



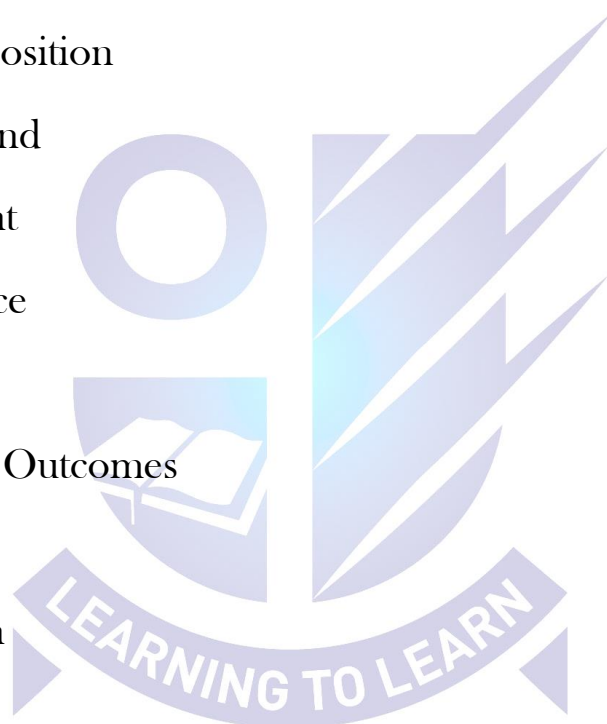
OAKWOOD
SCHOOL

Annual Report 2015



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School Overview

Oakwood School is a multi-campus registered and accredited non-government independent Christian school situated in Tasmania, with a current enrolment of 181 students from Years 3 to 12. Our mission is to ensure that our students develop the understanding, skills, knowledge and attitudes which are not only compatible with their beliefs, but will also enable them to fulfill their potential and contribute to their community and the community at large. The School strives to provide a vibrant and stimulating learning environment where the students feel safe and secure. Students are recognised as maturing young men and women, able to make sincere judgments about the world around them, and their place in it. Oakwood's motto is 'Learning to Learn' and the School has adopted a Learning to Learn framework, the intention of which is to develop Self Directed Learners; young people with the drive, skills and capabilities to be effective and enthusiastic life-long learners. The School is committed to creating and delivering learning programs that meet the educational needs of each individual student, and to nurture the attitudes and skills necessary for positive character development and personal growth throughout life.

Oakwood School is a member of a world-wide group of schools known as OneSchool. As such, Oakwood offers every student the opportunity to achieve not only the Tasmanian Certificate of Education but the OneSchool Graduate Aims:

- ❖ To learn how to learn
- ❖ To become a positive contributor to community, family and workplace
- ❖ To become self-directed life-long learners
- ❖ To explore and develop personal potential
- ❖ To gain employability skills
- ❖ To demonstrate qualities of leadership
- ❖ To articulate thoughts and ideas effectively using a range of communication skills
- ❖ To be critical users of information and technology
- ❖ To uphold Christian values

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Message from the Principal Team

Oakwood opened the year with the traditional full School celebration of TCE results and hard work. In March, Grades 3 - 9 attended a Leadership day with inspirational speaker Mike Clark, learning leadership strategies such as the importance of goals, attitude and encouragement, making a difference and being a leader. In September Mike Clark was back again to work with Grades 10 – 12 on leadership. As usual, the School joined together for the Athletics Carnival where we lived our OneSchool values and had a lot of fun. In the same vain, this year we held our first Lightning Carnival day inclusive of special guests from OneSchool Global, where there was an emphasis on the self-directed learning model and the exciting plans underway at Oakwood. Grades 3 – 12 collaborated in a skilled and celebratory set of performances of the annual Music Day, and in Term 4, students started being awarded, 'Walk Like You Want To Be Here' awards – an innovation of the Student Leadership Team across Australia. We also implemented a new and rigorous Student Leadership Team selection process, appointing School Captains, House Captains and Prefects to drive student leadership to new heights. Oakwood students once again performed creditably in the Australian Maths Competition with 8 students receiving a distinction, and 16 a credit. There were masses of educational tours and excursions, two of the highlights being the biennial education tour of Canberra and separately of the Holocaust Centre and Immigration Museum in Melbourne.



The Staff also had an amazing year. Everyone worked hard on using the backward design process to plan units of work based on the Australian Curriculum, with the support of IST (particularly Denise Devitt) and in collaboration with staff from Glenvale School. On behalf of the Staff, the Principal Team takes this opportunity to thank the Board for their enormous support of the curriculum leadership team and curriculum development work – many staff days in Campbell Town and at Launceston Campus enabled a huge amount of curriculum work to be collaboratively completed for our School. In addition, Staff were also supported by the Board to take part in workshops on developing self-directed learners (including with Ralph Pirozzo), more training in video conferencing and the use of our learning management system for teaching across our School and creating Assignments.

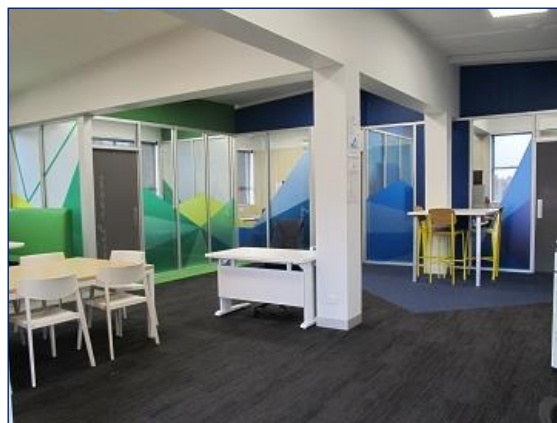


Oakwood School, as part of the OneSchool global family, has been working towards a grand plan of changing the pedagogical approach to teaching and learning, and 2015 saw us take a huge leap towards that vision. The entire community banded together to support the development of new state of the art Learning Centres for each of the Campuses. These are colourful, modern work place environments that support students in becoming self-directed, lifelong learners. Part of the fitout for the Learning Centres included 7 VC units and 5 movi units and an increase in computing devices to provide 1:1 computing for grades 9 & 10, the provision of a bank of laptops for grades 7 & 8, and increased access to computers for the Primary School, and for all Staff to receive a tablet device.

Our aim every year is to make Oakwood an even better School in which to flourish and succeed. In the process of doing that, we faced some unexpected difficulties in 2015. But the good news is that because of the great work that we, and those that have come before us, have done, this School is a better place than most, to grasp the exciting opportunities that increasing research into neuroscience and the ways we learn, as well as expanding technological support for individualised, student centred learning can provide. Oakwood is part of a global network of Schools taking the same path, collaborating to leverage all our successes for even more rapid and powerful results.

Mr Roger Unwin
Principal

Mrs Ann Moxham
Head of Education



Teacher Standards & Qualifications

All our teachers are required to hold current TRB registration (Full, Provisional) or a current LAT, and we ensure this standard is met by obtaining a copy of each teachers TRB registration certificate and their date of birth so that we can maintain a watched registration list, on the TRB site. We also monitor the date and requirement for any LAT that may exist from time to time.

3% of our staff are Diploma qualified, 97% are Bachelor's Degree qualified and 33% of our staff also have a Master's Degree.



Workforce Composition

	Teaching Staff Headcount	Teaching Staff Full-Time Equivalent	Non-Teaching Staff	Non-Teaching Staff FTE	Notified Indigenous
Devonport	11	7.4	3	1.3	0
Hobart	14	9.3	3	1.6	0
Launceston	12	9.3	5	2.9	0
Central Administration	1	1.00	1	1.00	0
Total	38	27	12	6.8	0

In 2015 we appointed Mrs Vanessa Harvey as Learning Development Co-ordinator to better focus our efforts to meet the needs of every individual student, and welcomed Sophie Gibson to take French, Jayde Zeitzen to take SOSE & SDI, and Annie Spelling as the HoD – English, as well as Joyce Williamson (who came out of retirement to take English Writing this year). With a number of staff leaving, or stepping back to part-time roles, the School has had the opportunity to re-structure to better support

our collaborative OneSchool Goals. We farewelled all the Campus Coordinators from this position: Mrs Diane Gale, Mr David Hornett and Mrs Sally Stuart. The latter has remained with us to teach HPE & SOSE, while the former two, along with the TQA Co-ordinator, Mrs Joan Harvey, have left Oakwood with thanks for their contribution to the growth of our School over many years.

Student Background

The School has an Index of Community Socio-Educational Advantage (ICSEA) of 988 (the average ICSEA value is 1000)

Distribution of Students				
	Bottom Quarter	Middle Quarter		Top Quarter
School Distribution	18%	45%	28%	9%
Australian Distribution	25%	25%	25%	25%
Percentages are rounded and may not add to 100				

Student Enrolment

Enrolment at the School is voluntary, but once enrolled, attendance is compulsory. At enrolment and at the commencement of subsequent years at the School, parents/guardians and students are required to confirm their agreement to, and their acceptance of, the Parent & Student Handbook, the School Ethos and Guiding Principles, and the School Policies. Enrolment requires the collection of certain information about the student and their parents/guardians in accordance with Government requirements, particulars of any medical conditions and learning support requirements.

Girls	82	FTE	180.2
Boys	99	L BOTE	0
TOTAL	181	Indigenous	0
		VET IS Enrolments	21



Student Attendance

Students are required by law to attend school on every day of the school year. If a student is sick, the school should be contacted by 9:00am on the morning of the illness, otherwise we will contact the parent. A note is expected to be provided in the diary when they return to school. Students can be exempted from attending, that is, given an excused absence, where a genuine reason is provided which is acceptable to the school. Unexplained or unapproved absences are truant, and are required by law to be reported to the Education Department when their required limit is reached.



Recording Attendance:

Attendance is taken twice a day on paper class rolls and entered by administration staff onto the School Management System (TASS). Full Day and Part Day absences are formally reported to parents on Academic Semester Reports.

Devonport			
Attendance	Primary	Secondary	Whole Campus
Percentage	98.54%	84%	91.27%
Hobart			
Attendance	Primary	Secondary	Whole Campus
Percentage	99.6%	98.96%	99.28%
Launceston			
Attendance	Primary	Secondary	Whole Campus
Percentage	97.5%	94.1%	95.8%
ALL CAMPUSES COMBINED			
Attendance	Primary	Secondary	Oakwood Average
Percentage	98.54%	92.35%	95.45%

NAPLAN

The National Assessment Program – Literacy and Numeracy (NAPLAN) assesses all students in Australian schools in Years 3, 5, 7 and 9. For more information visit the [NAPLAN website](#) or the [My School site](#).

The chart below displays the average NAPLAN scores for each domain. This shows that Oakwood School was close to, above and substantially above average in NAPLAN testing for 2015.

SIM: Schools serving students from statistically similar backgrounds

ALL: Australian schools average

Year Level	Reading		Persuasive Writing		Spelling		Grammar & Punctuation		Numeracy	
3	428 395 - 461		423 396 - 449		398 369 - 426		449 414 - 483		427 400 - 453	
	SIM 413 498-422	ALL 426	SIM 412 404-420	ALL 416	SIM 403 394-411	ALL 409	SIM 422 412-432	ALL 433	SIM 389 381-397	ALL 398
	528 498-559		512 484-540		514 486-542		544 511-576		528 503-553	
5	SIM 486 477-494	ALL 499	SIM 472 464-481	ALL 478	SIM 489 481-497	ALL 498	SIM 491 482-500	ALL 503	SIM 484 476-492	ALL 493
	563 536-590		521 490-551		546 518-575		574 543-605		567 541-592	
7	SIM 542 535-550	ALL 546	SIM 513 504-522	ALL 511	SIM 548 540-556	ALL 547	SIM 540 532-549	ALL 541	SIM 540 532-548	ALL 543
	615 589-642		611 575-646		632 602-661		614 584-645		653 629-677	
9	SIM 574 566-581	ALL 580	SIM 534 524-543	ALL 547	SIM 576 569-584	ALL 583	SIM 564 555-572	ALL 568	SIM 584 577-591	ALL 592

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Senior Secondary Outcomes

All but two students achieved a Tasmanian Certificate of Education (TCE), 15 students achieved an ATAR score, 5 students achieved an ATAR over 90 and over 52% achieved an ATAR in the top 20%. This is a very positive result and we commend our teachers for the excellent work they have done in assisting students to achieve these grades. We would also like to thank parents and family for their support and encouragement. Congratulations to Dux, Cameron Bissett. The top ATAR results are listed below



Cameron Bissett – 2015 Dux

BISSETT	CAMERON	Launceston	96.9
INGLES	WALTER	Devonport	95.95
CRUICKSHANK	YANISAE	Launceston	95
KNIGHT	JODIE	Devonport	91.2
YOUNG	ROGER	Launceston	91

POST - SCHOOL DESTINATIONS

Due to strong partnerships with business communities through our work placement programs, nearly all students upon leaving school have obtained full time or part time employment. Many students have gained valued experiences in workplaces whilst working toward VET units of study which are sought after by employers.

Oakwood School promotes continual learning and personal growth throughout life as aspired to in our motto "Learning to Learn". The majority of our 2014 graduates have enrolled in a tertiary course this year.

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Financial Analysis

INCOME BROKEN DOWN:

Net Recurrent Income 2015	\$ Total
Australian Government recurrent funding	1,653,195
State/territory government recurrent funding	506,120
State & Comm. Grant Allocations (a)	50,096
H.O.D/Coordination (a)	6,150
Fees, charges and parent contributions	820,056
Other private sources	1,462,091
Total gross income (excluding income from government capital grants)	4,497,708
<u>Less deductions</u>	-153,937
Total net recurrent income	4,343,771

Parent Satisfaction



Oakwood School values feedback from all stakeholders. Whilst we are always responsive to feedback, both negative and positive, the annual survey is a valuable opportunity to actively seek the opinions and interest of our stakeholders and to measure their engagement and satisfaction. Satisfaction is derived when practice aligns with expectations of all participants in an organisation. Surveys enable us to determine what those expectations are, from more than one viewpoint, and to measure the degree to which they are being met.

Engaged stakeholders are the key to the success of any organisation, particularly schools where students flourish in a school environment, and where parents and teachers consistently support the same values and expectations of students at home and at school.

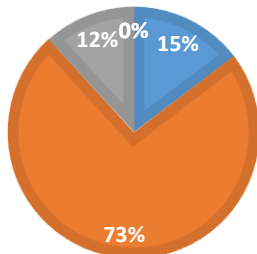
Students must feel safe and supported emotionally and challenged academically, to fulfil their true potential as independent lifelong learners and global citizens that can make a valuable contribution to their school environment and the wider community.

Our School is a place where:

- ❖ Students are encouraged to be tolerant and respect others and themselves
- ❖ We receive regular communication and we know what is happening
- ❖ Positive attitudes, effort and achievement of personal best are celebrated
- ❖ Poor behaviour choices are dealt with in a fair and timely fashion

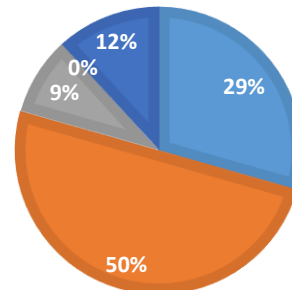
THE SCHOOL HAS HIGH ACADEMIC EXPECTATIONS OF MY CHILD/REN

Strongly Agree Agree
Neutral Disagree
Strongly Disagree



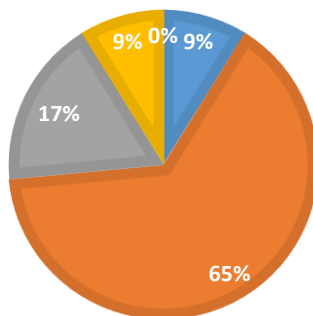
THIS SCHOOL HAS A SAFE & SECURE ENVIRONMENT

Strongly Agree Agree
Neutral Disagree
Strongly Disagree



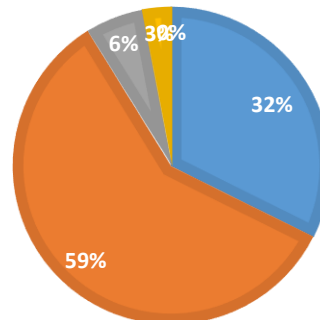
THIS SCHOOL IS MEETING THE ACADEMIC NEEDS OF MY CHILDREN

Strongly agree Agree
Neutral Disagree
Strongly Disagree



MY CHILDREN'S ACADEMIC REPORTS ARE INFORMATIVE IN THAT THEY CLEARLY INDICATE ACHIEVEMENT LEVELS

Strongly Agree Agree
Neutral Disagree
Strongly Disagree



WE ARE SATISFIED WITH THE EDUCATION OF MY CHILD/REN AT THIS SCHOOL

Strongly Agree Agree Neutral
Disagree Strongly Disagree

