

2021 Annual Report

Oakhill Drive Public School



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Introduction

The Annual Report for 2021 is provided to the community of Oakhill Drive 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 thank and acknowledge the inspirational work of the ODPS family during a most unusual year. More than ever, we have seen our community come together to ensure the continued growth in learning and wellbeing for our students.

I extend my thanks to our teachers for preparing, adjusting, assessing and evaluating sequences of lessons to strengthen fundamental skills for learning. Teachers empower our students to build positive relationships independently, develop learning dispositions to become self-directed lifelong learners, become literate and numerate and enhance creative and critical thinking skills. Of course, not only did they do this while at school, but also flipped the learning to deliver this remotely while learning from home. They spent hundreds of hours creating, delivering, assessing and adjusting lessons through interactive tools, games, videos, audio recordings, chat in Google Classroom, telephone calls and Seesaw messages. They maintained connections through class meetings and they provided feedback to ensure learning continued.

I extend my sincere thanks to all our parents and carers, who have continued to extend their trust in us this year. We have collaboratively found solutions to problems and worked together for our children. Taking on a teaching support role during our extended lockdown this year was not part of the plan. Our children have shown a great deal of independence and had the opportunity to learn, that the more that they put into things, the more that they get out of it. Parents and carers capably juggled parenting and work roles during this time, and all deserve a medal. Our students applied their strength of resilience by being flexible and facing challenges with an optimistic mindset. This year, we found that we can learn anywhere and everywhere. What has become even more evident, is that we learn best alongside others - by talking, listening, challenging and questioning. Our students are highly capable, developing lifelong learning skills enabling them to reach their goals. They are happy, resilient and successful.

Congratulations on a wonderful year.

Betty Ploeg

Principal

Message from the school community

The P&C at Oakhill Drive Public School has a strong and harmonious relationship with the school. 2021 continued to be a year which provided challenges for the entire school community, however, we continued to adapt to another year with restrictions to the school site. With changes to P & C meeting rules, we were able to adapt our meetings to be a combination of face to face meetings, however, the majority were Zoom meetings. These meetings allowed a number of families to be able to attend that may not have been able to attend in the past due to commitments or childcare.

Our P&C is charged with running three sub-committees. The Canteen, the Uniform Shop and our popular and very successful Band. These sub-committees, whilst they raise varying levels of profit, are largely service focused which are almost entirely run by volunteers. Our volunteers do an amazing job and we are fortunate that we can offer such great services for our parents and children. As a P&C we achieved a lot in the previous 12 months. All sub committees were able to adapt, try new things and continue within the parameters they were given. Our canteen was able to continue to operate and provided food to children as soon as possible under covid safe measures. We thank our staff who were able to work with these new restrictions. Our uniform shop continued to operate and thank you to Georgina Brown who worked with the Kindergarten staff to arrange individual appointments for each incoming student to ensure that they had a school uniform in a covid safe manner. There were also home deliveries as part of the service. For those already at the school, we adapted to full time Flexischools ensuring that items were delivered to the child's classroom and exchanges made where necessary. Oakhill Drive was one of only a few schools that continued their band program during the entirety of 2021. Our band program flipped their program and were able to hold band and ensemble rehearsals and tutorials virtually. This ensured that the children were still able to embrace their love of music and continue to improve. This year although we were limited to the fundraising opportunities that we normally run, we were able to still run our Mother's Day and Father's Day stalls online still allowing children to take part in this annual tradition. Parent volunteers delivered purchases to each home. Joint funding was approved between the Metro-Renewal, the school and the P&C to fund a new Covered Outdoor Learning Area (COLA) over the multi-purpose court. Works will begin in 2022.

We would like to take this opportunity to thank all parents and staff for their contributions and continued support and we look forward to working together over the next 12 months and beyond to achieve our fundraising goals and be able to come together again to get to know each other, work with each and continue the amazing community that we have at Oakhill Drive Public School.

Olivia Wilson

P & C President

School vision

Our students will gain the skills, knowledge and attitudes, that will prepare them to be creative, connected and collaborative lifelong learners. Our students will be encouraged to become healthy, well-rounded, global citizens that contribute to the common good.

School context

Oakhill Drive Public School is located in the Castle Hill area of North West Sydney. Our current enrollment numbers are at 766 students. 66% of our students are from a language background other than English. We have a strong learning alliance with the Cherrybrook Community of Schools.

The school has developed a research-based, data-informed, action-planned culture and is committed to achieving outstanding outcomes in the areas of leadership, teaching, learning, student welfare, and parent engagement. We have implemented highly successful programs and practices in each of these areas to achieve our aspirational targets.

Preparing our students for their journey through life and providing experiences that develop the whole child is what drives our whole school community. We do this by ensuring that the learning environment is a place where all students feel safe, are stimulated and are proud to be part of a caring school. Our teachers bring learning to life, inspiring the imagination and creativity in every student by making learning relevant, integrating technology, encouraging communication and making classrooms fun, our teachers help our students to excel. As well as the academic programs, our students excel in a diverse range of programs including the creative arts, sport and many other co-curricular areas which develop each student's interests and talents whilst building their confidence and self-esteem.

Through our situational analysis, we have identified that high expectations, expert curriculum knowledge, the design of essential learning and the tracking of student achievement will ensure growth for all learners in literacy, numeracy and wellbeing. Student performance data will determine areas of need and future priorities. Collaboration between teachers and support staff will be prioritised to develop collective efficacy and collegial support. Harnessing the expertise of the collective will ensure strong collaborative practice to improve student outcomes. Genuine consultation with parents and carers will guide individual student goals. Wellbeing for all remains an integral focus of everything we do. We will improve student attendance and engagement by establishing deep connections to our students so that they are all known, valued and cared for and through proactive programs and interventions as required.

As the school has grown, support of the school's initiatives and goals by parents, has never been stronger. Together we strive to achieve a happy and inspiring school.

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student outcomes in literacy, numeracy and wellbeing, we will develop whole school processes for collecting, analysing and using data to ensure the implementation of high challenge curriculum provision and support for every student.

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 driven practices
- Positive Relationships and Resilient Culture

Resources allocated to this strategic direction

School Operational: \$2,750.00

Professional learning: \$10,425.56

School and Community: \$2,500.00

Summary of progress

To improve student outcomes in literacy, numeracy and wellbeing, whole school processes for collecting, analysing and using data were developed to ensure the implementation of high challenge curriculum provision and wellbeing initiatives that support every student. A spiral of inquiry model was used to conduct gap analysis and triangulation of NAPLAN, PAT, Check In, Running Record, EAS trend data in the areas of wellbeing, reading and mathematics and respond by developing 'worthwhile lessons' (Sarah Brookhart) of essential learning, which address identified areas and set high expectations of each student. The PAT writing assessment tool was trialed by some S3 teachers. The analysis of data, explicit teaching and high expectations has seen improved outcomes in writing for all students as identified in our NAPLAN data. Yr 5 results indicate a 6% improvement from band 5 into band 6 and a 13% increase in the top two bands and a further 4% increase into bands 9 and 10. Year 3 NAPLAN data sees an increase of 17% of students performing in bands 7 and 8.

Students are nurtured to enhance their connection with their peers, teachers, school and learning. Positive wellbeing strategies feature explicitly in PDHPE lessons, the value of positive relationships, character strengths, optimistic thinking, gratitude and kindness are explicitly taught and integrated throughout all learning. New and returning teachers to our school complete an induction of the wellbeing initiatives underpinned by positive psychology at ODPS. Mindfulness is one example of new learning undertaken by all teachers this year, which proved to be useful to our community during the isolation of a pandemic. While learning from home our teachers prioritised remaining connected to their students, through frequent class meetings in TEAMS, regular checkins with parents and feedback to students about tasks and wellbeing. Concerns around attendance and wellbeing were raised with the LST.

Overall, data indicates some progress towards achieving our initiatives in this strategic direction, in spite of the interruptions faced with a pandemic.

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
Achievement in Bands <ul style="list-style-type: none">• Increase the percentage of students achieving in the top two bands of NAPLAN reading to be above the system negotiated target.• Increase the percentage of students achieving in the top two bands of NAPLAN numeracy to be above the system negotiated target.	74% of students achieved in the top two bands in NAPLAN reading, indicating progress is yet to be seen toward the baseline target. 67% of students achieved in the top two bands in NAPLAN numeracy, indicating progress yet to be seen toward the baseline target.

<p>Achievement in Growth</p> <ul style="list-style-type: none"> • Increase the percentage of students achieving expected growth in NAPLAN reading to above the system negotiated target. • Increase the percentage of students achieving expected growth in NAPLAN numeracy to above the system negotiated target. 	<p>71.43 % of students achieved at or expected growth in reading, indicating progress yet to be seen toward the baseline target.</p> <p>67.9 % of students achieved at or expected growth in numeracy, indicating a 2.3% uplift on our baseline target.</p>
<p>Achievement in Attendance and Wellbeing</p> <ul style="list-style-type: none"> • Increase the percentage of student attendance above the system negotiated target. • Increase the percentage of student wellbeing above the system negotiated target. 	<p>The number of students attending greater than 90% of the time has increased by 9%.</p>
<p>Internal School Data Reading</p> <ul style="list-style-type: none"> • 80% of K-2 students achieving above state benchmark reading and numeracy levels. • Check in data indicates an increase of questions answered correctly by Yr 4 and Yr 6 students in reading. <p>Internal School Data Numeracy</p> <ul style="list-style-type: none"> • 90% ES1 students perform at and above Perceptual EAS level • 85% Yr 1 students perform at and above Counting On EAS level • 70% Yr 2 students perform at and above Facile EAS level • Check in data indicates an increase of questions answered correctly by Yr 4 and Yr 6 students in numeracy. 	<p>96% of K-2 students achieve above state benchmarks in reading.</p> <p>Check in data: Following a 14 week absence from face to face learning, Yr 6 results in reading show a 6.1% increase in students answering questions correctly in term 4 compared to when these students were in year 5. In Yr 4 results in reading show a 2.8% increase of questions answered correctly, compared to when these students were in year 3.</p> <p>100% ES1 students have achieved at and above Perceptual EAS level.</p> <p>84% of Year 1 students have achieved at or above COB EAS level.</p> <p>65% of Year 2 students have achieved Facile or beyond EAS level.</p> <p>Check in data: Following a 14 week absence from face to face learning, Yr 6 results in numeracy show a 4.7% increase in students answering questions correctly in term 4 compared to when these students were in year 5. In Yr 4 results in numeracy show a 0.6% decline of questions answered correctly, compared to when these students were in year 3.</p>

Strategic Direction 2: Explicit Teaching and Expert Pedagogy

Purpose

In order to improve student learning outcomes, we will hold high expectations for every student and apply explicit teaching practices using research driven pedagogy to enable all students to effectively access and use information to solve problems, pose questions, synthesise ideas and justify their reasoning.

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.

- Expert Curriculum Knowledge
- Explicit Teaching

Resources allocated to this strategic direction

Professional learning: \$6,200.00

School Operational: \$1,300.00

Summary of progress

To improve student learning outcomes, we hold high expectations for every student and apply explicit teaching practices using research driven pedagogy, that makes learning visible so that students can articulate what they are learning, how they know when they are successful in that learning. Our teachers use effective strategies for differentiated learning, that support every student to achieve their personal learning goals. Executive team participate in the CORWIN Conference 'Unlocking Formative Assessment' Shirley Clarke- Learning Culture for high student self-efficacy; organising effective discussions: LISC; Feedback. With a change of staff in the leadership team it was important to empower new members with school goals to ensure the continued momentum of learning. Teachers developed the 'Essential Agreement', based on research for learning and wellbeing, which we commit to making visible in all classrooms and lesson plans. School wide professional learning on substantive communication, student talk, think time, wait time, student response systems, effective feedback, effective questioning through an inquiry process improved student engagement with learning. K-2 teachers implemented systematic synthetic phonics program (Get Reading Right) in S1 and screened all students through the phonics screening assessment for year 1.

Overall data indicates that teachers have a clearer understanding of explicit teaching strategies that work and have made a commitment to include these daily and are improving their ability to apply these in their lessons. Teachers are empowering students with thinking routines that supports them to synthesis and apply skills and understandings.

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
Explicit Teaching <ul style="list-style-type: none">• 4% uplift of teachers using the LISC and referring to it during the learning.• 10% uplift of effective feedback from teachers to students.• 20% uplift of teacher questions shaping students' understanding of the LI and deepening student knowledge.• 80% of teachers use thinking protocols to drive their curiosity and understanding.	<p>Uplift of 10% of teachers using a LISC to make learning visible</p> <p>Uplift of 10% of teachers providing feedback to literacy and numeracy lessons</p> <p>100% of teachers use questioning to elicit deeper thinking from students.</p> <p>100% of teachers use some thinking protocols including 'think, pair, share' and talking protocols to enhance the quality of dialogue in the class so that students have opportunities to analyse, elaborate and synthesise ideas.</p> <p>100% of teachers using 'wait time one' and 'wait time two' to allow students more time to think deeply.</p>
<ul style="list-style-type: none">• 10% uplift of students that report they are confident of their skills and are challenged	<p>83% of students report that they are confident of their skills, exceeding our goal.</p>

<ul style="list-style-type: none"> • 10% uplift of all students feel challenged • 40% of lessons are designed and adjusted to challenge all students • 100% of lessons incorporate 'non-negotiable' pedagogy 	<p>88% of students report that they like challenge and that lessons are challenging, exceeding our goal.</p> <p>100% of teachers collectively developed non-negotiable pedagogy and made a commitment to best practice.</p>
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Strategic Direction 3: High quality collaborative culture

Purpose

In order to improve student learning outcomes , our community will engage in high- quality collaborative practices, harnessing the expertise of the collective, critical to improving teacher quality, parent involvement and student outcomes.

Initiatives

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

- Collective Efficacy
- Expertise and Innovation

Resources allocated to this strategic direction

School and Community: \$8,500.00
School Operational: \$10,000.00
Professional learning: \$5,000.00

Summary of progress

To improve student learning outcomes , our community engaged in high- quality collaborative practices, harnessing the expertise of the collective, critical to improving teacher quality, parent involvement and student outcomes. Parent workshops were conducted on topics such as mathematics, reading, Understanding the EAL/D program, OC & SH Information sessions, Understanding Your Child's Report, Kindergarten Readiness and Information Sessions and consulted with the community to gain a current view of their attitudes towards homework. School wide electronic communication system were established to share classroom learning with parents. All teachers K-6 are now using Seesaw to share learning from school. Students were able to join TEAM meetings several times per week or per day. School assemblies and feel good video's from all staff were pre recorded each fortnight, to support our community to remain connected with our school during learning from home (LFH). Students continued to be recognised through our positive award system and celebrated virtually across the school. Teachers undertook professional development to communicate effectively and have meaningful dialogue with parents about student progress and next steps. These initiatives are empowering parents to better understand curriculum expectations and have a true partnership with the school in supporting learning and wellbeing. A three way interview between, parent, teachers and students was trialed for students who require additional learning support. All stakeholders were heard during these meetings and valuable information about learning achievement and learning attitudes was shared. Together, a commitment was gained from each stakeholder towards achieving the the next steps. Each teacher, sought self reflective feedback from students about themselves as learners. All three stakeholders, the teacher, the parent and the student provided feedback towards progress and this information was included in the semester 2 report. The school researched and purchased SENTRAL to store and monitor student attendance, wellbeing and academic data, along with several administrative capabilities. This has streamlined our administrative work and provides parents and teachers with one platform to receive information from the school.

The Spiral of Inquiry model was established for professional development, in line with high impact statements of the DoE's HIPL model. Two spirals per term were scheduled and completed face to face in semester one. This collaborative learning model was also used to build capacity in middle leaders, to support their teams to improve student outcomes in learning and wellbeing through Instructional Leadership. Teacher leaders and the exec team, participated in the Instructional Rounds process across a network of five schools, throughout the year. In semester two, rounds were held virtually. We posed a 'Problem of Practice' to determine if feedback was being used by students to improve their learning. The data indicated that this learning is beginning to transfer into classroom practice. 85% of teachers are providing some form of feedback.

Overall data indicates that stakeholders in this school community collaborate to achieve success for students. Collective efficacy is strong.

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

<p>Collective Efficacy</p> <ul style="list-style-type: none"> • Uplift of 2% of parents report to feeling connected to the school. • Uplift of 10% of parents report that they feel confident in supporting their children's learning in reading and numeracy. • Uplift of 10% of parents report that they feel confident in supporting their children's learning in wellbeing. 	<p>89% of parents felt connected with the school during the home learning period. We are yet to meet our goal. 80% of parents feel their child maintained a consistent connection with ODPS during home learning.</p> <p>65% of parents report that they feel confident in supporting their children's learning in reading and numeracy. This is a 10% uplift to our baseline data.</p> <p>75% of parents report that they feel confident in supporting their children's learning in wellbeing. This is a 20% uplift to our baseline data.</p>
<p>Expertise and Innovation</p> <ul style="list-style-type: none"> • 100% of teacher PDPs are aligned to school strategic directions and all staff feel supported to achieve these goals. • Uplift of 10% of teachers report that leaders help me improve my teaching. • Uplift of 10% of teachers report that leaders help me create new learning opportunities for my students. • Uplift of 10% of teachers report that 'others' provide me with useful feedback about my teaching. • Uplift of 3% of leaders and teachers who participate in Instructional Rounds (IR) believe that this PL experience impacts positively on student learning 	<p>100% of teacher PDPs align to school strategic directions.</p> <p>80% of teachers report that leaders help me improve my teaching, indicating a 10%uplift.</p> <p>76% of teachers report that leaders help me improve my teaching, indicating a 10%uplift.</p> <p>70% of teachers report that 'others' provide me with useful feedback about my teaching indicating we are yet to achieve this goal.</p> <p>77% of teachers believe that IR, positively impacts student learning outcomes, indicating we are yet to achieve this goal.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$104,541.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Oakhill Drive 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 • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) <p>The allocation of this funding has resulted in: All students have met their personal learning goals. Teachers and SLSOs engaged in targeted PL in the specific diagnosis, resulting with increased knowledge and skills of best practice to meet the needs of the student. Evidence shows, these strategies have transferred to classroom practice. Targeted programs have been designed in consultation with parents and experts in the field to meet individual needs of high support students. Consultation and collaboration with specialists such as itinerant support teachers, psychologists, psychiatrists and pediatricians has occurred and programs, plans have been adjusted and modified to include these recommendations. SLSO collaborate with teacher and LST to support the implementation of behaviour plans, lesson plans and risk assessments. Students are supported in the classroom and in the playground to access curriculum and build positive peer relationships.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued collaboration with parents and specialists to determine next steps. Continue to provide PL in the disability and provide time to teachers to make adjustments and modifications to programs and plans. Consult with student, where relevant and incorporate ideas into planning. Continue to build capacity of SLSO to student needs.</p>
<p>Socio-economic background</p> <p>\$8,673.26</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Oakhill Drive 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to supplement EAL/D program to support identified students with additional needs <p>The allocation of this funding has resulted in: This funding was added to the EAL/D allocation and as a result, 84.09% of EALD students (in the consolidating stage) achieving in the top two bands in literacy and numeracy. An uplift of 17.42% The increased time of expert EAL/D teacher in the classroom to support learning. This year all K-6 teachers began to examine and use the EAL/D progressions in order to better plan for and meet the needs of all learners. This funding was added to our EAL/D flexible funding and the EAL/D FTE. More teacher collaboration occurred during the lesson planning sessions and the Spirals of Inquiry. Teachers now indicate an awareness of the EALD</p>

<p>Socio-economic background</p> <p>\$8,673.26</p>	<p>scales and progressions. They are including more opportunities for student talk in lessons, are beginning to focus on the vocabulary required for the given subject and are viewing some lessons delivered by the EALD teacher. K-6 teachers have an improved understanding of the nature of the EALD learner and are assessing more carefully using the progressions.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to provide time for collaborative planning and learning through Spirals of inquiry. Continue to team teach with EALD teachers in classrooms. Provide PL on Vocabulary and a renewed focus on inferential comprehension.</p>
<p>Aboriginal background</p> <p>\$693.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Oakhill Drive 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in: Improved connections of our Indigenous students and all students with Aboriginal culture, through the inclusion of meaningful primary and secondary sources when studying aboriginal history and culture. Achievement of personal goals through the PLP . Collaboration and consultation with family to maintain connections and wellbeing.</p> <p>After evaluation, the next steps to support our students with this funding will be: To join this funding with the LaST allocation. LaST will provide support to teachers of young students in the area of Literacy.</p>
<p>English language proficiency</p> <p>\$217,865.37</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Oakhill Drive Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing intensive support for students identified in beginning and emerging phase <p>The allocation of this funding has resulted in: Along with the socio-economic equity loading, this funding was used to employ an EAL/D teacher two days per week, totalling the EAL/D allocation to 2 FTE. This enabled teachers to support targeted programs based on student needs. EALD teachers worked closely with classroom teachers to build capacity and provided support to differentiate learning so that EAL/D learners had maximum opportunity to succeed with curriculum outcomes. While learning from home, EAL/D teachers maintained their lessons with targeted groups through TEAM meetings, and continued to support teachers to differentiate the curriculum. 84.09% of students identified as consolidating</p>

<p>English language proficiency</p> <p>\$217,865.37</p>	<p>achieved in the top two bands of NAPLAN. This is an uplift of 17.42%</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to support the collaborative approach to planning, programming and the delivery learning for targeted students and build capacity in all teachers to better understand the EAL/D learner.</p>
<p>Low level adjustment for disability</p> <p>\$98,817.31</p>	<p>Low level adjustment for disability equity loading provides support for students at Oakhill Drive Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists <p>The allocation of this funding has resulted in: Students with identified additional needs were supported by the employment of Support Officers (SLSO). Support to identified students, was enhanced through the provision of explicit professional learning to SLSOs, increasing their effectiveness in the classroom. In collaboration with teachers, curriculum was differentiated to meet the individual needs of students to attain success in meeting their personal goals. This allocation also enabled the employment of a LAST who worked closely with the LST to identify needs through data, collaborate with parents, specialists, teachers and the school counselor to determine best course of action.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to employ SLSOs to support identified students in the classroom and playground. Continue to build the capacity of the SLSOs with professional learning and provide time for them to meet and share experiences, provide opportunities for them to observe each other and learn from one another. Time to collaborate with teachers about effective classroom strategies.</p>
<p>Professional learning</p> <p>\$44,106.45</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 Oakhill Drive 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"> • Positive Relationships and Resilient Culture • Explicit Teaching • Expert Curriculum Knowledge • Expertise and Innovation • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implement the Spiral of Inquiry Model <p>The allocation of this funding has resulted in: This allocation along with other funding was used to fund the Spiral of Inquiry model as per the DoE HIPL model. All teachers were released to examine student achievement data, make hypothesis, examine research and plan for action. Teachers report this time was most useful because it</p>

<p>Professional learning</p> <p>\$44,106.45</p>	<p>genuinely engaged them with research and opportunities to learn from one another. This learning was closely linked to the PDP process and gave opportunities for teachers to observe each other for the purposes of feedback. When LFH began, professional learning pivoted and became responsive to student need. Teachers collaboratively determined essential learning, redesigned the delivery of learning and learning tasks and focused on giving quality feedback to students, through TEAMS and SEESAW. TTFM data indicates 92% of teachers assess their professional growth in Visible Learning as Outstanding and High.</p> <p>After evaluation, the next steps to support our students with this funding will be: 50% of our teachers have less than 5 years of teaching at this school and 25% of those have less than five years of teaching experience overall, only 51% of our teachers work fulltime, therefore professional learning must be responsive to this data. The bottom up model drives change at ODPS, through a learning culture. Teacher are provided with opportunity, expertise and modelling. We will continue our work using The Spiral of Inquiry model of professional development. PDPs align to this learning.</p>
<p>Beginning teacher support</p> <p>\$43,500.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Oakhill Drive Public School during their induction period.</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 initiative funding include:</p> <ul style="list-style-type: none"> • Additional release to beginning teacher to collaborate with mentor or supervisor • Additional release to beginning teacher to observe other teachers or prepare lessons, evaluate assessments, prepare student feedback, engage with parents. <p>The allocation of this funding has resulted in: This funding was used to support beginning teachers in their first year of teaching. Funding was used to release beginning teachers to attend professional learning such as induction and orientation to our school, complete online courses, meet with their supervisor to plan lessons, deliver lessons, observe lessons and debrief about observations. Time was given to beginning teachers to discuss, analyse data and reflect on next steps. Beginning teachers were guided to write formal student reports and prepare for parent teacher interviews.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue the close level of support to beginning teachers.</p>
<p>School support allocation (principal support)</p> <p>\$37,139.15</p>	<p>School support allocation funding is provided to support the principal at Oakhill Drive Public School with administrative duties and reduce the administrative workload.</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 initiative funding include:</p> <ul style="list-style-type: none"> • Employment of additional SASS <p>The allocation of this funding has resulted in: This funding was used to employ additional SASS, to support the administrative tasks of the Learning Support Team, Deputy Principals, Principal and SAM. As a result, efficient procedures have been created to</p>

<p>School support allocation (principal support)</p> <p>\$37,139.15</p>	<p>ensure effective administration of a large school.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to use this funding to support the smooth administration of the school.</p>
<p>Literacy and numeracy</p> <p>\$52,651.03</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Oakhill Drive 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an additional Learning and Support intervention teacher <p>The allocation of this funding has resulted in: This allocation was used to employ an additional teacher 0.4 FTE to target our lowest achieving students in literacy. Students with like needs, worked in small intensive groups up to 3 times per week, to achieve basic skills. The classroom teacher collaborated with the support teacher to 'front load' the student prior to the introduction of themes in class. TTFM student perception data indicates that 80% of students set challenging goals for themselves in their school work and aim to do their best and they report on a ten point scale a 8.6 school mean that staff emphasis academic skill and hold high expectations for student success. When LFH, this intervention was prioritised and teachers continued to work in this manner with their students and supported their parents to better understand task requirements and expectations. As a result, our lowest achieving students, continued move along the learning trajectory. Those who completed the NAPLAN assessment, 75% improved by two bands.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022, this funding will be diverted to the APCI role. This new position will be used to build capacity in teachers to better differentiate learning. Data will be used to determine the target groups. The APCI will work closely with the Stage AP to develop professional learning, co-teach with teachers, model best practice and support the better understanding of formative assessment.</p>
<p>QTSS release</p> <p>\$139,923.26</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Oakhill Drive Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • implementation of instructional rounds to strengthen quality teaching practices • 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: Three out of four APs were new to the school in 2021, two of these AP, through EOI for one year. The time was used to build the capacity of the new executive team, through collective efficacy and to gain an understanding of our school strategic directions. APs participated the Spiral of Inquiry Model of professional learning with the leadership team. Student</p>

<p>QTSS release</p> <p>\$139,923.26</p>	<p>achievement data was reviewed, hypothesis were made, research was consulted and plans were formulated. APs were positioned to guide their teams through each Spiral of Inquiry, knowing purpose and intent, therefore building a collective efficacy of the leadership team and providing each leader with the tools to lead their teams. In addition, AP and teachers attend Instructional Rounds across a network of schools, further enhancing and building their understanding of best practice. TTFM data indicates that 92% of teachers agree and strongly agree that school leaders clearly communicate the strategic vision and values of the school, 93% of teachers agree and strongly agree that leaders in my school are leading improvement and change. In the area of collaboration, on a ten point scale, teachers have scored the school at 8.3. The NSW Govt Norm is at 7.8. A portion of this funding was used to fund the Spiral of Inquiry Model, releasing all teachers to participate across the year.</p> <p>After evaluation, the next steps to support our students with this funding will be: This use of this funding for this purpose, has shown great value and will be used similarly in 2022.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Oakhill Drive 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy <p>The allocation of this funding has resulted in: This allocation was used to employ an additional teacher 0.4 FTE to target our lowest achieving students in literacy. Students with like needs, worked in small intensive groups up to 3 times per week, to achieve basic skills. The classroom teacher collaborated with the support teacher to 'front load' the student prior to the introduction of themes in class. TTFM student perception data indicates that 80% of students set challenging goals for themselves in their school work and aim to do their best and they report on a ten point scale a 8.6 school mean that staff emphasis academic skill and hold high expectations for student success. When LFH, this intervention was prioritised and teachers continued to work in this manner with their students and supported their parents to better understand task requirements and expectations. As a result, our lowest achieving students, continued move along the learning trajectory. Those who completed the NAPLAN assessment, 75% improved by two bands.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022, this funding will be diverted to the APCI role. This new position will be used to build capacity in teachers to better differentiate learning. Data will be used to determine the target groups. The APCI will work closely with the Stage AP to develop professional learning, co-teach with teachers, model best practice and support the better understanding of formative assessment.</p>
<p>COVID ILSP</p> <p>\$41,515.00</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>COVID ILSP</p> <p>\$41,515.00</p>	<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 • releasing staff to participate in professional learning <p>The allocation of this funding has resulted in: Identified year 1-3 students receiving one to one and/or small group tuition from a dedicated teacher 3 times per week. This was maintained while students were learning from home. Literacy remained the lesson focus, concentrating on phonemic awareness, phonics, vocabulary, fluency, comprehension and oral language.. All students showed an improvement on their personal best and many achieved a 'C' grade in English at the end of the year.</p> <p>After evaluation, the next steps to support our students with this funding will be: Maintain support for these students through quality teaching, build capacity of teachers to differentiate learning, empower parents to support learning at home. Train SLSO's to support learning for small group and individual tuition.</p>
<p>School Operational</p> <p>\$14,050.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Oakhill Drive 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"> • Data driven practices • Expert Curriculum Knowledge • Collective Efficacy <p>Overview of activities partially or fully funded with this allocation include:</p> <ul style="list-style-type: none"> • Teachers/exec conduct scheduled data analysis <p>PAT Writing trialed</p> <p>The allocation of this funding has resulted in: The acquisition and training of teachers to use specific resources and tools to better assess and make judgments about student progress in learning and wellbeing. This has resulted in teachers knowing their students better and planning more accurately for achievement. Resources have also included subscriptions, enabling better communication and engagement with students and parents when LFH. TTFM data informs us that, on a ten point scale, students rated an 8.1 to: teachers set clear goals for learning, establish expectations, check for understanding and provide feedback. 80% of students believe they set challenging goals for themselves in their school work and aim to do their best.</p> <p>After evaluation, the next steps to support our students with this funding will be: Maintain subscriptions in 2022 Provide teachers with further PD Provide time to teachers to analyse data and collaborate with peers with regards to next steps.</p>
<p>School and Community</p> <p>\$11,000.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Oakhill Drive 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"> • Positive Relationships and Resilient Culture • Collective Efficacy <p>Overview of activities partially or fully funded with this allocation include:</p> <ul style="list-style-type: none"> • Parent workshop designed and delivered

<p>School and Community</p> <p>\$11,000.00</p>	<p>Equipment purchased Time allocated to initiatives related to Grit to Grow</p> <p>The allocation of this funding has resulted in: Several parent workshops were conducted both face to face and remotely, throughout the year. This information served to empower parents with information to support their children with learning and wellbeing and to better understand NSW DoE policy. A consultation process occurred with the entire school community to gain perspective about homework. The findings were reported through a special P&C meeting and a proposed draft policy was presented to the community. This was later ratified and is ready for implementation in 2022. The school remained connected to the community through Seesaw during LFH. Teachers delivered lessons, posted learning tasks, and provided feedback. Microsoft TEAMS was used to meet daily with students, in whole class and small group settings. SEESAW was used to post fortnightly school assemblies, providing an opportunity for student leaders to host and communicate with the student body. All staff participated in the development of fun videos posted on SEESAW, enabling the school to remain connected to students and their families from afar. In anticipation to return to F2F learning, the school developed videos explaining the cohorting model for each stage. These were available for parents and students to view as often as necessary. FAQ from parents were monitored and answered quickly. SEESAW was made available to the new Kindergarten cohort as a new class. Here, teachers introduced themselves and the school environment, posted recordings of stories and rhymes. Teachers led games. Parents and students became familiar with their new school and began new connections and a sense of belonging. TTFM data of parent feedback on a ten point scale, rated the school a 6.8 on: Parents are informed.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to consult with the community</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	396	405	405	411
Girls	365	355	362	355

Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.7	96.4	95	95
1	95.9	95	94.8	96.3
2	95.9	95.3	96.2	96
3	95.7	95.9	95	96.4
4	96	94.2	95.9	95.7
5	94.6	95.2	96.1	96.4
6	95	94.8	96.3	95
All Years	95.5	95.2	95.7	95.9
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
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	27.75
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.2
Teacher ESL	1.4
School Administration and Support Staff	4.67

*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	653,926
Revenue	6,555,355
Appropriation	6,063,147
Sale of Goods and Services	-1,870
Grants and contributions	493,340
Investment income	539
Other revenue	200
Expenses	-6,634,377
Employee related	-5,855,178
Operating expenses	-779,199
Surplus / deficit for the year	-79,021
Closing Balance	574,905

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	101,325
Equity Total	326,049
Equity - Aboriginal	693
Equity - Socio-economic	8,673
Equity - Language	217,865
Equity - Disability	98,817
Base Total	5,123,431
Base - Per Capita	189,078
Base - Location	0
Base - Other	4,934,353
Other Total	355,334
Grand Total	5,906,139

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

School performance - NAPLAN

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

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

Parent/caregiver, student, teacher satisfaction

Each year we seek feedback from Parents/carers, teachers and students about the school through the Partners in Learning, TTFM survey. The Partners in Learning Survey is based on a comprehensive questionnaire based on Joyce Epstein's framework for fostering positive relations between the school and community. All families were invited to complete the survey. The responses below are from 123 participants. On a ten point scale (0 indicating strong disagreement; 10 indicates strong agreement; 5 is a neutral position, neither agree or disagree). It should be noted that results may be affected by various home learning periods.

- Score 7.7 I feel welcome when I visit the school
- Score 8.0 I can easily speak with my child's teachers
- Score 7.8 I am well informed about school activities
- Score 7.7 Teachers listen to concerns I have
- Score 6.8 Parent activities are scheduled at times when I can attend
- Score 7.6 The school admin staff are helpful when I have a question or problem

The Focus on Learning Survey is a self evaluation tool for teachers and schools. The questions in the survey are grouped to assess eight of the most important Drivers of Student Learning. Thirty nine teachers responded to the survey. On a ten point scale (0 indicating strong disagreement; 10 indicates strong agreement; 5 is a neutral position, neither agree or disagree).

Leadership: School Mean 7.8 NSW Govt norm 7.1

Collaboration: School Mean 8.3 NSW Govt norm 7.8

Learning Culture: School Mean 8.4 NSW Govt norm 8.0

Data Informs Practice: School Mean 8.1 NSW Govt norm 7.8

Teaching Strategies: School Mean 8.5 NSW Govt norm 7.9

Technology: School Mean 7.6 NSW Govt norm 6.7

Inclusive School: School Mean 8.4 NSW Govt norm 8.2

Parent Involvement; School Mean 7.5 NSW Govt norm 6.8

The TTFM student survey measures twenty indicators based on the most recent research on school and classroom effectiveness. The results below are based on data from 336 students in year four, five and six. ODPS results are compared with NSW Govt norms, which are based on the results for all students who participated in 2021. It should be noted that results may be affected by various home learning periods.

- School Mean 8.1 Students feel teachers set clear goals for learning, establish expectations check for understanding and provide feedback. NSW Govt norm: 7.5
- School Mean 8.2 Students feel they have someone at school who consistently provides encouragement and can be turned to for advice. NSW Govt norm: 7.7
- School Mean 74% Students feel accepted and valued by their peers and by others in the school. NSW Govt norm 81%
- 77% of students feel proud of their school
- 73% of students expect to go to university, when they finish high school
- 80% of students feel good about their culture when they are at school

Our school analysed, interpreted and shared feedback with the school community, determining our future directions with a focus on improving student sense of belonging and challenging learning goals in teaching and learning.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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