

2021 Annual Report

Oak Flats Public School



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Introduction

The Annual Report for 2021 is provided to the community of Oak Flats Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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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Message from the principal

As we look back at the year of 2021 I have been incredibly proud of our school community, coming together in mutual support throughout this very challenging year. In particular, Oak Flats students at every step of the way have accepted, adapted and overcome all obstacles and disruptions to their routines, and our staff have been creative, flexible, resilient and determined to provide the best learning experience possible for our students. Parents and carers have also been wonderfully supportive, understanding and patient as we wrestled with not only COVID but the ever-changing guidelines and regulations affecting schools. I would like to express my gratitude and appreciation for the varied achievements, celebrations and highlights that we have experienced in 2021. Whilst this year has certainly posed challenges for our students, they adapted quickly and many developed a sense of independence, responsibility and discipline, completing their school work at home, for most of Semester 2.

Parents and carers were not immune to the changes and challenges that learning from home brought about. I would like to thank our parents and carers for the way they supported their child/ren and the school through the most difficult of times. Our parents were there each and every day, doing their very best to help their child navigate the challenges and celebrate success. They helped them to view mistakes as teachable moments, to treat setbacks as a part of building confidence and resilience, imparted the importance of being flexible and encouraged them to try something new. You can look back with pride with the work you did and for a job well done!

I would also like to thank our teachers for their commitment in providing stimulating, challenging learning opportunities throughout the year. The teachers and staff of Oak Flats Public School have shown themselves to be a group of dedicated and professional educators. At every turn as we faced continuing challenges, they pivoted and made it a positive. Be it online learning, preparation of home learning packs, check in with students, talking with parents through concerns and even engaging with students individually to check in on their wellbeing. To our teachers, learning support staff, office and grounds staff, thank-you for your energy, commitment and enthusiasm. I am proud to say that Oak Flats PS is characterised by dedicated teachers and a strong staff who work together for the best interest of all our students.

It has been a pleasure to work with our incredible P&C and whilst COVID has meant that many fundraising and P&C events were unable to proceed this year, our P&C continued their hard work. I wish to extend my gratitude to our community for their ongoing support throughout 2021. In a year that has been fraught with unpredictability, we have risen to its challenges and the collegiality, optimism and commitment to our school and students has been greatly appreciated. 2022 will mark the 70th anniversary of Oak Flats Public School and I look forward to continuing to work with you all. We are optimistic that 2022 will once again be fulfilling in all aspects of school life, as we see a return to the many activities and experiences we have missed this year. Our plans for the future of Oak Flats are exciting and working in partnership with our community we can continue to provide a positive environment, improving the learning and wellbeing outcomes for all our students.

Daliya Phipps

Principal

School vision

Oak Flats Public School is an innovative, collaborative and inclusive learning community. Our vision is to promote academic success along with social and emotional wellbeing, supporting all students to reach their full potential.

We have dynamic, passionate teachers and staff who believe the cornerstone to education is a strong learning culture and student wellbeing. We foster pride and belonging with community connection, ensuring students develop the knowledge, skills and our Positive Behaviour for Learning values to be *SAFE*, *RESPECTFUL*, *RESPONSIBLE* and *ACTIVE LEARNERS*.

School context

Oak Flats Public School is situated in the Illawarra Region, with an enrolment of 513 students including 40 students who attend the onsite Oak Flats Public School Preschool. Since 1952, third and fourth generation families have enrolled which is a testament to our proud tradition and history in the local area. We focus strongly on maintaining and fostering our school as a learning community which values interaction between, and contribution from students, parents, teachers and the wider community.

At Oak Flats Public School literacy and numeracy are at the core of our curriculum and quality teaching is based on current research driven by timely and consistent student data collection. A whole school focus maximising student performance encourages high expectations and life-long learning. Modern technologies are embraced, and students, teachers and parents value our 3-6 BYOD and K-2 iPad program and unique digital technology lab, enhancing engagement and inquiry-based digital learning.

At Oak Flats Public School we are sensitive to individual student abilities and circumstances and pride ourselves on support for students with additional learning and support needs and our commitment to individualised instruction. We have quality transition programs from Preschool to Year 7 complemented by a wide range of extra-curricular opportunities in leadership, sport, creative and performing arts and beyond. A strong link between wellbeing and learning outcomes with our Positive Behaviour for Learning program and Wellbeing Framework provide structures to ensure a happy and successful teaching and learning environment.

A comprehensive situational analysis, including consultation with students, staff and parents has been conducted to inform the development of the 2021-2024 Strategic Improvement Plan. Through our situational analysis we have identified that further work is required to ensure teachers plan for and deliver quality differentiated instruction in literacy and numeracy. Work will take place in the regular analysis and use of data with high impact strategies evident in teaching and learning, assessment and early intervention. The school has identified system-negotiated target areas in Reading and Numeracy. A focus on strong content knowledge, explicit teaching and consistent data collection will further support individual academic progress and achievement.

Teachers and support staff will continue to refine and reflect on their professional development with teachers being leaders of learning, working collaboratively to drive our school culture. With greater input from parents, teachers and the community, we will embrace the flexibility to shape our direction, build partnerships and make local decisions to benefit our students. The school has a rich educational past and we believe that together as a school community, we can look towards an energetic and exciting future.

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

Strategic Direction 1: Student growth and attainment

Purpose

To enhance student learning outcomes in literacy and numeracy through innovative and responsive teaching and learning and data-based decision making.

Initiatives

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

- Data analysis at systemic, school and classroom level
- Student achievement in literacy and numeracy

Resources allocated to this strategic direction

Socio-economic background: \$39,520.00

Professional learning: \$30,126.00

Literacy and numeracy: \$14,537.00

Literacy and numeracy intervention: \$58,862.00

Summary of progress

A regular and rigorous analysis of data was evident to review and modify target groups of students performing above and below expected levels with differentiated and inclusive teaching strategies. Instructional Leaders clearly communicated expectations and targets for student learning and aligned strategies and resources for the achievement of desired outcomes. Student data was collected and used regularly by Instructional Leaders to identify student cohorts, plan, implement and monitor precise intervention strategies and to improve outcomes for all students. Sustainable practices were in place to ensure routine use of relevant data and analysis, and diagnosis of the impact of teaching. A K-6 Assessment and Reporting Schedule was implemented to action school-wide data collection protocols, however work in 2022 will be planned to modify this process. Staff have effectively communicated student progress and achievement in both academic and non-academic areas.

Teachers continued to make learning adjustments based on the needs, interests and abilities of students. Individualised learning goals were clearly established with students and teachers continuing to monitor their progress against established benchmarks on a regular basis. Students performing below the literacy and numeracy benchmarks received targeted support. Teachers effectively recorded and tracked student progress in literacy and numeracy on PLAN2, with teachers plotting student growth against the sub-elements: understanding texts, creating texts, phonological awareness and phonic knowledge and word recognition. For numeracy, the sub-elements plotted were quantifying numbers, additive strategies and number patterns and algebraic thinking. Progress and achievement of students participating in the COVID Intensive Learning Support Program was also recorded in PLAN2.

Our next steps are enhancing school-wide assessment and data processes. This will include: refining the recording of qualitative and quantitative assessment data in student data profiles, accessing analysing and utilising data from external assessment sources, and aligning the whole school assessment schedule to include the suite of Department of Education resources.

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
Increase the percentage of students achieving in the top 2 bands of NAPLAN Numeracy to be above the system-negotiated target baseline of 23.5%.	The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN Numeracy is 17% indicating progress yet to be seen towards the system negotiated baseline target.
Increase the percentage of students achieving in the top 2 bands of NAPLAN Reading to be above the	The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN Reading is 34% indicating progress yet to be seen towards the system negotiated baseline target.

system-negotiated target baseline of 35%.	
Increase the percentage of students achieving expected growth in NAPLAN Numeracy to be above the system-negotiated target baseline of 36.9%.	The proportion of students achieving expected growth in NAPLAN Numeracy increased to 41.9% indicating achievement of the system negotiated baseline target.
Increase the percentage of students achieving expected growth in NAPLAN Reading to be above the system-negotiated target baseline of 60.2%.	The proportion of students achieving expected growth in NAPLAN Reading increased to 62.5% indicating achievement of the system negotiated baseline target.
At least 68% of K-2 students to achieve at or above the grade expectations based on school determined Reading targets.	45% of students in K-2 achieved grade expectations based on school determined Reading targets.
Value added data in Scout for K-3 is maintained at delivering.	Value added data in Scout for K-3 shows the school is maintained at Delivering.

Strategic Direction 2: Targeted teaching and resourcing

Purpose

To support a high performance culture, with a clear focus on student progress and achievement and high quality evidence-based teaching strategies.

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.

- Effective classroom practice
- Learning, development and leadership

Resources allocated to this strategic direction

Low level adjustment for disability: \$66,322.00

School support allocation (principal support): \$25,932.00

Per capita: \$116,000.00

Socio-economic background: \$166,400.00

QTSS release: \$88,125.00

Summary of progress

Executive support through Quality Teaching, Successful Students (QTSS) has ensured delivery of differentiated curriculum and supported professional practice. Our major focus, delivered through Instructional Leadership, was on effective classroom practice and teacher collective efficacy. Teachers were provided with regular professional learning time to revise and share teaching and learning programs, assessment practices, consistent teacher judgement and evaluations of collective work. The implementation of best practice is becoming more evident across the school, including the level of consistency in approaches to teaching and teacher understanding, and the use of evidence-informed pedagogy to improve student learning. Instructional leadership has supported teachers to strive for school wide pedagogical consistency and depth of curriculum knowledge.

Teachers engaged in the Performance and Development Plan (PDP) cycle to design and implement personal professional goals, linked to professional standards, that assisted the school in moving towards the directions outlined in the School Plan. School Learning Support Officers (SLSOs) were also provided with significant opportunities for increased professional learning and development, based on identified school and individual needs. In the area of leadership, priorities were to progress leadership and management practices and processes, as well as distributed leadership. Our key priority was to provide leadership opportunities at all levels throughout the school. Staff leadership capacity is being built through a range of leading roles supported by experienced and executive staff. The leadership team is committed to leading teacher development, building purposeful collaboration and trust. The leadership team holds high performance expectations of all staff, leading innovation and fostering interaction and shared learning.

Our next steps are to further refine the Performance and Development Plan (PDP) cycle. The appointment of the Assistant Principal Curriculum and Instruction will ensure school-wide professional learning supports the effective implementation of evidence-based teaching, learning and assessment practices in literacy and numeracy. This will reflect both school-wide and stage goals, and progress measures as outlined in the Strategic Improvement Plan.

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
Increase staff TTFM data from a baseline of 75% in the area of Leadership.	Tell Them From Me teacher data remained stable in the area of Leadership at 75%.
Increase Staff People Matter Survey data from a baseline of 73% in the area of Teaching Learning and Development.	People Matter staff survey shows Teaching, Learning and Development at 67%, a decrease of 6% from the previous year. Although, Team Work and Collaboration has improved to 87%

School self-assessment within the theme of Explicit Teaching is maintained at Sustaining and Growing.	Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the theme of Explicit Teaching.
School self-assessment across the four themes of Learning and Development is maintained.	Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing across the four themes of Learning and Development.
Instructional Leadership framework developed to support Executive staff and teachers.	Internal measures indicate increased school wide pedagogy and evidence-based practice reflecting instructional leadership and support.
Tiered Leadership framework developed to support aspiring teachers in the school.	Internal measures indicate staff opportunities at all levels to support aspiring teachers in the school.

Purpose

To support a school wide culture of high expectations and shared responsibility for student learning and wellbeing with purposeful, collaborative and inclusive partnerships.

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.

- Focused and individual support reflecting changing student needs
- Positive partnerships for learning, engagement and wellbeing

Resources allocated to this strategic direction

Low level adjustment for disability: \$123,330.00

Socio-economic background: \$67,271.00

English language proficiency: \$8,074.00

Refugee Student Support: \$2,289.00

Aboriginal background: \$41,089.97

Integration funding support: \$397,087.00

Summary of progress

Inclusive learning support systems and processes have been a whole school priority, catering for the needs of a diverse community of learners, achieved through quality literacy and numeracy programs, early intervention and the strategic allocation of resources and personnel. A major focus in Strategic Direction 3 was the implementation of the COVID Intensive Learning Support Program. Teachers taught small groups of students P-6 using information from Check in Assessments, English as an Additional Language or Dialect (EAL/D), Best Start, school determined assessments, personalised learning plans, attendance data and teacher records. Data was collected regularly to identify student cohorts, plan, implement and monitor intervention strategies and improve outcomes for all students. The COVID ILSP has supported growth in literacy and numeracy across the school as a result of student centered, explicit and personalised learning, with ongoing review and evaluation. The Learning Support Team continued to meet weekly, establishing learning profiles for students with diagnosed disabilities and support needs were facilitated and strengthened with parents, outside agencies and external providers. School Learning Support Officers (SLSOs) were provided with an opportunity for increased professional learning and development based on identified individual needs throughout the year.

In the area of Aboriginal Education, Personalised Learning Pathways (PLPs) were developed, implemented and evaluated with parents and carers continuing to support Aboriginal partnerships in learning. A strong focus was to connect our Aboriginal students with their cultural, religious and spiritual backgrounds through participation in the Mudjingaal Koori school group. The Aboriginal Committee worked to encourage Aboriginal parents to participate and the school celebrated special events such as Reconciliation and NAIDOC Week as well as the continuation of the Aboriginal Homework Group. Positive Behaviour for Learning (PBL) continues to build on individual and collective wellbeing and reinforces consistency, frequency and delivery of strong behaviour expectations at Oak Flats Public School. Teachers implemented PBL lessons and there was an increase in positive PBL language and continuation of the success of PBL reward days.

Our next steps will include the implementation of the departments' Inclusive, Engaging and Respectful school reforms to continue to support every student reaching their full potential. A review of the inclusive education policy for students with disability and student behaviour policies and procedures will ensure consistent practices, with staff access to new resources to support the Inclusive, Engaging and Respectful Schools (IER) reforms. The school will continue the positive success of COVID ILSP to support students achieve outcomes in literacy and numeracy. A relaunch of the PBL program will also align this with the new behaviour strategy and support student engagement and the school attendance and wellbeing targets.

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
Increase the percentage of students who attend school above 90% of the time to be above the system-negotiated target baseline of 74.6%.	The number of students attending school greater than 90% or more of the time is 71.65% indicating progress yet to be seen towards the system negotiated baseline target.
Increase the percentage of students reporting a positive sense of wellbeing (Expectations of Success, Advocacy, and Sense of Belonging) at school to be above the system-negotiated target baseline of 83%.	Tell Them From Me data shows 81.82% of students identify as having positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school indicating achievement yet to be seen towards the system negotiated baseline target.
Increase Parent TTFM data from a baseline of 68% in the area of Inclusive School.	Tell Them From Me parent data shows an increase of 1% in the area of Inclusive School, achieving a percentage of 69%.
Increase student TTFM data from a baseline of 56% in the area of Student Interest and Motivation.	Tell Them From Me student data shows an increase of 17% in the area of Student Interest and Motivation achieving a percentage of 73%..
Increase Parent TTFM data from a baseline of 72% in the area of the School Supports Learning.	Tell Them From Me parent data shows an increase of 3% in the in the area of School Support Learning to achieve a percentage of 75%..
School self-assessment within the theme of High Expectations is maintained at Sustaining and Growing.	Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the theme of High Expectations.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$2,289.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</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"> • Focused and individual support reflecting changing student needs <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • release time to engage staff in targeted professional learning • additional staffing to map individual students against the English as an Additional Language or Dialect (EAL/D) progressions <p>The allocation of this funding has resulted in: students becoming more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. Teachers participated in professional learning, guiding their understanding in using the EAL/D learning progression.</p> <p>After evaluation, the next steps to support our students with this funding will be: to capitalise on teacher confidence and capacity with ongoing professional learning, identifying language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to teachers in the form of mentoring, co-teaching and co-planning.</p>
<p>Integration funding support</p> <p>\$397,087.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Oak Flats 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"> • Focused and individual support reflecting changing student needs <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 • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personal learning goals. All Personalised Learning and Support Plans (PLSPs) were regularly updated and responsive to student learning needs and progress ensuring eligible students receive individual learning and support within their own classroom.</p> <p>After evaluation, the next steps to support our students with this funding will be: to adjust the use of integration funding throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs. The learning and support team meeting agenda will continue to incorporate integration funding decision making on a regular basis.</p>
<p>Socio-economic background</p> <p>\$273,191.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Oak Flats 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</p>

<p>Socio-economic background</p> <p>\$273,191.00</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Focused and individual support reflecting changing student needs • Data analysis at systemic, school and classroom level • Learning, development and leadership <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 instructional leadership program implementation. • professional development of staff through Teacher Collaboration and Planning (TCAP) days to support student learning <p>The allocation of this funding has resulted in:</p> <p>Instructional leaders supporting and mentoring teachers in effective research-based strategies to support student learning across the school. Professional learning was directly applied to the classroom to address and improve teacher practice and student outcomes in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to continue to engage teachers in instructional learning opportunities. Programs will be structured to enable learning that is personalised for individual students, student cohorts and groups of students to engage with the curriculum at their point of need. A regular and rigorous analysis of data is to be evident to review and modify target groups of students performing above and below expected levels with differentiated and inclusive teaching strategies.</p>
<p>Aboriginal background</p> <p>\$41,089.97</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Oak Flats Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Focused and individual support reflecting changing student needs <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 deliver personalised support for Aboriginal students • employment of specialist additional staff, School Learning Support Officers (SLSOs) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in:</p> <p>Aboriginal partnerships being collaborative, inclusive and supportive for Aboriginal students with evaluation and refinement of intervention strategies undertaken to ensure they were sustainable and showed improvement in student achievement.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>further evaluation of the effectiveness of support for Aboriginal students using the resource Turning Policy into Action and targeted literacy and numeracy support for Aboriginal students with the development of individualised learning goals that set high aspirations for students, with ongoing review.</p>
<p>English language proficiency</p> <p>\$8,074.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Oak Flats Public School.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>English language proficiency</p> <p>\$8,074.00</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Focused and individual support reflecting changing student needs <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in: learning support profiles documented to identify students learning with individual support in place.</p> <p>After evaluation, the next steps to support our students with this funding will be: to capitalise on teacher confidence and their capacity to design teaching and learning that reflects the needs of EAL/D students, transferring this practice across all key learning areas (KLAs). Ongoing professional learning will identify language and cultural demands across the curriculum.</p>
<p>Low level adjustment for disability</p> <p>\$189,652.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Oak Flats 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"> • Focused and individual support reflecting changing student needs • Effective classroom practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students within the classroom • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with evidence-based intervention to increase learning outcomes <p>The allocation of this funding has resulted in: structured programs to enable learning that was personalised for individual students, student cohorts and groups of students to engage with the curriculum at their point of need, including a whole school focus on explicit teaching practices that are aligned to student learning needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: evidence-based, high impact teaching and learning strategies consistently implemented with targeted and strategic learning and support and intervention, evaluated each 5-week cycle in consultation with Instructional Leaders.</p>
<p>Professional learning</p> <p>\$30,126.00</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 Oak Flats 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"> • Student achievement in literacy and numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • access to professional learning that focuses on literacy and numeracy, classroom and behaviour management, strategies.

<p>Professional learning</p> <p>\$30,126.00</p>	<ul style="list-style-type: none"> • collaborative professional practices with high impact professional learning. <p>The allocation of this funding has resulted in: increased capacity of all teachers to embed effective evidence based practices with opportunities for staff to attend targeted professional learning experiences at home, school and off site provided throughout the year.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to build capacity and enhance curriculum knowledge with a focus on implementation of the new K-2 English and Mathematics Syllabuses.</p>
<p>Literacy and numeracy</p> <p>\$14,537.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Oak Flats Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student achievement in literacy and numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • targeted professional learning to improve literacy and numeracy • purchasing of literacy resources such as decodable texts <p>The allocation of this funding has resulted in: programs relevant to student needs, explicitly building deep levels of thinking and application. Teachers collaboratively planned evidence-based teaching practices, providing explicit, challenging, differentiated and authentic learning experiences with a strong foundation in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: teachers regularly reviewing and refining learning programs following implementation and in line with new curriculum changes.</p>
<p>QTSS release</p> <p>\$88,125.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Oak Flats 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"> • Learning, development and leadership <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • implementation of instructional leadership to strengthen quality teaching practices <p>The allocation of this funding has resulted in: improved staff confidence and teaching practice with teachers embedding evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students with this funding will be: ensuring the leadership team lead improvement in areas where teachers require further support, such as literacy or numeracy. Teachers will be</p>

<p>QTSS release</p> <p>\$88,125.00</p>	<p>supported to trial innovative or evidence based, future-focused practices.</p>
<p>Literacy and numeracy intervention</p> <p>\$58,862.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Oak Flats 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"> • Student achievement in literacy and numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan • 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 with targeted literacy programs for identified students performing below the expected level for their stage. This intensive approach has resulted in improved engagement in learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: continued support for implementation of the new K-2 curriculum changes as well as intensive small group literacy and numeracy intervention programs.</p>
<p>COVID ILSP</p> <p>\$228,132.89</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 • providing targeted, explicit instruction for student groups in literacy/numeracy • employing/releasing staff to coordinate the program • releasing staff to participate in professional learning <p>The allocation of this funding has resulted in: the majority of the students in the program achieving significant progress towards their personal learning goals. Data collected was used regularly to identify student cohorts, to plan, implement and monitor precise intervention strategies and to improve outcomes for all students. Student goal setting, monitoring and feedback was a core part of learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	212	214	219	237
Girls	225	231	240	241

Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.8	93.9	92.2	92.6
1	93.1	92.5	90.4	92.1
2	92.4	94.3	91.8	91.8
3	92.7	92.8	91.7	91.6
4	92.3	92.4	91.4	91.5
5	91	91.6	90.4	90.1
6	91	92.6	91.2	89.4
All Years	92.4	92.8	91.3	91.3
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)	4
Classroom Teacher(s)	19.07
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
School Administration and Support Staff	4.79
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, 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	435,580
Revenue	5,353,371
Appropriation	5,198,093
Sale of Goods and Services	29,229
Grants and contributions	124,894
Investment income	254
Other revenue	900
Expenses	-5,479,274
Employee related	-4,784,084
Operating expenses	-695,190
Surplus / deficit for the year	-125,903
Closing Balance	309,677

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	399,376
Equity Total	511,707
Equity - Aboriginal	41,090
Equity - Socio-economic	272,892
Equity - Language	8,074
Equity - Disability	189,651
Base Total	3,362,306
Base - Per Capita	115,616
Base - Location	0
Base - Other	3,246,690
Other Total	589,185
Grand Total	4,862,575

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

School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

STUDENTS

The Tell Them from Me student survey in Years 4, 5 and 6 elicited responses for their satisfaction in the broad categories of social-emotional and drivers of student outcomes. There were numerous elements within each category. Students indicated the following:

- 64% of students indicated they had a positive sense of belonging at school.
- 89% of students reported they demonstrate positive behaviour at school.
- 86 % of students reported they know where to seek help if bullied.
- 76 % of students feel proud of their school.
- 78% of students feel they have someone at school who consistently provides encouragement and can be turned to for advice.
- The percentage of students who set challenging learning goals for themselves in their school work and aim to do their best was lower than the NSW Government Norm across the three grades.
- The percentage of students who indicated that staff emphasise academic skills and hold high expectations for all students to succeed was below the NSW Government Norm across the three grades.
- The majority of students reported that when they were learning from home the instructions were clear, they received feedback on their work and efforts and had sufficient resources. Students did report they did not feel as connected as they would have being at school.

TEACHERS

The Tell Them from Me teacher survey used a 10 point rating scale for different elements within 12 broad categories. In the 2021 survey there were 25 respondents. Teachers indicated the following:

- Leaders and staff work together to create a safe and orderly school environment (8.3).
- Leaders have provided staff with guidance for monitoring student progress (8.1).
- Teachers collaborate with each other by discussing assessment strategies with other teachers, sharing lesson plans and other materials.
- Teachers monitor the progress of individual students (8.6).
- Teachers set high expectations for student learning and classroom behaviour and parents understand these expectations (8.7).
- Teachers share strategies that increase student engagement across the school (8.5).
- Teachers provide children with many opportunities to use computers or other interactive technology for describing relationships among ideas or concepts (8.6).
- The progress of individual students is monitored and assessment tasks inform lesson planning (8.6).
- The use of computers or other interactive technology to track progress towards students achieving their goals (5.8) is an area that needs to be expanded.
- Teachers reported that school systems and structures such as professional learning and accreditation supported them to improve their teaching.
- Teachers strive to understand the learning needs of students with additional needs (8.5).
- Teachers establish clear expectations for classroom behaviour (8.7).

PARENTS AND CARERS

The Tell Them from Me parent and carer survey used a 10 point rating scale for different elements within 7 broad categories. In the 2021 survey there were 49 respondents. Parents and carers indicated the following:

- Parents felt that effective two way communication exists between home and school and written information from the school is in clear, plain language (8.0).
- The school supports positive behaviour and their children have a clear understanding about the rules for school behaviour (7.7).
- The teachers expect their child to work hard and encourage their child to do his or her best work.
- Students feel safe at school (7.8).
- Teachers help students to develop positive friendships (6.8).
- 83% of parents indicated they found the newsletter and 66% found social media to be a useful/very useful way of finding out news about the school.
- Parents feel welcome when they visit the school (8.0).
- Parents agree or strongly agree that the school provides enough resources to support children with special needs and helps students with disability or special needs to feel welcome.
- Parents felt they can easily speak with their child's teacher (8.4).
- Parents reported that formal interviews (59%) and informal meetings (43%) were the most effective communication types at school.

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.