

2021 Annual Report

Oatlands Public School



4071

Introduction

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

I am inspired by the strength, determination and resilience shown by our staff, students and community. I want to sincerely thank the Oatlands community for supporting each other through a challenging year. Despite the difficulties we have faced, there have been some remarkable achievements which we look forward to sharing with you in the Annual School Report.

Ms Gould

Message from the school community

Presidents Report AGM November 2021 Our focus for 2021 was on community engagement. At the beginning of the year, we determined that our success for 2021 was to be measured on P&C engagement at events. I think we did fairly well in this regard and didn't let Covid define what we achieved this year. We had a few in person meetings but quickly embraced the online format once again. We were proud to have the resources this year to support the school with a very real and urgent need. It was determined at an emergency meeting in October that the P&C was in a position to purchase 8 x air purifiers for the school. It was agreed that the purifiers would assist with air flow when classroom windows could not be opened due to heat or potential building site noise/dust. Thank you to Tiara for driving this on behalf of the P&C. On reflection, the highlights from 2021 included: · Welcome to our new our Kindy parents. Amie kindly prepared a "starter pack" for new families to introduce them to the P&C and the Oatlands community. · Our Bunnings BBQ in February was a great success. Our parent volunteers made the day with lots of humour and goodwill as we fundraised hard for our little school. A special thanks to Sina & Amie for driving that project. · In March we held a Working Bee for our Aboriginal Food Walk and garden sustainability projects. It was a lovely day of gardening hard work that saw real results. Thank you to Ritu and everyone that came along that day to help, including some wonderful students. · Our Easter raffle, Mother's Day stall and Father's Day stall have become P&C favorites. It was great to see our school community embracing these fundraising events in person and online. Sonia was the wiz who really brought these to life in the digital space. · Another huge project Sonia dedicated enormous amounts of time and energy to was keeping abreast of the Development Application and proposed building works next door to the school. We fought the good fight and it's not over yet. It was amazing to see our little P&C have a voice and ensure the Developers, the Department and Council heard our concerns. Thank you, Miss Gould, for becoming a mini-expert in all things DA related. · We ran our second online Trivia Night which definitely ticked the community engagement box. The half-time entertainment video from the teachers was so creative and fun - a special mention to Mrs Lawrence for organising that for us. · Another huge win for the P&C was the completion of the My Solar project. It took over 2 years of perseverance to get this one over the line. A big thanks to Vicky for driving the grants process and helping us meet some of the school's environmental and sustainability goals. · Vicky, we also appreciate all your social posts. Keeping our community updated via Facebook was very much appreciated. · We were also able to utilize a technology grant to purchase a laptop, projector, screen and 2 x iPads. · We still have the Christmas raffle to come. Thank you in advance for supporting our last fundraising event for the year. And hopefully, rain permitting, a P&C Christmas picnic on the 10th. Can't wait to see you there! I'm proud of all that the P&C achieved amidst all the COVID upheaval.

For a breakdown on funds raised, project expenditure and expenses, please see "OPS P&C FY21 Financial Final" attached. A huge thanks to 2020 P&C Exec team - Amie (Secretary), Sonia (VP), Vicky (Treasurer) & Annie (VP). A big thank you to Oatlands Public School staff especially Miss Gould. It has been a pleasure to serve Oatlands Public school and this community. Thank you for supporting our school. Rebecca Purser President Oatlands P&C.

School vision

At Oatlands Public School our vision is that all students *thrive* and **we are learning to thrive together**. We will engage in targeted, sustained and needs-based *learning* to ensure every student reaches their full potential in literacy and numeracy. We will carefully monitor the progress of every child to make sure all succeed. We will do this *together*, fostering an environment where everybody belongs and students develop the social skills they need to engage in a meaningful life.

School context

Oatlands Public School is located in Western Sydney and has a student enrolment of approximately 195. The school has a strong focus on developing students' skills and abilities across all areas, including academic, creative and interpersonal domains. Students are at the centre of decision making and all stakeholders work collaboratively to ensure every child has the opportunity to succeed.

Oatlands Public School is supported by a strong, diverse multicultural community with 59% of students with a language background other than English. Approximately 4% of students identify as Aboriginal. The positive partnership between the school and home is highly valued and contributes to student success.

The school values its connections with the Parent and Citizens Association as well as local learning communities and our academic partners.

Oatlands Public School has completed a situational analysis involving all sectors of the school community. This analysis provided the school with three areas of focus for this Strategic Improvement Plan.

Strategic Direction 1: Student growth and attainment

The focus for this direction is to achieve the system negotiated targets in reading and numeracy to ensure student growth and achievement. School priorities include implementing effective systems to closely monitor student progress and enhancing teacher capacity to differentiate teaching in numeracy and reading.

Strategic Direction 2: Enhancing teacher capacity

The focus for this direction is to enhance and restructure professional learning systems to enable sustained evidence informed learning resulting in growth in every teacher. These systems will be regularly reviewed to ensure new learning is applied to teaching practice which results in improved student outcomes.

Strategic Direction 3: School culture and connectedness

The focus for this direction is to increase the sense of belonging experienced by students and the wider community. The school priority will be fostering positive peer and teacher relationships in which students are equipped with the social skills and behaviours they need to connect, succeed and thrive.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	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

Our purpose is to ensure every student reaches their full potential in reading and numeracy. All students should access high quality evidence informed teaching that responds to their needs.

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.

- Knowing our Students
- Challenging our Students

Resources allocated to this strategic direction

QTSS release: \$28,686.82

Professional learning: \$6,067.78

Low level adjustment for disability: \$60,045.31

Literacy and numeracy: \$24,601.26

COVID ILSP: \$61,949.88

English language proficiency: \$54,480.66

Socio-economic background: \$8,473.00

Summary of progress

Tracking spreadsheets were created through teacher collaboration for reading and numeracy. These tracking sheets drew on the syllabus as well as the progressions and highlighted key skills that are crucial to development in literacy and numeracy. At the end of 2021., teachers were able to use the sheets and enter data that was consistent with our report data. Assistant Principals lead staff to develop assessment tasks for the key literacy and numeracy skills. Staff also undertook professional learning regarding the Big 6 of reading.

Our next steps to move towards achieving our progress measure include supporting teachers to use the data collected in the tracking sheet to inform their teaching. This could include providing interventions, targeted groups or daily review programs..Whilst we were able to analyse whole school data in numeracy to find gaps in teaching, next year we need to look more closely at our reading data in order to identify school wide trends. Our data suggests, that next year we should focus on professional learning in 'place value' and 'vocabulary.'

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
Top two NAPLAN bands Percentage of students achieving in the top two bands to be moving towards the school's lower bound system negotiated target in numeracy.	43.45% of students achieved in the top two bands in NAPLAN numeracy indicating achievement exceeding the lower-bound target.
Expected Growth Numeracy Percentage of students achieving expected growth to be moving towards the school's lower bound system negotiated target in numeracy.	The percentage of students achieving expected growth in numeracy increased to 63.78% indicating progress toward the lower bound target.
Top two NAPLAN bands Percentage of students achieving in the top two bands to be moving towards the	30.82% of students achieved in the top two bands in NAPLAN reading indicating achievement exceeding the upper-bound target.

<p>school's lower bound system negotiated target in reading.</p>	
<p>Expected Growth Reading</p> <p>Percentage of students achieving expected growth to be moving towards the school's lower bound system negotiated target in reading.</p>	<p>The percentage of students achieving expected growth in reading decreased to 57.81% indicating progress yet to be seen towards the lower bound target.</p>
<p>Expected Growth Phonological Awareness</p> <p>Percentage of students achieving expected phonological awareness indicators (progressions) for end of Kindergarten to be moving towards school identified target.</p>	<p>Analysis of progressions data indicates that 64% of Kindergarten students are achieving expected phonological awareness indicators.</p>

Strategic Direction 2: Enhancing teacher capacity

Purpose

Our purpose is to support teachers in addressing the individual needs of their students through evidence informed, quality teaching. High impact professional learning should enable each teacher to continue to improve and refine their practice.

Initiatives

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

- Enhancing our Teaching
- Improving our Consistency

Resources allocated to this strategic direction

Professional learning: \$10,578.40

Summary of progress

Professional learning has been evidence based and driven by school based data. This year this has included ongoing learning about 'InitialLit' in the K-2 team. This program is highly evidence based and builds on the previous work we have completed around the 'Big 6' of reading. Staff have also participated in learning about 'number sense' and 'trusting the count.' There is strong evidence that K-2 teachers have effectively adapted their reading programs after participating in this learning. Additionally, teachers across K-6 have improved their understanding of trusting the count. Our Mathematics team also participated in high quality professional learning provided by the NSW Maths Team. To improve consistency, we have developed tracking spreadsheets for literacy and numeracy and updated both of these policies.

To move towards achieving our progress measures we will need to continue up skill teachers through high impact professional learning. This year we will focus on vocabulary, Tier 1 behaviour and place value. We will try and create learning blocks eg two to three weeks at time to promote deep understanding. Furthermore, we should survey staff to ensure the professional learning provided enables them to adapt their teaching and achieve better outcomes for their students.

In order to continue to improve consistency, we need to educate the community about our reading and numeracy policies. We also need to build in some guided self reflection practices for teachers to assist with consistent practice.

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
The percentage of teachers who engage with professional learning about evidence informed strategies in reading and numeracy is moving towards the school identified target of 100%.	Analysis of professional learning records and classroom observations indicate 100% of teachers have engaged in training for evidence informed strategies in reading and numeracy.
Percentage of teaching and learning programs showing of evidence of implementation of the Oatlands Public School literacy and numeracy policy is moving towards 100%.	In 2021, the school focused on the development of literacy and numeracy policies which will be embedded into teaching and learning programs over the coming years.
The percentage of community members who understand and articulate school policies for numeracy, literacy and behaviour is moving towards school identified target.	Delay in implementing initiatives in term 3 and 4 have required this work to be postponed to 2022. To date there has been 100% of staff who were able to fulfil this progress measure.

Strategic Direction 3: School culture and connectedness

Purpose

Our purpose is for students to develop the social skills they need to engage in a meaningful life. All members of the community should be included and feel a sense of belonging.

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.

- Supporting our Students
- Improving our Sense of Belonging

Resources allocated to this strategic direction

QTSS release: \$8,200.00

Professional learning: \$533.89

Low level adjustment for disability: \$16,408.26

Aboriginal background: \$3,871.00

Socio-economic background: \$8,473.53

Summary of progress

In 2021, we introduced PAX, a research based positive behaviour program. This included consistent visuals and tools being shared in classrooms. As a result of this, students and staff have begun to develop consistent language to draw on when discussing behaviour. Delay in implementing initiatives in Terms 3 and 4 require further work on PAX in 2022. Whilst families were learning from home, we shifted our focus to maintaining 'sense of belonging.' We did this through regular class meetings, Friday family trivia and staff videos . We purchased a new mascot costume and utilised this in videos for families. Whilst we believe this was useful for maintaining the current sense of belonging at Oatlands, we do not believe that these activities contributed to an improved sense of belonging for our students.

To move towards achieving our progress measure we will need to continue to improve understanding of the purpose of PAX and where it fits in the whole school approach to behaviour and improve consistency of implementation of program eg language. Our data also suggests that we should continue to support students' and the wider community's understanding of PBL including the pre-teaching of prosocial behaviour. We will also need to unpack 'sense of belonging' with our community to ensure we can develop the right projects to meet the needs of our students.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
In the theme of behaviour the school is moving towards the school identified target of excelling as measured by the School Excellence Framework.	Self assessment against the School Excellence Framework shows the school currently performing at 'Delivering' in the element of Behaviour.
TTFM wellbeing data improves to be moving towards school identified target (uplift of 10%) for belonging.	Analysis of TTFM wellbeing data indicates a decrease of 8% in the area of belonging in 2021.
Percentage of students attending school 90% of time or more to be moving towards the school's lower bound system negotiated target.	The number of students attending greater than 90% of the time or more has increased by 13.75%.
Percentage of staff who have undertaken professional learning around First Nations Histories and Culture is moving towards the school	Delay in implementing initiatives in Terms 3 and 4 have required this work to be postponed to 2022.

identified target of 100%.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$51,047.01</p>	<p>Integration funding support (IFS) allocations support eligible students at Oatlands Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$16,946.53</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Oatlands Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Challenging our Students • Improving our Sense of Belonging <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items • additional staffing to implement [program/initiative] to support identified students with additional needs • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in: Equitable access to curriculum for identified students resulting in improved educational outcomes. Improved wellbeing outcomes for identified students. Families feel more confident in supporting their child in their learning and engaging with the school.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue with developing the school and community links and ensuring there is equitable access for all curricular and co-curricular activities.</p> <p>Ensure equitable access to the curriculum for identified students.</p>
<p>Aboriginal background</p> <p>\$3,871.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Oatlands 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</p>

<p>Aboriginal background</p> <p>\$3,871.00</p>	<p>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"> • Improving our Sense of Belonging <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 (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in: an increase in Aboriginal families engaging in the PLP process and conversations became more authentic as a result of the welcoming and informal setting. Improved educational outcomes for First Nations students.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to support First Nations students by providing personalised support.</p>
<p>English language proficiency</p> <p>\$54,480.66</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Oatlands 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"> • Challenging our Students <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: Student progress showing growth on the EALD Learning Progressions with students achieving expected or above growth. EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to provide targeted support for identified students. Provision of professional learning to support the needs of EALD students.</p>
<p>Low level adjustment for disability</p> <p>\$76,453.57</p>	<p>Low level adjustment for disability equity loading provides support for students at Oatlands 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"> • Supporting our Students • Challenging our Students • Improving our Sense of Belonging <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers

<p>Low level adjustment for disability</p> <p>\$76,453.57</p>	<ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • targeted students are provided with an evidence-based intervention [program name] to increase learning outcomes • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in: an increase of students achieving at or above expected growth in NAPLAN Numeracy results. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Literacy and numeracy</p> <p>\$24,601.26</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Oatlands 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"> • Challenging our Students <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy • resources to support the quality teaching of literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction • updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in: Improvement in consistent teacher practice. Implementation of explicit and systematic phonics program across K-2 resulting improved phonemic awareness and phonics results.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to embed phonics program across K-2. Build teacher capacity in teaching vocabulary and place value.</p>
<p>QTSS release</p> <p>\$36,886.82</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Oatlands 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"> • Knowing our Students • Challenging our Students • Supporting our Students <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs

<p>QTSS release</p> <p>\$36,886.82</p>	<ul style="list-style-type: none"> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: improved staff confidence and teaching practice as a result of instructional leader mentoring in reading and literacy programs through data informed practice sessions and classroom support. Teachers have embedded evidenced based, high impact teaching strategies in K-2 reading within their classroom practice.</p> <p>After evaluation, the next steps to support our students with this funding will be: Ongoing development of teachers in evidence based practices, instructional leader support and ongoing data analysis to ensure student learning outcomes continue to improve.</p>
<p>COVID ILSP</p> <p>\$123,454.88</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"> • Challenging our Students • 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 - [focus area] • employing/releasing staff to coordinate the program • employment of additional staff to support the monitoring of COVID ILSP funding <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 and achievement in the learning progressions sub elements of phonological awareness and understanding texts.</p> <p>After evaluation, the next steps to support our students with this funding will be: 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. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	121	120	114	110
Girls	92	97	87	74

Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.1	94	90.9	95.8
1	92.9	90.7	90.9	92.1
2	94.6	91.9	93.8	96
3	93.4	92.8	92.3	96.7
4	93.6	93.6	94.9	92.6
5	94.8	92	91.6	93.3
6	92.1	93.8	90.4	93.7
All Years	93.8	92.6	92.1	94.4
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)	6.97
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.4
School Counsellor	1.4
School Administration and Support Staff	2.82

*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	662,156
Revenue	2,733,834
Appropriation	2,597,286
Sale of Goods and Services	23,558
Grants and contributions	112,254
Investment income	536
Other revenue	200
Expenses	-3,102,863
Employee related	-2,688,819
Operating expenses	-414,044
Surplus / deficit for the year	-369,029
Closing Balance	293,127

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	51,047
Equity Total	151,752
Equity - Aboriginal	3,871
Equity - Socio-economic	16,947
Equity - Language	54,481
Equity - Disability	76,454
Base Total	1,605,041
Base - Per Capita	49,550
Base - Location	0
Base - Other	1,555,491
Other Total	609,021
Grand Total	2,416,860

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

Feedback has been collected through various surveys throughout the year, feedback via our online communication platform 'Class Dojo' as well as the Tell Them From Me survey.

Parent/community feedback 2021

End of year quotes from parents/carers:

- "A huge thank you to all staff at OPS. An amazing year under challenging circumstances"
- "Thank you so much Miss Gould and the exceptional OPS team!"
- "Thank you OPS teachers and staff."
- "Thanks for working hard to make good decisions."

Literacy and Numeracy:

* 48% of parents feel confident helping their children with Mathematics at home. The majority of parents feel confident helping their child with reading.

*79% of parents would like further information about supporting their child with reading.

Wellbeing/Behaviour:

* 70.4% of parents are familiar with the school's behaviour policies and procedures. A further 22% are aware of it and 7.4% do not know about it.

*85.2% of parents would like further information about how challenging behaviour is managed at school.

Communication

* 84% of parents feel confident communicating with their child's teacher about behaviour at home and school.

Teacher Feedback 2021:

* 100% of teachers who implemented our phonics and reading program Initialit in K-2 agreed that the program had positive outcomes for students and teachers. One of the teachers wrote this: *"Initialit has provided consistency of instruction across classes. It has allowed clear and accessible information on the content and skills each class has been explicitly taught ensuring there are no gaps in programs. This has made shared teaching so easy. It provides useful and relevant summative assessments which are tracked in user-friendly spreadsheets for easy analysis. Initialit has reinforced and validated my understanding of the effectiveness of teaching a systematic synthetic phonics approach. I really like that it is also aligned beautifully with cognitive-load theory and the science of reading. I have learnt that a teaching script can be used effectively but not diminish a teacher's personal teaching style. I have seen how the EDI approach has positive implications on student behaviour where the pace, structure, lesson predictability, regular review opportunities and response cues and random selectors give students confidence and maximise engagement. I also think that it encourages more formative assessment and clearly states that students shouldn't move on until content is mastered, something which I feel we might need to address more in 2022."*

* 100% of teachers reported that they felt confident teaching phonological awareness after participating in professional learning.

*100% of teachers would like to participate in further professional learning about numeracy.

* 90% of teachers agreed that their class operates well as a team.

* 90% of teachers agreed that changing professional learning to accommodate more sustained 'blocks' of learning was effective. One teacher wrote: "I felt that it was more valuable to focus on one area of improvement at a time as it gave more options for reflection "

* All teachers were at least somewhat confident in implementing the behaviour policy. However, some teachers would like some more support implementing the policy. For example, one teacher wrote: "would love more time and professional learning on behaviour "

Student feedback 2021:

*90% of students believe they demonstrate positive behaviour at school.

*87% of students try hard to succeed in their learning.

*The number of students who report being victims of bullying is 16% less than the state average.

* No students disagreed with the statement 'I feel proud of my school' in the Tell Them From Me survey.

* 82% of students were identified as having a positive growth orientation as part of the Tell Them From Me survey.

*89% of students believed the behaviour initiative 'PAX Good Behaviour Game' has improved student behaviour in classrooms.

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.