

2021 Annual Report

The Oaks Public School



2793

Introduction

The Annual Report for 2021 is provided to the community of The Oaks 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

Collaborate - Grow - Achieve

The Oaks Public School nurtures a strong, inclusive school community that promotes respect, kindness and a sense of belonging. Our vision is to enable students to achieve their personal best in the pursuit of academic excellence by creating an engaging learning environment that promotes growth for all.

School context

The Oaks Public School has a current population of 289 students. It is situated in the middle of The Oaks township, a semi-rural setting, 14 kilometres from Camden. The surrounding area is rich grazing land subdivided into larger and smaller acreages with an existing local residential area that is currently being extended into large building blocks of quarter acres. The closest schools are 15 minutes drive away on country roads and are both smaller than The Oaks Public School.

The school has a FOEI (Family Occupation Educational Index) of 103, where 38% of the parents are tradespeople, clerks and skilled office, sales and service staff, 18% had no paid work in the last 12 months, and 14% are senior management and qualified professionals. The children predominantly speak English as their first language. There is an 8% Aboriginal population.

The Oaks Public School has a combination of experienced and early career teachers. The school's staffing entitlement in 2021 is 16 teaching staff and 3 non-teaching staff. Over the past four years there has been a high turnover of leadership and staff within the school. The school currently has 12 classes K-6. Staff are committed to providing all students with a well-rounded education, focusing on the holistic development of the child, with many extra-curricula activities provided for students during break times, in the areas of music and creative arts, technology and public speaking. This ensures all students individual talents and interests are catered for. The school values its community, and is focused on building and maintaining strong partnerships with staff, parents and students.

All staff have a strong focus on delivering high-quality and engaging teaching and learning programs that maximise student outcomes, with particular emphasis on Reading and Numeracy.

In consultation with the whole school community, the school has completed a thorough situational analysis using reflections from our 2020 External Validation process and other data sources. Three areas of focus have been identified for this Strategic Improvement Plan.

We have identified a need to use data-driven practices that ensure all students have opportunities to engage in Reading and Numeracy activities appropriate to their level of need.

There will be a focus on ensuring all staff are participating in meaningful collaboration to drive teaching and learning programs that support student attainment. Reflective practices and feedback will promote the growth of all staff and students.

Building collaborative partnerships with parents, external partners and across schools and networks will create a learning environment that supports whole school and individual success.

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>

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student academic growth and achievement in Reading and Numeracy through high impact professional learning, evidence-based teaching methods and data-driven practices.

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.

- High Impact Teaching in Reading and Numeracy
- Data Driven Practices

Resources allocated to this strategic direction

Literacy and numeracy intervention: \$47,089.38

QTSS release: \$52,695.26

Socio-economic background: \$56,723.00

Per capita: \$36,900.00

Literacy and numeracy: \$8,000.00

Professional learning: \$6,300.00

Summary of progress

The Oaks Public School has had a focus on instructional leadership to build staff capacity in the effective teaching of reading and numeracy. An Assistant Principal works as an instructional leader to support quality teaching across the school. Focusing on High Impact Professional Learning, school teams were guided through the process of developing consistent evidence-informed practices across the school in the area of vocabulary. Assessment data was used to identify the point of need with student learning. Learning sprint sessions led by the Instructional leader facilitated professional dialogue on vocabulary teaching strategies. Teaching strategies were drawn from the evidence-base to ensure student learning was at the forefront of all practices and these practices were targeted at student need. Teachers used student data to plan and embed quality practices into their everyday teaching, and as a result, adapted teaching and learning programs to reflect this. Differentiated support from the instructional leader has been provided for staff at their point of need. Student learning outcomes have been tracked through the collection and analysis of assessment data and have shown improvement across the board.

The principal as an instructional leader, has overseen instructional leadership engaging in data conversations with the executive team. Professional learning sessions have supported a cultural shift in the teaching of reading to support the implementation and review of synthetic phonics and the use of decodable readers as a resource to support this teaching. Executive staff have been supported to analyse data sets. The Principal as instructional leaders supports leadership development through consistent sessions on data analysis, leadership purpose, collaboration, developing protocols for school leadership mindsets.

Future directions for this initiative will include utilising the new Assistant Principal Curriculum and Instruction role to work with staff to establish consistent processes for unpacking data sources and using this data effectively to plan quality teaching and learning sequences in the areas of comprehension and numeracy. This will support further improvement in teaching practice 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
Reading <ul style="list-style-type: none">• Increase the percentage of students achieving in the top 2 bands of NAPLAN Reading by 3.2%	Data indicates 32.14% of students are in the top two skill bands for reading which is a decrease against baseline data.
Numeracy <ul style="list-style-type: none">• Increase the percentage of students	In numeracy, 22.62% of students are in the top two skill bands indicating a decrease against baseline data.

achieving in the top 2 bands of NAPLAN Numeracy by 3%.	
Reading <ul style="list-style-type: none"> • Increase the percentage of students achieving expected growth in NAPLAN Reading by 3.1%. 	The percentage of students achieving expected growth in reading increased to 51.28% indicating progress toward the lower bound target.
Numeracy <ul style="list-style-type: none"> • Increase the percentage of students achieving expected growth in NAPLAN Numeracy by 3.6%. 	The percentage of students achieving expected growth in reading decreased to 38.24% indicating progress yet to be seen toward the lower bound target.

Strategic Direction 2: A culture of continuous improvement

Purpose

Leaders and teachers will establish reflective practices to provide authentic, targeted and timely feedback committing to a sustained focus on continued improvement in student learning.

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.

- Reflective Practices & Feedback

Resources allocated to this strategic direction

Per capita: \$22,423.52

Socio-economic background: \$22,423.52

Literacy and numeracy: \$315.00

Summary of progress

The executive team were focused on sustaining a culture of effective evidence based teaching and ongoing improvement to support every student including High Potential and Gifted students, to make measurable progress and reduce gaps in student achievement. Initial professional development on new departmental documentation around High Potential and Gifted Education (HPGE) supported teacher knowledge and understanding. Staff engaged in professional learning and collaborated to determine opportunities that the school provides to meet the learning and wellbeing needs of all students. Opportunities were planned including external collaboration opportunities for staff (HPGE network) and extra curricular opportunities for students including interschool activities. These activities and opportunities will be re-established in 2022. We continue to build staff capacity and understanding to support all students including High Potential and Gifted students. Continued opportunities will be provided and promoted for students to support academic, cultural and sporting talent development.

Future directions for 2022 include building upon staff expertise in providing effective feedback to colleagues and students. This will be developed through: Formative assessment practices, reflective practices including observations and walkthroughs, reviewing and refining performance and development practices and collaborative planning sessions.

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
In the SEF theme of <i>Collaborative practice and feedback</i> we are moving towards sustaining and growing by teachers engaging in professional discussion to improve teaching and learning in their classes.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Learning and Development and the theme of Collaborative practice and feedback.
In the HIPL theme of <i>Applying formative and summative assessment</i> we are moving towards sustaining and growing by engaging in professional learning to support teachers in addressing student underachievement and driving student progress and achievement.	Self-assessment against the High Impact Professional Learning Self Assessment Tool shows the school currently performing at delivering in theme 1.2: <i>Apply formative and summative evidence</i> .
In the SEF domain of <i>Leading</i> we are moving towards sustaining and growing by ensuring a culture of high expectations for all staff members.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing and moving towards excelling in the domain of <i>Leading</i> .

Purpose

We are committed to building a high expectations culture of engagement and shared responsibility through collaborative partnerships within and beyond the school. Parents and the broader school community actively support wellbeing and attendance for improved engagement in learning where students are motivated to deliver their best in the pursuit of excellence.

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 for Learning
- Learning Alliances

Resources allocated to this strategic direction

School support allocation (principal support): \$1,650.00

Per capita: \$7,000.00

Professional learning: \$11,400.00

Socio-economic background: \$33,000.00

Summary of progress

As a school we aimed to support effective collaboration across the school. This included engaging students effectively in school to allow for a collaborative learning environment, enhancing student engagement to enable better attendance at school and ensuring positive transitions for students coming to school. Student attendance was encouraged through regular monitoring of class rolls and implementation of the Sentral text messaging system. We continue to monitor attendance through the SMS system and the introduction of the Sentral parent portal to assist parents to monitor their child's attendance closely.

Next year in this initiative we will work with staff, students and parents to establish a clear understanding of student engagement and how to further enhance this within the school. We will continue to develop our transition programs to support the transition from pre-school to school and expand this program within the community. This will support further improvement of attendance and wellbeing at school.

We aim to further enhance the curriculum by engaging in learning alliances with other schools or organisations, where useful and practicable. We will continue to support teachers to collaborate with staff in other schools to share and embed good practice. Collaborative planning will continue to be a focus for stage teams. Learning alliances beyond our school were initiated including the Aboriginal Culture in the Curriculum alliance which is postponed until 2022. Initial discussions for a Science of Reading and High Potential and Gifted Education alliance were initiated and will continue to be developed in 2022.

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
A 2% increase of the proportion of students attending school >90% of the time in Semester 1.	Scout data indicates a 4% increase in students attending >90% from 2019 data. The average attendance rate is 92.6% and almost 75% of students are at or above 90% attendance. School attendance rates remain fairly consistent across the semester.
A 2.5% increase of the proportion of students reporting positive expectations of success, advocacy and a sense of belonging at school.	TTFM indicates a reduction in the proportion of students reporting positive expectations of success, advocacy and a sense of belonging at school.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$94,745.00</p>	<p>Integration funding support (IFS) allocations support eligible students at The Oaks 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 • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</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>\$125,221.52</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at The Oaks 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"> • High Impact Teaching in Reading and Numeracy • Learning Alliances • Reflective Practices & Feedback • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement building teacher capacity through instructional leadership to support identified students with additional needs • professional development of staff utilising the Instructional Leader to support student learning <p>The allocation of this funding has resulted in: effective collaborative planning that has supported teachers to be able to effectively incorporate vocabulary instruction and number talks into teaching and learning. Quality reading and numeracy programs are developed utilising data.</p> <p>After evaluation, the next steps to support our students with this funding will be: Next year, the school will continue to utilise funds to allow staff time to effectively collaborate on quality teaching and learning programs supported by the Assistant principal Curriculum and Instruction. High Impact professional learning will occur during this collaborative planning time to support improved student outcomes.</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at The Oaks Public School. Funds under this</p>

<p>\$24,249.00</p>	<p>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"> • 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 literacy and numeracy programs • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in: an increase in Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic. Tell Them From Me data indicated 80% of Aboriginal students feel like their culture is valued at school.</p> <p>After evaluation, the next steps to support our students with this funding will be: fund a classroom teacher to continue to build a cultural understanding for students by engaging with the local Aboriginal Community and the School Services Directorate.</p>
<p>English language proficiency</p> <p>\$2,839.69</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at The Oaks 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"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in: EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students with this funding will be: Personalised and targeted support for individual students and professional development to teachers in the form of attendance at network meetings to support knowledge acquisition.</p>
<p>Low level adjustment for disability</p> <p>\$139,978.20</p>	<p>Low level adjustment for disability equity loading provides support for students at The Oaks 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"> • Other funded activities <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 <p>The allocation of this funding has resulted in: the school achieved a more consistent approach to student learning support</p>

<p>Low level adjustment for disability</p> <p>\$139,978.20</p>	<p>and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</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>\$5,000.00</p>	<p>The location funding allocation is provided to The Oaks Public 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"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • student assistance to support excursions <p>The allocation of this funding has resulted in: increased subject opportunities and choices for students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Supporting the school to increase collaboration and assist students who are unable to access excursions through student assistance funding.</p>
<p>Professional learning</p> <p>\$17,700.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at The Oaks 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"> • High Impact Teaching in Reading and Numeracy • Data Driven Practices • Engagement for Learning • Learning Alliances <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Engagement in the LEED PL to support executive analysis of data • Development of assessment schedule to support regular and consistent data analysis <p>The allocation of this funding has resulted in: increased capacity of all teachers to embed effective practices in the explicit teaching of vocabulary, resulting in improved internal student results. Increased understanding of executive staff in the use of the learning progressions and data analysis through the LEED project.</p> <p>After evaluation, the next steps to support our students with this funding will be: personalised and targeted professional learning in the form of mentoring and co-teaching. Funding will also be utilised to engage in a school based inquiry around student engagement, ealk throughs to assist evaluation of formative assessment practices and collaborative planning time.</p>
<p>Literacy and numeracy</p> <p>\$8,315.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at The Oaks 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</p>

<p>Literacy and numeracy</p> <p>\$8,315.00</p>	<p>including:</p> <ul style="list-style-type: none"> • High Impact Teaching in Reading and Numeracy • Reflective Practices & Feedback <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 • literacy and numeracy programs and resources, to support teaching, learning and assessment • resources to support the quality teaching of literacy and numeracy <p>The allocation of this funding has resulted in: increased resources to support student reading initiatives.</p> <p>After evaluation, the next steps to support our students with this funding will be: This funding will no longer be available from 2022 as we will now have an Assistant Principal Curriculum and Instruction.</p>
<p>QTSS release</p> <p>\$52,695.26</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at The Oaks 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"> • High Impact Teaching in Reading and Numeracy <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 <p>The allocation of this funding has resulted in: improved staff confidence and teaching practice. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice through the support of the instructional leader. 60% of teachers report they have benefited from instructional leadership.</p> <p>After evaluation, the next steps to support our students with this funding will be: employing staff to allow executive to be off class one day per week to support their teams with the implementation of Comprehension and numeracy focuses for the year ahead.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,089.38</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at The Oaks 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"> • High Impact Teaching in Reading and Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students <p>The allocation of this funding has resulted in: differentiated teaching through on-going support for staff through instructional leadership and differentiated teaching through on-going formative assessment. Implementation of learning sprints has supported data analysis, teaching and learning program development. Evaluation of learning sprints has seen significant improvement in school based and Check In assessment vocabulary data.</p>

<p>Literacy and numeracy intervention</p> <p>\$47,089.38</p>	<p>After evaluation, the next steps to support our students with this funding will be: engagement of additional teaching staff - Assistant Principal Curriculum and Instruction, to build staff capacity in supporting student outcomes in Literacy and Numeracy.</p>
<p>COVID ILSP</p> <p>\$179,949.65</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"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in: Literacy - Small group tuition has been implemented well in literacy. Analysis of the Literacy data since returning to face-to-face learning indicates that 100% of the stage 2 students have made progress and will continue to work towards their personal goals based on the literacy progressions as part of the COVID small group tuition in 2022. 31% of Stage 1 students achieved their personal learning goals with a further 62% who have made considerable improvements. 7% of students will need further support to achieve their goals. **% of Stage 3 students achieved their personal learning goals with a further **% who have made considerable improvements.</p> <p>Numeracy - Small group tuition has been implemented well in numeracy. Analysis of the Numeracy data since returning to face-to-face learning indicates that 6% of the students in Stage 2 have reached their personal learning goals based on the numeracy progressions with a further 94% of students making significant progress. These students will continue to work towards their personal goals based on the numeracy progressions as part of the COVID small group tuition in 2022. 10% of Stage 1 students achieved their personal learning goals with a further 60% who have made considerable improvements. 30% of students will need further support to achieve their goals.</p> <p>Multilit Program - Analysis of the data showed that the multilit program has been implemented well. 20 % of students successfully completed the program since returning to school. The remainder of the students have made significant progress. These students will have a place in the Literacy COVID small group tuition in 2022.</p> <p>After evaluation, the next steps to support our students with this funding will be: Plan additional intervention for identified students not yet meeting their learning goals. Continue implementation of literacy and numeracy tuition in 2022. Plan for frequent analysis of student assessment and recording of data on PLAN2 and build in time for this information to be shared between COVID Coordinator and class teachers.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	157	142	140	146
Girls	147	143	144	148

Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.8	93.3	94	94.8
1	95.1	91.5	95.9	92.2
2	94.1	92	93.4	94
3	94	92.5	96	93.5
4	92.8	91.5	93.9	93.1
5	92.8	91.9	94.2	92.1
6	93.8	90.6	92.3	92.1
All Years	93.9	91.8	94.1	93.1
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)	3
Classroom Teacher(s)	10.47
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.6
School Administration and Support Staff	2.57

*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	589,977
Revenue	3,103,255
Appropriation	3,025,080
Sale of Goods and Services	677
Grants and contributions	77,050
Investment income	448
Expenses	-3,163,042
Employee related	-2,774,377
Operating expenses	-388,665
Surplus / deficit for the year	-59,786
Closing Balance	530,191

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	94,723
Equity Total	274,118
Equity - Aboriginal	22,250
Equity - Socio-economic	109,051
Equity - Language	2,840
Equity - Disability	139,978
Base Total	2,218,989
Base - Per Capita	70,011
Base - Location	5,519
Base - Other	2,143,459
Other Total	172,772
Grand Total	2,760,602

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

Each year The Oaks Public School participates in the Tell Them From Me Survey. We seek feedback from staff, students and parents and utilise this feedback to improve school programs and practices.

The Tell Them From Me 'Partners in Learning' Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school.

In 2021 parents from The Oaks Public School generally:

- felt welcome at the school
- could speak to their child's teacher
- felt teachers listened to concerns they had
- felt teachers showed an interest in their child's learning
- felt teacher encourage their child to do his or her best work
- feel the school's administrative staff are helpful when they have a question or problem.

In 2021 staff from The Oaks Public School generally:

- felt school leaders have helped me create new learning opportunities for students
- have utilised collaborative practice to support student learning
- have been able to talk with other teachers about strategies that increase student engagement
- established clear expectations for classroom behaviour
- set high expectations for student learning

In 2021 Student survey data indicated:

- 86% of students have positive relationships at school
- 88% of students value schooling outcomes.
- 93% have positive behaviour
- 71% try hard to succeed with learning
- 73% of students feel that teachers have a good understanding of their culture

Considering the data from the Tell Them From Me Survey, future directions for The Oaks Public School will include seeking explicit feedback from students to engage more students in extra curricular activities. Strategic Direction 3 of our Strategic Improvement Plan will focus on evaluating current practices around student engagement and further enhancing this through teacher professional development and student voice. We will also create more opportunities for cross stage communication between staff. Parents will be engaged through opportunities to support in classrooms and community consultation and engagement formally through surveys and focus groups and informally through community discussions and open days.

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.