Oakbank School

2022 annual report to the community

Oakbank School Number: 762

Partnership: Heysen

	Signature
School principal:	Mr Bruce Oerman
Governing council chair:	Alistair MacPherson
Date of endorsement:	**17 March 2023**

Government
of South Australia

Department for Education

Context and highlights

As a supportive, close knit community school, Oakbank School is focussed on providing a comprehensive education for students from reception to year 12. It is nestled in the Onkaparinga Valley of the Adelaide Hills, 25kms from the Adelaide CBD.

We expect our students to be responsible citizens, who are encouraged to develop meaningful relationships as the foundation for life-long learning. Our students develop independence and have ownership of their learning.

The state-wide move of year 7 students to High School resulted in doubling the number of year 7 students at Oakbank. As in previous years the students undertook two transition days in late 2021 then a number of orientation days at the start of 2022 encouraging students to develop relationships with their peers and teachers. Year 7 students in 2022 were part of the limited cohort that started on-site learning rather than online learning because of COVID-19 restrictions. Year 7 teachers were appointed early so that they could be involved in teacher-to-teacher handover from primary schools. Oakbank teachers undertook the final 2 days of training in the Berry Street Education Model which provides strategies for teaching and learning that enables teachers to increase engagement of students to improve their self-regulation, relationships, wellbeing, growth and academic achievement.

Governing council report

Oakbank School Council is now a Governing Council, necessary under the Education Act.

In 2022 there has been an expansion of the Oakbank School community.

The re Branding of the School to Oakbank School has taken place and we have new signage, stationary and uniforms.

We had another COVID disrupted start to the year, challenging the operation and how education took place within the school, restricting numbers and movements in all areas of education process,

We proceeded with two streams of educating, online and in class for a few weeks. Face to face learning was not achieved till Term 2 and it is a credit to both staff and students that the year progressed so well.

As a School we take pride celebrating the diversity of our student community, we welcome students from all backgrounds and meet them at their level, encouraging them to be the best people they can be & to grow academically.

Improvements and changes to facilities around the school included

Completion of curbing and resealing of the main school access areas

Installation of the Changing Places toilet

Removal of the last unused buildings on the property

Approval for a complete upgrade of the Tech Building

Refurbishment of the library is still continuing

We are currently installing further stormwater infrastructure

The installation of a lift to the first floor in 2023.

The school canteen program has engaged Rory's School Lunches and the extended food choices have provided staff and students with convenient and nutritious options for lunch and breaks.

School Activity

A most successful Family Games Night, A Bonfire Night, with only 4 weeks to organize, was a roaring success, over 500 attended a night full of entertainment, food and competitions, raising around $6,000 with the support of the business and general community.

The Honorable Dan Cregan invoking and donating a Student Education Grant.

$120,000 grant has been awarded for iFarm, a federally funded scheme arriving in 2023, encompassing areas of food production, information and technology, automated systems for growing plants, solar power, irrigation, and lighting and is a program able to be utilized across the full student cohort.

This year again saw students involved in the SA Power networks VEX Robotics Competition developing fault detecting robots. Proudly Oakbank won a trophy in this space.

Royal Adelaide and Mount Barker Shows winning multiple awards in many categories, displaying the success of our agriculture program with uniforms produced for our successful Agriculture Show Team.

Grandparents and Friends Day welcoming grandparents to join the school community to commemorate and acknowledge Remembrance Day

We as Governing Council are proud of the activity and growth in and around the school inclusive of the vast sporting achievement by our student population

The School is thankful and appreciative of the immense contribution of our departing Principal Mr Bruce Oerman whose direction, dedication and focus on education and student well being have been the foundation of his time at Oakbank School. His interest, support and being the 'Project Manager' of so much infrastructure improvement has been exemplary.

It has also been a privilege to take part in selecting the new Principal of Oakbank School, Ms Lee Knight. It is with optimism and support we look forward to the growth and furthering of the Schools identity as a place of education excellence under her guidance and management.

Quality improvement planning

The Oakbank School Improvement Plan literacy goal focussed on reading improvement through the implementation of a daily 'reading for enjoyment program'. The program started in the primary school at the start of the year and was expanded to the middle school at the beginning of semester 2. The 2022 NAPLAN data in reading for the primary school suggested that regular sustained reading has improved student outcomes. The timing of the NAPLAN testing didn't allow for the impact on middle school students to be measured. Planning for 2023 has identified the extension of this program through the explicit teaching of word knowledge.

The School Improvement Plan numeracy goal included focussing on students confidently manipulating number in a range of contexts and across all learning areas.
Students were assessed comprehensively in term 3 with primary teachers using the Big Ideas in Number assessment and middle school teachers using the scaffolding numeracy in the middle years resources. Students identified as not being to standard for their age/stage received intensive numeracy intervention. Further testing will be undertaken in 2023 with the focus on ensuring that individual students are at standard.

Performance Summary

NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

Reading
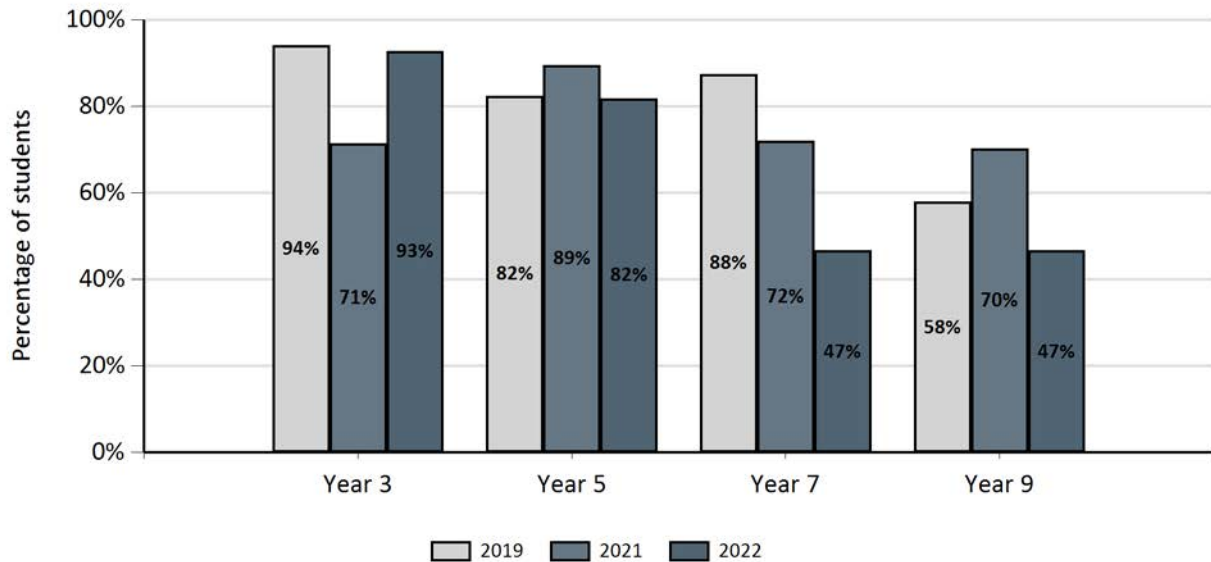
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.
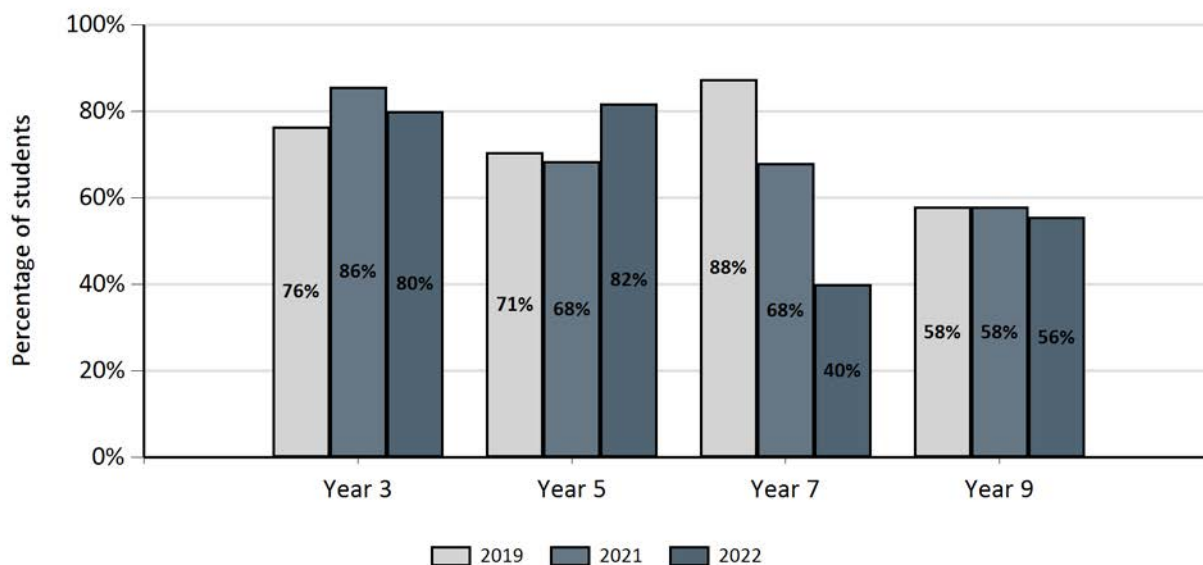
Numeracy

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Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test^		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	14	15	8	3	57%	20%
Year 03 2021-2022 Average	10.5	11.0	5.0	2.0	48%	18%
Year 05 2022	11	11	3	1	27%	9%
Year 05 2021-2022 Average	15.0	15.0	3.5	2.5	23%	17%
Year 07 2022	45	45	5	1	11%	2%
Year 07 2021-2022 Average	35.0	35.0	4.0	2.5	11%	7%
Year 09 2022	45	45	7	1	16%	2%
Year 09 2021-2022 Average	51.0	51.0	8.0	2.0	16%	4%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

^includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

**Percentages have been rounded off to the nearest whole number.

NAPLAN proficiency - Aboriginal learners

Reading

*NOTE: No NAPLAN testing was conducted in 2020.
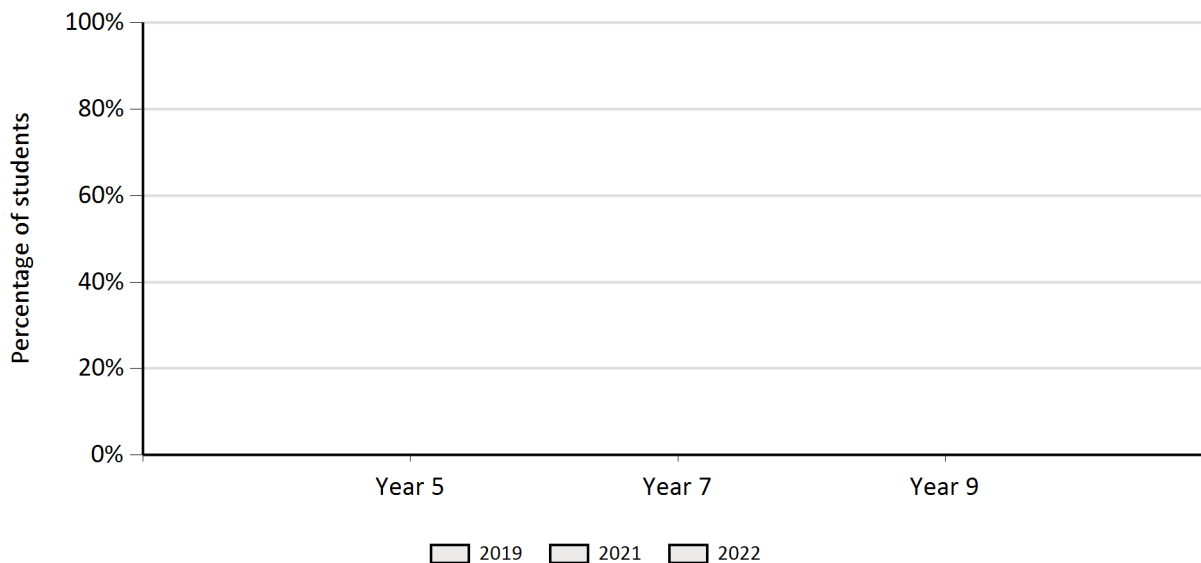Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
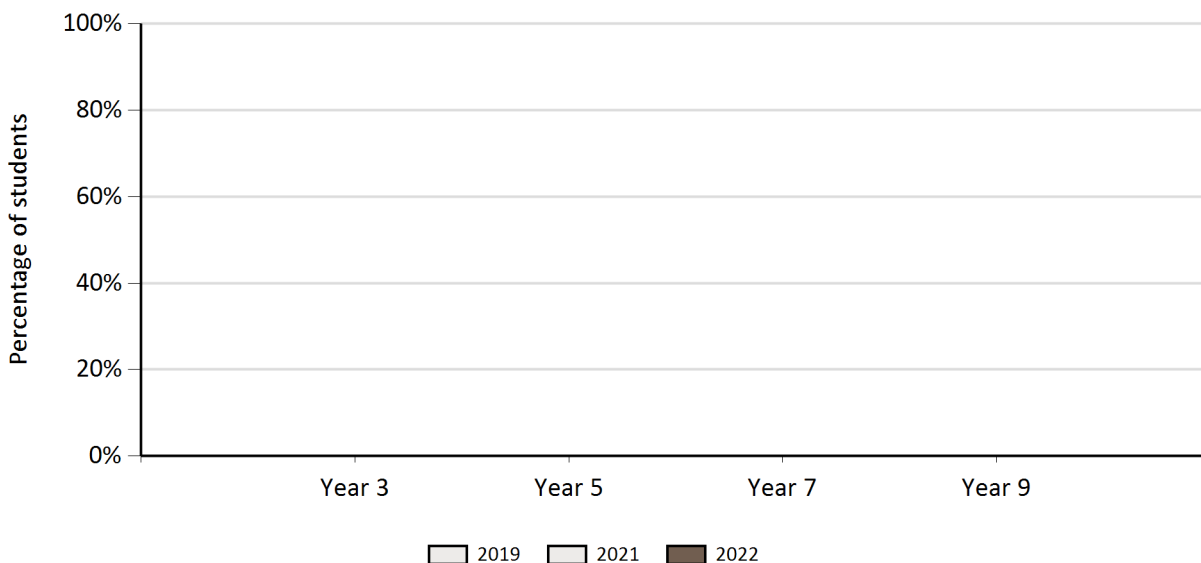Data is only shown for Aboriginal learners.

Numeracy

*NOTE: No NAPLAN testing was conducted in 2020.
Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
Data is only shown for Aboriginal learners.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test^		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	*	*	*	*	*	*
Year 03 2021-2022 Average	NaN	*	NaN	*	NaN	*
Year 07 2022	*	*	*	*	*	*
Year 07 2021-2022 Average	*	*	*	*	*	*
Year 09 2022	*	*	*	*	*	*
Year 09 2021-2022 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
^includes absent and withdrawn students.
*Reporting of data not provided when less than six students in the respective cohort.
**Percentages have been rounded off to the nearest whole number.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2022: Data Informed Planning

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

In regards to the Aboriginal Learner Achievement Leaders' Resource, Oakbank School integrated individual Aboriginal learners into our PAT and NAPLAN data analysis and planning in term 4 in preparation for 2023. This data was used to inform individual goals for Aboriginal learners in the school for 2023. Detailed data was also collected of letter grades and submission rates of assessments in order to analyse engagement and improvement across subjects. Fine-grained assessments in primary school assess literacy skills; sight words and reading comprehension.
The focus of 2022 was on literacy, particularly. Our Aboriginal students in our Primary School met with the ACEO and middle school mentors once a week to learn about traditional storytelling. They also spent time using storytelling symbols in traditional art.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

Our Aboriginal students in our Primary School went up an average of 231 sight words over the year. They also improved an average of 3.5 years in reading comprehension. The middle school mentors all improved in their English grades over the year due to increased engagement with storytelling, with the mentors improving an average of a grade point over 2022.

South Australian Certificate of Education - SACE

SACE Stage 2 Grades – Percentage of grades that are C- or above for attempted SACE subjects (SEA)

2019	2020	2021	2022
92%	93%	91%	100%

Data Source: SACE Schools Data reports, extracted February 2022
*NOTE: Reporting of data not provided when less than six students in the respective cohort Data excludes non-A to E and Withdrawn Not Graded subject results.

SACE Stage 2 grade distribution

Grade	2019	2020	2021	2022
A+	2%	0%	1%	0%
A	3%	2%	6%	5%
A-	6%	10%	13%	9%
B+	8%	7%	9%	23%
B	18%	12%	9%	12%
B-	26%	23%	15%	17%
C+	13%	19%	10%	14%
C	11%	14%	22%	17%
C-	6%	5%	6%	3%
D+	3%	5%	4%	0%
D	2%	0%	1%	0%
D-	2%	2%	1%	0%
E	0%	0%	1%	0%

Data Source: SACE Schools Data reports, extracted February 2022
*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

SACE Completion - Percentage of completers out of those students who had the potential to complete their SACE in October that year

2019	2020	2021	2022
90%	99%	99%	94%

Data Source: SACE Schools Data reports, extracted February 2022
*NOTE: Reporting of data not provided when less than six students in the respective cohort.

	2022	2019	2020	2021
Percentage of year 12 students undertaking vocational training or trade training	58%	#Error	73%	58%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	100%	#Error	#Error	#Error

School performance comment

As Oakbank School has fewer than 20 students eligible to sit NAPLAN in each primary year level, small changes in the number of our students can cause large changes in the percentages shown in the previous graphs. This makes it more difficult to use those percentages to draw reliable conclusions about changes in performance from year to year. Year 7 and 9 achievement across the NAPLAN tests has shown limited growth when comparing against previous cohorts and no significant correlation to A-E results. As there was no testing of these cohorts in 2020 it is difficult to make informed comparisons for individual students.

Fifteen out of sixteen year 12 students who attended Oakbank school in 2022 achieved their SACE. The average ATAR for students eligible for university entry grew to 68.9, ensuring 90% of students received places in the first round of university offers.

Attendance

Year level	2019	2020	2021	2022
Reception	95.0%	85.0%	89.6%	88.3%
Year 1	97.5%	92.4%	90.2%	88.0%
Year 2	93.9%	92.3%	93.3%	86.2%
Year 3	96.2%	91.3%	93.8%	87.5%
Year 4	90.5%	91.8%	94.6%	90.2%
Year 5	92.5%	88.3%	92.5%	90.6%
Year 6	93.1%	92.8%	92.3%	86.5%
Year 7	89.2%	89.7%	88.9%	83.3%
Year 8	88.7%	86.6%	87.1%	80.4%
Year 9	90.1%	85.5%	85.4%	75.2%
Year 10	82.7%	84.7%	85.4%	76.7%
Year 11	83.4%	79.2%	85.9%	81.9%
Year 12	91.2%	82.7%	83.0%	86.6%
Total	89.3%	86.6%	87.9%	82.2%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.
NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

Attendance rates in 2020 and 2021 have been affected by lockdowns and online learning. Families and students that are inclined to have higher absence rates are choosing to stay home more. The school has received significantly more requests for courses and assessments to be loaded onto the learning management system to cater for home based learning. Oakbank has an attendance policy that prioritises the importance of on-site learning. Teachers and Sub-school leaders follow a clear process to trace and follow-up students that have low attendance rates, encouraging them to return to school or referring them to departmental officers.

Behaviour support comment

Oakbank School has high expectations of student cooperation. There is an established Behaviour Management Policy which is based on positive expectations. Teachers develop appropriate relationships and deal with student management with clear support from the Leadership Team and parents. Students are required to take responsibility for their own actions and to respect the rights of others to teach and learn in a safe, positive and orderly environment.
As in previous years the majority of serious behaviour concerns were raised by less than 10% of students. Most behaviour issues were safety or wellbeing incidents with 10 of the 32 students involved being in Year 8. A small number of students (2%) had more than 2 incidents documented that required intervention outside the classroom.

Parent opinion survey summary

The 2022 Parent Engagement Survey was completed by 95 families.
It demonstrated strong positive results in the areas of our parents valuing education for their children, our teachers providing useful feedback to students and our families feeling equipped to plan pathways for their children after school.
It also provided useful feedback for us showing that parents would like more support with encouragement and tips to help students learn at home and opportunities to provide input about their child.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	6	18.8%
SM - SEEKING EMPLOYMENT IN SA	4	12.5%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	20	62.5%
U - UNKNOWN	1	3.1%
VI - LEFT SA FOR VIC	1	3.1%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

Oakbank Area School is required to comply with the Department of Human Services Child safe environments Working with Children Checks (WWCC)

Responsible officers follow the fact sheet provided by the Department for Education when conducting and instigating these checks.
In summary the responsibilities involve:
1. Sighting and recording clearance information on EDSAS or HRS system (or maintaining copies).
2. Verifying the identity of first time visitors and noting verification next to their name in the site's sign in book.
3. Establishing shared-use agreements with community groups.
4. Maintaining the accuracy of screening information on EDSAS, HRS or site files.

Qualifications held by the teaching workforce and workforce composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	40
Post Graduate Qualifications	20

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	25.8	0.0	12.3
Persons	0	28	0	19

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Financial statement

Funding Source	Amount
Grants: State	$4,676,311
Grants: Commonwealth	$750
Parent Contributions	$134,822
Fund Raising	$6,339
Other	$11,000

Data Source: Education Department School Administration System (EDSAS).

2022 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2022 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	Targeted support has been provided to individual students. Strategies were developed to manage behaviours and support emotional well-being. The strategies have supported students to remain engaged in their learning. The Pastoral Care Support Worker (Youth Worker) lead mentor groups, LGBTQI support group, after school groups for students and assisted with in class support re engagement. Our Wellbeing Leader (Social Worker) and Wellbeing Counsellor (SSO3) provided support to students needing psychological support positive relationship building skills and strategies between . They made referrals to external organisation for further support.	Increased engagement of identified students in successful learning experiences Increased capacity of staff to write, implement and evaluate SMARTER goals Increased completion and detail of Oneplans by all staff.
	Improved outcomes for students with an additional language or dialect	N/A	N/A
	Inclusive Education Support Program	Individuals and small groups were provided with support in the areas of literacy, numeracy, community engagement and interoception. Small group and 1:1 support was provided for targeted students in literacy and numeracy programs as well as specialized social skill development programs. (SPELD Intensive Literacy & Numeracy Program, Quick Smart & Multi-Lit programs for identified students. Professional development was provided to build staff understanding of data and capacity in differentiation. ICT resources to support students access to learning.	All students have demonstrated progress in One Plan goals and many were successfully accomplished. Improved results across learning areas for targeted students and increased engagement.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	Intervention support, such as Intensive Literacy Programs, (SPELD) and numeracy were implemented. These programs lift targeted students, either closer or beyond SEA.	Improved curriculum differentiation Improved access to curriculum
Program funding for all students	Australian Curriculum	Supporting improvement in literacy in numeracy across the curriculum for all staff	Roll out of PD to all staff
	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Supporting leadership capacity building in literacy and numeracy	Continued improvement in NAPLAN, PAT and grades

Other discretionary funding	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	Targeted differentiation and personalised programs for identified gifted students	Successful outcomes for gifted students in a range of areas.