

2021 Annual Report

Oaklands Central School



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Introduction

The Annual Report for 2021 is provided to the community of Oaklands Central 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

Our school empowers all staff and students to embrace academic learning, achieve their personal best and build their emotional, social and physical well-being.

School context

Oaklands Central School is located in the Riverina approximately 120km from Albury. It provides an educational setting for 65 students from K to 12. Our students are from the immediate township, outlying farms and other nearby towns. Luceat Lux Vestra (Let Your Light Shine) is our school motto and reflects the school's core beliefs, that every student has the strength to thrive and shine.

Oaklands Central School is part of the Riverina Access Partnership which includes 5 other schools across the Riverina and provides access to a broad curriculum for our Stage 6 students. Our Primary section has strong connections with our local primary schools. Staff work together providing a number of educational excursions, broadening the knowledge and understanding of our students K to 6.

The school has excellent facilities which include well maintained grounds, a comprehensive library and access to high quality technology devices to support student learning. Every student from K to 12 has access to a school laptop to support their learning.

The school currently has 10 teachers and 6 administration and support staff, which includes additional temporary staff employed through school-based funding to better support the learning needs of all students.

In addition to the academic pursuits the school provides a broad range of activities including the performing arts, leadership and sporting experiences and has a strong focus on quality education.

At Oaklands Central School we pride ourselves on the close relationships that we hold with the families who support our school. The school works in partnership with a variety of stakeholders including Student Representative Council, Parents and Citizens Association [P&C], Federation Council and local businesses.

As a result of the school's situational analysis, it has been determined that a whole school approach, including with all members of the school community, is required to achieve improvement in student performance.

Over the next four years this approach will include:

- * Providing professional learning with a focus on enhancing teaching practice
- * Using evidence and assessment to understand our students
- * Authentic partnerships with the community
- * Student wellbeing and engagement

Our Strategic Improvement Plan and the initiatives outlined in it will be regularly evaluated and adjustments to meet the needs of the school will be made accordingly.

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

Strategic Direction 1: Student growth and attainment

Purpose

To improve student growth and performance in reading and numeracy, a culture of high expectations will be supported through explicit teaching of evidence based strategies and use of data to inform practice.

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.

- Explicit Teaching
- Using and interpreting data

Resources allocated to this strategic direction

Socio-economic background: \$33,000.00

Literacy and numeracy: \$6,004.11

Low level adjustment for disability: \$36,938.38

Professional learning: \$8,300.00

Aboriginal background: \$4,901.60

Location: \$22,918.00

Summary of progress

Explicit Teaching

Our focus for 2021 was on developing teachers' knowledge of what makes an effective reader. Staff undertook professional learning to further develop their knowledge and understanding of the aspects of reading. Effective professional learning guided staff through developing a shared understanding of how to teach reading and the aspects required for a student to be a competent reader. Professional dialogue on reading strategies drawn from the research was a focus in faculty groups and executive teams to ensure that student learning was at the forefront of all practices and these practices were targeted at student need. All staff reported increased confidence and knowledge in supporting reading through explicit teaching practices. Initialit was introduced into the K-2 classroom to support foundational reading. Furthermore, a number of staff were trained in Macqlit to support students requiring additional assistance in Years 3-9. Targeted students all had growth in their reading.

In 2022, we will work to establish a school wide reading assessment and supported teaching program to improve aspects of reading for individual students. Staff will use these reading techniques across all subject areas and it will support further student improvement across the school.

Using and Interpreting data

In 2021 our focus was to establish whole school systems and structures for staff to collect and analyse formal and informal data to monitor and reflect on student progress, identifying strengths and areas for future learning.

Staff have developed their skills in being able to access data through SCOUT and analyse data in order to understand how it could be used to inform teaching practice. Collaborative discussion has lead to staff developing a more structured whole school approach to collection of data and narrowing the types of data that is useful to further support students. Targeted and supported professional learning to access system based data has meant that staff are more comfortable in using and interpreting NAPLAN and Check-In assessment results. Data is now being used to support discussions in Learning and Support Team meetings and faculty meetings when considering support for students. Student learning outcomes have been tracked through the collection and analysis of assessment data and have shown improvement across the board.

In 2022, staff will have a structured time for peer discussion and triangulation of student growth through class data, external data and general observations.

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
Percentage of primary students achieving in the top 2 bands increases by 5% in reading and 5% in numeracy.	NAPLAN scores indicate a decrease of 18% of students in the top two skill bands for reading and a decrease of 22% of students in the top two bands for numeracy.
Percentage of secondary students from the Narrandera Small School network achieving in the top 2 bands increases by 4% in reading and numeracy.	Oaklands Central School students contributed to the Narrandera Network Small schools secondary target of 4% of network students achieving in the top two bands for reading and 4% for numeracy which indicates the participating schools are yet to make progress against this improvement measure. Individual student results are reported directly to parents and carers.

Strategic Direction 2: Enhancing Practice

Purpose

All staff collaborate to identify, develop and implement the most effective practices including the use of assessment and feedback to drive student improvement.

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.

- Collaboration
- Effective Feedback for Growth

Resources allocated to this strategic direction

QTSS release: \$6,502.84

Socio-economic background: \$7,207.55

Location: \$5,971.52

Low level adjustment for disability: \$7,000.00

Professional learning: \$13,248.93

Summary of progress

Collaboration

In 2021, we focused on collaboration. Across the school we developed structures to support staff to ensure teaching practices, curriculum planning and use of data met the needs of our students.

Coaching focused discussions were regularly used by staff to support focused peer discussions in whole school staff meetings. The collaboration practices and discussions have assisted staff to regularly reflect on their practices and make changes to their teaching and learning programs to engage students and improve outcomes. Peer collaboration has increased, and staff have become more comfortable to have peers' critique and provide feedback. Staff have been more engaged in their own Performance Development Plan (PDP) process and setting goals that are proactive in seeking improvement in their practices and self-reflection. Staff across the school have been involved in wider faculty meetings and professional learning groups. This has provided staff with opportunities for continued growth in their own practice. As a result students have had access to quality teaching provided by staff across the school.

In 2022, we will continue to further develop our collaboration with building effective networks internally and externally to ensure our staff are supported and have the opportunity to work in professional learning communities.

Effective feedback for growth

In 2021, we focused on an integrated approach to quality teaching, curriculum planning and the delivery to ensure responsiveness in meeting the needs of all students. Teachers provided explicit, specific and timely feedback related to defined success criteria whilst supporting improved student learning.

In 2022, we will continue to develop our high impact professional learning in effective feedback practices across the school and provide the opportunity for staff to develop their professional discussions to improve teaching and learning across the school.

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
Percentage of HSC course results from the Riverina Access Partnership increase by a minimum of 3% in the top 3 bands.	In 2021, the Riverina Access Partnership schools saw 43.75% of student results in the top three bands of HSC. This is 10.75% below the lower bound 2022 system-negotiated target of 53.8% to be achieved by 2022.

<p>There will be an uplift in the number of students in Year 5 and 9 obtaining expected growth in NAPLAN reading and numeracy.</p>	<p>Due to the size of the cohort detailed reporting against this progress measure is not available. The school has decreased the percentage of students achieving expected growth in reading and numeracy in year 5. Individual student progress is reported directly to parents and carers throughout the year.</p> <p>Due to the size of the cohort detailed reporting against this progress measure is not available. The school has decreased the percentage of students achieving expected growth in reading and numeracy in year 9. Individual student progress is reported directly to parents and carers throughout the year.</p>
<p>Percentage of Aboriginal students from the Narrandera Network attaining the HSC whilst maintaining their cultural identity increases by 10%</p>	<p>The percentage of Aboriginal students in the Narrandera Network attaining their HSC whilst maintaining their cultural identity has increased by 6.5%.</p>

Strategic Direction 3: School Culture and Values

Purpose

To promote a culture of engagement and wellbeing so that all students are equipped to be lifelong learners and are enabled to connect and thrive.

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.

- Improved Wellbeing
- Community Connection

Resources allocated to this strategic direction

Location: \$10,300.00

School support allocation (principal support): \$13,604.80

Summary of progress

Improved Wellbeing

In 2021, there was a focus across the school to improve well-being and improve a strong community connection. As we develop and refine our connections and our culture, we have focused on student leaning and ongoing improvement.

The introduction of Smiling Mind modules has benefited both staff and students across the school. Staff are more open to change and self reflection and students have shown a greater level of resilience in and out of the classroom. There has been an increase in student engagement and concentration in learning. Across the school there has been a decrease in negative incidents reported as students build skills to self-regulate and cope with change. Into 2022, it would be beneficial to continue and finish introducing all Smiling Mind modules across the school.

As we develop our wellbeing strategy this will carry over to other aspects of student wellbeing. Attendance is a focus in this initiative and the school has worked to develop consistent practices to track and monitor students. Communication practices have been enhanced across the school as well as with parents.

Community Connection

In 2021 our focus was on effective partnerships within the whole school community demonstrating high expectations of learning progresses to ensure all students are motivated to continually improve. With strategies streamlined, evidence based practices were used to develop authentic partnerships focused on ensuring every student improves across the year.

The staff partnered with the community to engage in school related activities which assisted to the cohesive nature of our community. Many of these processes were restricted during the year and communication became more of a focus through telephone conversations, emails, social media, parent portals and online platforms for learning. During the remote learning phase there was an increased awareness of the need for strong communication with families and the community to build the wellbeing and connections with the school.

In 2022 we will refine our community connections through a community engagement cycle and address the feedback provided in 2021. Accessing services and communicating with the wider school community will ensure we embark on building a strong school culture.

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
5% uplift of students reporting expectations for success, advocacy and	Tell Them From Me data shows an improvement of reported positive wellbeing, including advocacy at school, sense of belonging and

a sense of belonging at school.	expectations of success.
An uplift of 2% of K-6 students attending 90% or more of the time at school.	The number of students attending greater than 90% of the time or more has decreased by 1.4%.
An uplift of 4% of 7-12 students attending 90% or more of the time at school.	The number of students attending greater than 90% of the time or more has decreased by 1.6%.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$76,282.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Oaklands Central 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"> • employment of staff to provide additional support for students who have high-level learning needs • release for classroom teachers to liaise with carers to develop and conduct regular reviews of students personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in:</p> <p>Students across the school receiving additional individual student support to target literacy and numeracy areas for further improvement. As a result students have made improvements in class assessments and external assessments. All eligible students have demonstrated progress towards their personalised learning goals. All PLSPs were regularly updated and were responsive to student learning needs and ensuring students received personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continuing to use SLSOs to support targeted students to further improve their knowledge and skills in literacy and numeracy. Furthermore, to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding is regularly reviewed.</p>
<p>Socio-economic background</p> <p>\$42,207.55</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Oaklands Central 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"> • Explicit Teaching • Collaboration • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through Macqlit and reading strategies to support student learning • engage with external providers to support student engagement and retention • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items • providing staff with access to professional learning opportunities and access to external subject faculties to further support student learning and wellbeing <p>The allocation of this funding has resulted in:</p> <p>professional development of staff through Macqlit and reading strategies to support student learning. Staff engaged with external providers to support student engagement and retention. Throughout the school resourcing was streamlined to provided equality of resources and services for all students and staff providing economic support for educational materials, uniform, equipment and other items.</p>

<p>Socio-economic background</p> <p>\$42,207.55</p>	<p>After evaluation, the next steps to support our students with this funding will be: to provide professional learning for staff to collaborate with the Assistant Principal Curriculum and Instruction to support and guide our trajectory towards achieving targets. The school will continue to financially support students in need to ensure equity across the school curriculum and extra curricular activities.</p>
<p>Aboriginal background</p> <p>\$4,901.60</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Oaklands Central 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"> • Explicit Teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • students supported in developing their literacy and numeracy skills through targeted intervention programs. • Staff participated in professional development in cultural awareness and curriculum implementation. <p>The allocation of this funding has resulted in: all Aboriginal families engaging in the PLP process and, more importantly, conversations becoming more authentic as a result of the welcoming and informal setting provided. Students developed a stronger sense of belonging and continued to progress in their learning towards their stage based outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be: engaging with the local AECG to improve a greater cultural connection for our Aboriginal students and all students at Oaklands Central School. The school will continue engaging our SLSOs to deliver differentiated and personalised support to Aboriginal students.</p>
<p>Low level adjustment for disability</p> <p>\$43,938.38</p>	<p>Low level adjustment for disability equity loading provides support for students at Oaklands Central 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"> • Explicit Teaching • Collaboration <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists • MultiLit and MacqLit programs are continuing to be implemented through this investment <p>The allocation of this funding has resulted in: an increase of students achieving at or above expected growth. The school achieved a more consistent approach to student learning support and</p>

<p>Low level adjustment for disability</p> <p>\$43,938.38</p>	<p>interventions with an increased number of learning support referrals and subsequent collaborative learning support activities. The development of a more structured approach for our Learning and Support Team resulted in professional learning for staff and students being identified for support in a more timely manner.</p> <p>After evaluation, the next steps to support our students with this funding will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Location</p> <p>\$60,777.39</p>	<p>The location funding allocation is provided to Oaklands Central School to address school needs associated with remoteness and/or isolation.</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"> • Explicit Teaching • Collaboration • Improved Wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • effective professional learning for staff to improve practice and collaboration. • professional learning for staff in targeted intervention programs such as Maqu-lit and YARC assessments • technology resources to increase student engagement, student assistance to support excursions <p>The allocation of this funding has resulted in: increased subject opportunities and choices for students. Students have had access to a number of extra curricular activities to broaden their experiences. Unfortunately, some of the planned targeted interventions experienced delays due to circumstances beyond our control which saw an underspend in this area. This will be planned for 2022.</p> <p>After evaluation, the next steps to support our students with this funding will be: developing and delivering professional learning to all staff through training identified staff to become internal trainers in their fields. Therefore supporting the school to increase the effectiveness of collaboration and overcome isolation. Staff will also be supported to regularly attend Riverina Access Program faculty meetings.</p>
<p>Literacy and numeracy</p> <p>\$6,004.11</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Oaklands Central 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"> • Explicit Teaching • Using and interpreting data <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy such as purchasing of literacy resources for guided and shared instruction and online program subscriptions • literacy and numeracy programs and resources, to support teaching, learning and assessment, including teacher release to engage staff in Macqlit <p>The allocation of this funding has resulted in: An increase of students in Early Stage 1, Stage 1 and Stage 2 participating</p>

<p>Literacy and numeracy</p> <p>\$6,004.11</p>	<p>in the home reading program and student success in ES1 and S1 in Initilit resulted in student learning growth.</p> <p>After evaluation, the next steps to support our students with this funding will be: The school no longer receives this funding from the beginning of 2022. Other funding sources will be used to engage parents in the Initilit program to gain more traction for early reading success. Further professional learning to up-skill SLSOs and teaching staff with the use of Multilit resources for improved reading results across the school.</p>
<p>QTSS release</p> <p>\$6,502.84</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Oaklands Central 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"> • Collaboration <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • professional learning that builds teachers' understanding of effective strategies in teaching literacy and numeracy. <p>The allocation of this funding has resulted in: improved staff confidence and teaching practice. Teachers are developing their practice to use learning intentions, success criteria and have a strong focus on formative assessment. Teachers are continuing to embed evidence-based, high impact teaching strategies within their classroom practice. Teachers' attainment of their professional goals and maintenance of accreditation have been supported by the school.</p> <p>After evaluation, the next steps to support our students with this funding will be: to utilise the Assistant Principal Curriculum Instruction to lead improvement in areas where teachers need support, such as literacy and numeracy. This will be supported by the Assistant Principal and Head Teacher positions as the executive drive learning and quality teaching across the school.</p>
<p>COVID ILSP</p> <p>\$42,283.25</p>	<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> <ul style="list-style-type: none"> • development of resources and planning of small group tuition • employment of teachers/educators to deliver small group tuition and implement explicit teaching programs • providing targeted, explicit instruction for student groups in literacy/numeracy following analysis of data using Best Start and SCOUT • employment of additional SLSOs to support students learning in the classroom. SLSO also utilised for individual learning with focus on improving literacy and numeracy results. <p>The allocation of this funding has resulted in: the majority of the students in the program achieving significant progress towards their personal learning goals. Classroom programs and explicit</p>

<p>COVID ILSP</p> <p>\$42,283.25</p>	<p>teaching practices were differentiated to meet the learning needs of all students to ensure personalised goals were achievable.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. Providing additional in-class support for targeted students to continue to meet their personal learning goals will also be a priority in 2022.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	31	31	26	31
Girls	40	33	33	36

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.

Student attendance profile

School				
Year	2018	2019	2020	2021
K	89.6	91.1	93.1	84.1
1	91.8	92.6	91.7	93.6
2	86.9	92.1	96.2	87.4
3	91.2	91.6	95.9	93.7
4	93.6	93.3	93.1	91.4
5	93.8	87.4	88.1	88
6	92.7	93.1	92.6	91.9
7	80	86.8	94.8	0
8	93.4	90.4	82.4	0
9	63.8	89.2	62.1	0
10	69.6	92.4	87.6	0
11	86.3	90.4	83.2	0
12	95.3	100	73.7	0
All Years	88.9	91.2	88.1	85.7
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
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	91.5	91	91.1	89.8

NSW student attendance data in 2021 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 four week period from 16 August to 13 September. 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.

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.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	100
Employment	100	0	0
TAFE entry	0	0	0
University Entry	0	0	0
Other	0	0	0
Unknown	0	0	0

One student in year 10 was successful in gaining an apprenticeship at the end of the year.

Year 12 students undertaking vocational or trade training

100.00% of Year 12 students at Oaklands Central School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Oaklands Central School expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Head Teacher(s)	1
Classroom Teacher(s)	5.95
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.47
School Administration and Support Staff	3.83
Other Positions	0.1

*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, 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	761,205
Revenue	2,041,254
Appropriation	2,020,474
Sale of Goods and Services	1,060
Grants and contributions	19,386
Investment income	334
Expenses	-1,726,958
Employee related	-1,518,594
Operating expenses	-208,364
Surplus / deficit for the year	314,296
Closing Balance	1,075,502

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	76,282
Equity Total	91,048
Equity - Aboriginal	4,902
Equity - Socio-economic	42,208
Equity - Language	0
Equity - Disability	43,938
Base Total	1,564,245
Base - Per Capita	14,446
Base - Location	60,777
Base - Other	1,489,021
Other Total	187,503
Grand Total	1,919,078

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.

Students at Oaklands Central School sat NAPLAN in 2021 after the absence of NAPLAN in 2020. The test was conducted online after moving from a paper test. 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. 83% of students sat NAPLAN in 2021, down from 93% in 2019.

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.

Results - these can be accessed from the My Schools website.

Data from 2021 shows that the school is achieving above similar schools for reading, writing and grammar in year 3, however below similar schools for spelling and numeracy.

Data from 2021 shows that the school is achieving above similar schools for reading, writing, spelling and grammar in year 9, however below similar schools for numeracy.

School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.

HSC The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.

Parent/caregiver, student, teacher satisfaction

Oaklands Central School continues to develop positive relationships with the wider school community. Community interaction is something that Oaklands Central School promotes through a variety of media.

Parents have demonstrated they feel welcome and are informed by the school. They have also indicated that the school supports learning, promotes positive behaviour, safety and is an inclusive school. Less parents support learning at home.

43% of parents have talked with a teacher more than 3 times in the school year, and 43% have indicated they have been involved in school committees. These numbers were adversely affected due to the temporary lockdown and limit engagement and involvement of community members. Parents were satisfied with the provision of resources during the learning from home period.

Parents have indicated the physical environment is welcoming, the school is well resourced and communication from the school is good. They have also indicated that they would like to be involved in school sport. Parents have found the phones were the best form of communication, followed closely by emails and informal meetings. Parents have also demonstrated they prefer text and email as the best form of communication with the school. Most parents would like to see their children complete year 12.

Most parents felt that student and staff wellbeing is supported across the school. Results from online tests have indicated growth for most students, with support plans to be implemented in 2022. Parents feel their students are safe at Oaklands Central school and do not feel hesitant about coming to school to meet with staff about their students. Students feel they are given a range of educational opportunities.

Some identified areas for further improvement included programming for explicit quality teaching and learning. Overall staff felt supported as a team member to improve students learning across the school.

Overall satisfaction remains positive with the school. The school did see a fall in the key areas of Advocacy at school, Expectations for Success and Sense of belonging from 2020. However, these indicators that Oaklands Central school remains within the High quadrant for Belonging and Advocacy.

Social and emotional outcomes and positive relationship declined in 2021, as the trend reported indicated a loss of motivation and application towards the end of the year. Students prefer high skills, high challenging work. Incidents of bullying decreased in 2021. Students feel the school promotes leadership opportunities, and meet the needs of ATSI students across the school. In the classroom, the learning culture increased, as did the satisfaction of explicit teaching strategies and the support provided to overcoming the obstacles to learning.

Teacher satisfaction from surveys conducted indicated that despite the lock-down, teachers were generally satisfied with the profession. Teachers indicated that the increased workload and stress from lock-down contributed to a decrease in satisfaction from previous years.

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.