

2022 Annual Report

The Oaks Public School



2793

Introduction

The Annual Report for 2022 is provided to the community of The Oaks 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

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School vision

Collaborate - Grow - Achieve

The Oaks Public School nurtures a strong, inclusive school community that promotes respect, kindness and a sense of belonging. Our vision is to enable students to achieve their personal best in the pursuit of academic excellence by creating an engaging learning environment that promotes growth for all.

School context

The Oaks Public School has a current population of 289 students. It is situated in the middle of The Oaks township, a semi-rural setting, 14 kilometres from Camden. The surrounding area is rich grazing land subdivided into larger and smaller acreages with an existing local residential area that is currently being extended into large building blocks of quarter acres. The closest schools are 15 minutes drive away on country roads and are both smaller than The Oaks Public School.

The school has a FOEI (Family Occupation Educational Index) of 103, where 38% of the parents are tradespeople, clerks and skilled office, sales and service staff, 18% had no paid work in the last 12 months, and 14% are senior management and qualified professionals. The children predominantly speak English as their first language. There is an 8% Aboriginal population.

The Oaks Public School has a combination of experienced and early career teachers. The school's staffing entitlement in 2021 is 16 teaching staff and 3 non-teaching staff. Over the past four years there has been a high turnover of leadership and staff within the school. The school currently has 12 classes K-6. Staff are committed to providing all students with a well-rounded education, focusing on the holistic development of the child, with many extra-curricula activities provided for students during break times, in the areas of music and creative arts, technology and public speaking. This ensures all students individual talents and interests are catered for. The school values its community, and is focused on building and maintaining strong partnerships with staff, parents and students.

All staff have a strong focus on delivering high-quality and engaging teaching and learning programs that maximise student outcomes, with particular emphasis on Reading and Numeracy.

In consultation with the whole school community, the school has completed a thorough situational analysis using reflections from our 2020 External Validation process and other data sources. Three areas of focus have been identified for this Strategic Improvement Plan.

We have identified a need to use data-driven practices that ensure all students have opportunities to engage in Reading and Numeracy activities appropriate to their level of need.

There will be a focus on ensuring all staff are participating in meaningful collaboration to drive teaching and learning programs that support student attainment. Reflective practices and feedback will promote the growth of all staff and students.

Building collaborative partnerships with parents, external partners and across schools and networks will create a learning environment that supports whole school and individual success.

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	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
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	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student academic growth and achievement in Reading and Numeracy through high impact professional learning, evidence-based teaching methods and data-driven practices.

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.

- High Impact Teaching in Reading and Numeracy
- Data Driven Practices

Resources allocated to this strategic direction

AP Curriculum & Instruction: \$150,571.00

Socio-economic background: \$80,172.00

Professional learning: \$6,550.00

Per capita: \$3,900.00

Summary of progress

At the beginning of Term 2, executive reviewed data and identified comprehension as a focus area for improvement for 2022. Mid-Term 2 all teachers were supported by professional learning run by APCI & AP in research-based practices in reading. Throughout Term 2 and 3 teachers completed further PL on comprehension, and used data from various school-based and external assessments to plan teaching in comprehension, focusing on improving reading comprehension. Stages worked collaboratively to embed strategies on reading comprehension into teaching and learning programs. In 2023 we will continue to develop staff capacity by ongoing professional learning, in-class support, stage collaboration and observations and reading and comprehension data collection and analysis.

Staff completed Professional learning on Newman's Error analysis and Number Talks throughout Term 2. Stage 2 and 3 staff have identified that this support has benefited their professional learning and that they have continued to use these practices in their classroom. Moving forward the executive needs to meet with external consultants to discuss future directions for the school in regards to Mathematics.

Implementation of the new curriculum's professional learning will further support the development of reading and numeracy improvement across the school by building staff capacity to plan and implement quality teaching based on the new curriculum.

Fortnightly collaboration sessions have been utilised to analyse student data across both internal and external assessments. Staff have been upskilled in engaging with and analysing data sources to plan teaching and learning that is focused on data identified areas of need. Regular sharing of class and stage data occurs in collaboration sessions and across whole school meetings. In 2023 we will continue and refine these practices and their impact.

Looking to 2023 the school will continue to strengthen staff collaboration to build teacher capacity and consistency across the school specifically in teaching reading comprehension to improve student outcomes. There will also be a focus on data analysis of schoolbased assessments and departmental assessments to determine student growth and the direction of professional development in numeracy. These structures will be a focus of collaboration sessions led by middle leadership.

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 of 2022 system-negotiated targets: Reading • Yr3 and Yr5 students achieving in the	• 2022 NAPLAN data indicates 33.3% of students are in the top two skill bands for reading which is a decrease against baseline data.

top 2 bands in NAPLAN - uplift of 6.5% from baseline.	
<p>Achievement of 2022 system-negotiated targets:</p> <p>Numeracy</p> <ul style="list-style-type: none"> Yr3 and Yr5 students achieving in the top 2 bands in NAPLAN - uplift of 6.7% from baseline. 	<ul style="list-style-type: none"> 2022 NAPLAN data indicates 21.43% of students are in the top two skill bands in numeracy indicating a decrease against baseline data.
<p>Reading</p> <ul style="list-style-type: none"> Internal measures used to monitor expected growth as there is no NAPLAN data due to the suspension of NAPLAN in 2020. 	<ul style="list-style-type: none"> In Reading, internal data indicates an average increase of 19.5 points in student growth. 70% of students demonstrate growth on internal K-6 assessment for Reading when compared to 2020 baseline test data.
<p>Numeracy</p> <ul style="list-style-type: none"> Internal measures used to monitor expected growth as there is no NAPLAN data due to the suspension of NAPLAN in 2020. 	<ul style="list-style-type: none"> In Numeracy, internal data indicates an average increase of 18 points in student growth.

Strategic Direction 2: A culture of continuous improvement

Purpose

Leaders and teachers will establish reflective practices to provide authentic, targeted and timely feedback committing to a sustained focus on continued improvement in student learning.

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.

- Reflective Practices & Feedback

Resources allocated to this strategic direction

Socio-economic background: \$19,415.00

Professional learning: \$5,000.00

Summary of progress

In 2022, the leadership team engaged and analysed professional readings around formative assessment. The leadership team expanded their knowledge of formative assessment through the 2022 LEED program. Some members of the leadership team collaborated with lead specialists in literacy around learning intentions and success criteria and triangulated evidence to develop and execute informative and engaging whole school professional learning. Using this research, the leadership team developed walk through protocols and engaged students in reflective process around their learning. Staff were surveyed to ascertain their knowledge of formative assessment. Assistant Principals worked collaboratively with stage teams to reflect on and develop a summative stage based assessment schedule. As a Curriculum Reform: Self Select school the K-2 team adapted assessment schedules in literacy and numeracy to align with the new K-2 Syllabus. The leadership team supported all staff in collaboratively developing and effectively integrating a summative assessment scheduled aligned with report indicators across all stages. Staff engaged in regular whole school professional learning around formative assessment to build their capacity in effectively implementing consistent practices. The leadership team supported the evaluation of the effectiveness of these new approaches through walk throughs, collaboration and observations. The leadership team also worked with the Digital Classroom Officer (DCO) to establish systems using Seesaw as a tool for effective assessment and evaluation of student learning.

Next year in this initiative we will work with staff to establish a process to provide staff with feedback on the implementation of their teaching and learning programs and assessment practices. This will support further improvement in teaching and assessment practices across the school. Additionally, the leadership team will work with students in gaining feedback about teaching effectiveness, to inform future professional learning planning.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
In the SEF theme of <i>Collaborative practice and feedback</i> we are moving towards sustaining and growing by participating in negotiated observations of classroom teaching practice with feedback to improve professional knowledge.	• Self-assessment against the School Excellence framework shows the theme of Collaborative Practice and Feedback to be excelling. This is above our expected target at this stage.
In the HIPL theme of <i>Applying formative and summative assessment</i> we are moving towards sustaining and growing by ensuring teachers use a range of quantitative and qualitative strategies, including formative and summative data and student feedback about teaching effectiveness, to inform	• Self-assessment against the HIPL framework shows the theme of <i>Applying formative and summative assessment</i> to be sustaining and growing.

professional learning planning.	
In the SEF domain of <i>Leading</i> we are moving towards sustaining and growing by ensuring the leadership team develops processes to collaboratively review teaching practices to affirm quality.	<ul style="list-style-type: none"> • Self-assessment against the School Excellence framework shows the domain of leading to be sustaining and growing.

Purpose

We are committed to building a high expectations culture of engagement and shared responsibility through collaborative partnerships within and beyond the school. Parents and the broader school community actively support wellbeing and attendance for improved engagement in learning where students are motivated to deliver their best in the pursuit of excellence.

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 for Learning
- Learning Alliances

Resources allocated to this strategic direction

Per capita: \$2,120.00

Socio-economic background: \$4,400.00

Professional learning: \$7,000.00

Summary of progress

In 2022, student attendance has continued to be encouraged through regular monitoring of class rolls and the Sentral text messaging system. Attendance procedures have been updated and communicated to all staff and newsletters contain regular articles on the importance of student attendance. The attendance at The Oaks Public School has increased significantly in Semester 2. Overall school attendance has increased 5% on the semester one data. Students attending at or Above 90% have also increased which is an indication of the proactive work being done on attendance across the whole school. Semester 2 data from TTFM indicated that 52% of students feel a sense of belonging at their school and 75% believe that schooling is useful in their everyday life and will have a strong bearing on their future. The PBL team continues to incorporate wellbeing initiatives to encourage positive behaviour and a sense of belonging at The Oaks Public School.

Collaborative practices within and beyond the school continue to be encouraged and developed to enhance positive relationships and build teacher capacity to enhance student engagement. The Aboriginal Professional Learning community engaged in a positive and engaging professional learning day with 5 schools to build teacher capacity and understanding of positive Aboriginal Education opportunities. Collaborative Leadership opportunities have been developed across the Camden network to support leadership capability in which several staff have engaged.

In this initiative in 2023 we will review attendance and wellbeing data to determine areas of focus and opportunities for improvement in attendance and wellbeing. We will build teacher capacity in understanding Choice Theory and Reality Therapy including understanding Total Behaviour to support student engagement in learning. A plan will be devised to support the school community to develop an understanding and support our students' wellbeing in 2023. Further learning alliances will be sought and developed in Formative assessment, Aboriginal Education and Wellbeing. Authentic opportunities for our parent community to engage in student learning will be sought.

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
Attendance A 4% increase of the proportion of students attending school >90% of the time in Semester 1.	<ul style="list-style-type: none">• The number of students attending greater than 90% of the time has increased.
Wellbeing A 4.5% increase of the proportion of	<ul style="list-style-type: none">• Students reporting positive wellbeing outcomes has decreased across the positive wellbeing measures from baseline data.

students reporting positive expectations of success, advocacy and a sense of belonging at school.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$131,518.00</p>	<p>Integration funding support (IFS) allocations support eligible students at The Oaks 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 the following impact: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: to use integration funding in a fluid and flexible way to gain maximum benefit for students and continue to have a responsive SLSP timetable that supports student need.</p>
<p>Socio-economic background</p> <p>\$108,387.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at The Oaks 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"> • High Impact Teaching in Reading and Numeracy • Data Driven Practices • Reflective Practices & Feedback • Engagement for Learning • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services including data software and human resources to support effective implementation of formative assessment practices. • professional development of staff through collaboration time to support student learning <p>The allocation of this funding has resulted in the following impact: In Reading, internal data indicates an average increase of 19.5 points in student growth. 70% of students demonstrate growth on internal K-6 assessment for Reading when compared to 2020 baseline test data.</p> <p>After evaluation, the next steps to support our students will be: continue to build teacher capacity through collaborative planning to support new syllabus implementation.</p>
<p>Aboriginal background</p> <p>\$21,336.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at The Oaks 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>Aboriginal background</p> <p>\$21,336.00</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"> • employment of specialist additional staff (LaST) to support Aboriginal students • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: an increase in Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic. Tell Them From Me data indicated 72% of Aboriginal students feel like their culture is valued at school.</p> <p>After evaluation, the next steps to support our students will be: engaging a literacy and numeracy focused Aboriginal identified position to deliver differentiated and personalised support to Aboriginal students.</p>
<p>English language proficiency</p> <p>\$3,447.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at The Oaks 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 <p>The allocation of this funding has resulted in the following impact: EAL/D students are more confident with their language use, as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students will be: continue to support students to engage and take risks with their language acquisition and build literacy and numeracy skills.</p>
<p>Low level adjustment for disability</p> <p>\$137,806.74</p>	<p>Low level adjustment for disability equity loading provides support for students at The Oaks 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"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact: The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p>

<p>Low level adjustment for disability</p> <p>\$137,806.74</p>	<p>After evaluation, the next steps to support our students will be: to further expand the impact of the learning support team, the school will train SLSOs and LST staff in MiniLit and MacqLit to target specific student intervention.</p>
<p>Location</p> <p>\$5,000.00</p>	<p>The location funding allocation is provided to The Oaks 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"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • student assistance to support excursions • incursion expenses <p>The allocation of this funding has resulted in the following impact: increased opportunities and choices for students.</p> <p>After evaluation, the next steps to support our students will be: continue to provide support to families that require it.</p>
<p>Professional learning</p> <p>\$18,550.00</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 The Oaks 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"> • High Impact Teaching in Reading and Numeracy • Reflective Practices & Feedback • Learning Alliances <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 writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: increased capacity of all teachers to embed effective practices in the explicit teaching of reading and numeracy, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students will be: provide time for teachers to build capacity in effectively teaching comprehension and numeracy.</p>
<p>QTSS release</p> <p>\$55,391.69</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at The Oaks 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"> • 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: improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative</p>

<p>QTSS release</p> <p>\$55,391.69</p>	<p>assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students will be: provide time for teachers to build capacity in effectively teaching comprehension and numeracy.</p>
<p>COVID ILSP</p> <p>\$143,614.00</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> <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 <p>The allocation of this funding has resulted in the following impact: the majority of the students in the program achieving significant progress towards their personal learning goals</p> <p>After evaluation, the next steps to support our students will be: to continue small group tuition indentifying and responding to sepcific student data.</p>
<p>AP Curriculum & Instruction</p> <p>\$150,571.00</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student 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"> • High Impact Teaching in Reading and Numeracy <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • APC&I has been engaged to support new curriculum implmentation and developing effective teacher practice in reading and numeracy. <p>The allocation of this funding has resulted in the following impact: improved teacher capcity to implement the K-2 curriculum.</p> <p>After evaluation, the next steps to support our students will be: Enhance teacher capacity in implementing the new curriculum 3-6 including enhanced capability to improve students comprehension skills.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	142	140	146	148
Girls	143	144	148	152

Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.3	94.0	94.8	89.3
1	91.5	95.9	92.2	85.8
2	92.0	93.4	94.0	84.0
3	92.5	96.0	93.5	87.3
4	91.5	93.9	93.1	86.9
5	91.9	94.2	92.1	86.8
6	90.6	92.3	92.1	83.7
All Years	91.8	94.1	93.1	86.1
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)	4
Classroom Teacher(s)	10.49
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.6
School Administration and Support Staff	2.87

*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	530,191
Revenue	3,313,162
Appropriation	3,174,712
Sale of Goods and Services	663
Grants and contributions	132,134
Investment income	4,397
Other revenue	1,256
Expenses	-3,356,326
Employee related	-2,840,374
Operating expenses	-515,952
Surplus / deficit for the year	-43,164
Closing Balance	487,028

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	151,318
Equity Total	271,014
Equity - Aboriginal	21,336
Equity - Socio-economic	108,388
Equity - Language	3,483
Equity - Disability	137,807
Base Total	2,294,618
Base - Per Capita	74,288
Base - Location	6,052
Base - Other	2,214,278
Other Total	290,842
Grand Total	3,007,793

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 The Oaks Public School is required to seek the opinions of parents, students and teachers about the school. Schools use appropriate evaluation instruments to collect relevant data. Strategies may include interview schedules, focus groups and survey instruments (e.g. Tell Them from Me survey data).

The Tell Them From Me 'Partners in Learning' Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. Feedback has also been sought via school survey and parent forum groups.

In 2022 parents from The Oaks Public School generally felt welcome at the school. Our school administrative staff are the first port of call for parents and this was recognised as they consider them helpful when they have a question or problem. Parents feel they support their child's learning at home and that teachers expect their child to work hard. Our communications system via the Sentral for parents app is working well with parents feeling confident on how to use this to support attendance, permission and read current information about what is happening at the school.

School staff expressed via the Tell them From Me Survey and schoolbased survey that they feel school leaders have helped establish challenging and visible learning goals for students, and have supported staff during stressful times. Our collaboration time has provided opportunities for staff to support student learning through collaborative and collegial conversation which is valued. Staff have been able to talk with other teachers about strategies that increase student engagement and set high expectations for student learning. Staff also feel they work with parents to help solve problems interfering with their child's progress.

Our student survey data indicates three quarters of our students have positive relationships at school and value schooling outcomes. Students also try hard to succeed with learning with 70% of respondents expressing this. Students also feel that teachers have a good understanding of their culture.

We will continue to build relationships and a sense of belonging particularly through Strategic Direction 2 and 3. A focus on student voice and choice as well as building teacher capacity to engage students in positive learning activities with a focus on high expectations and explicit teaching will assist in improving student satisfaction. We also aim, as an executive, to ensure we are visible consistently across the school to support students, teachers and parents to feel known, valued and cared for.

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.

Aboriginal Education - School statement

The Oaks Public School is an active participant in the Wollondilly AECG. We work closely to ensure we build cultural understanding and awareness across the school and community. Our Lyrebird Club meets weekly to develop cultural understanding of our Aboriginal students with the assistance of our external consultant from Community Links, an initiative provided and supported by the local AECG. We engaged in staff professional development in 2022 to build understanding through the Aboriginal Histories and Culture professional development series presented by Kylie Captain. A focus on integrating Aboriginal education across the curriculum has occurred and will be a focus for 2023. All staff engaged in the mandatory professional learning, Aboriginal Cultural Education - Let's take the first step together, provided by the DoE providing all staff with foundational information on various historical and contemporary aspects of Aboriginal and Torres Strait Islander peoples and cultures.

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.