

# 2022 Annual Report

## Oaklands Central School



2791

# Introduction

The Annual Report for 2022 is provided to the community of Oaklands Central 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

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Oaklands Central School

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## School vision

Our school empowers all staff and students to embrace academic learning, achieve their personal best and build their emotional, social and physical well-being.

## School context

Oaklands Central School is located in the Riverina approximately 120km from Albury. It provides an educational setting for 55 students from K to 12. Our students are from the immediate township, outlying farms and other nearby towns. Luceat Lux Vestra (Let Your Light Shine) is our school motto and reflects the school's core beliefs, that every student has the strength to thrive and shine.

Oaklands Central School is part of the Riverina Access Partnership which includes 5 other schools across the Riverina and provides access to a broad curriculum for our Stage 6 students. Our Primary section has strong connections with our local primary schools. Staff work together providing a number of educational excursions, broadening the knowledge and understanding of our students K to 6.

The school has excellent facilities which include well maintained grounds, a comprehensive library and access to high quality technology devices to support student learning. Every student from K to 12 has access to a school laptop to support their learning.

The school currently has 8 teachers and 6 administration and support staff, which includes additional temporary staff employed through school-based funding to better support the learning needs of all students.

In addition to the academic pursuits the school provides a broad range of activities including the performing arts, leadership and sporting experiences and has a strong focus on quality education.

At Oaklands Central School we pride ourselves on the close relationships that we hold with the families who support our school. The school works in partnership with a variety of stakeholders including Student Representative Council, Parents and Citizens Association [P&C], Federation Council and local businesses.

As a result of the school's situational analysis, it has been determined that a whole school approach, including with all members of the school community, is required to achieve improvement in student performance.

Over the next four years this approach will include:

- \* Providing professional learning with a focus on enhancing teaching practice
- \* Using evidence and assessment to understand our students
- \* Authentic partnerships with the community
- \* Student wellbeing and engagement

Our Strategic Improvement Plan and the initiatives outlined in it will be regularly evaluated and adjustments to meet the needs of the school will be made accordingly.

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

## Strategic Direction 1: Student growth and attainment

### Purpose

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To improve student growth and performance in reading and numeracy, a culture of high expectations will be supported through explicit teaching of evidence based strategies and use of data to inform practice.

### Initiatives

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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.

- Explicit Teaching
- Using and interpreting data

### Resources allocated to this strategic direction

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**Socio-economic background:** \$27,000.00

**Low level adjustment for disability:** \$44,528.51

**Location:** \$42,800.00

**Professional learning:** \$15,648.00

**Digital Infrastructure:** \$10,000.00

**Wellbeing and Transition Grant:** \$5,000.00

**QTSS release:** \$8,619.08

**Integration funding support:** \$23,916.00

**AP Curriculum & Instruction:** \$60,228.40

### Summary of progress

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#### Explicit Teaching

The focus for 2022 was the explicit teaching of vocabulary. Staff undertook effective professional learning to further develop their knowledge and understanding of the aspects of teaching vocabulary. All staff reported increased confidence and knowledge in supporting vocabulary through explicit teaching practices. Additional School Learning Support Officers (SLSOs) were employed to support the learning of students. Staff modelled writing in upper primary and in the implementation of Seven Steps to Writing. Student Reading Plans focused on differentiation-based vocabulary practices and staff were trained in the Reading Tutor program. In Term 3, staff were involved in Collaborative Practices, whereby they observed peers teaching and provided feedback to enhance the quality of explicit teaching. In Term 4 students were assessed by the Assistant Principal Curriculum Instruction (APCI) to enable explicit teaching strategies to be implemented in 2023. Targeted students showed growth in their knowledge of understanding and interpreting vocabulary.

In 2023 the school will focus on professional development for staff to implement current and upcoming curriculum and continue improving student growth in reading and vocabulary.

#### Using and interpreting data

The focus for 2022 was analysing and interpreting internal and external assessments to build strong foundations for success through prioritised student support. Students were tested in Term 1, and staff were provided with additional release time to effectively track student progress. External assessment results from 2022 indicated improvement in most areas for Year 5, and mixed results for Year 7. Year 3 sat the NAPLAN test for the first time and all students in Years 3-7 completed a practise NAPLAN test. The Assistant Principal Curriculum Instruction analysed student data to identify students for targeted supported in 2023, and ongoing assessment ensured student learning needs were supported and met effectively, judging by the improvements made in assessments made throughout the year. Secondary staff were up-skilled in data tracking processes to identify student growth and prioritise student support for any areas of improvement throughout the year.

In Term 4, flooding meant the school was split into two separate sites for learning, and staff were teaching outside their normal subjects for more than a month. Staff were highly resourceful and thoroughly professional, to ensure consistency of student learning.

In 2023, the school will work to continue improving student results through ongoing assessment, data tracking and providing support to ensure ongoing growth.

### Progress towards achieving improvement measures

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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
Percentage of primary students achieving in the top 2 bands increases by 10% in reading.	NAPLAN scores indicated that for Year 3, there was an increase of 14% in Band 6, and a decrease of 4% in Band 5. For Year 5, there was an increase of 50% in Band 7 and an increase of 10% in Band 8.
Percentage of primary students achieving in the top 2 bands increases by 10% in numeracy.	NAPLAN scores indicated that for Year 3 Numeracy there was an increase of 50% in Band 5 and for Year 5 Numeracy, there was a decrease of 30% in Band 7, and a decrease of 10% in Band 9
Percentage of secondary students from the Narrandera Small School network achieving in the top 2 bands increases by 7% in reading.	NAPLAN scores indicated that for Year 7 Reading there was a decrease of 33% in Band 5. The network small schools target for Reading was not met. Cohort size precludes the publication of percentages though individual student progress is reported directly to parents and carers throughout the year.
Percentage of secondary students from the Narrandera Small School network achieving in the top 2 bands increases by 7% in numeracy.	The network small schools target for Numeracy was not met, however focus on the target resulted in an increase of 67% in Band 5. Cohort size precludes the publication of percentages though individual student progress is reported directly to parents and carers throughout the year.

## Strategic Direction 2: Enhancing Practice

### Purpose

All staff collaborate to identify, develop and implement the most effective practices including the use of assessment and feedback to drive student improvement.

### 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.

- Collaboration
- Effective Feedback for Growth

### Resources allocated to this strategic direction

**Professional learning:** \$7,574.93

### Summary of progress

#### Collaboration

In 2022, the school focused on collaboration to improve the consistency and application of the school's Welfare and Discipline policy. Professional development involved an evaluation of the current policy, and steps to improve delivery and effectiveness. Towards the end of Term 4, the policy was redesigned and updated. The teacher collaborative practices program commenced in Term 3. Staff are supportive of the idea and were keen to recommence in 2023. Primary school staff were provided with additional release to assist with collaboration and individual preparation. Activities were evaluated at staff and executive meetings. In Term 4, professional learning enabled staff to more effectively align programming and scope and sequencing with new curriculum. Staff were also positively responsive to Performance Development Plans, and ongoing monitoring with executive enabled performance indicators to be assessed regularly. Teacher professional learning for the implementation of the K-2 curriculum for 2023 occurred in Semester 2.

In 2023, we will continue professional development to support teachers' consistent application of the school's Welfare and Discipline policy and effective integration of new school curriculum.

#### Effective Feedback for Growth

In 2022, the school focused on implementing explicit teaching procedures and providing effective feedback to students to improve the quality of their learning. The school sought to strengthen collaborative support for teacher performance development, cross-faculty collaborations and evidence-based programs guided by the School Excellence Framework.

Attendance and Learning Support Teams were formed to support student learning and assessment. School reports were evaluated thoroughly, shared marking of assessments occurred, and secondary staff were involved in peer feedback based on Riverina Access Partnership (RAP) data. Teachers were also allocated additional release for improving feedback delivery in reporting formats. The Homework Centre ran in Term 3 to assist student learning and provide effective feedback on assessment.

For 2023, we will continue to utilise collaboration and professional learning to continually enhance teacher practice.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Percentage of HSC course results from the Riverina Access Partnership increase by a minimum of 5% in the top 3 bands.	HSC target not achieved. Oaklands Central School had 2 students complete the HSC in 2022
There will be an uplift in the number of	Oaklands Central School did not have any year 9 students sit NAPLAN in

students in Year 5 and 9 obtaining expected growth in NAPLAN reading.	2022. NAPLAN scores indicated that Year 5 Reading increased by 14% in Band 6 and decreased by 4% in Band 5. NAPLAN scores indicated that Year 5 Reading increased by 50% in Band 7 and increased by 10% in Band 8.
There will be an uplift in the number of students in Year 5 and 9 obtaining expected growth in NAPLAN reading.	No Year 9 students sat the NAPLAN in 2022.
There will be an uplift in the number of students in Year 5 and 9 obtaining expected growth in NAPLAN numeracy.	No Year 9 students sat the NAPLAN exam in 2022. NAPLAN scores indicated that Year 5 numeracy decreased in the top two bands by 30%.
There will be an uplift in the number of students in Year 5 and 9 obtaining expected growth in NAPLAN numeracy.	No Year 9 students sat the NAPLAN exam in 2022. NAPLAN scores indicated that Year 7 Numeracy increase by 67% since the last NAPLAN test in 2022. This student did not attend Oaklands Central School in 2021.
Percentage of Aboriginal students from the Narrandera Network attaining the HSC whilst maintaining their cultural identity increases by 15%	The percentage of Aboriginal students in the Narrandera Network attaining their HSC whilst maintaining their cultural identity has increased.



## Strategic Direction 3: School Culture and Values

### Purpose

To promote a culture of engagement and wellbeing so that all students are equipped to be lifelong learners and are enabled to connect and thrive.

### 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.

- Improved Wellbeing
- Community Connection

### Resources allocated to this strategic direction

**Socio-economic background:** \$25,104.11

**Low level adjustment for disability:** \$20.28

**Integration funding support:** \$500.00

**Aboriginal background:** \$3,676.20

**Location:** \$25,823.06

**Per capita:** \$16,929.56

### Summary of progress

#### Improved Wellbeing

In 2022, the school focused on improving student wellbeing and maintaining positive community interaction. Staff professional learning occurred in Trauma Informed Practice, and the school continued with the Smiling Minds app, and Breakfast Club. Afternoon club was very successful, led by the school Chaplain. Whole school assemblies continued twice per term, and excursions did not run due to NSW Public health orders. Transition activities for Kindergarten and Year 7 took place during Term 4. The students were split into two sites due to flooding. Staff closely monitored the wellbeing of students during this time and maintained close contact with parents.

In 2023, the school will focus on attendance, and supporting students to access learning opportunities previously missed.

#### Community Connection

In 2022 there was a significant focus to improve community connection. The school resumed excursions, and continued connections through social media and face to face interactions with community members. The school rebuilt community partnerships and hosted fundraising activities (e.g., Vouch for Lismore). As the year progressed, parents were able to attend school assemblies, and this enhanced positive interactions. During Term 4, flooding in the area caused numerous excursions to be cancelled, and many parents could not attend school-based events. Staff were also affected, having to teach from another school with very limited preparation. However, the school continued receiving positive feedback from community members for their ability to effectively work between different school sites, and community feedback was very positive for the presentation night.

In 2023, the focus will be on continuing to improve connections that enhance community satisfaction and school culture.

#### 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.

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Annual progress measure	Progress towards achievement
10% uplift of students reporting	School surveys reported a 72% of students stated their teacher liked them ,

<p>expectations for success, advocacy and a sense of belonging at school.</p>	<p>81% of students stated teachers cared for them and 78% of students stated they were listened to. 85% of students felt that school rules and expectations were clear, 82% of students stated they were able to get support from a staff member and 80% of students stated they looked forward to coming to school every day. 79% of students stated their teacher expected them to work hard, do their best and were supported in their learning.</p>
<p>An uplift of 8% of K-6 students attending 90% or more of the time at school.</p>	<p>35% of student enrolments had an overall attendance of more than 90%. This is down compared to attendance data from 2021, whereby 78% of students attended more than 90%.</p>
<p>An uplift of 10% of 7-12 students attending 90% or more of the time at school.</p>	<p>In 2021, 50% of students attended 90% or more of the time at school. In 2022, 40% of students attended more than 90%. This is a decrease of 10% in 2022.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$24,416.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Oaklands Central School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Improved Wellbeing</li> <li>• Using and interpreting data</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• staffing release for targeted professional learning to support the learning needs of students and explicit teaching</li> <li>• employing additional staff to support student needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Staff received professional learning to support explicit teaching practices and differentiated learning activities. Students with additional needs performed well in assessments and demonstrated improved based on data analysis completed throughout the year.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue the professional development of staff to improve student assessment results, and review the effectiveness of funding on an ongoing basis.</p>
<p>Socio-economic background</p> <p>\$52,104.11</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Oaklands Central School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching</li> <li>• Improved Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• resourcing to increase equitability of resources and services</li> <li>• staff release to increase community engagement</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Professional development of staff in vocabulary and data based programs that support student learning and enhance staff capacity . The school continued to provide financial assistance to support student learning and wellbeing.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to provide opportunities for students through equitable resource allocation and strategic financial management.</p>
<p>Aboriginal background</p> <p>\$3,676.20</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Oaklands Central 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p>

<p>Aboriginal background</p> <p>\$3,676.20</p>	<ul style="list-style-type: none"> <li>• Improved Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of specialist additional staff (LaST) to support Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• employment of specialist additional staff (AEO) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Positive interaction with Aboriginal families with PLP development and completion. Students achieved leadership opportunities and felt a significant sense of belonging within the school environment, and improved results across assessments.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continuing to employ staff to support the needs of Aboriginal students and maintain the positive interaction with Aboriginal community members.</p>
<p>Low level adjustment for disability</p> <p>\$44,548.79</p>	<p>Low level adjustment for disability equity loading provides support for students at Oaklands Central School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching</li> <li>• Improved Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• targeted students are provided with an evidence-based interventions (e.g. Best Start Program) to increase learning outcomes</li> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Student literacy and numeracy results increased (according to student data) in certain areas, and ongoing staff professional development provided support for targeted students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue employment of additional staff for the effective support for identified students, and formation of a Learning and Support Team.</p>
<p>Location</p> <p>\$68,623.06</p>	<p>The location funding allocation is provided to Oaklands Central School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching</li> <li>• Community Connection</li> <li>• Using and interpreting data</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate</li> <li>• technology resources to increase student engagement</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p>

<p>Location</p> <p>\$68,623.06</p>	<p>The school provided assistance for students to access extra curricular activities. Unfortunately, some of the planned activities were postponed or cancelled due to flooding.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue providing support for students to access opportunities and enhance the collaborative practices for staff across Riverina Access Partnership.</p>
<p>Professional learning</p> <p>\$23,222.93</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 Oaklands Central School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching</li> <li>• Collaboration</li> <li>• Using and interpreting data</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• a continuance of the Smiling Mind initiative</li> <li>• Teaching staff and SLSO undertake training in programs that support students learning and enhance pedagogy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The Smiling Minds App was used more consistently in Terms 1 and 2, not as regularly in Term 3 and 4. The App was well received by students and integrated successfully by teachers. Staff undertook the Collaborative Practice Strategies, however the program was cancelled. Staff responded positively and have been clear in goals, lesson plans and feedback.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue the Smiling Minds App and professional development that effectively integrates new Curriculum effectively, and restart the Collaborative Practice program.</p>
<p>QTSS release</p> <p>\$8,619.08</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Oaklands Central School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Using and interpreting data</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved staff focus to embed explicit teaching and learning strategies and improved students results.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue utilising expertise of staff (e.g. APCI) to enable staff professional development that continue the upward trajectory of student results.</p>
<p>COVID ILSP</p> <p>\$33,827.00</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 2022.</p>

COVID ILSP

\$33,827.00

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

- Other funded activities

**Overview of activities partially or fully funded with this targeted funding include:**

- providing targeted, explicit instruction for student groups in literacy/numeracy programs
- providing intensive small group tuition for identified students requiring additional support
- employment of additional staff to support the monitoring of COVID ILSP funding

**The allocation of this funding has resulted in the following impact:**

Detailed and comprehensive data analysis of student learning, enabling targeted support for students to support ongoing growth in student learning outcomes.

**After evaluation, the next steps to support our students will be:**

Continue employing additional staff to improve student literacy and numeracy results aligned with improved attendance and learning.

# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	31	26	31	32
Girls	33	33	36	28

## 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 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.

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.

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	91.1	93.1	84.1	84.1
1	92.6	91.7	93.6	88.0
2	92.1	96.2	87.4	89.1
3	91.6	95.9	93.7	87.7
4	93.3	93.1	91.4	88.2
5	87.4	88.1	88.0	85.7
6	93.1	92.6	91.9	86.1
7	86.8	94.8	82.3	92.7
8	90.4	82.4	90.9	81.5
9	89.2	62.1	72.0	
10	92.4	87.6	50.0	78.4
11	90.4	83.2	92.2	45.9
12	100.0	73.7	89.2	86.2
All Years	91.2	88.1	85.7	85.4
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
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	91.0	91.1	89.8	85.5

## 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.



## Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	0	0	50
TAFE entry	16	0	0
University Entry	0	0	50
Other	0	0	0
Unknown	0	0	0

## Year 12 students undertaking vocational or trade training

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0% of Year 12 students at Oaklands Central School undertook vocational education and training in 2022.

## Year 12 students attaining HSC or equivalent vocational education qualification

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100% of all Year 12 students at Oaklands Central School expected to complete Year 12 in 2022 received a Higher School Certificate or equivalent vocational education and training qualification.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1.4
Head Teacher(s)	1
Classroom Teacher(s)	7.1
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.47
School Administration and Support Staff	3.83
Other Positions	0.1

\*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 <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	822,530
<b>Revenue</b>	2,389,501
Appropriation	2,372,677
Sale of Goods and Services	45
Grants and contributions	13,883
Investment income	2,895
<b>Expenses</b>	-1,811,966
Employee related	-1,547,306
Operating expenses	-264,660
<b>Surplus / deficit for the year</b>	577,535
<b>Closing Balance</b>	1,400,065

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	24,416
<b>Equity Total</b>	100,329
Equity - Aboriginal	3,676
Equity - Socio-economic	52,104
Equity - Language	0
Equity - Disability	44,549
<b>Base Total</b>	1,679,279
Base - Per Capita	16,930
Base - Location	68,623
Base - Other	1,593,726
<b>Other Total</b>	476,739
<b>Grand Total</b>	2,280,763

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](https://myschool.edu.au) to access the school data.

## School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.

## Parent/caregiver, student, teacher satisfaction

Oaklands Central School continues to develop positive relationships with the wider school community through a variety of media.

Despite restrictions being implemented in 2022, parents continued to indicate they are well informed of ongoing events by the school. They positively reported the extra efforts made by teachers to ensure the school supported student learning and wellbeing. This is despite the school being split into separate sites due to flooding in Term 4.

52% of parents have talked with a teacher more than 3 times in the school year. Parents have indicated the school continues to be well resourced and communication is good, especially through the Sentral Parent Portal and email. Parents have also indicated how welcoming staff are to parents coming onsite.

Parents positively welcomed the school's financial assistance to support student learning opportunities and excursions. Results from parent feedback for teaching quality were generally positive. Parents believe adequate learning resources are provided to suit their children's learning needs.

Most students felt teachers listened to them, liked them, and cared about them. The students also reported teachers provided additional support when learning. Most students felt other students were nice to them and the school rules were clear and help them felt safe. Students indicated staff had placed high expectation on students learning and rewarded growth and good behaviour. Students reported staff were encouraging students to grow through persistence when completing tasks. Most students reported they are happy to come to school.

Staff satisfaction generally remained positive in 2022. There were issues raised with support and timetabling, however these issues were addressed immediately, and staff sense of belonging improved as the year progressed. Staff also felt supported with applying for positions within the department.



# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.