 990 students. We expected numbers to peak in 2025, before our largest cohorts in years 2 – 6 start to leave the school in the coming years. The last 3 years have seen kindy intakes of approximately 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. \$12741.85 was raised by this wonderful group of people, which included funding for keyboards and library shelving. This was successful thanks to the hard work and dedication of our P & C executive and committee. Events were held including Cookie Dough Drive, Free Dress Days, Car Park space raffles, Mother’s and Father’s Day Raffles, 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. We would like to acknowledge the amazing work of our P & C in 2025 and look forward to a successful 2026.

The Oakwood PS School Board moved into its seventh 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 Jacqui Norris, a foundation school board member from the very start of the Oakwood journey.

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Jacqui 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. We welcomed new parent board members Sumandip Sandhu and Brad Heggs as new elected members. Megha Jensen and Councillor Shannon Wright joined us as community board members, both with their perspectives from the business and local government sectors adding to our board's experience. We really appreciate the engagement of our board in the life of the school, they contribute so much!

2025 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 2025 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 four areas. This consistent and strong 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 2025, 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 1800 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 Ozzy Osbourne graced us with his presence!

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Children are the heart of our school



♥ 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 2025. The focus was built around strengthening our explicit high impact instruction model as our staff continued on our professional learning journey with Teachwell. There were no new programs added in 2025, rather a focus on delivering our existing programs with consistency across all classrooms. A further 12 staff completed Teach Well professional learning in 2025. 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 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 2025 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.

Recognising and acknowledging students who consistently model the Oakwood Way is an important part of our school culture and termly calendars. In 2025 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 Osprey be victorious and the Overall Athletics shield was also won by Osprey for the third time in a row. What an outstanding year for them! Our swimming carnival in 2025 was a great evening and saw Osprey win the shield overall. This completed a clean sweep of all the sports trophies for Osprey – the first time this has ever happened in Oakwood history! 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 2025 was a year not to be forgotten for so many reasons. Here is to a great year in 2026!



ONE LINE BUDGET - Dec 2025 (Verified Dec Cash)

	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	367,489	367,489
Carry Forward (Salary):	663,272	663,272

INCOME

Student-Centred Funding (including Transfers & Adjustments):	10,714,607	10,714,607
Locally Raised Funds:	425,555	396,999
Total Funds:	12,170,923	12,142,367

EXPENDITURE

Salaries:	10,190,609	10,190,609
Goods and Services (Cash):	1,253,444	1,026,012
Total Expenditure:	11,444,053	11,216,621

VARIANCE:	726,870	925,746
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INCOME - Dec 2025 (Verified Dec Cash)

	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	367,489	367,489
Carry Forward (Salary)	663,272	663,272

STUDENT-CENTRED FUNDING

Per Student	8,422,063	8,422,063
School and Student Characteristics	1,695,867	1,695,867
Disability Adjustments	172,301	172,301
Targeted Initiatives	434,967	434,967
Operational Response Allocation	8,417	8,417
Total Funds:	10,733,615	10,733,615

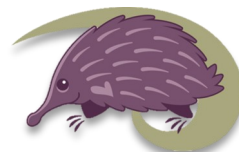
TRANSFERS AND ADJUSTMENTS

Regional Allocation	0	0
School Transfers – Salary	(550,432)	(550,432)
School Transfers - Cash	531,425	531,425
Department Adjustments	0	0
Total Funds:	(19,007)	(19,007)



	Current Budget (\$)	Actual YTD (\$)
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	27,445	27,445
Charges and Fees	256,935	262,262
Fees from Facilities Hire	47,855	47,855
Fundraising/Donations/Sponsorships	21,465	21,819
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	0	0
Revenue from CO, Regional Office and Other scho	36,041	0
Other Revenues	35,813	37,619
Total Funds:	425,554	397,000
TOTAL	12,170,923	12,142,369

EXPENDITURE - Dec 2025 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	9,061,258	9,061,258
New Appointments	0	0
Casual Payments	1,109,891	1,109,891
Other Salary Expenditure	19,460	19,460
Total Funds:	10,190,609	10,190,609
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	68,434	40,009
Lease Payments	83,000	54,661
Utilities, Facilities and Maintenance	266,687	199,527
Buildings, Property and Equipment	170,946	191,289
Curriculum and Student Services	530,174	461,542
Professional Development	85,000	61,304
Transfer to Reserve	28,606	0
Other Expenditure	20,596	17,681
Payment to CO, Regional Office and Other schools	0	0
Total Funds:	1,253,443	1,026,013
TOTAL	11,444,052	11,216,622



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