

Oak Flats Public School

2019 Annual Report



3860

Introduction

The Annual Report for 2019 is provided to the community of Oak Flats Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School background

School vision statement

At Oak Flats Public school we provide a quality learning environment allowing students to develop the knowledge, skills and values to be SAFE, RESPECTFUL, RESPONSIBLE and ACTIVE LEARNERS who contribute positively to all aspects of school.

School context

Oak Flats Public School is a member of the Oak Flats Community of Schools (CoS) and is situated in the Illawarra Region. The school enrolment for 2018 is 473 students K–6, in addition 40 students attend the onsite Oak Flats Public School Preschool. The school has 37 Aboriginal students enrolled. There are 18 classes from K–6. Staffing has remained relatively stable.

Oak Flats Public School is a comprehensive, community focused school that is central to the local area. With an excellent reputation for catering for the diverse learning needs of students from Preschool to Year 6. We pride ourselves on our strong transition programs from preschool to Year 7 which establish strong links within the Oak Flats community. Successful implementation of the Positive Behaviour for Learning program has provided a common language between staff and students creating an atmosphere of positive behaviour expectations. Bring Your Own Device (BYOD) is implemented in Stages 2 and 3, promoting enhanced student engagement and enriching learning experiences through inquiry based learning opportunities.

Oak Flats Public School is characterised by professional, dedicated teachers and support staff who continue to refine and reflect on their professional development and teaching practices. Our quality teaching and learning programs are based on current research and driven by timely and consistent data collection that addresses the individual learning needs of each student. The school's focus is to maximise student performance in all curriculum areas, particularly literacy and numeracy.

Oak Flats Public School has a strong focus in the area of Creative and Practical Arts. Opportunities include choir, drumming group, recorder ensemble, ukulele group, Southern Stars, Dance and Public Speaking. Sport continues to be an important focus at OFPS with students provided with numerous opportunities to participate in a variety of sports at varying levels.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Engaged Learning

Purpose

Every student will be exposed to meaningful learning opportunities within a culture based on high, aspirational expectations, quality teaching and learning. Students will engage in learning opportunities that support creative and critical thinking, collaboration, problem solving, reflection, independence and resilience. We will ensure a strong focus on literacy and numeracy achievement underpinned by quality feedback.

Improvement Measures

Increase in the proportion of students achieving proficiency and an increase in the percentage of students moving to the top two bands.

100% of students are able to articulate their learning goals in Literacy and Numeracy and strategies for improvement.

Progress towards achieving improvement measures

Process 1: Data

School-wide collective responsibility for student learning and success with sustained excellence in instructional practice, quality teaching and aspirational targets, which are regularly set and reviewed based on data.

Evaluation	Funds Expended (Resources)
Teachers have continued to structure lesson delivery to ensure high quality expectations, transparent goals, learning intentions and feedback. Sustainable practices are in place to ensure routine use of relevant data and analysis, and diagnosis of the impact of teaching. A culture that promotes learning analysis and discussion of data.	PLAN2, EAL/D, TOWN, TEN and L3 data every 5 weeks, Instructional Leaders

Process 2: Visible Learning

Learning intentions, success criteria, self-evaluation, peer/teacher feedback and assessment practices are visible in learning activities, supporting students to analyse their progress, reflect on their successes and plan future learning.

Evaluation	Funds Expended (Resources)
Students can articulate learning and success criteria. Students are partners in their own learning through student to student, and student to teacher conferences focusing on student learning style, future learning needs and attainment of learning goals.	Staff and stage meetings, QTSS, Instructional support

Process 3: Programming and Assessment

Teachers collaboratively plan evidence-based teaching practices providing explicit, challenging, differentiated and authentic learning experiences with a strong foundation in literacy and numeracy.

Evaluation	Funds Expended (Resources)
Australian Curriculum, Assessment and Reporting Authority (ACARA) general capabilities in Information and communication technology (ICT) and critical and creative thinking are embedded in teaching and evident in student learning. Increase student access to and availability of ICT . Resource purchase and deployment is well researched and strategic with the aims of equity, capacity building and curriculum enhancement at the center of resource prioritisation.	Digital Technology room set up \$23,000, Digital Technology teacher FTE 1.0 \$100,000, QTSS, Instructional leaders

Strategic Direction 2

Future Focused Teaching

Purpose

To build a dynamic culture of best practice pedagogy staff will commit to effective performance and improvement through a collaborative and supportive developmental framework for individuals and teams. Teachers and leaders will engage in individualised, team and shared professional learning opportunities to achieve the accreditation levels of the Professional Standards for Teachers.

Improvement Measures

Professional learning builds teacher collective efficacy and sustains excellence in data informed instructional practices.

A positive collaborative culture with systematic processes in place supporting teachers to collaborate and receive feedback on professional practice.

Progress towards achieving improvement measures

Process 1: Professional Standards

A strong, visible culture in the school that supports differentiated and strategic school based professional learning, accessible to all staff aligned to Professional Development Plans, the Professional Teaching Standards and the School Plan.

Evaluation	Funds Expended (Resources)
The capacity of staff has been developed by the leadership team through the Performance and Development process. Teachers' Professional Development Plans are supported by a coordinated whole school approach to developing professional practice, informed by research. A supportive and collaborative professional environment has been maintained in which performance management is viewed as ongoing self-development and feedback has been provided to acknowledge strengths and support needs. Staff success is celebrated.	QTSS, Instructional support, Stage and PL meetings

Process 2: Intervention

Consistent and reliable student assessment practices and collaborative processes to build staff capacity with quality and appropriate intervention programs identified, reviewed and evaluated to maximise individual student success and engagement.

Evaluation	Funds Expended (Resources)
Teachers who are committed to and action strategies for early intervention where appropriate. Teachers who hold high expectations for all students and prioritise teaching strategies that support students to achieve high standards. Strategies implemented reflect research on best practice and include ongoing monitoring of success. Staff capacity is developed through the collaborative evaluation of teaching and its effect on student learning. Delivery of personalised approaches to learning and the effective use of assessment to improve student outcomes in literacy and numeracy.	LaST 1.1 FTE, SLSO support Instructional support

Process 3: Professional Knowledge

Teachers are supported towards school-wide improvement in explicit teaching practice and student results through the facilitation of professional dialogue, collaboration, collegial planning, classroom observation, modelling of effective practice and the provision of reflection and peer feedback.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

A connected approach to the early years (Preschool) that shows a flexible balance between child initiated learning and adult-led learning in line with the EYLF and NQS. The leadership team has embedded clear processes, with accompanying timelines and milestones, to direct school activity towards effective implementation of the school plan. Staff understand what they need to do to help address the school plan's strategic directions and meet the school's improvement measures.

ELSA online resources, staff and team meetings

Strategic Direction 3

Students Connect, Succeed, Thrive

Purpose

To develop a holistic approach for the wellbeing of students, including strengthening their cognitive, physical, social, emotional and spiritual development. Our school provides a safe, respectful, responsible and active learning environment that fosters high expectations, individual achievement and celebrates student success.

Improvement Measures

Increased proportion of students demonstrating active engagement in their learning, connection, inclusion, empowerment and capacity to contribute to the school.

Positive Behaviour for Learning is implemented as part of a comprehensive and inclusive student wellbeing policy supported by all students, staff, parents and carers.

Progress towards achieving improvement measures

Process 1: Wellbeing Framework

Implement a planned approach to wellbeing with whole school programs and support structures which are integral to learning and responsive to the needs of students.

Evaluation	Funds Expended (Resources)
Parent and community participation in whole school events is evident. Students benefit from the school's planned and proactive engagement with parents and the broader community. There is a strong collegial culture of mutual trust and support among teachers and school leaders and parents are treated as partners in the promotion of student learning and wellbeing. Strategies to increase emotional, social and physical wellbeing that build resilience and independence.	Wellbeing AP, staff and planning meetings

Process 2: Positive Behaviour for Learning

Embed Positive Behaviour for Learning systems to ensure a whole school, consistent and clearly defined approach to behaviour and learning, supporting individual and collective wellbeing.

Evaluation	Funds Expended (Resources)
All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning. Staff have continued to provide a safe, caring and supportive learning environment for students.	PBL lessons and resources, Sentral software, Wellbeing AP

Process 3: Collaboration

Enhance student wellbeing and develop teacher capacity and understanding of the wellbeing framework through targeted professional learning, collaboration and an individual and shared commitment to sustainable practices.

Evaluation	Funds Expended (Resources)
All school staff have maintained positive, respectful relationships with students, parents and each other as part of caring learning environments that support student wellbeing. A range of parent information sessions to raise awareness of how parents can support their child's education in the areas of	TTFM survey

Progress towards achieving improvement measures

readiness, literacy, numeracy and ICT. Feedback regarding self-assessment and the performance of the school as measured by surveys, P&C meeting minutes, parent meetings and interviews. An effective school P&C that is informed and active in the governance of the school. Positive community relationships established by a friendly and helpful environment that provides effective and timely communication and accurate records.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	RAM Equity Aboriginal, Preschool relief days	Students and staff have an increased understanding of Aboriginal history and culture. Students of Aboriginal background have been assisted with programs particularly in literacy and numeracy. Funding was used to develop individualised learning pathways for our indigenous students in consultation with their parents, the classroom teachers and our Learning Support Team. Aboriginal students are meeting basic literacy and numeracy standards and overall levels of literacy and numeracy achievement are improving. Aboriginal students supported to make a successful transition from Preschool to Kindergarten and Year 6 to Year 7.
Low level adjustment for disability	Integration Funding, LaST FTE 1.1, Vision and hearing itinerant support	Sustained and timely support for students with disability and additional learning and support needs. An inclusive and welcoming school culture for every student. Teacher development of documented plans in partnership with parents and relevant external agencies. All students with attendance difficulties to be case managed in conjunction with HSLO and other agencies.
Quality Teaching, Successful Students (QTSS)	QTSS FTE 0.776 , Instructional Leader AP release , FTE 1.0	Established mentoring and coaching practices in place. Continued development of differentiation and documentation of curriculum assessment to ensure expected growth. Strategies to enhance professional practice are evidence-based and focused on improving the quality of classroom teaching. A culture of high expectations is supported by effective mechanisms and strategies that support every student 's learning needs. Curriculum differentiation is effective.
Socio-economic background	Wellbeing AP, FTE 0.5, LaST FTE 1.1,	A focus on whole-school instructional leadership with a greater understanding of data analysis tools and techniques, leading to changes in their classroom practice. Feedback that focuses on improving tasks, processes and student self-regulation. A strong culture of collaboration, with a focus on instructional teams.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	206	195	212	214
Girls	224	237	225	231

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.1	93.2	93.8	93.9
1	94.5	93.7	93.1	92.5
2	94.5	94.2	92.4	94.3
3	93.4	94	92.7	92.8
4	94	93.2	92.3	92.4
5	91.7	91.8	91	91.6
6	92.1	90.6	91	92.6
All Years	93.5	92.9	92.4	92.8
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	18
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
School Administration and Support Staff	4.63
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	607,361
Revenue	4,783,756
Appropriation	4,577,394
Sale of Goods and Services	35,252
Grants and contributions	168,619
Investment income	2,090
Other revenue	400
Expenses	-4,917,642
Employee related	-4,253,381
Operating expenses	-664,261
Surplus / deficit for the year	-133,886

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	341,861
Equity Total	465,193
Equity - Aboriginal	45,978
Equity - Socio-economic	235,656
Equity - Language	1,110
Equity - Disability	182,449
Base Total	3,083,434
Base - Per Capita	104,883
Base - Location	0
Base - Other	2,978,551
Other Total	553,195
Grand Total	4,443,683

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

STUDENTS

For students in Years 4, 5 and 6 the survey elicited responses for their satisfaction in the broad categories of social–emotional outcomes and drivers of student outcomes. There were numerous elements within each category:

- * 87% of students indicated they had positive relationships at school
- * 90% of students reported that valued school outcomes.
- * The percentage of student participation in extracurricular activities was lower than the NSW Government Norm across the three grades, except in the area of sport.
- * 83% of students believe important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives.
- * 86% of students believed they try hard to succeed in their learning

STAFF

For staff the survey used a 10 point rating scale for different elements within 12 broad categories. 29 staff members completed the survey. Teachers indicated the following:

- * Leaders and staff work together to create a safe and orderly school environment.
- * Teachers set high expectations for student learning and classroom behaviour and parents understand these expectations.
- * Teachers share strategies that increase student engagement across the school.
- * The progress of individual students is monitored and assessment tasks inform lesson planning.
- * The use of computers or other interactive technology to track progress towards students achieving their goals needs to be expanded.
- * Teachers reported that school systems and structures such as professional learning and accreditation supported them to improve their teaching.

PARENTS

For parents the survey used a 10 point rating scale for different elements within 7 broad categories. From the collated results come the following findings:

- * Parents felt that effective two way communication exists between home and school and written information from the school is in clear, plain language.
- * The school supports positive behaviour and their children have a clear understanding about the rules for school behaviour.
- * The teachers expect their child to work hard and encourage their child to do his or her best work.
- * Students feel safe at school.
- * Teachers help students to develop positive friendships.
- * Parents indicated they found the newsletter and social media to be a useful way for finding out news about the school.
- * Parents would like to be more informed about opportunities concerning their child's future.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.