

2022 Annual Report

Oxley Vale Public School



3690

Introduction

The Annual Report for 2022 is provided to the community of Oxley Vale Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

Through inspiring a passion for learning Oxley Vale Public School will challenge all members of the school community to achieve excellence in academic, cultural and sporting pursuits.

School context

Oxley Vale Public School is located on the outskirts of Tamworth, in the New England region of NSW. The school enjoys the benefits of a drawing enrolments from residential and rural communities and boasts beautiful surroundings with views across the plains to the Duri Peaks. Oxley Vale PS is a P3 school with 359 students enrolled. Enrolments have been stable for several years and are increasing as the surrounding rural areas of developed for more housing. 35% of students identify as Aboriginal or Torres Strait Islander and the school is steadily increasing in cultural diversity, creating a vibrant and inclusive school community.

The school prides itself on being cohesive and collaborative, working closely with parents and community groups including local Aboriginal elders, support services, local businesses, a playgroup, the Oxley Vale community church and United Taekwondo. The school has a FOEI (Family Occupation and Education Index) of 135 (2022) and is organised into 14 mainstream classes, 2 of these being composite classes. The school has three Multi Categorical support classes.

Our school boasts highly skilled teachers, 2 full time office staff, and one full time Aboriginal Education Officer (AEO), and one full time Aboriginal Community Liaison Office (ACLO). The school has a Deputy Principal, two Assistant Principals of Curriculum and Instruction, three Assistant Principals and a School Chaplain 2 days per week. Students also benefit from a part-time school counselor 2 days per week and one librarian 4 days per week. The school has a climate of high expectations for both staff and students. School management focuses on quality teaching and learning. There are clear expectations of all school community members (staff, students and parents) that every child will be learning every day to the best of their ability.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. It is important to note that this builds upon the work undertaken in the previous school planning cycle around Early Action for Success (EAFS), Visible Learning and, quality implementation of explicit teaching using assessment data to differentiate the curriculum. We have identified the need for a continued emphasis on embedding quality teaching practices in literacy and numeracy K-6. Using high impact teaching strategies and professional learning will provide opportunities to improve teacher practice and ensure students achieve expected growth and attainment in their learning. The school is focused on utilising the key strategies from the What Works Best documents to embed consistent expectations K-6.

1. Student growth and attainment

Our whole-school focus is to improve student growth and attainment in reading, spelling and numeracy K-6. We will focus on developing and sustaining whole school processes for collecting and analysing student data to inform teaching and learning programs to embed evidence-informed teaching strategies for every student in every classroom.

The school is committed to continually improving effective classroom practices with professional learning for staff being key to ensuring this. This learning will ensure that both literacy and numeracy levels can be enhanced through improved data collection, analysis and use which underpins a focus on differentiated learning.

2. Excellence in Teaching

The school has been involved in the Early Action for Success (EAFS) strategy for the past 6 years. At the conclusion of 2021 the school transitioned from an EAFS school to an Accelerated Adopter school (K-2) to implement the new K-2 syllabus documents (English, mathematics) as part of the Literacy and Numeracy Strategy. The 5 priorities of the Literacy and Numeracy Strategy are:

- Priority 1: There is a whole school and system approach to literacy and numeracy achievement from preschool to Year 12
- Priority 2: School leadership is focused on improving student literacy and numeracy
- Priority 3: All teachers use effective practices to improve student literacy and numeracy outcomes through curriculum
- Priority 4: Schools and systems use data to inform literacy and numeracy improvement
- Priority 5: Families are supported as partners in their children's literacy and numeracy development

Visible Learning has been a key initiative in the school for the past 3 years. This initiative is led by an Instructional Leader. Embedding quality explicit teaching K-6 with assessment-capable students who are able to reflect upon and

self-regulate their own learning through the use of learning goals and quality explicit feedback. This strategy also emphasises reflection by teachers on their impact on student learning and enhancing outcomes for students.

3. Connect, Succeed, Thrive and Learn

The wellbeing and engagement of our students remains a priority for the school. OVPS has been implementing Positive Behaviour for Learning (PBL) for several years with some success. The core values of pride, respect, excellence and integrity have been established and are embedded across the school. Clear systems have been established to set and maintain high standards for behaviour and student work ethic. The school will undertake a review of PBL as part of its ongoing implementation to meet the changing needs of the school. Through the situational analysis the school has identified the need to review current attendance and wellbeing practices. This review will inform the development of updated policies and procedures in line with the Wellbeing Framework and the draft Student Behaviour Strategy.

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	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
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

In order to maximise student learning outcomes in reading, spelling and numeracy, and to build strong foundations for academic success, the school will further develop and refine data driven practices that are responsive to the learning needs of individual students.

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.

- Reading
- Numeracy
- Spelling

Resources allocated to this strategic direction

Integration funding support: \$207,326.00

Summary of progress

Reading

The focus of reading has been concentrated on at class level and is a key area for improvement K-6. The success of reading has been enabled by:

- Reading Eggs platform motivating and engaging younger readers, differentiation, assisting in developing assessment capable learners
- Reading Groups across the school
- Explicit use of the Heggerty's program for phonemic awareness instruction
- COVID interventions to support students
- Effect sizes to evaluate student growth from PAT data, sharing results with students has aided in students becoming more assessment-capable and motivated to improve

The barriers to this initiative include:

- Reading Eggs - access to technology and quantity of devices available, not as engaging for older readers
- Not consistent across all areas of the school
- change of K-2 syllabus without enough time and PL prior to implementation
- change of use from PM to decodable texts - an adjustment for teacher planning, assessing, teaching of reading
- Decodable focus has impacted upon meaning for students in reading with fluency and phrasing
- Some staff attitude to PAT use and the data it provides

Next Steps:

- Whole school PL to improve and provide some consistency
- Reading groups so students are reading more at their individual level
- Ensure there are enough texts for all classrooms accessing decodables
- PAT - entering varying levels or assessments for student differentiation

Numeracy

There has been an intense focus across the school in improving the teaching and learning of numeracy K-6. The success of numeracy has been enabled by:

- Subitising activities K-6
- Common language for mathematics
- Professional learning K-6
- Learning sprints in stage teams, including sharing and collaborating K-6

The barriers to this initiative include:

- Understanding of the Big Ideas for new staff
- Level of understanding of the different areas of the numeracy learning progressions
- Availability of casual staff to support professional learning
- Inconsistent assessment strategies from stage to stage
- Lack of time for 1:1 assessment

Next steps:

- Develop a revised K-6 assessment schedule
- Regular analysis of data in stage teams
- Regular identification of focus areas for classes informed by data
- Using data to adjust and plan units of work
- Use of student goals
- Teacher discussion around exemplars, consistent teacher judgement and what constitutes quality evidence of learning

Spelling

There has been an intense focus across the school in the use of triple word form theory when teaching spelling. The success of spelling has been enabled by:

- Ongoing professional learning around the triple word form theory and what this looks like in practice
- APCI and APVL working consistently across K-6 to ensure planning and implementation include phonological, orthographic and morphological components of spelling
- Deep understanding of triple word form theory
- Use of consistent and accurate technical language K-6
- Positive feedback from the use of the DoE diagnostic assessment
- Consistent use of the OVPS phonics assessment K-2

The barriers to this initiative include:

- Inconsistent assessment practices K-6
- Limited knowledge of triple word form theory for new staff
- The use of 2 different English syllabuses (K-2 using new syllabus)
- Inability to support new staff with professional learning due to casual teachers shortage

Next steps:

- Develop a revised K-6 assessment schedule
- Regular analysis of data in stage teams
- Regular identification of focus areas for classes informed by data
- Using this to adjust and plan units of work

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
Reading Achievement of system-negotiated targets: Top 2 Bands The percentage of students achieving within the top two bands in reading increases from 20.7% (2019 baseline) past the lower bound of 28.5% in 2022, moving towards the upper bound of 33.5% by 2024.	21.51% of students achieved within the Top 2 bands, this is below the lower bound target by 6.99%
Increase the percentage of ATSI students achieving in the top three bands in reading from 28.1% (2019 baseline) to the lower bound of 35.2% in 2022, moving towards the upper bound of 40.2% by 2024.	26.67% of ATSI students achieved within the Top 3 bands, this is below the lower bound target by 5.53%.
Numeracy Achievement of system-negotiated targets:	11.83% of students achieved within the Top 2 bands, this is below the lower bound target by 7.27%.

<p>Top 2 Bands</p> <p>The percentage of students achieving within the top two bands in numeracy increases from 11% (2019 baseline) past the lower bound of 19.1% in 2022, moving towards the upper bound of 24.1% by 2024.</p>	
<p>Increase the percentage of ATSI students achieving in the top three bands in numeracy from 21.7% (2019 baseline) to the lower bound of 28.7% in 2022, moving towards the upper bound of 33.7% by 2024.</p>	<p>10% of ATSI students achieved within the Top 3 bands, this is below the lower bound target by 18.7%.</p>
<p>Spelling</p> <p>The percentage of students achieving a spelling age within 2 months of their chronological age increasing from 55% (2021 SA Spelling Test) towards 60% by 2022.</p>	<p>Less than 55% of students are achieving within 2 months of their chronological age. We are behind our target of 60%.</p>
<p>Reading</p> <p>Expected Growth</p> <p>The percentage of students achieving at or above expected growth in reading increases from 43.7% (2019 baseline) towards the lower bound of 54.8% in 2021.</p>	<p>51.47% of students reached the expected growth for reading, this is below the lower bound target of 54.80% by 3.33%.</p>
<p>Numeracy</p> <p>Expected Growth</p> <p>The percentage of students will be moving from the base-line to the lower bound system negotiated target of 50.9%</p>	<p>46.99% of students reached the expected growth, this is below the lower bound target of 50.90% by 3.91%.</p>

Strategic Direction 2: Excellence in Teaching

Purpose

Teachers work collaboratively, through peer learning and professional learning, utilising research based pedagogies to ensure teaching excellence in every classroom. Teachers are supported and empowered to use evidence and data to inform teaching and learning programs. All staff are supported and developed in the use of innovative practices to enhance their teaching, upholding high expectations for the improvement of student outcomes.

Initiatives

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

- Visible Learning
- Curriculum and Instruction

Resources allocated to this strategic direction

QTSS release: \$70,791.34

Socio-economic background: \$67,968.40

Professional learning: \$34,218.08

AP Curriculum & Instruction: \$180,685.20

Summary of progress

Visible Learning

The focus of Visible Learning has been launching and embedding learning dispositions across the school, consolidating walkthrough practices, creating a culture of language and introducing student learning goals. The success of the visible learning initiative has been enabled by:

- Enthusiasm and drive of student voice
- Change in learning culture of how students articulate their learning
- How students use LISC to guide their learning
- Students using and requesting feedback from teachers on their learning (without prompting) to improve in areas they have identified as requiring additional effort and focus
- The mascots, promotional materials, launch day has been a huge drive for the exposure and engagement of students and staff
- Professional Learning time with staff to share the research and evidence base behind the disposition implementation was to provide knowledge and understanding across the school
- Establishing common goals and language for embedding the dispositions
- Having consistent data across the school to create a picture of where OVPS students sit in achievement ranked with national standards
- Enhanced focus on teaching and learning through use of current relevant data
- PAT data reliably informs areas of need to improve NAPLAN performance
- Ability to calculate student growth using effect sizes enables teachers to see the progress their students are making and align teaching and learning activities to meet the needs of each student
- Students are used to using LISC to articulate what they are learning and how they can be successful in lessons and refer to the LISC

The embedding of Visible Learning has been hindered by:

- Postponement of the launch day in Term 2 and resulting delay of implementing the dispositions across the school
- Availability and reliability of external vendors booked for the launch day and rescheduling conflicts
- Lack of available casual staff to provide release time for teachers to work collaboratively on the disposition lessons and effective feedback in stage teams
- Time to review and plan from the data with teachers
- Lack of availability of casual staff to cover teachers to work with VLAP for data conversations and planning
- Availability of staff due to shortages to have a team to complete walkthroughs
- Staff absences when walkthroughs were taking place - some teachers absent and did not have regular walkthroughs take place through their classrooms
- Time to work with staff to refine and improve use and understanding of LISC and how to embed into classrooms

Next Steps:

- Keep the momentum of the dispositions and the enthusiasm and use evolving
- More student involvement in delivering the message of the superpowers and an increase in student voice
- A repeat launch day to reignite the enthusiasm and to use practical activities to demonstrate the dispositions

- Use of disposition badges in Hero
- To move towards achieving our progress measure we need to continue to use LISC and explicitly teach the learning process to students
- Include the dispositional language to enhance the LISC and student understanding and application of learning behaviours for improvement and progress
- Walkthroughs and professional learning in VL needs to continue to ensure it is evolving and improving and remains purposeful and impactful. Walkthroughs also need to occur on a more regular basis than the current schedule
- Ensure new staff have the knowledge and skills to continue the pedagogy across all classes and students
- How PL is presented and worked on with staff. Time to work with, plan and refine would be ideal to ensure authentic understanding and application of the pedagogy is occurring
- Further data to be collected - more student voice focus groups to compare the transition of VL practices over time from student perspectives

Curriculum and Instruction

The focus of curriculum and instruction was curriculum reform, use of decodable texts, phonemic awareness in K-2 and the Accelerated Adopter initiative for Year 1 teachers.

The success of the Curriculum and Instruction initiative has been enabled by:

- Funding & support from curriculum advisor
- Resourcing school with Heggerty's Phonemic Awareness Program
- Adjusted OVPS instructional sequence of graphemes
- Creation of resources for K-2 staff for literacy
- Professional learning online released by DoE
- APCI and VLAP working together to share workload
- Learning sprints in Mathematics
- Professional Learning on a SiP focus area

The embedding of Curriculum and Instruction was hindered by:

- Units provided by the DoE required significant adjustments for the practical delivery in the classroom and meet NESAs requirements
- Change to using decodable texts and funding enough for all of K-2 to have quantity required
- Focus on Year 1 teachers for Accelerated Adopted initiative rather than the whole stage
- Optional professional learning on new syllabus was not greatly undertaken due to the current significant workload of teachers
- Inconsistent data collected (COVID ILSP and CT) for K-2
- Inconsistent teacher judgement of student achievement when entering data into PLAN 2
- Inability to hold data conversations due to lack of human resources
- Role of APCI unable to support every staff member to the level required due to the large number of staff

Next steps:

- Curriculum reform and staff understanding of new syllabus documents
- writing units of work and evaluating against new syllabus outcomes and content
- professional learning and support for staff in reporting to accurately reflect student achievement against new outcomes and content

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>Visible Learning</p> <p>60% of students in each class are able to articulate what they are learning and why they are learning it for each lesson (Learning Intention and Success Criteria - LISC).</p> <p>60% of staff and students use the language of dispositions to support and scaffold learning, monitored by walkthrough data.</p>	<p>More than 80% of students in Stages 2 and 3 are able to articulate what they are learning and why (LISC). Less than 50% of students in K-2 were able to articulate the LISC.</p> <p>Greater than 60% of staff and students are using the language of the dispositions to support and scaffold learning.</p> <p>All classes have established practices for PLP goals. Less than 60% of classes have learning goals embedded as a part of teaching and learning.</p>

60% of classes have established practices for embedding learning goals as a part of teaching and learning.

Curriculum and Instruction

Reading achievement:

This is the first year that all of K-2 will be employing explicit phonics lessons in line with the new NSW English syllabus K-2.

We aim to achieve **70%** of students reaching the following school identified phonics levels in K-2

- end of kindergarten: phonics group 8 (early vowel digraphs)
- end of Year 1: phonics group 25 (common vowel digraphs)
- end of Year 2: phonics group 41 (irregular vowel and consonant graphemes)

Writing:

An **increase** in the percentage of students reaching the following school-identified benchmarks within the National Literacy Learning Progressions (Version 3) as below:

Creating Texts

- end of Kindergarten: level 4
- end of Year 1: level 5
- end of Year 2: level 6

While transitioning from EAfS, Years 3-6 will be establishing baseline data for progress measures in 2022. In 2023 record an increase in the number of students (using PAT data) performing at or above the average percentile.

Numeracy:

An **increase** in the percentage of students reaching the following school-identified benchmarks within the National Numeracy Learning Progressions (Version 3) as below:

Number and place value

- end of Kindergarten: level 3
- end of Year 1: level 4
- end of Year 2: level 5

While transitioning from EAfS, Years 3-6 will be establishing baseline data for progress measures in 2022.

Reading achievement:

- Kindergarten **63%** achieved target
- Year 1 **53%** achieved target
- Year 2 **36%** achieved target

Writing achievement:

- Kindergarten **63%** achieved target (4.1), this is an **increase** of 13%
- Year 1 **62%** achieved target (5.1), this is an **increase** of 16%
- Year 2 **57%** achieved target (6.2), this is an **increase** of 1%

Numeracy achievement:

Number and place value:

- Kindergarten **58%** achieved target, this is an **increase** of 3%
- Year 1 **76%** achieved target, this is an **increase** of 30%
- Year 2 **46%** achieved target, this is a **decrease** of 10%

Additive strategies:

- Kindergarten **76%** achieved target, this is an **increase** of 52%
- Year 1 **64%** achieved target, this is an **increase** of 31%
- Year 2 **36%** achieved target, this is a **decrease** of 18%

Additive strategies:

- end of Kindergarten: level 3
- end of Year 1: level 6
- end of Year 2: level 7

While transitioning from EAfS, Years 3-6 will be establishing baseline data for progress measures in 2022.

Strategic Direction 3: Connect, Succeed, Thrive and Learn

Purpose

To ensure that all of our students are able to connect, succeed, thrive and learn, there will be a planned approach to developing whole school processes that support high levels of wellbeing and engagement for all members of the school community.

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.

- Wellbeing and Engagement
- Attendance

Resources allocated to this strategic direction

Socio-economic background: \$123,060.00

Aboriginal background: \$225,337.00

Summary of progress

Wellbeing & Engagement:

In 2022 the school had a focus on providing a safe, positive and caring environment with high expectations. Whole-school sporting and language programs provided all students with opportunities to engage in a range of high-interest, engaging activities. It was intended that a full review of school-wide wellbeing practices be conducted in line with the Wellbeing Framework and the draft Student Behaviour Strategy. While the school retained a focus on individual student wellbeing to ensure students were known, valued and cared for, this activity was not implemented to its full potential. Barriers such as a delayed implementation of the Inclusive Education Reform and a lack of available casual staff to provide release time for the Wellbeing team to work together impacted significantly.

The success of the Wellbeing and Engagement initiative has been enabled by:

- Employment of a social worker 4 days/week to work with individual and groups of students identified through the Learning and Support team
- Promotion of Tell Them From Me (TTFM) Survey in newsletter including incentive for parent completion
- Most students in years 4, 5 and 6 completed the TTFM survey

The initiative has been hindered by:

- School counsellor allocation not filled necessitating use of a casual counselling service for parts of terms 3 and 4 and a reduction in direct support to students
- Lack of casual staff to release the wellbeing team to conduct the planned review
- Deputy Principal engaged in tasks responsive to the daily needs of the school (for example, welfare, discipline and serious incidents, teaching classes due to casual shortages, direct support of multicategorical support classes on a daily basis and relieving as the Principal) made the Deputy Principal less available to lead a wellbeing review
- School Learning and Support team commenced migration to a new software program meaning the referral process data storage and access was in a transition phase for terms 3 and 4
- Aboriginal Education Officer reallocated to School Learning and Support Officer role in a multicategorical class as an additional staff member in response to support newly enrolled high needs students

Next Steps:

- Moving forward in 2023 the Wellbeing team will review current wellbeing practices, policies and processes in line with the proposed Inclusive Education Reform initiatives
- An internal review of existing policies and practices will be prioritised for 2022 to align the school's practices with the Wellbeing Framework and the Inclusive Education Reform policies
- Data on wellbeing and engagement will be collected, monitored and utilised to inform practices and ensure improved wellbeing and engagement

Attendance:

The initiative has been enabled by:

- regular student attendance was promoted via the weekly newsletter
- method options for explaining absences were communicated to families via the school newsletter regularly
- regular student attendance and student attendance expectations were communicated via the school newsletter and in terms 3 and 4 via weekly assemblies

- meetings with Home School Liaison Officer (HSLO) occurred 3 times per term with a <85% attendance report analysed and HSLO recommendations implemented
- Deputy Principal and School Administration Officer ascertained a Sentral system function to allow ease of regular checking for roll marking irregularities to ensure attendance data completeness in Scout
- the staff roll marking guide was updated and added to class folders for casual staff reference
- a mobile phone was provided for the Aboriginal Community Liaison Officer to have a reliable community contact point and method for families
- 222 phone calls pertaining to student attendance were registered as made by staff
- Secretary General's conferences for 8 students were held in conjunction with the HSLO with 3 students demonstrating improved attendance and no longer requiring HSLO support

This initiative has been hindered by:

- The change from using a MS Word-based Learning and Support Team referral for attendance to an online Hero format meant that the application was not updated to indicate parent contact had occurred by the referring teacher prior
- Roll marking PL for staff did not occur as professional learning activities were pre-planned
- Aboriginal Education Officer (AEO) was reallocated to School Learning and Support Officer role in a multicategorical class as an additional staff member in response to support newly enrolled high needs students meaning fortnightly AEO/Deputy Principal attendance meetings and Phone Intervention Program did not occur in terms 3 and 4
- SIP attendance targets and self assessment goals not presented to staff at term 3 school development day due to competing school priorities
- 1 attendance template letter was updated and is now in use; samples for a template slip for parents to explain absences have been sourced in term 4

Next Steps:

- Moving forward in 2023 the school will analyse the term 3, 2021 Scout Attendance Self Assessment tool based on 2022 progress with the goal of moving from Working Towards to Delivering or Delivering to Sustaining and Growing in the self assessment themes of Procedures and Knowledge
- The Attendance team and teaching staff will continue to analyse attendance data, identify students at risk and work with families and the Home School Liaison Officer to reinforce improved attendance across the school.
- The school will promote and celebrate regular student attendance and communicate attendance expectations with students and families
- A template slip will be created and made available to parents to explain absences. Parents will have access to the Hero App as an alternative and free method of communicating student absences

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>Wellbeing: system-negotiated target</p> <p>Tell Them From Me (TTFM) survey data (expectations for success, advocacy, and sense of belonging) increases from 83.9% in 2020 to be at or above the system-negotiated lower bound target of 88.4% in 2022.</p>	<ul style="list-style-type: none"> • 73% of students reporting positive wellbeing outcomes has decreased by 6.7% across the positive wellbeing measures.
<p>Attendance: system-negotiated target</p> <p>Increase the percentage of students attending >90% of the time from 71.6% in 2020 to be at or above the lower bound system-negotiated target of 76.5% in 2022.</p>	<p>The number of students attending greater than 90% of the time or more has increased by 1.7% from 46.9% in 2021 to 48.6% in 2022.</p>

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$403,995.39</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Oxley Vale 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"> • Visible Learning • Curriculum and Instruction • Wellbeing and Engagement • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • The school has allocated funds to purchase technology as part of a 4 year technology cycle. Technology includes iPads, chromebooks, charging stations, and accessories. • Additional non-teaching staff have been employed to coordinate whole-school learning and wellbeing initiatives. • Students were able to access extra curricula programs which included dance, gymnastics, and taekwondo to increase engagement and foster a sense of confidence and connectedness. • Casual release for collegial planning and CTJ days. <p>The allocation of this funding has resulted in the following impact: The provision of above centrally identified non-teaching position enabled effective coordination whole-school learning and wellbeing initiatives. Extra-curricula programs, included dance, gymnastics, and taekwondo,. increased engagement and fostered a sense of confidence and resilience in students. Purchases of additional chromebooks, iPads, charging stations and interactive whiteboards enhanced students' access to technology for learning. CTJ and planning days enabled staff to plan and moderate assessment data collegially and effectively.</p> <p>After evaluation, the next steps to support our students will be: Continue utilising non-teaching executive staff member to coordinate whole-school wellbeing programs. Continue to allocate school funds to maintain and supplement technology resources and their use in teaching and learning. Continue implementing the 4 year IT resourcing cycle. Seek effective and sustainable methods of providing planning and CTJ days for teaching staff.</p>
<p>Aboriginal background</p> <p>\$225,337.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Oxley Vale 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"> • Wellbeing and Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • engaging an Aboriginal Community Liaison Officer (ACLO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process

<p>Aboriginal background</p> <p>\$225,337.00</p>	<ul style="list-style-type: none"> • engaging a local language provider for all students to participate in a Kamilaroi language and culture program • purchasing items for student support including school supplies, uniforms, food, and excursion subsidies <p>The allocation of this funding has resulted in the following impact: Enhanced relationships between the school and families as well as connecting families with local service providers. Through strong community links the school benefitted significantly. Staff and students were well supported regarding Aboriginal Education for all students. The Kamilaroi language and culture program has been highly successful. All students K-6 have received lessons to enhance their knowledge and understanding of the histories, culture and experiences of Aboriginal people as the First Peoples of Australia.</p> <p>After evaluation, the next steps to support our students will be: Continue to employ an ACLO part-time to supplement the work of the AEO. Continue to implement the Kamilaroi language and culture program.</p>
<p>English language proficiency</p> <p>\$5,129.19</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Oxley Vale 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"> • employment of additional staff to support delivery of targeted initiatives • withdrawal lessons for small group (developing) and individual (emerging) support • additional staffing to implement Individual Educational Plans for all EAL/D students <p>The allocation of this funding has resulted in the following impact: The employment of an EALD teacher in Term 4 to support enhanced communication and confidence of EAL/D students with peers and staff. EAL/D students are accurately assessed on the EAL/D scales to ensure appropriate funding and support for the following year.</p> <p>After evaluation, the next steps to support our students will be: The employment of the specialist EAL/D teacher and in-class support will continue in 2023.</p>
<p>Location</p> <p>\$3,259.55</p>	<p>The location funding allocation is provided to Oxley Vale 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"> • subsidising student excursions to enable all students to participate • technology resources to increase student engagement <p>The allocation of this funding has resulted in the following impact: Enhanced technology in classrooms K-6 Students were able to attend excursions and incursions more consistently due to reduced costs for families</p> <p>After evaluation, the next steps to support our students will be: to utilise Location funding as required</p>
<p>Professional learning</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</p>

<p>\$34,218.08</p>	<p>Professional Learning for Teachers and School Staff Policy at Oxley Vale 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"> • Visible Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Staff working through modules of High Impact Teaching - Data-informed Evidence-based teaching online 5 hour course • Staff being released to work with the assistant principal of Visible Learning • Casual relief for teachers attending professional learning on syllabus familiarisation • Resources and professional learning for K-2 teachers implementing systematic and synthetic phonics approach that aligns with the new English syllabus <p>The allocation of this funding has resulted in the following impact: Teachers are well equipped and confident in implementing the new English syllabus K-2. Teachers K-6 are equipped to create developmental rubrics to assess student learning and drive teaching. This was particularly successful in the years 3 to 6.</p> <p>After evaluation, the next steps to support our students will be: In 2023 professional learning funds will be utilised to release classroom teachers to work with the assistant principal of curriculum and instruction (APC&I) and assistant principal of pedagogy and learning (APPL) to analyse data, set learning goals, design targeted teaching and learning, and to enhance familiarisation and consistent implementation of the new English and mathematics syllabuses.</p>
<p>QTSS release</p> <p>\$70,791.34</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Oxley Vale 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"> • Visible Learning <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 • implementation of instructional rounds to strengthen quality teaching practices • 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 model of support enabled stage teams and individual teachers to access high impact professional learning and successfully embed Visible Learning practices in classrooms K-6. There has been a cultural shift in embedding Visible Learning pedagogy. A consistent language of learning was effectively implemented and professional learning was delivered in a targeted and cost effective manner. 100% of teachers have embedded Learning Intentions and Success Criteria in lessons. Consequently, students are accessing targeted, explicit teaching.</p> <p>After evaluation, the next steps to support our students will be: To work with stage teams on the implementation of the new English and mathematics syllabuses. To lead assistant principals in collegial programming and consistent teacher judgement.</p>

<p>COVID ILSP</p> <p>\$153,006.00</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 • providing targeted, explicit instruction for student groups in literacy and numeracy • providing intensive small group tuition for identified students who were identified as at risk of not meeting expectations • employing/releasing staff to coordinate the program • releasing staff to participate in professional learning <p>The allocation of this funding has resulted in the following impact:</p> <p>The COVID Intensive Learning Support Program provided 230 individual interventions for 170 individual students, 43% of students at OVPS received one or two 10 week interventions in either literacy or numeracy. 204 Interventions were identified as successful with students meeting most identified goals of their intervention. 26 were evaluated as making some or little progress</p> <p>Feedback was provided to teachers and recommendations for these students included continued Tier 2 support in class, referral for Tier 3 interventions, further investigation of support needs via a learning support referral or counselor referral</p> <p>An overall positive change was observed in how students view interventions and withdrawal support. Parent and carer feedback was overwhelmingly positive and the CILS program assisted in supporting the schools positive relationship with community</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Retain existing staff members in some capacity on the CILSP team. Work with APCI and APVL to more specifically identify student groups for COVID ILSP support. Greater focus on students past learning support history in students selection. Focus on literacy and numeracy PL through APCI and APVL. Focus on continuing to use LISC and explicitly teach the learning process to students. Ensure staff have the knowledge and skills to effectively engage and support students working below expected outcomes. Continued focus on credible data sources. Identify possible external programs for the LS team to utilise. Resourcing the Learning Support team with more current resources and those in high use at the school to ensure the team has the necessary tools to provide effective interventions. Ensure reporting of CILSP through school and student records other than PLAN2.</p>
<p>Integration funding support</p> <p>\$207,326.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Oxley Vale 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"> • Reading <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • intensive learning and behaviour support for funded students

<p>Integration funding support</p> <p>\$207,326.00</p>	<p>The allocation of this funding has resulted in the following impact: All funds been expended to directly assist and support students to work towards achieving learning outcomes.</p> <p>After evaluation, the next steps to support our students will be: Annual reviews and funding entitlements have indicated that SLSOs will be required to continue working with students based on need.</p>
<p>AP Curriculum & Instruction</p> <p>\$180,685.20</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"> • Curriculum and Instruction <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • APC&I to lead curriculum reform implementation • APC&I to lead professional learning on assessment using suite of assessments provided by the NSW Department of Education • APC&I to update resources and assessments to match sequences of learning <p>The allocation of this funding has resulted in the following impact: Staff increased their knowledge and skills in the areas of spelling, reading and numeracy via professional learning. Additionally, all teachers K-2 had significant support in implementation of the new English and mathematics K-2 syllabuses. Teachers are more able to provide effective feedback to students. Beginning teachers were provided with quality mentoring and additional support with pedagogy, classroom management and programming via modelling with a gradual release of responsibility. Teacher judgement continues to be more consistent through collegial moderation of assessments.</p> <p>After evaluation, the next steps to support our students will be: The assistant principal of curriculum and instruction (APCI) will work with teachers K-6 to implement the K-6 English and mathematics syllabuses.</p>
<p>Low level adjustment for disability</p> <p>\$252,530.41</p>	<p>Low level adjustment for disability equity loading provides support for students at Oxley Vale Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: A successful implementation of a whole-school support strategy including targeted interventions for students educationally at risk. Effective communication between teachers, learning support teachers and families. LST coordinator ensured all students were known valued and cared for.</p> <p>After evaluation, the next steps to support our students will be:</p>

Low level adjustment for disability \$252,530.41	Continue to employ an additional Learning and Support Teacher to enhance learning and support processes and provide targeted interventions for students.
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	167	162	176	181
Girls	176	162	180	191

Student attendance profile

School				
Year	2019	2020	2021	2022
K	91.6	90.6	90.5	89.1
1	88.9	90.5	89.8	87.1
2	90.1	89.5	90.6	86.7
3	92.4	86.7	88.3	84.2
4	90.8	87.9	86.7	82.7
5	90.2	89.8	88.9	82.1
6	90.2	86.0	87.6	86.4
All Years	90.7	88.9	89.0	85.6
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)	5.2
Classroom Teacher(s)	15.5
Learning and Support Teacher(s)	1.6
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	6.97

*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 employment 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	286,481
Revenue	5,473,300
Appropriation	5,338,421
Sale of Goods and Services	2,847
Grants and contributions	130,012
Investment income	1,820
Other revenue	200
Expenses	-5,348,680
Employee related	-4,712,194
Operating expenses	-636,486
Surplus / deficit for the year	124,620
Closing Balance	411,101

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	207,326
Equity Total	895,297
Equity - Aboriginal	233,642
Equity - Socio-economic	403,995
Equity - Language	5,129
Equity - Disability	252,530
Base Total	3,276,652
Base - Per Capita	92,996
Base - Location	3,260
Base - Other	3,180,396
Other Total	533,006
Grand Total	4,912,281

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

Parents

In 2022 Tell Them From Me parent survey data indicated that:

- parents feel welcome at OVPS. The school is performing above the NSW Govt norm
- parents feel informed at OVPS. The school has increased positive responses and is above the NSW Govt norm
- the school supports positive behaviour at school
- the school is inclusive, providing equal access to opportunities for all students. The school is performing well above the NSW Govt norm

Students

In 2022 Tell Them From Me student survey data indicated that:

- 81% of students report that they try hard to succeed in learning
- teachers set clear goals for learning, establish expectations, check for understanding and provide feedback
- there is a 1% increase in the number of students reporting a strong sense of belonging at school
- 86% of students believe that schooling is useful in their
- there is a decrease of 8% in the number of students who were subjected to bullying in everyday life and that bullying will have a strong bearing on their future

Staff

In 2022 Tell Them From Me staff survey data indicated that:

- the school provides an inclusive learning environment for all students.. The school is performing well above the NSW Govt norm
- the school has a collaborative culture where teachers work with other teachers to drive student learning. The school is performing above the NSW Govt norm
- teachers have high expectations for student learning. The school is performing above the NSW Govt norm
- the teachers provide an inclusive approach to learning for all students. The school is performing above the NSW Govt norm

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.