



OAKWOOD
SCHOOL

OAKWOOD SCHOOL

Annual Report for 2014



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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 186 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:

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



MESSAGE FROM THE BOARD

2014 has been another busy year in the life of Oakwood School!

This year the School welcomed Mrs. Ann Moxham, our Head of Education, whose role has included overseeing curriculum development and implementation, and supporting staff through this process. While this remains a work in progress, much has been achieved. The Board would like to thank Mrs. Moxham and all the staff for all the hard work that has gone into this.

2014 also marked the first year that staff completed student Academic Reports using webBook. This is the academic reporting module of TASS.web, the web-based administration system used by our School. This was a steep learning curve for both teaching and administration staff and as with many new systems, there were problems and challenges to overcome, but the experience was overall very positive.

The Board would also like to congratulate our school leavers for 2014 on their achievements, and wish them well in their future careers. Your dedication and positive influence on the School has been much appreciated, and has set a high standard for students following you in years to come.

We look forward to continuing our journey 'Learning to Learn' in 2015!



TEACHER STANDARDS & QUALIFICATIONS

All our teachers are required to be registered by the Teachers Registration Board and we seek to fully comply with their requirements. Registration requires that a person be of satisfactory character and have sufficient teaching and academic qualifications.

Our academic staff in 2014 included 45 full or part time teachers.



WORKFORCE COMPOSITION

	Teaching Staff Headcount	Teaching Staff Full-Time Equivalent	Non-Teaching Staff	Non-Teaching Staff FTE	Notified Indigenous
Devonport	13	8.6	3	1.2	0
Hobart	15	9.4	4	1.4	0
Launceston	16	9.7	4	2.7	0
Central Administration	1	1.00	1	1.0	0
Total	45	28.9	13	7.7	0

STUDENT BACKGROUND

The School has an Index of Community Socio-Educational Advantage (ICSEA) of 994 (The Average ICSEA value is 1000)

Distribution of Students				
	Bottom Quarter	Middle Quarter		Top Quarter
School Distribution	20%	39%	33%	8%
Australian Distribution	25%	25%	25%	25%
Percentages are rounded and may not add to 100				



STUDENT ENROLMENT

CAMPUS	PRIMARY	SECONDARY	SENIOR SECONDARY	TOTALS
Devonport	15	26	18	59
Hobart	19	15	12	46
Launceston	27	39	15	81
TOTALS	61	80	45	186

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	Grade 3-6		Grade 7-10	Whole Campus
Percentage	99.6%		99.64 %	99.62 %
Hobart				
Attendance	Grade 3/4	Grade 5/6	Grade 7-10	Whole Campus
Percentage	99.66 %	99.55 %	99.64 %	99.62 %
Launceston				
Attendance	Grade 3/4	Grade 5/6	Grade 7-10	Whole Campus
Percentage	99.66 %	99.55 %	99.64 %	99.62 %
ALL CAMPUSES COMBINED				
Attendance	Primary		Secondary	Oakwood Average
Percentage	99.6%		99.64%	99.62%

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 % of Oakwood students at or above national minimum standards:

Campus		Reading	Persuasive Writing	Spelling	Grammar & Punctuation	Numeracy
Hobart	Year 3H	80%	80%	100%	100%	100%
	Year 5H	100%	80%	100%	100%	100%
	Year 7H	100%	100%	80%	100%	100%
	Year 9H	100%	100%	100%	100%	100%
	Avg All H	94	89	94	100	100
Devonport	Year 3D	100%	100%	100%	100%	100%
	Year 5D	100%	100%	100%	100%	100%
	Year 7D	100%	83%	100%	100%	100%
	Year 9D	100%	100%	100%	100%	100%
	Avg All D	100	96	100	100	100
Launceston	Year 3L	86%	100%	100%	100%	100%
	Year 5L	100%	100%	100%	100%	100%
	Year 7L	100%	100%	100%	100%	100%
	Year 9L	100%	100%	100%	100%	100%
	Avg All L	96	100	100	100	100
Whole School	Whole School	Reading %	Persuasive Writing %	Spelling %	Grammar & Punctuation %	Numeracy %
	Avg Y 3	88.67	93.33	100.00	100.00	100.00
	Avg Y 5	100.00	93.33	100.00	100.00	100.00
	Avg Y 7	100.00	94.33	93.33	100.00	100.00
	Avg Y 9	100.00	100.00	100.00	100.00	100.00
	Avg ALL	96.67	95.00	98.00	100.00	100.00



NAPLAN

Compared with Tasmania and Australia (data extracted from - [http://www.nap.edu.au/verve/resources/](http://www.nap.edu.au/verve/resources/National%20Assessment%20Program%20Literacy%20and%20Numeracy%20national%20report%20for%202014.pdf)
National Assessment Program Literacy and Numeracy national report for 2014.pdf)

Year Group	Reading %		Persuasive Writing %		Spelling %		Grammar & Punctuation %		Numeracy %	
	TAS	AUS	TAS	AUS	TAS	AUS	TAS	AUS	TAS	AUS
Year 3	92.1	93.5	93.4	93.8	89.8	92.7	91.4	93.6	94.5	94.6
Year 5	91.3	92.9	89.0	90.2	89.9	92.7	90.0	92.8	92.6	93.5
Year 7	94.7	94.9	86.8	88.5	90.0	92.4	90.9	93.0	94.8	95.1
Year 9	90.5	92.1	79.2	81.8	86.0	89.8	87.1	89.6	93.5	94.1

SENIOR SECONDARY OUTCOMES

In 2014, 100% of Year 12 students were awarded a TCE (Tasmanian Certificate of Education).

ATAR SCORES

In 2014, 84.62% of Oakwood School Year 12 students received an ATAR (Australian Tertiary Admissions Rank). Of these students, 50% had scores over 90 (in the top 10% of achievers Australia-wide). We congratulated Gwendy Smith, Dux of Oakwood School and of Launceston Campus ATAR = 96.8, Dan Churchman ATAR = 95.2, Dux of Devonport Campus and Bobby Saunders ATAR = 94.0, Dux of Hobart Campus and students who topped their subject for our school at our annual Oakwood Dux Awards Assembly.

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.



PARENT & STAFF SURVEYS

In 2014, Oakwood examined its culture by surveying staff. The following gives a helpful picture of our school through the eyes of the teaching staff.

In response to: "Our school has a clear mission focused on student learning" – 26.32% strongly agree and 68.42% agree

The culture of the school was described by staff in the survey on school culture. Here is a representative sample of the comments:

- Very personalised, tight knit (which has both advantages and disadvantages). Also very supportive towards staff;
- Behaviour of students is exemplary. As a teacher I feel respected and appreciated;
- A strongly integrated approach to teaching and learning, effective relationships among staff, students and community that supports teaching and learning;
- In certain subject areas, students are conscientious and set themselves high standards to aspire to, but in other areas, very little attempt is made to meet expectations;
- Students have a good work ethic. Overall, the culture is strong because of the ethos and values instilled within the community which filters through to the school;
- Warm, accepting, supportive, focused and caring with a strong emphasis on always doing your best;
- Parents and students place a high value on education. Students are polite and seem very cheerful. Students love to talk.

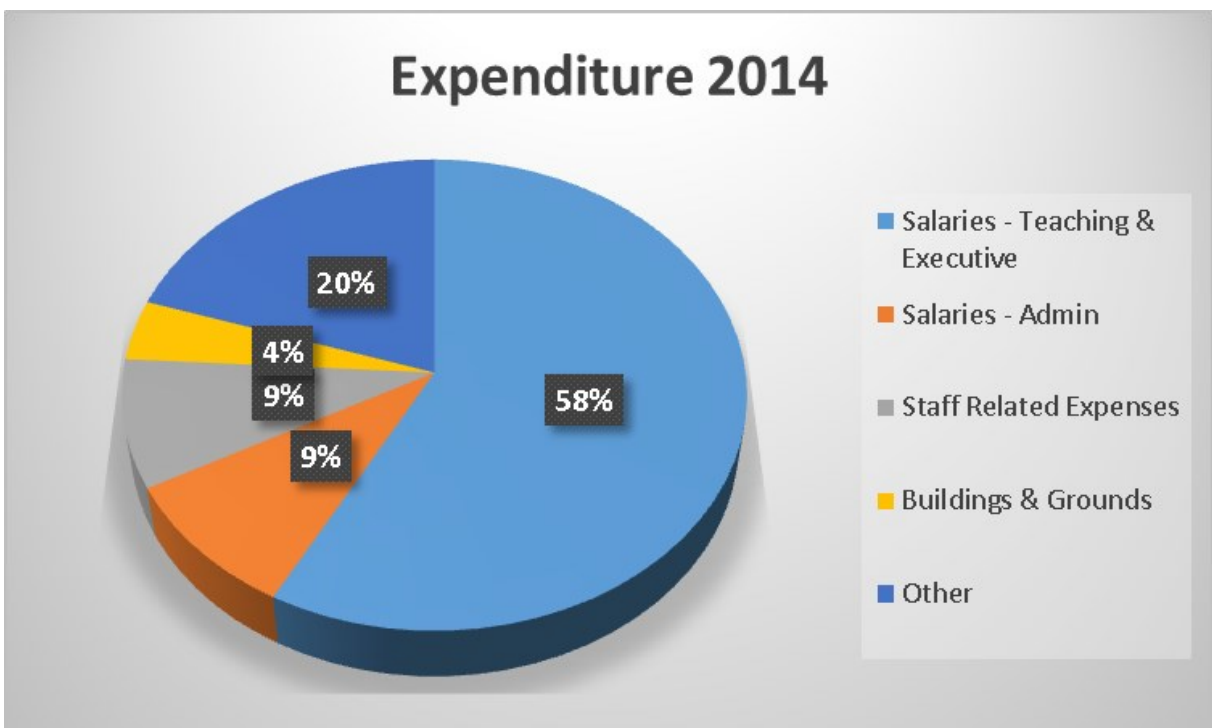
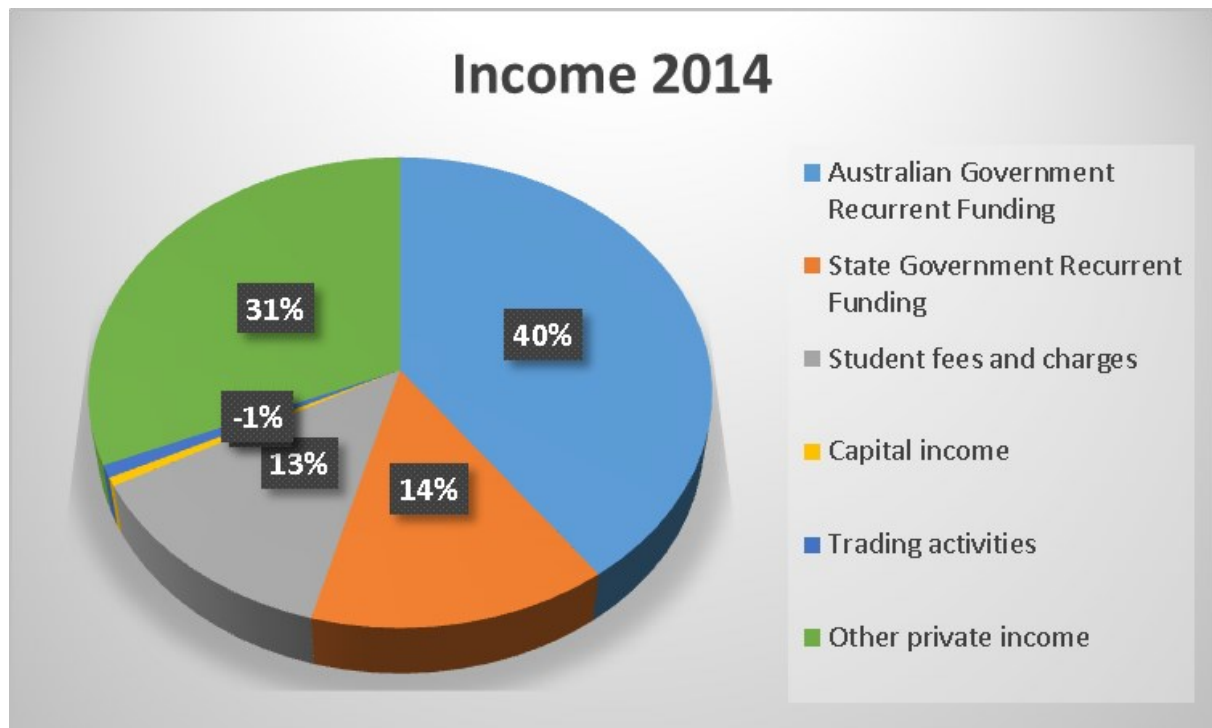
We also surveyed Parents on their response to our new Semester Reports. They were very positive about the amount of information provided, timing of Parent/Student/Teacher Interviews and the layout.

Some other details coming from those surveys were:

- How valuable do you find the Learning Attitudes and (for Primary Students) the Social Development ratings in assisting you to support your child's learning and development? 67% of parents found the Learning Attitudes valuable or very valuable and 90% found the Social Development ratings valuable or very valuable.
- Over 92% of parents found it important to receive clear information about examination results as part of the Semester Reports.
- Over 76% of parents said they would be willing to assist the school if requested; this is a concrete example of the support we regularly receive from our parent group, who are particularly positive about and supportive of their school.
- The School plans to run Staff, Student and Parent Satisfaction Surveys in the latter half of 2015. In future years we will endeavour to run these earlier in the year so as to capture the data prior to the deadline for Annual Reporting.



FINANCIAL ANALYSIS





HOBART CAMPUS

1 Kestrel Street
 Claremont
 7011
 03 6249 2000
hobart@oakwood.tas.edu.au



DEVONPORT CAMPUS

19 North Caroline Street
 East Devonport
 7310
 03 6427 7777
devonport@oakwood.tas.edu.au



LAUNCESTON CAMPUS

3 Waterworth Lane
 Newstead
 7250
 03 6343 5155
launceston@oakwood.tas.edu.au