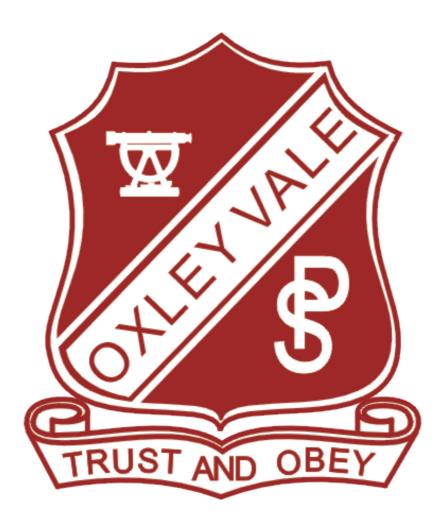# 2021 Annual Report

Oxley Vale Public School

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Introduction

The Annual Report for 2021 is provided to the community of Oxley Vale 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

Through inspiring a passion for learning Oxley Vale Public School will challenge all members of the school community to achieve excellence in academic, cultural and sporting pursuits.

School context

Oxley Vale Public School is located on the outskirts of Tamworth, in the New England region of NSW. The school enjoys the benefits of a drawing enrolments from residential and rural communities and boasts beautiful surroundings with views across the plains to the Duri Peaks. Oxley Vale PS is a P3 school with a 359 students enrolled as of March 2022. Enrolments have been stable for several years and are increasing as the surrounding rural areas of developed for more housing. 35% of students identify as Aboriginal or Torres Strait Islander and the school is steadily increasing in cultural diversity, creating a vibrant and inclusive school community.

The school prides itself on being cohesive and collaborative, working closely with parents and community groups including local Aboriginal elders, support services, local businesses, a playgroup, the Oxley Vale community church and United Taekwondo. The school has a FOEI (Family Occupation and Education Index) of 135 (2022) and is organised into 14 mainstream classes, 2 of these being composite classes. The school has three Multi Categorical support classes.

Our school boasts highly skilled teachers, 2 full time office staff, and one full time Aboriginal Education Officer (AEO), and one full time Aboriginal Community Liaison Office (ACLO). The school has a Deputy Principal, two Assistant Principals of Curriculum and Instruction, three Assistant Principals and a School Chaplain 2 days per week. Students also benefit from a part-time school counselor 2 days per week and one librarian 4 days per week. The school has a climate of high expectations for both staff and students. School management focuses on quality teaching and learning. There are clear expectations of all school community members (staff, students and parents) that every child will be learning every day to the best of their ability.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. It is important to note that this builds upon the work undertaken in the previous school planning cycle around Early Action for Success (EAfS), Visible Learning and, quality implementation of explicit teaching using assessment data to differentiate the curriculum. We have identified the need for a continued emphasis on embedding quality teaching practices in literacy and numeracy K-6. Using high impact teaching strategies and professional learning will provide opportunities to improve teacher practice and ensure students achieve expected growth and attainment in their learning. The school is focused on utilising the key strategies from the What Works Best documents to embed consistent expectations K-6.

1. Student growth and attainment

Our whole-school focus is to improve student growth and attainment in reading, spelling and numeracy K-6. We will focus on developing and sustaining whole school processes for collecting and analysing student data to inform teaching and learning programs to embed evidence-informed teaching strategies for every student in every classroom.

The school is committed to continually improving effective classroom practices with professional learning for staff being key to ensuring this. This learning will ensure that both literacy and numeracy levels can be enhanced through improved data collection, analysis and use which underpins a focus on differentiated learning.

2. Excellence in Teaching

The school has been involved in the Early Action for Success (EAfS) strategy for the past 6 years. At the conclusion of 2021 the school transitioned from and EAfS school to an Accelerated Adopter school (K-2) to implement the new K-2 syllabus documents (English, mathematics) as part of the Literacy and Numeracy Strategy. The 5 priorities of the Literacy and Numeracy Strategy are:

- Priority 1: There is a whole school and system approach to literacy and numeracy achievement from preschool to Year 12
- Priority 2: School leadership is focused on improving student literacy and numeracy
- Priority 3: All teachers use effective practices to improve student literacy and numeracy outcomes through curriculum
- Priority 4: Schools and systems use data to inform literacy and numeracy improvement
- Priority 5: Families are supported as partners in their children's literacy and numeracy development

Visible Learning has been a key initiative in the school for the past 3 years. This initiative is led by an Instructional Leader. Embedding quality explicit teaching K-6 with assessment-capable students who are able to reflect upon and

self-regulate their own learning through the use of learning goals and quality explicit feedback. This strategy also emphasises reflection by teachers on their impact on student learning and enhancing outcomes for students.

3. Connect, Succeed, Thrive and Learn

The wellbeing and engagement of our students remains a priority for the school. OVPS has been implementing Positive Behaviour for Learning (PBL) for several years with some success. The core values of pride, respect, excellence and integrity have been established and are embedded across the school. Clear systems have been established to set and maintain high standards for behaviour and student work ethic. The school will undertake a review of PBL as part of its ongoing implementation to meet the changing needs of the school. Through the situational analysis the school has identified the need to review current attendance and wellbeing practices. This review will inform the development of updated policies and procedures in line with the Wellbeing Framework and the draft Student Behaviour Strategy.

Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

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

For more information about the School Excellence Framework: https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading, spelling and numeracy, and to build strong foundations for academic success, the school will further develop and refine data driven practices that are responsive to the learning needs of individual students.

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.

- Reading
- Numeracy
- Spelling

Resources allocated to this strategic direction

Literacy and numeracy: $7,369.00

Summary of progress

Spelling

The focus on spelling included professional learning, data conversations, an extra hour of RFF for every teacher and intense instructional leadership for teachers K-6. This enabled the implementation of an improved and comprehensive program for spelling school-wide. Data analysis showed conflicting results. Internal data revealed students are achieving below the benchmark K-6. NAPLAN data for students in 3 and 5 indicated achievement above SSG and below state. Diagnostic assessment of spelling through the CoST and CoSTEY showed the embedding of triple word form theory was more successful in Stage 3 than in any other stage.

Reading

Progress in reading exceeded the targets for achievement of students in the top 2 bands, percentage of ATSI students in the top 3 bands and the percentage of students achieving at or above expected growth. All of these targets were met at the school agreed targets.

Numeracy

We did not meet the target of 19.1% of students achieving in the top 2 bands in Numeracy, We were 3.1% below target. The percentage of ATSI students achieving in the top three bands in numeracy exceeded the lower bound target by 12.68%.

NEXT STEPS:

In 2022, there will be a major focus on numeracy through professional learning, embedding the 'Big Ideas in Number' pedagogy to build the capacity of staff in planning and practice. Teachers K-6 will continue to build upon their experience and knowledge using the triple-word form theory for spelling and embed this in teaching and planning. As reading results exceeded school targets, current practice will continue.

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 **Achievement of system-negotiated**	36.63% of students achieved within Top 2 bands, this is above the lower bound target by 8.13%.

targets: The percentage of students achieving within the top two bands in reading increases from **20.7%** (2019 baseline) towards the lower bound of **28.5%** in 2021. The percentage of ATSI students achieving in the top three bands in reading increases from **28.1%** (2019 baseline) towards the lower bound of **35.2%** in 2021.	50% of ATSI students achieved within Top 3 bands, this is above the lower bound target by 14.8%.
Numeracy **Achievement of system-negotiated targets:** **Top 2 Bands** A minimum of **19.1%** of year 3 and 5 students achieve in the top two bands in NAPLAN numeracy lower bound system negotiated target. The percentage of ATSI students achieving in the top three bands in numeracy from **21.7%** (2019 baseline) to the lower bound of **28.7%** in 2022.	16.0 % of students achieved within Top 2 bands, this is below the lower bound target by 3.1%. 41.38% of ATSI students achieved within Top 3 bands, this is *above* the lower bound target by 12.68%.
Spelling The percentage of students achieving a spelling age within 2 months or greater of their chronological age increasing from **50.9%** (baseline from SA Spelling Test 2020) to **55%** by 2021.	The triangulation of data using data sources - NAPLAN 2021, CoST and CoSTEY, South Australian Spelling Assessment provided conflicting evidence. NAPLAN 78.8% of students in Year 3 and 69.6% in Year 5 are meeting benchmark of the middle and top 2 bands. HARSIW 54% of Kindergarten students are meeting a 75% achievement benchmark. SAST evidence demonstrates 43.5% of students from 1-6 are at or above benchmark with their spelling age compared to their actual age. We are below the baseline of 50.9% by 7.4%.
Reading **Expected Growth** The percentage of students achieving at or above expected growth in reading increases from **43.7%** (2019 baseline).	67.5% of students achieved at or above expected growth in reading, this is above the lower bound by 12.7%. Upon deeper analysis of the results: • The year 3 cohort - average school score 417.3, 31.12 points above other SSGs with the trajectory moving upwards closer to the state average • The year 5 cohort - average school score was 486.6, 12.05 points above other SSGs with the trajectory moving upwards closer to the State average
Numeracy **Expected Growth** The percentage of students achieving expected growth in numeracy increases from the base line of **37.9%**	28.21% of students achieved at or above expected growth in numeracy, this is below the lower bound by 22.69%. Upon deeper analysis of the results: • The year 3 cohort - average school score 380.5, 14.03 points above other SSGs , however the trajectory is headed downwards from 2019 results • The year 5 cohort - average school score was 466.1, 3.01 points above other SSGs with the trajectory moving upwards closer to the State average

Purpose

Teachers work collaboratively, through peer learning and professional learning, utilising research based pedagogies to ensure teaching excellence in every classroom. Teachers are supported and empowered to use evidence and data to inform teaching and learning programs. All staff are supported and developed in the use of innovative practices to enhance their teaching, upholding high expectations for the improvement of student outcomes.

Initiatives

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

- Visible Learning
- Curriculum and Instruction

Resources allocated to this strategic direction

QTSS release: $62,225.49
Professional learning: $30,751.00
Early Action for Success (EAfS): $171,513.00

Summary of progress

Visible Learning

The focus for Visible Learning has been completing professional learning presented by Corwin. This included refining the embedding of LISC, feedback and surface, deep and transfer learning strategies across K-6. There has also been a focus on developing learning dispositions and utilising student voice.

WALKTHROUGHS: Through analysis of walkthrough data, surveys and classroom observations it has resulted in 100% of teachers embedding LISC into the planning and teaching of lessons. It has also shown most teachers are utilising surface, deep and transfer verbs in LISC. Teachers are utilising feedback strategies, such as two stars and a wish, to provide genuine feedback to students. There has been a slow cultural shift in embedding Visible Learning pedagogy. Teachers are embracing and using the language and practices of VL. New staff are adopting the practices as a basic expectation at the school. Varying degrees of understanding exist among staff. however the pedagogy is being implemented in every classroom.

STUDENT VOICE*:* The Student Visible Learning Team has been working to establish Learning Dispositions, in consultation with staff and the school community, to further focus students' on being assessment-capable visible learners. The learning dispositions will be launched and embedded in 2022. This will enhance student ownership of their learning. The process of creating dispositions, designing mascots, building resources to support the launch and embedding of dispositions across K-6 to engage students and enhance their skills in navigating the learning process.

LEARNING DISPOSITIONS: An extensive amount of work has been dedicated to preparing this initiative for launching across the school. Student voice and collaboration from an artist and a mascot design company as well as liaising with marketing companies have been significant components. Following the selection of the 6 learning dispositions and creation of mascots to drive the initiative, an origin story for the dispositions and mascots was written, illustrated and published. Resources and signage were created and used across the school to make the dispositions highly visible and a part of school culture.

DATA SKILLS AND USE AND EFFECT SIZE: Data Conversations enabled staff to be supported in analysing and using their data effectively to plan for differentiated learning and to help establish goals for students in literacy and numeracy. PAT (Progressive Achievement Tests) in reading and numeracy were used 1-6 to track and monitor student progress over the year to ensure students were meeting the benchmark of 0.4 effect size in their learning.

PROFESSIONAL LEARNING: Final workshops, facilitated by Corwin and in collaboration with Nemingha Public School, were completed. Finalising the school's commitment to up-skilling staff in the theory, practice and practical application of Visible Learning pedagogy through the professional learning company. Staff were also supported with Visible Learning professional learning researched, written and presented by the 3-6 Instructional Leader.

'I SEE LEARNING' COMMUNITY OF SCHOOLS PROJECT: The trial of the 'Hero Linc-Ed' software platform and the building of the components of this program, using it to track student achievement, learning goals, and providing professional learning on using the platform to inform teaching and learning was the big focus of the 'I See Learning'

project. Collaborating with other schools involved in the project to create the software to suit the Community of Schools needs was a valuable collaboration. Seeing how the platform could engage parents, change the way student progress is reported to parents and utilising the platform's ability to drive student voice and involvement in their own learning was very worthwhile. It has demonstrated how a digital platform can be used not just for student administration but also for learning and engagement in learning.

NEXT STEPS:

In 2022 Learning dispositions will be launched and slowly embedded in classroom and school activities as a whole-school focus. A shared language across the school will be established and enhanced to promote how students approach learning and move through the learning process to enhance their understanding of learning. Continue to run walkthroughs and provide feedback to staff in 2022 to ensure students are articulating their learning and understanding of how to be successful in their learning. Renewed focus on Student Learning Goals in classrooms. The Student Visible Learning Team will be critical in embedding the dispositions throughout the school by running mini lessons in classrooms to explain the learning dispositions K-6.

Early Action for Success

DATA CONVERSATIONS*:* Throughout Semester 1 all staff analysed their own class data to identify trends. Each teacher analysed data relevant to their most recent teaching and the level of their students (see data section for exhaustive list). Teachers then analysed their data at a deeper level, identifying focus groups for support and for extension across literacy and numeracy. Teachers also set goals for their own teaching and designed overarching learning intentions to guide their practice. This method was highly successful and, when completed regularly, allowed teachers to interrogate their data and drive their teaching. This narrowed focus allowed teaching and learning to deepen to transfer level and teachers saw excellent growth in their classrooms. In Semester 2, data conversations were cancelled due to a lack of casual teachers. An effort to complete data conversations within stage meetings was made particularly difficult due to COVID lockdown and subsequent restrictions. All students achieved some growth throughout this semester, however their growth was not at the expected pace.

INSTRUCTIONAL LEADER: Throughout Semester 1 , the IL worked successfully alongside K-2 teachers to improve literacy and numeracy outcomes for students in K-2. This was also extended to the learning support team. In Semester 2, two teachers were focused on due to COVID restrictions. These teachers made significant shifts in their pedagogy and both saw success in improving the literacy and numeracy outcomes for their students. All other teachers were supported through professional learning, professional conversations (outside of the classroom) and stage meetings. Feedback from teachers was 100% positive throughout 2021 using both 2 stars and a wish alongside informal conversations. 66% of areas analysed in PLAN2 across K-2 saw an increase in achievement when compared to 2020. Only Year 2 saw an increase in students reaching expected reading levels when compared to 2020. Considering the significant shift in reading pedagogy in Semester 2 (alongside a COVID lockdown) this was somewhat expected.

PLANNING DAYS: Planning days were incredibly successful in Semester 1. Teachers in Stage 1 interrogated data to adjust previous units of work to suit the current cohort and to drive their teaching. The work samples as a result of these units of work were used for consistent teacher judgment, ensuring the accuracy of data across the stage. Planning days were cancelled in Semester 2 due to casual teacher shortages.

OBSERVATIONS: The 2 stars and a wish format was highly successful, simple and positive. It also served as a basis of informal conversations about next steps between staff. All observations were positive experiences. Most observations involved the IL due to casual teacher shortages and COVID restrictions. One beginning teacher and the IL worked to identify 3 areas for improvement. These three areas of improvement were discussed at length, strategies were designed and then modelled by the II before any team teaching or observing occurred. This teacher saw significant improvement in their practice, their organisation and the quality of the learning shown by students in their classroom. Observations between staff were limited and/or cancelled in Semester 2 due to COVID restrictions. Observations by 2 teachers involving the IL continued to have a positive impact and did improve practice in two Stage 1 classrooms.

CONSISTENT TEACHER JUDGEMENT: Throughout CTJ meetings, K-2 teachers used consistent assessments to confidently show evidence of data and grades. Teachers collectively discussed at length the evidence they used to award grades and update their data. Staff successfully used Stage meetings in Terms 2 and 4 to collective grade work samples using consistent assessment data.

NEXT STEPS:

In 2022, the focus will be on consistency and excellence in teaching K-6. The EAfS IL position will end and the school will be appointed an Assistant Principal, Curriculum and Instruction (APCI). The role of the APCI will focus on building the capacity of staff and assisting the Assistant Principals to lead their teams. Data collection and use, data conversations, consistent teacher judgement, quality professional learning, collaborative planning and curriculum knowledge and expertise will be at the core of this.

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
Visible Learning **50%** of students in each class are able to articulate what they are learning and why they are learning it for each lesson (Learning Intention and Success Criteria - LISC). **50%** of staff and students use the language of dispositions to support and scaffold learning, monitored by walkthrough data. **50%** of classes have established practices for embedding learning goals as a part of teaching and learning.	50% of students in each class are able to articulate what they are learning and why they are learning it for each lesson (Learning Intention and Success Criteria - LISC). 50% of staff and students use the language of dispositions to support and scaffold learning, monitored by walkthrough data. NO - Launch did not occur due to COVID delays. Launch scheduled for Term 1 2022. 50% of classes have established practices for embedding learning goals as a part of teaching and learning. No. 42.9%.
Early Action for Success **Reading levels:** In Early Stage One, the number of students reaching the reading level expectation increases from **35%** in 2020 to **50%** by 2021. In Stage One, **82%** of students reached reading level expectation in 2020. We wish to maintain this with a minimum of **80%** of students reaching reading level benchmarks (level 17 in Year 1 and level 21 in Year 2. **Writing:** An increase in the percentage of students reaching the following school-identified benchmarks within the National Literacy Learning Progressions (Version 3) as below: Creating Texts • end of Kindergarten: level 4 **(46% in 2020)** • end of Year 1: level 5 **(50% in 2020)** • end of Year 2: level 6 **(36% in 2020)** **Numeracy:** An increase in the percentage of students reaching the following school-identified benchmarks within the National Numeracy Learning Progressions (Version 3) as below: Number and place value • end of Kindergarten: level 3 **(52% in 2020)** • end of Year 1: level 4 **(37% in 2020)**	Reading levels • In Kindergarten, 35% of students have reached minimum reading expectations. This is a 25% decrease in reading achievement compared to 2020 • In Year 1, 35% of students have reached minimum reading expectations. This is a 45% decrease in reading achievement compared to 2020 • In Year 2, 81% of students have reached minimum reading expectations. This is a 1% increase in reading achievement compared to 2020 Creating texts - PLAN Data • In Kindergarten, 55% have achieved the level expected for their year. This is a 9% increase when compared to 2020 • In Year 1, 46% have achieved the level expected for their year. This is a 4% decrease when compared to 2020 • In Year 2, 56% have achieved the level expected for their year. This is a 20% increase when compared to 2020 Quantifying number- PLAN data • In Kindergarten, 55% have achieved the level expected for their year. This is a 9% increase when compared to 2020 • In Year 1, 46% have achieved the level expected for their year. This is a 4% decrease when compared to 2020 • In Year 2, 56% have achieved the level expected for their year. This is a 20% increase when compared to 2020 Additive strategies - PLAN data • In Kindergarten, 24% have achieved the level expected for their year. This is a 24% decrease when compared to 2020 • In Year 1, 33% have achieved the level expected for their year. This is a 4% increase when compared to 2020 • In Year 2, 54% have achieved the level expected for their year. This is a 21% increase when compared to 2020 Multiplicative strategies - PLAN data • In Year 2, 44% have achieved the level expected for their year. This is a 1% decrease when compared to 2020.

• end of Year 2: level 5 **(43% in 2020)**

Additive strategies:
 • end of Kindergarten: level 3 **(48% in 2020)**
 • end of Year 1: level 6 **(29% in 2020)**
 • end of Year 2: level 7 **(33% in 2020)**

Multiplicative strategies:
 • end of Stage 1: level 4 **(45% in 2020)**

Strategic Direction 3: Connect, Succeed, Thrive and Learn

Purpose

To ensure that all of our students are able to connect, succeed, thrive and learn, there will be a planned approach to developing whole school processes that support high levels of wellbeing and engagement for all members of the school community.

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.

- Wellbeing and Engagement
- Attendance

Resources allocated to this strategic direction

Aboriginal background: $180,784.00

Summary of progress

Wellbeing & Engagement:

In 2021 the school had a focus on providing a safe, positive and caring environment with high expectations. School policies were intended to be reviewed in line with the Wellbeing Framework and the draft Student Behaviour Strategy. This activity was not implemented to it's full potential due to COVID-19. A high priority focus was then placed on individual student wellbeing. The school employed an Aboriginal Community Liaison Officer to build on the strong links to families, community groups and organisations. As a result, Indigenous students and their families students were well supported during a challenging year. Additionally, the school was able to provide lessons for all students in Kamilaroi language and culture.

NEXT STEPS:

Moving forward in 2022 a Wellbeing team will be established to analyse current wellbeing practices, policies and processes in line with the proposed Inclusive Education Reform initiatives. An internal review of existing policies and practices will be prioritised for 2022 to align the school's practices with the Wellbeing Framework and the Inclusive Education Reform policies. Data on wellbeing and engagement will be collected, monitored and utilised to inform practices and ensure improved wellbeing and engagement.

Attendance:

In 2021 the school strategically analysed attendance data to identify students attending less than 85% of the time. Fortnightly meetings were held by the attendance team and included the Home School Liaison Officer. Attendance letters were sent to families of students falling below 85% attendance. Additionally, daily communications occurred via phone calls and sms messaging for families of students with unexplained absences. Attendance plans were established for students falling below 85% attendance, which proved to be effective for most students. Whole school attendance data was communicated to the school community via social media posts, at P&C meetings and via the school's newsletter.. Home learning due to COVID-19 made it difficult to have a positive impact on student attendance in 2021. This resulted in initiatives not being being implemented to their full potential.

NEXT STEPS:

Moving forward in 2022 the attendance team will continue to analyse attendance data, identify students at risk, work with families and the the Home School Liaison Officer to reinforce improved attendance 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

Tell Them From Me (TTFM) data (expectations for success, advocacy, and sense of belonging) increases from the baseline of **83.9%**.	79.71% of students reporting positive wellbeing outcomes has decreased by 4.56%% across the positive wellbeing measures. The school is above the state average by 8% for reporting positive wellbeing for advocacy at school. The school is above the state average for reporting positive expectations for success at school by 11%.
Increase the percentage of students attending >90% of the time from the baseline of **71.6%**.	The number of students attending greater than 90% of the time or more has decreased by 14.3%. The school is above the state average for students attending school 90% or greater by 1% and above statistically similar schools 3.7%.

Funding sources	Impact achieved this year
Socio-economic background $284,636.87	Socio-economic background equity loading is used to meet the additional learning needs of students at Oxley Vale Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • The school has allocated funds to purchase technology as part of a 4 year technology cycle. Technology includes iPads, chromebooks, charging stations, and accessories • Additional non-teaching staff have been employed to coordinate whole-school learning and wellbeing initiatives • Students were able to access extra curricula programs which included dance, gymnastics, and taekwondo to increase engagement and foster a sense of confidence and connectedness • Casual release for collegial planning and CTJ days **The allocation of this funding has resulted in:** The provision of above centrally identified non-teaching position enabled effective coordination whole-school learning and wellbeing initiatives. Extra-curricula programs, included dance, gymnastics, and taekwondo, increased engagement and fostered a sense of confidence and resilience in students. Purchases of additional chromebooks, iPads, charging stations and interactive whiteboards enhanced students' access to technology for learning. CTJ and planning days enabled staff to plan and moderate assessment data collegially and effectively. **After evaluation, the next steps to support our students with this funding will be:** Continue utilising non-teaching executive staff member to coordinate whole-school wellbeing programs. Continue to allocate school funds to maintain and supplement technology resources and their use in teaching and learning. Continue 4 year IT resourcing cycle.
Aboriginal background $180,784.00	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Oxley Vale Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Wellbeing and Engagement **Overview of activities partially or fully funded with this equity loading include:** • Engaging an Aboriginal Community Liaison Officer (ACLO) and Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the school and local support services • All students K-6 will engage in Kamilaroi language and culture program **The allocation of this funding has resulted in:** Enhanced relationships between the school and families as well as connecting families with local service providers. Through strong community

| Aboriginal background

$180,784.00	links the school benefitted significantly. Staff and students were well supported regarding Aboriginal Education for all students. The Kamilaroi language and culture program has been highly successful. All students K-6 have received lessons to enhance their knowledge and understanding of the histories, culture and experiences of Aboriginal people as the First Peoples of Australia. **After evaluation, the next steps to support our students with this funding will be:** Continue to employ ACLO and AEO. Continue the Kamilaroi language and culture program.
English language proficiency

$14,282.00 | English language proficiency equity loading provides support for students at all four phases of English language learning at Oxley Vale Public School.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
 • Other funded activities

Overview of activities partially or fully funded with this equity loading include:
 • Provision of additional EAL/D support in the classroom and as part of differentiation initiatives
 • Provide EAL/D Progression levelling PL to staff

The allocation of this funding has resulted in:
EAL/D students are more confident in communicating with peers and teachers.

After evaluation, the next steps to support our students with this funding will be:
To increase the understanding of all teachers of the EAL/D progressions.
To identify a suitably experienced teacher to provide increased support for EAL/D students. |
| Location

$2,926.00 | The location funding allocation is provided to Oxley Vale Public School to address school needs associated with remoteness and/or isolation.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
 • Other funded activities

Overview of activities partially or fully funded with this operational funding include:
 • Technology resources to increase student engagement and support home learning

The allocation of this funding has resulted in:
Students having increased access to technology and increased participation in learning.

After evaluation, the next steps to support our students with this funding will be:
Utilise Location funding as required. |
| Literacy and numeracy

$7,369.00 | The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Oxley Vale Public School from Kindergarten to Year 6.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
 • Numeracy

Overview of activities partially or fully funded with this initiative funding include: |

Literacy and numeracy $7,369.00	• Targeted professional learning to improve literacy and numeracy • Teacher release to engage staff in data conversations **The allocation of this funding has resulted in:** The use of Instructional Leaders building the capacity of all staff in literacy and numeracy. Enhanced teacher understanding of the Big Ideas in numeracy. **After evaluation, the next steps to support our students with this funding will be:** Continue to offer Starting Strong professional learning for teachers. Continue to implement data conservations.
Early Action for Success (EAfS) $343,025.94	The early action for success (EAfS) funding allocation is provided to improve students' performance at Oxley Vale Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Curriculum and Instruction • Other funded activities **Overview of activities partially or fully funded with this initiative funding include:** • Employment of Instructional Leader to support literacy and numeracy programs • Lead professional learning opportunities available through the Numeracy Strategy • Employment of Instructional Leader to facilitate and support K-2 teachers in building the capacity of teachers to explicitly teach, assess and implement quality literacy and numeracy learning opportunities for all students **The allocation of this funding has resulted in:** 66% of areas analysed in PLAN2 across K-2 saw an increase in achievement when compared to 2020. Staff increased their knowledge and skills via professional learning. Teachers are more able to provide effective feedback to students. Beginning teachers were provided with quality mentoring. Teacher judgement continues to be more consistent through collegial moderation of assessments. **After evaluation, the next steps to support our students with this funding will be:** The assistant principal of curriculum and instruction (APCI) will work with teachers K-6 to implement the draft K-2 English and mathematics syllabuses.
QTSS release $62,225.49	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Oxley Vale Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Visible Learning **Overview of activities partially or fully funded with this initiative funding include:** • Implementation of instructional rounds to strengthen quality teaching practices • Additional staffing to support staff collaboration in the implementation of high-quality curriculum **The allocation of this funding has resulted in:** This model of support enabled stage teams and individual teachers to access high impact professional learning and successfully embed Visible Learning practices in classrooms K-6. There has been a slow cultural shift

QTSS release $62,225.49	in embedding Visible learning pedagogy. A consistent language of learning was effectively implemented and professional learning was delivered in a targeted and cost effective manner. 100% of teachers have embedded Learning Intentions and Success Criteria in lessons. **After evaluation, the next steps to support our students with this funding will be:** To work with new staff to ensure a consistent approach to explicit, quality teaching in all classrooms.
Literacy and numeracy intervention $58,862.00	The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Oxley Vale Public School who may be at risk of not meeting minimum standards. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this initiative funding include:** • Employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy **The allocation of this funding has resulted in:** Differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage. **After evaluation, the next steps to support our students with this funding will be:** Engagement of additional teaching staff using other flexible funding to extend intensive small group intervention programs.
COVID ILSP $191,257.96	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • Employment of teachers/educators to deliver small group tuition • Providing targeted, explicit instruction for student groups in literacy/numeracy - spelling and numeracy • Employing/releasing teaching staff to support the administration of the program **The allocation of this funding has resulted in:** Analysis of the data showed that small group intervention has improved student outcomes in numeracy and literacy. 92% of students in targeted interventions showed improvement in the focus areas of spelling and numeracy. The school reviewed the use of physical space for delivering interventions, resulting in the conversion of library space to an intervention learning space. **After evaluation, the next steps to support our students with this funding will be:** Continue to use student data to identify and support students most likely to benefit from additional support.
Integration funding support	Integration funding support (IFS) allocations support eligible students at

$193,568.00	Oxley Vale Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • Employment of staff to provide additional support for students who have high-level learning needs **The allocation of this funding has resulted in:** The allocation of this funding has resulted in all eligible students demonstrating progress towards their personalised learning goals. Additional staff ensured eligible students received personalised learning and support within their own classrooms. **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.
Low level adjustment for disability $256,387.10	Low level adjustment for disability equity loading provides support for students at Oxley Vale Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • Engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • Providing support for targeted students within the classroom through the employment of School Learning and Support Officers • Employment of LaST and interventionist teacher **The allocation of this funding has resulted in:** A successful implementation of a whole-school support strategy including targeted interventions for students educationally at risk. Effective communication between teachers, learning support teachers and families. LST coordinator ensured all students were known valued and cared for. **After evaluation, the next steps to support our students with this funding will be:** Continue to enhance the learning support processes and provide quality, targeted interventions.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	174	167	162	176
Girls	166	176	162	180

Student attendance profile

School				
Year	2018	2019	2020	2021
K	91.9	91.6	90.6	90.5
1	93.4	88.9	90.5	89.8
2	94.2	90.1	89.5	90.6
3	92.7	92.4	86.7	88.3
4	93.9	90.8	87.9	86.7
5	91.3	90.2	89.8	88.9
6	88	90.2	86	87.6
All Years	92	90.7	88.9	89
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)	14.27
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	1.6
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	5.97

*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	391,883
Revenue	5,057,600
Appropriation	4,975,973
Sale of Goods and Services	2,139
Grants and contributions	78,279
Investment income	210
Other revenue	1,000
Expenses	-5,082,732
Employee related	-4,470,765
Operating expenses	-611,966
Surplus / deficit for the year	-25,131
Closing Balance	366,752

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	245,482
Equity Total	736,091
Equity - Aboriginal	180,785
Equity - Socio-economic	284,637
Equity - Language	14,282
Equity - Disability	256,387
Base Total	2,842,468
Base - Per Capita	81,355
Base - Location	2,926
Base - Other	2,758,186
Other Total	687,059
Grand Total	4,511,099

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

Parents

In 2021 Tell Them From Me parent survey data indicated that:

- 88% of respondents believe that the school is adequately resourced to meet their child's academic needs.
- 85% of respondents believe that the school's physical environment is welcoming.
- parents felt they can easily speak with their child's teacher (7.1/10).
- parents felt they can easily speak with the school principal (7.8/10).
- parents felt that the school administrative staff are helpful when they have a question or problem (7.8/10).
- parents felt that they were not well informed about their child's academic progress (6.0/10), illustrating an area of improvement for the school.
- parents felt that reports on their child's progress were written in terms they understood.
- parents felt that their child is encouraged to do their best at school (8.0/10).
- parent comments from surveys indicate that staff are dedicated, approachable and highly respected in the community.

Students

In 2021 Tell Them From Me student survey data indicated that students have positive connections and experiences at our school.

- 64% of students reported they had a high sense of belonging. This is a 4% increase since the previous survey.
- 87% of students reported that they have positive relationships with people that they can trust and encourage them.
- 91% of students reported they value education and that schooling will have a strong bearing on their future.
- 38% of students reported completing homework for their classes with a positive attitude. This is well below the NSW Government norm.
- 86% of students reported positive behaviour at school. This is above the NSW Government norm.

Staff

Teaching staff indicated high levels of collegiality and respect. The school is known as a supportive and inclusive workplace with high levels of satisfaction reported. Teachers feel that their work has a positive impact on the lives of their students and that they can access expert assistance at school in the areas of programming, behaviour management, assessment, reporting, wellbeing and learning adjustments. Teachers indicated that their jobs are increasingly complex due to additional training requirements, collection and the effective analysis and use of student data to provide targeted, explicit and meaningful learning.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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