

2021 Annual Report

Oakdale Public School



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Introduction

The Annual Report for 2021 is provided to the community of Oakdale 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 Strategic Improvement 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 vision

At Oakdale Public School, we are focused on achieving academic excellence for our students, with high level aspirations for ongoing improvement. Our plan has been informed by the situational analysis in consultation with our community and will include the programmed inclusion of revision in the teaching cycle, ensuring deep knowledge and long term retention for students. The implementation of our assessment schedule K-6 will bring more rigour and consistency to "knowing students and how they learn", whilst Teaching Sprints will enable staff to continuously reflect on their practice and make learning adjustments where necessary. Emphasis will be placed on providing feedback to students, dynamic lessons to engage students and student involvement in designing their own learning. Our strengthened staff leadership capacity will ensure student growth with our executive staff trained as coaches to support everyone in reaching our school targets.

School context

Oakdale Public School is a P1 school with 133 students; predominantly Anglo Saxon. Nine percent of our students are from an Aboriginal background. We have identified significant need and we strive to improve the performance of all students creating individualised plans, making adjustments to learning programs as well as increasing challenge for identified students. Whilst improved academic achievement guides all of our curriculum, wellbeing has and will continue to be at the forefront of our decision making for our students and is embedded in all programs across the school. We make sure we offer a broad extracurricular program to ensure students have the opportunity to extend their experiences; preparing them for high school and beyond. Our goal is to develop young people who are confident, creative and active so that they will become contributing, informed members of society by providing the best education possible.

The school is the hub of the community with families and local businesses supporting the school to achieve its strategic and improvement targets in the areas of teaching, leading and learning. The learning community feel great pride in how visually appealing the school is; beautiful gardens, trees, wildlife and learning areas make this an enjoyable place to work and learn. The school community come together often to support and celebrate staff commitment and student learning supported also by our local Rotary group.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
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	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

Striving for improved student growth and attainment is core business at Oakdale Public School. Building a collective understanding, responsibility and efficient use of data is a priority to ensure learning programs are engaging, meet the individual educational needs of every student and improve student growth in literacy and numeracy.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Whole school monitoring of assessment practices
- Targeted staff deployment to raise literacy and numeracy results

Resources allocated to this strategic direction

Professional learning: \$3,600.00

Low level adjustment for disability: \$67,270.00

QTSS release: \$22,760.00

Socio-economic background: \$59,308.00

Carried Forward: \$52,000.00

Literacy and numeracy intervention: \$23,544.00

Literacy and numeracy: \$4,157.00

Summary of progress

In 2021, the focus of our work in this strategic direction was on aligning assessment practices to the curriculum, upskilling staff on formative assessment strategies and how assessment data can be incorporated into teaching and learning programs.

The previous assessment schedule was collaboratively reviewed by all staff early in the year and refined to reflect current need. The adjusted assessment schedule was differentiated to better meet the needs of the different stages within the school, incorporating external assessments such as Progressive Assessment Tests (PAT) into years 3-6. Formulated procedures for collection, analysis, discussion and use of data to inform programming, reporting to parents and providing individualised feedback on where to next in learning, improved during 2021 due to the deployment of these initiatives.

Aligning to our second initiative, additional staff were employed to deliver specialised reading programs that targeted students in the middle bands of NAPLAN, and assist with student wellbeing needs. Processes trialed in 2020 that focused on identifying the learning needs of students to form targeted teaching groups were implemented into both Stages 2 and 3. A strategy of reducing class sizes was also employed to increase the level of differentiated support in each classroom. The impact of the targeted teaching group strategy can be seen in the increase in the percentage of students achieving in the top 2 bands of NAPLAN reading and in the increase in the percentage of students making expected growth.

Strategic School Support (SSS), with a focus on numeracy, commenced at the beginning of Term 2, 2021. SSS staff led, with the support of Oakdale PS staff, professional learning on data analysis and targeted teaching in numeracy and identified a first focus area of Additive Strategies. Delays to the initiative in Term 3 impacted on the progress that was made. In reviewing our student performance data, numeracy continues to be an area of need with professional learning supporting teachers in deepening their understanding of Numeracy assessments and how to use the assessment data to inform teaching and learning programs.

Further, in 2022, we will continue to provide targeted support and high impact professional learning to teachers, led by the Assistant Principals Curriculum and Instruction. This will be underpinned by deep data analysis, professional readings, demonstration lessons and peer to peer feedback to guide the teaching and learning cycle.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
3.5% uplift in NAPLAN reading in Top 2 bands towards lower bound	50% of students are now in the top two skill bands (NAPLAN) for reading indicating achievement of the annual progress measure.
3.5% uplift in NAPLAN numeracy in Top 2 bands towards lower bound target.	23.68% of students are now in the top two skill bands (NAPLAN) for numeracy, indicating achievement of the annual progress measure
2% uplift in student growth in NAPLAN reading towards the lower bound system-negotiated target.	The percentage of students achieving expected growth in reading increased to 55.56% indicating progress toward the lower bound target.
2% uplift in student growth in NAPLAN numeracy towards the lower bound system-negotiated target.	The percentage of students achieving expected growth in numeracy decreased to 47.06% indicating progress yet to be seen toward the lower bound target.

Strategic Direction 2: Engagement with learning

Purpose

At Oakdale Public School we have a commitment to building effective partnerships in learning with parents and students to ensure students are motivated to deliver their best and continually improve. This partnership works together to support consistent and systematic processes that ensure student absence does not impact on learning outcomes.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Engagement with learning through consistent attendance
- Building parent and student engagement

Resources allocated to this strategic direction

Aboriginal background: \$14,857.00

Low level adjustment for disability: \$22,686.00

Summary of progress

A strong focus on refining the school's processes regarding attendance was an important part of our work in 2021.

Attendance data was regularly analysed by the Principal and Learning and Support Team to improve student attendance and also address the Department of Education's (DoE) targets of increasing daily attendance rates, partial and unjustified attendance. A number of strategies such as daily contact with families, fortnightly contact with the Home School Liaison Officer and positive incentives were put in place to reduce the number of unjustified absences. The impact of these initiatives was inconclusive due to 14 weeks of students working from home. These strategies will be fully implemented again in 2022 and monitored to gauge impact.

To strengthen the school's practices in the engagement of parents and students, staff undertook an extensive program of professional learning based on the work of Paul Dix. Students were surveyed through the 'Tell them From Me' platform regarding the positive learning climate and results showed a school mean of 7.3 which was above the state average. As a result of the professional learning, a whole-school approach was adopted to build close connections between students and teachers using visible kindness and consistency of approach in managing routines, behaviour and positive mindsets. Staff were also surveyed through the 'Tell Them From Me' platform and on the key driver of having an inclusive school, the results showed a school mean of 8.6 which was well above the state mean. Staff report there was far more consistency in the expectations of positive interactions between staff and students K-6.

In 2022 we will delve further into the work of Dix to maintain positive partnerships and student engagement and develop shared mental models that underpin a positive school climate. We will also continue to monitor attendance data through our Learning and Support team, meet fortnightly with the Home School Attendance Officer, liaise closely with families and provide additional support to improve attendance and increase engagement with learning.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
0.8% increase of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School	Tell Them From Me data indicates 82.64% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).
A 1% uplift in students attending >90% of the time in Semester 1.	The number of students attending greater than 90% of the time or more has increased by 2.72%.

Strategic Direction 3: Effective Classroom Practices

Purpose

Consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught. Providing feedback to students is a focal area for our professional learning providing staff with the skills to move learning forward in reading and numeracy.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data literacy and planning
- Focus on timely and effective feedback

Resources allocated to this strategic direction

Professional learning: \$8,979.00

Summary of progress

In 2021, the focus of our work in this strategic direction was upskilling staff on consistent teacher judgement when analysing assessment data to inform the teaching and learning cycle.

Whole staff professional learning took place where all staff engaged with the 'What Works Best' evidence-based research on assessment. Teacher capacity to analyse internal and external data was developed and this underpinned the revision and updating of the K-6 assessment schedule. A teaching and learning cycle was established K-6 which included revision and assessment as an embedded component of the teaching and learning cycle. All stages followed the assessment schedule as documented and data collection of results was coordinated across the school leading to teachers clearly identifying and teaching to the point of need.

With the assistance of a Department of Education Literacy and Numeracy Strategy Advisor (LANSA), professional learning was provided on the analysis of a range of external and internal assessment data sources. Teachers were able to pinpoint areas of student need. As a whole staff, this knowledge was embedded into a consistent lesson model of teaching, revision and explicit lesson planning. As a result teachers felt that their ability to practice evidence-based teaching strategies had been enhanced.

In 2022, with the appointment of our Assistant Principal Curriculum and Instruction, further professional learning and explicit demonstration of best practice pedagogy will be provided to enhance teachers' understanding and skills in implementing timely and effective feedback to support improved student results.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
3% increase in number of students meeting or exceeding stage expectations indicated by NSW English Syllabus K-6 in reading and comprehension by year's end.	Based on consistent teacher judgement practices, school assessment data and A-E reporting scales, the percentage of students meeting or exceeding stage outcomes for reading and comprehension components of the English syllabus increased by 6% from December 2020 to December 2021, exceeding our progress targets by 3%.
3% increase in number of students meeting or exceeding stage expectations indicated by NSW Mathematics Syllabus K-6 in number sense, place value and additive strategies.	Based on consistent teacher judgement practices, school assessment data and A-E reporting scales, the percentage of students deemed meeting or exceeding stage outcomes for the numeracy component of the mathematics syllabus increased by 10% from December 2020 to December 2021, exceeding our progress target of 3% by 7%.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$87,441.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Oakdale Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All Personalised and Support Plans (PLSPs) were regularly updated and responsive to student learning needs and progress.</p> <p>After evaluation, the next steps to support our students with this funding will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$59,308.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Oakdale Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Targeted staff deployment to raise literacy and numeracy results <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support Multi-Lit and Mini-Lit program implementation. <p>The allocation of this funding has resulted in: 22 students completed the Multi-Lit and Mini-Lit programs, receiving additional intensive literacy support. Classroom teachers report that internal school assessments demonstrate improved student results.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to implement this program due to the successful implementation and positive improvement demonstrated by students in 2021.</p>
<p>Aboriginal background</p> <p>\$14,857.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Oakdale Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Engagement with learning through consistent attendance <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>Aboriginal background</p> <p>\$14,857.00</p>	<ul style="list-style-type: none"> • employment of additional staff to support literacy and numeracy programs. <p>The allocation of this funding has resulted in: an improvement in NAPLAN results from 2019 - 2021 for our Aboriginal students.</p> <p>After evaluation, the next steps to support our students with this funding will be: to employ a School Learning Support Officer (SLSO) to deliver personalised, in-class support for Aboriginal students.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Oakdale Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in: a positive transition to school for EALD students, leading to positive growth towards expected stage expectations in literacy.</p> <p>After evaluation, the next steps to support our students with this funding will be: to employ an SLSO to provide in-class, personalised support.</p>
<p>Low level adjustment for disability</p> <p>\$89,956.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Oakdale Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Targeted staff deployment to raise literacy and numeracy results • Building parent and student engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in: students meeting identified Individual Education Plan goals through daily, targeted in-class additional support.</p> <p>After evaluation, the next steps to support our students with this funding will be: to employ SLSOs to extend intensive small group intervention programs and the achievement of goals contained in Individual Education Plans.</p>
<p>Location</p> <p>\$0.00</p>	<p>The location funding allocation is provided to Oakdale Public School to address school needs associated with remoteness and/or isolation.</p> <p>The allocation of this funding has resulted in: smaller class sizes leading to specific targeted teaching in reading and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: to employ additional staff to enable smaller, differentiated teaching groups to</p>

Location \$0.00	operate in all classes K-6.
Literacy and numeracy \$4,157.00	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Oakdale Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Targeted staff deployment to raise literacy and numeracy results <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy • resources to support the quality teaching of literacy and numeracy <p>The allocation of this funding has resulted in: trained staff implementing Initial-Lit and Multi-Lit, resulting in improved results in Literacy.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to implement Initial-Lit and Multi-Lit due to the strong evidence of impact.</p>
QTSS release \$22,760.00	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Oakdale Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Targeted staff deployment to raise literacy and numeracy results <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional teaching staff to implement quality teaching initiatives • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: the development of quality Individual Education Plans for identified students and the upskilling of all staff in current pedagogy and assessment in mathematics. The impact of this extended professional learning has resulted in improved student outcomes as identified through NAPLAN data.</p> <p>After evaluation, the next steps to support our students with this funding will be: to deploy the Assistant Principals Curriculum and Instruction to lead and systematically promote the most effective strategies to improve teaching and learning K-6.</p>
COVID ILSP \$75,716.00	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p>

<p>COVID ILSP</p> <p>\$75,716.00</p>	<ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in: identified students demonstrating strong growth in meeting stage outcomes, as evidenced by internal and external data.</p> <p>After evaluation, the next steps to support our students with this funding will be: to employ a teacher to implement small targeted intervention groups, focusing on reading fluency, decoding of words, inferential comprehension and developing vocabulary.</p>
<p>Literacy and numeracy intervention</p> <p>\$23,544.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Oakdale Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Targeted staff deployment to raise literacy and numeracy results <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Second Bite reading program to capture Year K-2 students that are achieving below expected reading targets. Also EAS numeracy groups to assist in developing number sense in students to move from emergent to perceptual in Kindergarten <p>The allocation of this funding has resulted in: The continual monitoring and programming for developing readers to assist in meeting reading needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Provide ongoing support and identification of these vulnerable readers each year at start of Term</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	90	79	74	69
Girls	57	62	49	64

Student attendance profile

School				
Year	2018	2019	2020	2021
K	91.9	93.8	89.5	94.3
1	95.2	87.4	92.1	93.1
2	92.5	94.1	88.2	93.2
3	93.2	92	91.1	93.2
4	94.6	88.2	88.1	95.4
5	92.8	93.9	88	90.6
6	93.5	91.4	92.2	89.5
All Years	93.3	91.6	90	93
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	1
Classroom Teacher(s)	5.76
Literacy and Numeracy Intervention	0.21
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.4
School Administration and Support Staff	1.81

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	220,888
Revenue	1,737,385
Appropriation	1,698,117
Sale of Goods and Services	12,832
Grants and contributions	26,241
Investment income	195
Expenses	-1,830,227
Employee related	-1,707,366
Operating expenses	-122,861
Surplus / deficit for the year	-92,842
Closing Balance	128,046

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.

	2021 SBAR Adjustments (\$)
Targeted Total	72,312
Equity Total	166,523
Equity - Aboriginal	14,857
Equity - Socio-economic	59,309
Equity - Language	2,400
Equity - Disability	89,957
Base Total	1,251,328
Base - Per Capita	30,322
Base - Location	3,587
Base - Other	1,217,420
Other Total	86,746
Grand Total	1,576,910

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.

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.

Parent/caregiver, student, teacher satisfaction

Our school sought feedback from staff, students and parents.

Survey results from parents indicate they highly value that Oakdale Public School provides a supportive environment with a strong sense of community. They value that staff are approachable and communicate well with parents. Parents indicate an area for future focus is more advance notice of events to assist working parents.

Students indicate that there is a positive learning environment at Oakdale Public School and that students display positive behaviour at school.

Staff indicate that there is a strong understanding of the learning needs of all students. They also state there is a strong emphasis on keeping parents regularly informed about their child's progress. Staff indicate an area for future focus is identifying individual student learning goals and sharing these with parents.

Both staff and parents value the strong relationships developed, creating a partnership in learning.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.