

2022 Annual Report

Oakdale Public School



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Introduction

The Annual Report for 2022 is provided to the community of Oakdale 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.

School contact details

Oakdale Public School

Burraborang Rd

Oakdale, 2570

<https://oakdale-p.schools.nsw.gov.au>

oakdale-p.school@det.nsw.edu.au

4659 6251

School vision

At Oakdale Public School, we are focused on achieving academic excellence for our students, with high level aspirations for ongoing improvement. Our plan has been informed by the situational analysis in consultation with our community and will include the programmed inclusion of revision in the teaching cycle, ensuring deep knowledge and long term retention for students. The implementation of our assessment schedule K-6 will bring more rigour and consistency to "knowing students and how they learn", whilst Teaching Sprints will enable staff to continuously reflect on their practice and make learning adjustments where necessary. Emphasis will be placed on providing feedback to students, dynamic lessons to engage students and student involvement in designing their own learning. Our strengthened staff leadership capacity will ensure student growth with our executive staff trained as coaches to support everyone in reaching our school targets.

School context

Oakdale Public School is a P1 school with 147 students; predominantly Anglo Saxon. Nine percent of our students are from an Aboriginal background. We have identified significant need and we strive to improve the performance of all students creating individualised plans, making adjustments to learning programs as well as increasing challenge for identified students. Whilst improved academic achievement guides all of our curriculum, wellbeing has and will continue to be at the forefront of our decision making for our students and is embedded in all programs across the school. We make sure we offer a broad extracurricular program to ensure students have the opportunity to extend their experiences; preparing them for high school and beyond. Our goal is to develop young people who are confident, creative and active so that they will become contributing, informed members of society by providing the best education possible.

The school is the hub of the community with families and local businesses supporting the school to achieve its strategic and improvement targets across the domains of Learning, Teaching and Leading. The learning community feel great pride in how visually appealing the school is; beautiful gardens, trees, wildlife and learning areas make this an enjoyable place to work and learn. The school community come together often to support and celebrate staff commitment and student learning supported also by our local Rotary group.

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	2022 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	Delivering
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

Striving for improved student growth and attainment is core business at Oakdale Public School. Building a collective understanding, responsibility and efficient use of data is a priority to ensure learning programs are engaging, meet the individual educational needs of every student and improve student growth in literacy and numeracy.

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.

- Whole school monitoring of assessment practices
- Explicit teaching of literacy and numeracy

Resources allocated to this strategic direction

AP Curriculum & Instruction: \$93,752.00

QTSS release: \$12,700.00

Professional learning: \$10,000.00

Summary of progress

The focus of our work in 2022 was to develop a whole school approach to the explicit teaching of tiered vocabulary in literacy and place value in numeracy. The ongoing monitoring of assessment data was another key focus area.

The Assistant Principals Curriculum and Instruction (APCIs) led whole school professional learning and weekly collaborative planning sessions. Timetabled release time with the APCIs to plan, collaborate and use data to inform and improve teaching practice was implemented for every classroom teacher. Professional learning time was used to modify current teaching programs, embed formative assessment practices and plan for differentiated learning experiences.

As a result of this collaborative approach, teachers now plot data on PLAN2, analyse student progress and tailor teaching and learning programs to meet the needs of every student.

In 2023, we will continue our focus on high impact professional learning using the Department of Education's online professional learning. We will provide regular opportunities for reflection and sharing within stage and/or whole school meetings. Timetabled demonstration lessons will be expanded to incorporate negotiated observation of practices in classrooms, including feedback.

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
7.5% uplift in the proportion of students achieving in the top 2 bands of NAPLAN reading.	2022 NAPLAN data indicates 34.15% of students in the top two skill bands for reading indicating the school exceeded the system negotiated target.
8.1% uplift in the proportion of students achieving in the top 2 bands of NAPLAN numeracy.	In 2022 NAPLAN data indicates that 17.07% of students are in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target, however progressed beyond the target baseline by 3.57%.
Expected growth data in NAPLAN reading unavailable in 2022 due to the suspension of the National Assessment Program in 2020. Internal assessment measures used to monitor growth	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Expected growth data in NAPLAN numeracy unavailable in 2022 due to	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

the suspension of the National Assessment Program in 2020. Internal assessment measures used to monitor growth

Strategic Direction 2: Engagement with learning

Purpose

At Oakdale Public School we have a commitment to building effective partnerships in learning with parents and students to ensure students are motivated to deliver their best and continually improve. This partnership works together to support consistent and systematic processes that ensure student absence does not impact on learning 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.

- Engagement with learning through consistent attendance
- Building parent and student engagement

Resources allocated to this strategic direction

Socio-economic background: \$6,854.39

Low level adjustment for disability: \$19,961.00

Aboriginal background: \$9,711.00

English language proficiency: \$2,676.51

Location: \$4,088.19

Summary of progress

In 2022, the focus of our work was on improving student attendance, developing a shared culture of high expectations for learning outcomes, and in enhancing students' strong sense of belonging and connectedness to school.

The Assistant Principal provided professional learning on the new Inclusive, Engaging, Respectful Schools (IER) policy. The staff revised our whole school approach to wellbeing to ensure there was a shared and consistent understanding of the policy and school based practices. The Home School Liaison Officer regularly met with the principal on a fortnightly basis to monitor attendance and follow up if needed.

As a result of the professional learning, there was an enhanced understanding of our shared responsibility across the school for wellbeing and an increased knowledge of the new IER policy. A consistent, whole school approach to wellbeing and engagement has been implemented in support of student learning. There has also been a shift in focus to recognise consistent positive student behaviour, aligned to the school rules in the classroom and playground, through introducing a positive referral process in addition to our existing merit award system.

In 2023, we will continue our focus on increasing staff understanding of their responsibilities in relation to the new IER policy as we refine our whole school approach to wellbeing. The use of the SENTRAL online platform will enable the school to track and monitor student wellbeing data to inform our initiatives. The introduction of the "Forge" wellbeing program will enhance existing initiatives in support of students' improved learning.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Tell Them from Me Wellbeing data (advocacy, belonging and expectations of success) demonstrates an uplift to be above the 2021 level of attainment.	74.36% of students indicate a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) demonstrating progress yet to be seen towards this school-based progress measure.
Continued uplift in the percentage of students attending school greater than 90% of the time to be above the 2021 rate.	The number of students attending greater than 90% of the time or more has decreased by 34.16%, however this figure was significantly affected by the public health orders, cessation of operations, and major flooding event.

Strategic Direction 3: Effective Classroom Practices

Purpose

Consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught. Providing feedback to students is a focal area for our professional learning providing staff with the skills to move learning forward in reading and numeracy.

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 literacy and planning
- Focus on timely and effective feedback

Resources allocated to this strategic direction

AP Curriculum & Instruction: \$40,000.00

Summary of progress

The focus of our work in 2022 was to develop staff understanding of the new K-2 syllabus to prepare for implementation in 2023, and begin to prepare for the introduction of the 3-6 syllabus in 2024.

The Assistant Principals Curriculum and Instruction (APCIs) led whole school professional learning and weekly collaborative planning sessions. Units of learning aligned with the new syllabuses were modified to meet the needs of students. Timetabled release time with the APCIs to plan, collaborate and use data to inform and improve practice was implemented for every classroom teacher. Professional learning time was also used to introduce and trial emerging pedagogy and modify current teaching programs.

Staff have engaged positively with the APCIs and this model has had a positive impact, leading to changes in practice. As a result of professional learning, 1:1 collaborative planning sessions and modelled lessons were implemented to support teachers to refine their practice. Staff and students are using the language and pedagogy of the new syllabus when planning, programming and teaching.

In 2023, we will continue our focus on high impact professional learning using the Department of Education's online professional learning resources. There will be a whole school focus on the use of Learning Intentions and Success Criteria across every classroom. We will expand the timetabled demonstration lessons to incorporate negotiated observation of practice in classrooms, including feedback.

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
Internal data indicates that teaching and learning programs are adjusted to reflect assessment information and student need.	All teaching and learning programs include evidence of adjustments made to address individual student needs based on assessment data.
Internal data indicates that professional learning has built teachers' skills in analysing, interpreting, and using student progress and achievement data.	Observation of practice and staff feedback indicates that an increased proportion of teachers are using data effectively to evaluate student understanding of lesson content.
Internal data demonstrates that professional learning has promoted teachers' skills in the analysis, interpretation and use of student	PLAN 2 data indicates that 100% of teachers are now using this platform to analyse and interpret student progress and achievement.

progress and achievement data.	
Internal data demonstrates that teachers are responding promptly to student work with explicit, specific and timely feedback.	Classroom observations and student work samples indicates an increase in the number of staff responding promptly to student work with specific and timely feedback.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$91,737.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Oakdale 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"> • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact: All eligible students received individualised support that was aligned to their academic and social goals. With the support from teaching staff and School Learning and Support Officers (SLSOs), all students demonstrated progress towards achieving the goals identified in their individual plans. The use of data to refine individual learning plans ensured that student learning needs were regularly monitored and adjusted. Students' engagement levels have increased as learning plans have become more dynamic and students can identify their success.</p> <p>After evaluation, the next steps to support our students will be: to continue to employ specialist staff to assist students in meeting their individual learning and wellbeing goals. All eligible students will have an individual plan that is informed by consultation with parents and carers.</p>
<p>Socio-economic background</p> <p>\$6,854.39</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Oakdale 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"> • Engagement with learning through consistent attendance <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 assessment for teaching program implementation. • resourcing to increase equitability of resources and services • professional development of staff to provide strategies support student learning <p>The allocation of this funding has resulted in the following impact: The professional learning led by the Assistant Principals Curriculum and Instruction (APCIs) has deepened staff understanding of how to use assessment data to monitor, plan and report on student learning. The provision of one-to-one support for teachers by the APCIs developed their understanding of how to use PLAN2 to track student progress, understand the impact of their teaching and drive the next steps in the learning for students. The complementary work of the maths specialist teacher has increased teachers' capacity to differentiate numeracy lessons so that the needs of all students are planned for.</p> <p>After evaluation, the next steps to support our students will be: to continue to provide professional learning for staff that develops their skills in evidence-based strategies in teaching literacy and numeracy. Where required, support will be provided to ensure that all students have equitable access to resources to aid their success at school.</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning</p>

<p>\$9,711.00</p>	<p>needs of Aboriginal students at Oakdale 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"> • Building parent and student engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: The additional support Aboriginal students received in literacy and numeracy from specialist staff led to increased levels of engagement. Personalised Learning Pathways were developed in consultation with students and families, increasing connection to the school and attainment of goals. 100% of Aboriginal students in Years 3 & 5 achieved at or above the national minimum standard in NAPLAN reading and numeracy.</p> <p>After evaluation, the next steps to support our students will be: to continue to employ support staff to work in partnership with Aboriginal students and their families to increase engagement and improve learning and wellbeing outcomes.</p>
<p>English language proficiency</p> <p>\$2,676.51</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Oakdale 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"> • Building parent and student engagement <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 <p>The allocation of this funding has resulted in the following impact: EAL/D students have been observed to be more confident in taking risks with their language use as a result of receiving additional support. NAPLAN results indicate EAL/D students performing at or above the middle achievement bands in reading and numeracy.</p> <p>After evaluation, the next steps to support our students will be: to align staffing resources to EAL/D students who require additional support to meet their learning goals.</p>
<p>Low level adjustment for disability</p> <p>\$19,961.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Oakdale 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"> • Engagement with learning through consistent attendance <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 teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in the following impact:</p>

<p>Low level adjustment for disability</p> <p>\$19,961.00</p>	<p>Professional learning has deepened teachers' understanding of how to explicitly teach literacy and numeracy to students at all levels of achievement.</p> <p>The release of teachers for collaborative planning and the reduction in class size has enabled teachers to more easily develop differentiated teaching and learning programs that target students' skill gaps for improvement and areas for extension. Teachers are reporting greater confidence in using specific assessment tools to inform planning, identify interventions and modify teaching practices. Year 5 NAPLAN results show particular strength, especially in the area of reading, where 55% of students are at or above the top 2 bands.</p> <p>After evaluation, the next steps to support our students will be: to provide professional learning to teachers that addresses student need and is aligned to the Strategic Improvement Plan. Time will be provided for teachers to collaborate on using student progress and achievement data to plan teaching and learning programs and to engage in professional discussion that improves teaching practice.</p>
<p>Location</p> <p>\$4,088.19</p>	<p>The location funding allocation is provided to Oakdale Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Building parent and student engagement <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • funding activities to increase students' sense of belonging and connectedness to school <p>The allocation of this funding has resulted in the following impact: An increased focus on positive behaviour, promoting students' sense of belonging and connection to the school, was positively received by students and staff. This work saw a reduction in the number of negative behaviour referrals as clearly defined expectations of students were reinforced across the school and positive behaviour was acknowledged.</p> <p>After evaluation, the next steps to support our students will be: to introduce wellbeing practices that systematically acknowledge the positive behaviour of all students. A whole school tracking system will be purchased so that the school can monitor the impact of its work and refine its wellbeing approaches.</p>
<p>Professional learning</p> <p>\$10,000.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Oakdale 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"> • Whole school monitoring of assessment practices • Explicit teaching of literacy and numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching numeracy strategies. • employ a teacher to release classroom teachers from face to face teaching to plan with the APCIs. <p>The allocation of this funding has resulted in the following impact: Teachers report increased confidence in logging and analysing PLAN2 data and in using this information to differentiate teaching and learning programs. Professional learning has increased teacher capacity to design small group</p>

Professional learning \$10,000.00	<p>and whole class numeracy activities that are engaging and meet the needs of students across the full range of abilities.</p> <p>After evaluation, the next steps to support our students will be: to continue to engage with a maths specialist teacher to provide professional learning to staff. There will be a continued ongoing focus on using formative assessment to inform a cyclical approach to the planning of teaching and learning.</p>
QTSS release \$12,700.00	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Oakdale 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"> • Whole school monitoring of assessment practices • Explicit teaching of literacy and numeracy <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 <p>The allocation of this funding has resulted in the following impact: This funding provided an opportunity for teachers to be released from face-to-face teaching to plan with the APCIs, leading to a culture of collaboration, analysis of data and cyclical programming. Teachers report enhanced ability and confidence to differentiate teaching and learning to meet the needs of every student.</p> <p>After evaluation, the next steps to support our students will be: to release teachers to collaboratively plan with the APCIs and the Assistant Principal. Strategic timetabling will enable 2 teachers to be released together, further enhancing collaboration and building of collective capacity.</p>
COVID ILSP \$70,306.00	<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 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy. <p>The allocation of this funding has resulted in the following impact: As a result of targeted small group tuition, all students demonstrated growth in literacy. There was an improvement in their ability and confidence and teachers report that the gains made transferred into the classroom.</p> <p>After evaluation, the next steps to support our students will be: to employ School Learning and Support Officers (SLSOs) to implement the Mini-Lit and Multi-Lit programs to targeted students. By employing SLSOs we will be able to reach a greater number of students and provide this support on a daily basis. The Assistant Principal will monitor the progress and impact of the program. We will also employ a teacher to provide targeted small group tuition in numeracy in the area of place value in response to an identified need based on analysis of our internal and external data.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	79	74	69	73
Girls	62	49	64	67

Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.8	89.5	94.3	86.8
1	87.4	92.1	93.1	88.5
2	94.1	88.2	93.2	89.8
3	92.0	91.1	93.2	87.4
4	88.2	88.1	95.4	86.5
5	93.9	88.0	90.6	87.4
6	91.4	92.2	89.5	86.7
All Years	91.6	90.0	93.0	87.5
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	2.2
Classroom Teacher(s)	5.77
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.4
School Administration and Support Staff	1.81

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	128,046
Revenue	1,966,175
Appropriation	1,882,560
Sale of Goods and Services	15,826
Grants and contributions	65,561
Investment income	2,228
Expenses	-1,783,302
Employee related	-1,653,968
Operating expenses	-129,333
Surplus / deficit for the year	182,874
Closing Balance	310,920

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.

	2022 SBAR Adjustments (\$)
Targeted Total	91,737
Equity Total	167,204
Equity - Aboriginal	9,711
Equity - Socio-economic	65,902
Equity - Language	2,677
Equity - Disability	88,914
Base Total	1,282,044
Base - Per Capita	33,606
Base - Location	4,088
Base - Other	1,244,350
Other Total	256,723
Grand Total	1,797,708

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

In 2022, our school sought feedback from staff, students and parents.

We measured our performance through community feedback and the 'Tell Them From Me' Surveys completed by students, staff and parents.

Survey results from parents indicate they feel Oakdale Public School provides a supportive environment with a strong sense of community, and they feel welcome when they visit the school. Parents value and rate highly that we have an inclusive school. They state that staff and the principal are approachable and communicate well with parents. Parents indicate an area for future focus is scheduling of parent activities at times they feel they could more easily attend.

Students indicate that there is a positive learning environment at Oakdale Public School and that students display positive behaviour at school. In the second semester, there was an increase in the number of students with scores in the desirable quadrant of high skill and high challenge. An area for future focus relates to positive attitudes towards homework.

Staff indicate that they have a strong understanding of student needs and set high expectations for student learning and use data to inform practice. Staff indicate they feel supported by the leadership team in all aspects of teaching and learning. Staff indicate an area for future focus is assisting students to use technology to track progress towards individual student learning goals.

Both staff and parents value our collaborative partnerships and connections. We recognise that a strong sense of community is essential for promoting positive student outcomes and are committed to ongoing consultation with parents, carers, and the wider community. Our teachers are dedicated to creating a stimulating and engaging learning environment that fosters confident and creative learners.

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.