



OAKWOOD
SCHOOL

Annual Report 2016



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School Overview

Oakwood School is a multi-campus, non-government, coeducational day school founded on Christian values and established to serve the Plymouth Brethren community. The School is registered in to operate in Tasmania, with a current enrolment of 173 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 that will also enable them to fulfill their potential, be self-starters in business 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

Even before students and staff returned to the school, the new leadership group (known locally as the SALT - senior academic leadership team) of the Head of Education and the Campus Site Coordinators had attended a leadership program run for all OneSchool site, campus and State leaders in Melbourne. This was facilitated by Pam Ryan and proved a wonderful opportunity to network with leaders across our family of Australian Schools.

Oakwood opened the year with the traditional whole School celebration of TCE results, OneSchool Awards and hard work. What wonderful results they were and how pleasing to see that students had taken up the self-directed learning challenge so very positively!

We were all very excited to be able to cut the ribbons on each of our new Learning Centres and to operate more completely as a single school with virtual classrooms (VC) in Years 7 - 12 not just for TCE subjects. This was a transition year in terms of the use of learning centres, the use of VC and of the structure of self-directed learning. Mathematics and Science were the two subjects chosen for Year 7 to 10 VC while English and HASS worked on a multi-age cyclical program in alignment with our 'sister school' in Victoria. More students and staff than ever before embraced the use of the learning management system (LMS) and a number began trialling flipped classroom approaches and more interactive elements in their SDL Assignments.



Teaching staff and parents were given the opportunity to gain skills in and an understanding of the Harvard Cultures of Thinking approach through wonderful yearlong sessions with our trainer Simon Brooks (who trained a group of enthusiastic facilitators to carry on the work and lead staff in embedding the routines, ways of engaging students in making their thinking visible and more powerful). Our parents were pleased to receive regular weekly reminders of the ten key strategies they had been shown to support a thinking culture at home.

Key members of the leadership team of the school worked with Christine Butterworth, IST Consultant, on devising a longitudinal whole of school data project and invited Chris to provide all teachers with some professional learning around data and how best to use it to improve learning outcomes for students. Teachers also engaged in an accredited online and face to face program of professional learning focused on managing behaviour, facilitated by Margaret Tulich from IST, to assist teachers to refine their skills in managing both face to face and virtual classrooms.

For the first time, we incorporated the visual arts and the technologies with the performing arts to present a "Profile of the Arts" in place of a traditional Music Day and this was a sensation!

A wonderful, exciting and highly engaging whole of school program that dazzled the senses and showed us all what a creative and talented group of students we have the good fortune to nurture at our school.



We had a glorious day for the whole of school Athletics Carnival, held this year in Launceston, and many wonderful memories were created as students gave their all for their House and shouted themselves hoarse in an effort to lift the team and to win extra points. Unfortunately the planned Lightning Carnival, to be held in Hobart, had to be abandoned due to wet weather but the whole of school Cross Country competition and VC Classes day at Devonport went ahead for Secondary students despite the bitter winds and constant rain. The Primary students were marvellous in accepting that they would not be allowed to run and competed fiercely in an Academic Olympics instead. The Secondary student leaders ran some awesome assemblies with some truly inspiring messages for all students and supported our new Head of Sport, Mrs Rachel Kirkwood, and our Head of The Arts with all things sporting, musical and creative. They also raised funds for a range of charities including SIDS, the Cancer Council and Canteen as well as for the School's planned new campus in Techno Park. The Primary Leaders, too, raised funds through fun activities like the yummy hot chocolate stall and exerted their leadership in matters such as ensuring the campuses flew the flag each day and students participated positively in daily fitness as well as by supporting teachers to make Jump Rope for Heart a huge success across the whole school; raising over \$6,000 for the Heart Foundation.



The Leavers Day, held for the first time as a combined campuses event, and Presentation Day were again highlights of the school year. The former, with an incredible multiple course meal, magnificent leavers cake, a masterful reminisces video (created by Year 11 and produced by Joel Harris) and a marvellous Year 11 student hosted farewell assembly was a gorgeous and memorable day. The latter was again held at Tailrace with a full program celebrating the year that was with awards, student performances, a slide show depicting the Class of 2016 through their lives from babes in arms to the young adults they now had become and a Year in Review video, with thanks to Mrs Ruth Spillane.



Amidst all the usual busyness and fun at Oakwood, we prepared for the Schools Registration Board review and visits. Of course it was a team effort and our team passed with flying colours. The reviewers were very impressed by the unitedness of Oakwood School, its single whole of school curriculum and with its innovative approach to teaching and learning. They were excited to see how we have been making the VC experience work for students by bringing them together in VC Classes Days, whole school events, by encouraging VC teachers to go to their far sites at least twice per semester and preferably twice a term and supporting students to also "cross campus" in order to get to know their VC teacher and virtual classmates better. Well done to all! Next year it will be full implementation of the SDL structure and to all core subjects in Secondary. We gave all staff a two day intensive program in how to use Canvas at the end of the year and a digital sandbox to practise over the long break so as to be ready to transition to a new LMS. Our aim every year is to make Oakwood an even better School in which to flourish and succeed. In 2017 we will be reviewing assessment and reporting and getting ready to move to our new and exciting Techno Park Campus.

Mr Roger Unwin

Mrs Ann Moxham

CEO

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.

Of our teaching staff, 71% have a Bachelor's Degree as their highest qualification, and 25% have a Master's Degree as their highest qualification, and one staff member has a Doctorate.



Workforce Composition

	Teaching Staff Headcount	Teaching Staff Full-Time Equivalent	Non-Teaching Staff	Non-Teaching Staff FTE	Notified Indigenous
Devonport	10	5.5	2	1.8	0
Hobart	11	6.8	3	1.5	0
Launceston	12	7.6	2	1.5	0
Central Administration	1	1	3	2.5	0
Total	34	20.9	10	7.3	0

In 2016 we appointed Mrs Vanessa Harvey, Mr Jesse Wright and Mrs Jillian Hastings as Campus Site Coordinators, Mrs Rachel Kirkwood as HLA (HPE) and Head of Sport, and Miss Ebony Smith as the EA to the Principal Team. We also appointed a number of new teaching staff throughout the year – Mrs Nicole Clarke to teach Primary at the Devonport Site, Mr Glenn Watson (English/HASS) later replaced by Mrs Amanda Pitt (English/HASS), Mr Jamie Uribe (MDT), Mr Peter Welch (Business,

Commerce/Economics), Mrs Louise Schaap (Business & Technologies), Dr Maree-Rose Jones (French), Mrs Ruth Timmins (English/HASS), Miss Corinna Pemberton (Music), Mr Frederick Cheney (English/Modern History), Miss Tanika Ahluwalia (Visual Art & Technologies) and Mrs Jenny Vanderpluym as a Learning Assistant.

Student Background

The School has an Index of Community Socio-Educational Advantage (ICSEA) of 980 (the average ICSEA value is 1000)

Distribution of Students				
	Bottom Quarter	Middle Quarter		Top Quarter
School Distribution	26%	42%	25%	7%
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	74	FTE	173
Boys	99	L BOTE	0
TOTAL	173	Indigenous	0
		VET IS Enrolments	19

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	99.89%	99.94%	99.92%
Hobart			
Attendance	Primary	Secondary	Whole Campus
Percentage	99.12%	98.29%	98.71%
Launceston			
Attendance	Primary	Secondary	Whole Campus
Percentage	98.66%	99.55%	99.11%
ALL CAMPUSES COMBINED			
Attendance	Primary	Secondary	Oakwood Average
Percentage	99.22%	99.26%	99.25%

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 2016, except in Spelling, Grammar & Punctuation for Year 3.

SIM: Schools serving students from statistically similar backgrounds

ALL: Australian schools average

	Reading		Writing		Spelling		Grammar and Punctuation		Numeracy	
Year 3	411 376 - 447		423 394 - 451		383 351 - 415		415 378 - 452		405 377 - 434	
	SIM 403 394 - 412	ALL 426	SIM 408 400 - 416	ALL 421	SIM 400 392 - 409	ALL 420	SIM 407 397 - 417	ALL 436	SIM 381 373 - 389	ALL 402
Year 5	525 495 - 556		499 471 - 527		510 482 - 538		535 502 - 567		524 499 - 549	
	SIM 484 475 - 492	ALL 502	SIM 461 453 - 469	ALL 476	SIM 477 469 - 485	ALL 493	SIM 488 479 - 497	ALL 505	SIM 476 468 - 484	ALL 493
Year 7	527 491 - 562		509 472 - 547		536 501 - 571		527 490 - 565		568 535 - 600	
	SIM 522 515 - 530	ALL 541	SIM 499 491 - 508	ALL 515	SIM 533 525 - 540	ALL 543	SIM 524 515 - 533	ALL 540	SIM 531 524 - 539	ALL 550
Year 9	598 571 - 624		598 562 - 634		598 569 - 628		608 577 - 638		595 571 - 619	
	SIM 565 557 - 572	ALL 581	SIM 534 525 - 544	ALL 549	SIM 569 561 - 577	ALL 580	SIM 557 548 - 565	ALL 569	SIM 574 567 - 581	ALL 589

Selected school's average is

■ substantially above

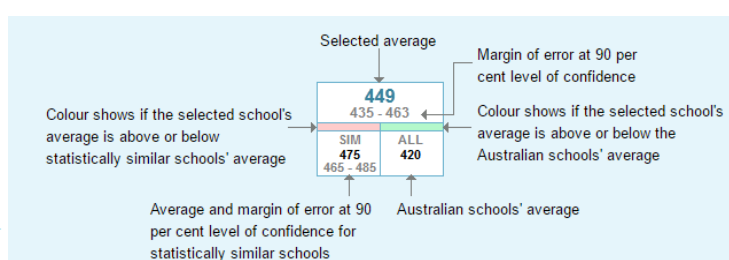
■ above

■ close to

■ below

■ substantially below

- average of schools serving students from statistically similar socio-educational backgrounds (SIM box)
- average of all Australian schools (ALL box)



Senior Secondary Outcomes

All Year 12 students achieved a Tasmanian Certificate of Education (TCE), 17 students achieved an ATAR score, 6 students achieved an ATAR over 90 and over 63% 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 the Dux of School, Joseph Cowell and Proxime Accessit, Thomas Harris. The top ATAR results are listed below:



Joseph Cowell - 2016 Dux

JOSEPH COWELL (Dux of School)	Launceston	98.15
THOMAS HARRIS (Proxime Accessit)	Devonport	97.75
LORETTA CHRISTIAN	Launceston	97
BIANCA CHUGG	Hobart	96.1
EMMALENE SELBY	Devonport	94.15
BRADLEY BISSETT	Launceston	90.9

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". Many of our 2016 graduates have enrolled in a tertiary course this year and all are employed.



Financial Analysis

INCOME BROKEN DOWN:

Net Recurrent Income 2016	\$ Total
Australian Government recurrent funding	1,327,697
State/territory government recurrent funding	878,424
State & Comm. Grant Allocations (Capital)	40,504
Fees, charges and parent contributions	863,764
Other private sources	1,615,537
Total gross recurrent income (excluding income from government capital grants)	4,685,422
<u>Less deductions</u>	-4,339,637
Total net recurrent income	345,785

S C H O O L

Survey Results



Oakwood School values feedback from all stakeholders. We aim to conduct at least biannual surveys for Parents, Staff and Students (with at least two of these groups being surveyed each year). This a valuable way 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.

On the following pages we have recorded the results from the Parent and Teacher Surveys conducted during 2016. We believe 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

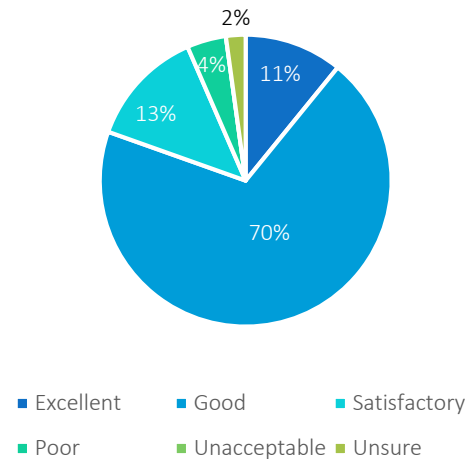
As you can see from the survey results, we have further work to do to ensure all stakeholders are fully aware of the programs and processes in place in the School and how they can contribute to our culture of continuous improvement.

Parent Survey

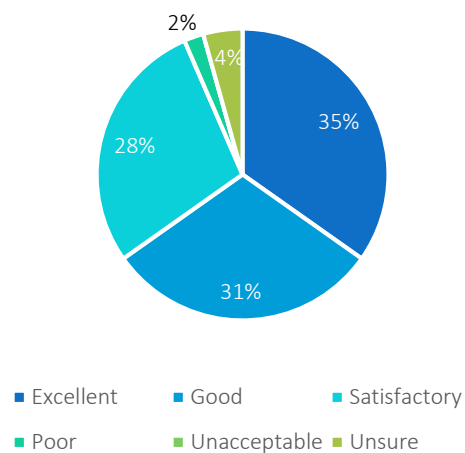
Child Feels Safe & Respected



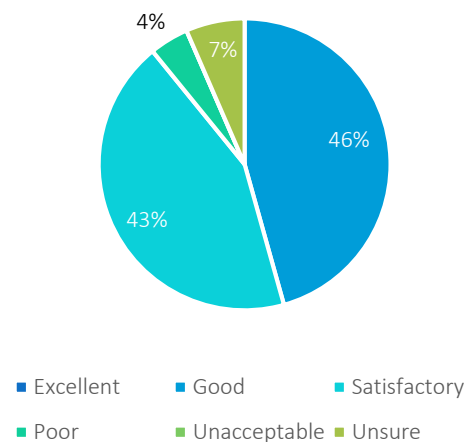
Quality of Education Received at Oakwood



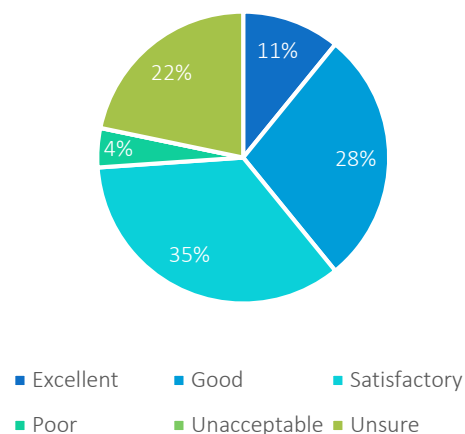
Rate the Standard of the School Facilities



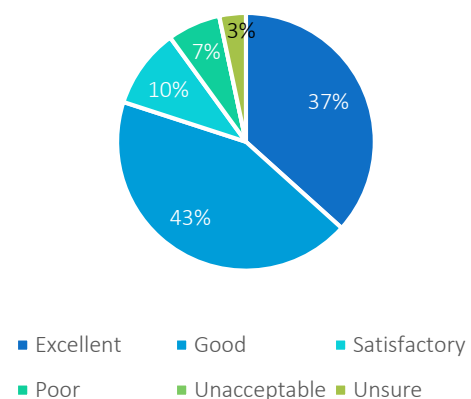
Teachers Ability to Educate & Motivate Your Child



How Effectively is Your Child Using Their Study Periods



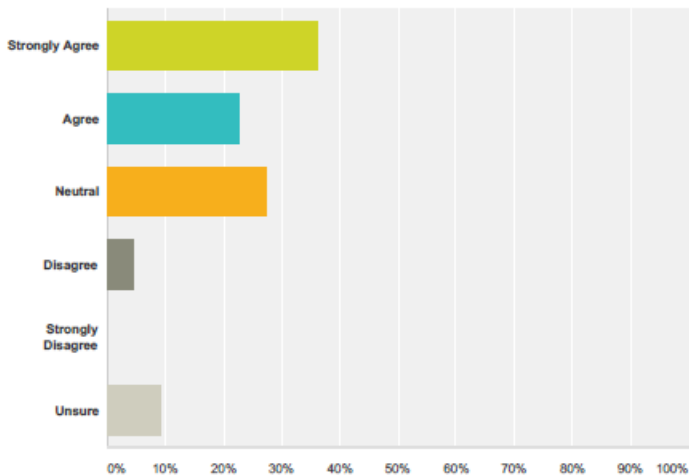
How Would you Rate Oakwood Efforts to Prepare Your Child for the Workforce?



Teacher Survey Results

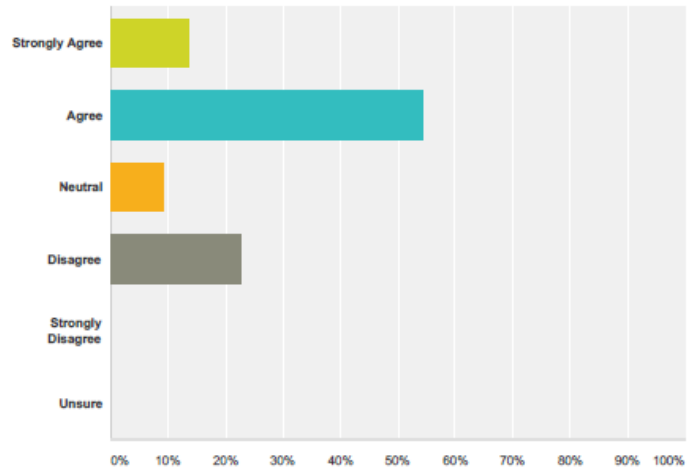
I am proud to be a member of staff at our school.

Answered: 22 Skipped: 0



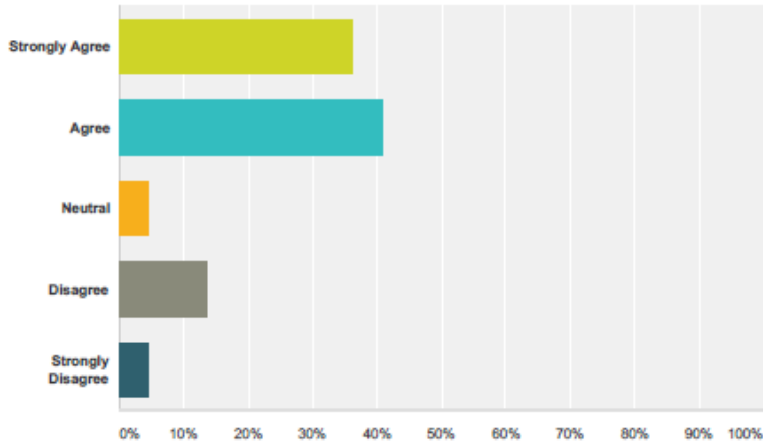
Leaders do all they can to improve teaching.

Answered: 22 Skipped: 0



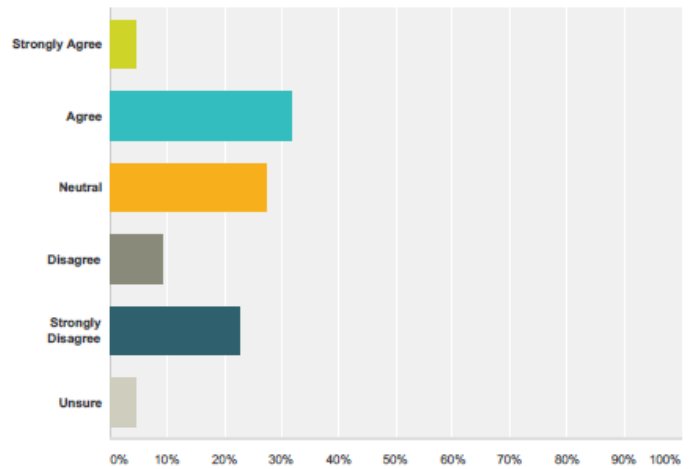
Our school makes appropriate provision for my professional development.

Answered: 22 Skipped: 0



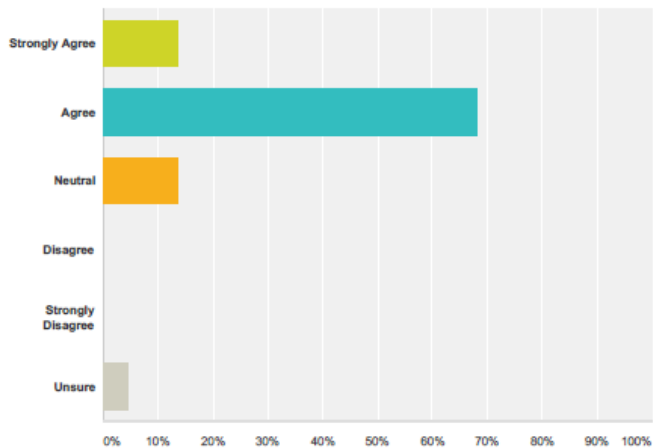
Our school successfully meets the differing needs of individual pupils.

Answered: 22 Skipped: 0



I know what we are trying to achieve as a school.

Answered: 22 Skipped: 0



Our school supports me in leading effective self-directed learning.

Answered: 22 Skipped: 0

