

2022 Annual Report

Oak Flats Public School



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Introduction

The Annual Report for 2022 is provided to the community of Oak Flats 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

Oak Flats Public School is an innovative, collaborative and inclusive learning community. Our vision is to promote academic success along with social and emotional wellbeing, supporting all students to reach their full potential.

We have dynamic, passionate teachers and staff who believe the cornerstone to education is a strong learning culture and student wellbeing. We foster pride and belonging with community connection, ensuring students develop the knowledge, skills and our Positive Behaviour for Learning values to be SAFE, RESPECTFUL, RESPONSIBLE and ACTIVE LEARNERS.

School context

Oak Flats Public School is situated in the Illawarra Region, with an enrolment of 513 students including 40 students who attend the onsite Oak Flats Public School Preschool. Since 1952, third and fourth generation families have enrolled which is a testament to our proud tradition and history in the local area. We focus strongly on maintaining and fostering our school as a learning community which values interaction between, and contribution from students, parents, teachers and the wider community.

At Oak Flats Public School literacy and numeracy are at the core of our curriculum and quality teaching is based on current research driven by timely and consistent student data collection. A whole school focus maximising student performance encourages high expectations and life-long learning. Modern technologies are embraced, and students, teachers and parents value our 3-6 BYOD and K-2 iPad program and unique digital technology lab, enhancing engagement and inquiry-based digital learning.

At Oak Flats Public School we are sensitive to individual student abilities and circumstances and pride ourselves on support for students with additional learning and support needs and our commitment to individualised instruction. We have quality transition programs from Preschool to Year 7 complemented by a wide range of extra-curricular opportunities in leadership, sport, creative and performing arts and beyond. A strong link between wellbeing and learning outcomes with our Positive Behaviour for Learning program and Wellbeing Framework provide structures to ensure a happy and successful teaching and learning environment.

A comprehensive situational analysis, including consultation with students, staff and parents has been conducted to inform the development of the 2021-2024 Strategic Improvement Plan. Through our situational analysis we have identified that further work is required to ensure teachers plan for and deliver quality differentiated instruction in literacy and numeracy. Work will take place in the regular analysis and use of data with high impact strategies evident in teaching and learning, assessment and early intervention. The school has identified system-negotiated target areas in Reading and Numeracy. A focus on strong content knowledge, explicit teaching and consistent data collection will further support individual academic progress and achievement.

Teachers and support staff will continue to refine and reflect on their professional development with teachers being leaders of learning, working collaboratively to drive our school culture. With greater input from parents, teachers and the community, we will embrace the flexibility to shape our direction, build partnerships and make local decisions to benefit our students. The school has a rich educational past and we believe that together as a school community, we can look towards an energetic and exciting future.

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

Strategic Direction 1: Student growth and attainment

Purpose

To enhance student learning outcomes in literacy and numeracy through innovative and responsive teaching and learning and data-based decision making.

Initiatives

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

- Data analysis at systemic, school and classroom level
- Student achievement in literacy and numeracy

Resources allocated to this strategic direction

QTSS release: \$94,465.06

Socio-economic background: \$82,000.00

Low level adjustment for disability: \$12,404.17

Summary of progress

The focus for 2022 was on developing innovative teaching and learning practices underpinned by rigorous data to enhance student literacy and numeracy outcomes. As a result teachers have developed their capacity to access and record meaningful data from a range of qualitative and quantitative sources to drive the teaching and learning cycle. Evidence-informed teaching practices have been effectively implemented across the school with teachers demonstrating increased confidence utilising the new K-2 English and mathematics syllabuses. Assessment results in the focus areas of reading and phonics improved, indicating increased student competency in these areas.

The focus for 2023 will be on the effective teaching of mathematics from K-6. Teachers will be involved in ongoing professional learning experiences in the explicit teaching of Mathematics and the new Mathematics syllabuses. Staff will work collaboratively in stage teams and with the Assistant Principal Curriculum and Instruction to analyse student data to meet individual student and cohort needs. Whole school mathematics resources will be purchased and distributed to all classrooms in order for teachers to implement high quality learning activities, particularly in the focus area of whole number.

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
A minimum of 30.1% of students achieve in the top two bands in NAPLAN Numeracy (lower bound system-negotiated target).	The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN Numeracy is 14.18% and indicates progress yet to be seen toward the lower-bound system negotiated target. Focus on this target has resulted in targeted intervention and explicit teaching in mathematics.
A minimum of 41.2% of students achieve in the top two bands in NAPLAN Reading (lower bound system-negotiated target).	The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN Reading is 26.12% indicating progress yet to be seen toward the lower-bound system negotiated target. Focus on this target has resulted in increased support developing comprehension and phonological awareness.
Increase the percentage of students achieving expected growth in NAPLAN Numeracy to be trending upwards towards the system-negotiated lower bound target of 50.5%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Increase in the percentage of students achieving expected growth in NAPLAN Reading to be trending upwards towards the system-negotiated lower	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

bound target of 65.1%.	
Using 2021 baseline (68%) an additional 2% of K-2 students to achieve at or above the grade expectations based on school determined Reading targets.	Internal data indicates 48% of students in K-2 achieved grade expectations based on school determined reading targets.
Value-add data in Scout for K-3 is trending towards Sustaining and Growing.	<p>Self assessment against the School Excellence Framework in the theme of Value-add shows the school currently performing at Delivering.</p> <p>Value-add data for Years 3-5 is unavailable with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>

Strategic Direction 2: Targeted teaching and resourcing

Purpose

To support a high performance culture, with a clear focus on student progress and achievement and high quality evidence-based teaching strategies.

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.

- Effective classroom practice
- Learning, development and leadership

Resources allocated to this strategic direction

Low level adjustment for disability: \$192,734.70

English language proficiency: \$12,037.89

Refugee Student Support: \$1,375.36

Socio-economic background: \$228,618.88

AP Curriculum & Instruction: \$150,571.00

Professional learning: \$32,626.00

School support allocation (principal support): \$27,067.04

Per capita: \$123,307.70

Summary of progress

The focus for 2022 was on supporting a high performance culture, through innovative and effective classroom practice based on high-impact teaching strategies with a clear focus on student achievement. As a result, students from Preschool to Year 6 were provided with opportunities to engage in explicit-best practice teaching and learning, delivered by expert teachers in all areas of the curriculum. A vast range of extra-curricular activities allowed students to apply academic skills in a real-world context as part of a comprehensive education. Supplementary teaching and learning in small group tuition ensured identified students benefited from high-quality literacy and numeracy support and enrichment.

In 2023, the focus will be to streamline collaborative practices for professional dialogue, accountability and data analysis, underpinned by instructional leadership. The model of utilising expert teachers to support identified curriculum and extra-curricular areas will remain. Continued use of the High Impact Professional Learning suite of resources will guide the leadership team to ensure professional learning opportunities are aligned to the Strategic Improvement Plan and drive student growth and achievement.

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
Increase staff TTFM data by an additional 2% to 77% in the area of Leadership.	Tell Them From Me teacher data remained stable in the area of Leadership at 76%.
Increase Staff People Matter Survey data by an additional 2% to 75% in the area of Teaching Learning and Development.	Data can not be analysed as the school did not receive People Matter Survey Results.
School self-assessment within the theme of Explicit Teaching is maintained at Sustaining and Growing.	Self-assessment against the School Excellence Framework in the theme Explicit Teaching shows the school currently performing at Sustaining and Growing.
School self-assessment across the four themes of Learning and Development is	Self-assessment against the School Excellence Framework in the element Learning and Development shows the school currently performing at

trending towards Excelling.	Sustaining and Growing.
Instructional Leadership framework maintained and refined based on feedback from staff.	Internal measures indicate increased school wide understanding and implementation of pedagogy and evidence-based teaching practice reflecting effective instructional leadership and support.
Tiered Leadership framework maintained to support aspiring teachers in the school.	Internal measures indicate staff opportunities are provided at all levels to support aspiring teachers in the school.

Strategic Direction 3: Collaborative and inclusive partnerships

Purpose

To support a school wide culture of high expectations and shared responsibility for student learning and wellbeing with purposeful, collaborative and inclusive partnerships.

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.

- Focused and individual support reflecting changing student needs
- Positive partnerships for learning, engagement and wellbeing

Resources allocated to this strategic direction

Integration funding support: \$351,148.00

COVID ILSP: \$273,760.00

Aboriginal background: \$56,542.18

Summary of progress

The focus for 2022 was on developing purposeful, collaborative and inclusive partnerships in order to develop shared responsibility for student learning and wellbeing. As a result, students with additional cognitive, emotional, social and physical needs were effectively supported through individualised planning and support, including from Student Learning Support Officers (SLSOs). Strong school-based attendance processes and systems ensured the accurate recording of absences and targeted intervention. Our whole school Positive Behaviour for Learning (PBL) framework supported students in the return to full-time school after a significant period of home learning in 2021, as well as strengthening their social, emotional, behavioural and academic outcomes.

In 2023, the focus will be on continuing to provide a high level of support to students with diagnosed disabilities and additional needs through individual education plans and in intensive learning groups supported by SLSOs. Attendance will continue to be closely monitored with a focus on universal preventions and increasing the number of students attending school 90% of the time. Proactive and positive student-focused practices to support wellbeing and welfare will continue in line with the department's Inclusive, Engaging, Respectful Schools policy. The partnership between Aboriginal and Torres Strait Islander families and the school will remain a priority to ensure our school is culturally inclusive and that students excel and achieve in every aspect of their education

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
Increase the percentage of students who attend school above 90% of the time to be trending towards the system-negotiated upper bound target of 84.5%.	The number of students attending greater than 90% or more of the time is 37.98% indicating progress yet to be seen toward the lower bound system-negotiated upper bound target of 84.5%.
Increase the percentage of students reporting a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging) at school from a baseline of 83% to be at or above the system-negotiated lower bound target of 87.5%.	Tell Them From Me data shows 75% of students identify as having positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school indicating progress toward the lower bound system-negotiated target.
Increase Parent TTFM data by 2% to 70% in the area of Inclusive School.	Tell Them From Me parent data remains stable in the area of Inclusive School, achieving a percentage of 67%.
Increase student TTFM data by 4% to	Tell Them From Me student data showed we achieved our annual progress

60% the area of Student Interest and Motivation.	target of 60% in the area of Student Interest and Motivation achieving a percentage of 60%.
Increase Parent TTFM data by 2% to 74% in the area of the School Supports Learning.	Tell Them From Me parent data shows a decrease of 7 % in the in the area of School Support Learning to achieve a percentage of 67%.
School self-assessment within the theme of High Expectations is maintained at Sustaining and Growing.	Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the theme of High Expectations.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$1,375.36</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</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"> • Effective classroom practice <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to map individual students against the EAL/D progressions <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * students becoming more confident and prepared to undertake risks with their learning and language use, as noted in teacher observations, work samples and assessments * all eligible students demonstrating progress towards their personalised learning goals * consultation time with students, parents and the Learning Support Team was scheduled to develop personalised learning goals <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * to ensure explicit goals for language development are set as part of an Individual Education Plan (IEP) * personalised and targeted professional support will be provided to teachers in the form of co-planning, co-teaching and mentoring
<p>Integration funding support</p> <p>\$351,148.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Oak Flats 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"> • Focused and individual support reflecting changing student needs <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) • staffing release to build teacher capacity around behaviour intervention and curriculum adjustments • consultation with external providers for the implementation of occupation therapy, speech therapy and physiotherapy • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * all eligible students demonstrating progress towards their personal learning goals * all eligible students were provided with one-to-one intervention with SLSOs in the classroom and playground based on their level of need * an improvement in the wellbeing and confidence levels of targeted students as evidenced by teacher observations, Learning Support Team records and parent feedback * all IEPs were periodically updated and responsive to student learning

<p>Integration funding support</p> <p>\$351,148.00</p>	<p>needs and progress ensuring eligible students receive personalised learning and support within their own classroom</p> <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * to adjust the use of integration funding throughout the year in response to student IEP reviews to ensure funding is used to specifically address each student's support needs * to continue to incorporate integration funding decision making within the Learning and Support Team meeting agenda
<p>Socio-economic background</p> <p>\$310,618.88</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Oak Flats 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"> • Data analysis at systemic, school and classroom level • Student achievement in literacy and numeracy • Effective classroom practice • Learning, development and leadership <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 Instruction Leadership program implementation. • professional development of staff through Teacher Collaboration and Planning days (TCAP) to support student learning • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * Instructional Leaders supporting and mentoring teachers in effective research based strategies to support student learning across the school * professional learning was directly transferred to the classroom to improve teacher practice and student outcomes in literacy and numeracy <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * to continue to engage teachers in instructional learning opportunities * for teaching programs to be structured to enable learning that is personalised for individual students, student cohorts and groups of students to engage with the curriculum at their point of need * the regular and rigorous analysis of data to review and modify targeted groups of students performing above and below expected levels with differentiated and inclusive teacher strategies
<p>Aboriginal background</p> <p>\$56,542.18</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Oak Flats 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"> • Positive partnerships for learning, engagement and wellbeing <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 deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (LaST) to support Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal

<p>Aboriginal background</p> <p>\$56,542.18</p>	<p>students</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Pathways • employment of additional staff to support literacy and numeracy programs • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * partnerships with Aboriginal students, parents, carers and the community strengthened and are collaborative, inclusive and supportive * staff developed a more comprehensive understanding of student literacy, numeracy and personal goals through the development of authentic and measurable Personalised Learning Pathways (PLPs) * targeted and individual literacy and numeracy intervention strategies for Aboriginal students * increased staff knowledge and understanding of the histories, cultures and experiences of Aboriginal and Torres Strait Islander people as the First Peoples of Australia <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * further evaluation of the effectiveness of support for Aboriginal students using the resource Turning Policy Into Action to ensure they are collaborative and sustainable and support Aboriginal student growth in literacy and numeracy * targeted literacy and numeracy support for Aboriginal students with the development Personalised Learning Pathways goals that set high aspirations for students and are regularly reviewed
<p>English language proficiency</p> <p>\$12,037.89</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Oak Flats 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"> • Effective classroom practice <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 • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional intensive support for students identified in beginning and emerging phase • provide EAL/D Progression levelling PL to appropriate staff <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * EAL/D student support in literacy and numeracy in targeted intervention * student progress monitored utilising the EAL/D learning progressions <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * for teachers to design teaching and learning activities that reflect the needs of EAL/D students across all areas of the curriculum * to ensure specific goals for language development are set as an Individual Education Plan (IEP)
<p>Low level adjustment for disability</p> <p>\$205,138.87</p>	<p>Low level adjustment for disability equity loading provides support for students at Oak Flats 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"> • Data analysis at systemic, school and classroom level • Effective classroom practice <p>Overview of activities partially or fully funded with this equity loading</p>

<p>Low level adjustment for disability</p> <p>\$205,138.87</p>	<p>include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • 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 • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • support for students in Individual Learning Plans • employment of LaST and interventionist teachers <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * structured programs that identified teaching, learning and assessment activities personalised for individual students, groups of students and student cohorts to engage with the curriculum at their point of need, including a whole school focus on explicit teaching practices <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * implementation of high impact teaching and learning practices * targeted and strategic learning and support intervention, evaluated periodically with Instructional Leaders
<p>Professional learning</p> <p>\$32,626.00</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 Oak Flats 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"> • Effective classroom practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • access to professional learning that focuses on literacy and numeracy, classroom, and behaviour management strategies • collaborative professional practices with high impact professional learning • utilising Instructional Leaders to unpack evidence-based approaches and curriculum requirements for teaching literacy and numeracy <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * increased capacity of all teachers to implement effective evidence-based practices with opportunities for staff to participate in targeted professional learning online, at school and offsite provided throughout the year <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * to continue to build teacher capacity and enhance curriculum knowledge with a focus on implementation of the new K-2 and 3-6 English and mathematics syllabuses * to ensure professional learning is targeted to the school priority focus of mathematics * targeted professional learning in behaviour management to develop staff knowledge of the department's Inclusive, Engaging and Respectful Schools package
<p>QTSS release</p> <p>\$94,465.06</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Oak Flats Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data analysis at systemic, school and classroom level <p>Overview of activities partially or fully funded with this initiative funding include:</p>

<p>QTSS release</p> <p>\$94,465.06</p>	<ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • additional teaching staff to implement quality teaching initiatives • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * improved staff confidence to implement effective teaching practices * teachers embedding high impact teaching strategies which are evidence-based within their classroom practice <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * for the leadership team to lead improvement in areas where teachers require further support with an emphasis on literacy and numeracy * staff release for analysis of data to build teacher capacity to implement targeted teaching strategies to individual students and cohorts * support for teachers to trial innovative and/or evidence based future focused practices
<p>COVID ILSP</p> <p>\$273,760.00</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"> • Focused and individual support reflecting changing student needs • 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 to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition groups and monitor progress of student groups • providing targeted, explicit instruction for student groups in literacy and numeracy - reading fluency and comprehension, phonemic awareness and additive strategies • providing intensive small group tuition for identified students who have limited/basic knowledge, understanding and skills in literacy and/or numeracy • releasing staff to coordinate the program • releasing teaching staff to support the administration of the program • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * data collected was used regularly to identify student cohorts to plan, implement and monitor intervention strategies and improve outcomes for all students <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * to continue the implementation of literacy and numeracy small group tuition using qualitative and quantitative data sources to identify specific student needs * to provide targeted, explicit instruction for student groups in literacy and numeracy in the specific focus areas of; reading fluency and comprehension, creating texts, grammar and punctuation, phonemic awareness, whole numbers, additive strategies, multiplicative strategies and operating with decimals * for student goal setting, monitoring and feedback to be a core part of learning * regular monitoring of students involved in COVID ILSP to ensure a successful transition back into classrooms
<p>AP Curriculum & Instruction</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for</p>

\$150,571.00

teachers, monitoring student outcomes, and supporting families to be key partners in student learning.

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

- Effective classroom practice

Overview of activities partially or fully funded with this Staffing - Other funding include:

- delivery of professional learning that focuses on literacy and numeracy
- facilitating ongoing teacher professional learning and development
- collaboration with teachers to effectively plan, deliver and assess quality literacy and numeracy programs
- providing instructional support based on identified needs and school, stage and personal goals

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

- * students made individual and collective growth in literacy and numeracy reflected in departmental, internal and external assessments
- * data collected was used regularly to identify student cohorts to plan, implement and monitor teaching strategies and improve outcomes for all students
- * teachers strengthened their understanding of best practice and enhanced their delivery of literacy and numeracy in the classroom
- * teachers furthered their knowledge and skills in how to enter, analyse and harvest student data from a range of assessment sources
- * comprehensive data profiles were created to track literacy and numeracy assessment for all students K-6

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

- * for the Assistant Principal Curriculum and Instruction (APCI) instructional support focus to align with the school priority area of mathematics
- * for the APCI to work collaboratively with Assistant Principals to align literacy and numeracy focus areas with needs of student cohorts in literacy and numeracy as reflected in qualitative and quantitative assessment data
- * for the APCI to model explicit, evidence-based, high impact teaching strategies in literacy and numeracy and working shoulder to shoulder with teachers in classrooms

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	214	219	237	246
Girls	231	240	241	231

Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.9	92.2	92.6	89.4
1	92.5	90.4	92.1	84.4
2	94.3	91.8	91.8	86.4
3	92.8	91.7	91.6	86.3
4	92.4	91.4	91.5	83.9
5	91.6	90.4	90.1	85.7
6	92.6	91.2	89.4	83.0
All Years	92.8	91.3	91.3	85.5
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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

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

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	19.1
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
School Administration and Support Staff	4.79
Other Positions	1

*Full Time Equivalent

Workforce composition statement

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

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark 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	261,644
Revenue	5,770,658
Appropriation	5,593,406
Sale of Goods and Services	35,479
Grants and contributions	139,051
Investment income	2,622
Other revenue	100
Expenses	-5,741,520
Employee related	-5,169,619
Operating expenses	-571,901
Surplus / deficit for the year	29,138
Closing Balance	290,782

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	352,523
Equity Total	584,338
Equity - Aboriginal	56,542
Equity - Socio-economic	310,619
Equity - Language	12,038
Equity - Disability	205,139
Base Total	3,453,366
Base - Per Capita	123,308
Base - Location	0
Base - Other	3,330,058
Other Total	750,099
Grand Total	5,140,326

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.

STUDENTS

The Tell Them From Me student survey in Years 4, 5 and 6 elicited responses from students regarding their satisfaction in the broad categories of social-emotional and drivers of student outcomes. There were numerous elements within each category.

- 71% of students feel proud of their school.
- 83% of students reported that they demonstrate positive behaviour at school.
- 85% of students identified that they know where to seek help if bullied. The percentage of students who indicated that they are subjected to moderate to severe physical, social, or verbal bullying, or are bullied over the Internet was 32%, 6% beneath the NSW Government Norm overall and beneath the NSW Government Norm in two grades.
- The percentage of students who feel that they have someone at school who consistently provides encouragement and can be turned to for advice was above the the NSW Government Norm across the three grades. However, 59% of students indicated that they had a positive sense of belonging at school. This is an area for future focus.
- The percentage of students who set challenging learning goals for themselves in their school work and aim to do their best was lower than the NSW Government Norm across the three grades.
- The percentage of students who indicated that staff emphasise academic skills and hold high expectations for all students to succeed was 0.2% below the NSW Government Norm across the three grades.

TEACHERS

The Tell Them From Me teacher survey used a 10 point rating scale for different elements within 12 broad categories. In the 2022 survey there were 30 respondents. Teachers indicated that:

- leaders in the school are driving improvement and change. 100% of respondents agreed or strongly agreed with this (an 8% increase from 2021) with 77% agreeing or strongly agreeing that school leaders clearly communicate their strategic vision and values for the school.
- they work with school leaders to create a safe and orderly school environment (8.4).
- school leaders have provided guidance for monitoring student progress (7.7).
- they were supported by school leaders during stressful times (7.7).
- school systems and structures including professional learning and accreditation supported them to improve their teaching.
- there is an established culture of collaboration through the sharing of teaching, learning and assessment practices and resources, and strategies that increase student engagement (9.1).
- they set high expectations for student learning (9.1) with progress of individual students effectively monitored (8.8).
- assessments are used to help teachers understand where students are having difficulty (8.6), inform lesson planning (8.0) and to help students set challenging goals (7.3). The provision of standardised work samples for students is an area for improvement (5.8).
- students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts(6.1) and to analyse, organise, and present subject matter (5.3). The use of computers or other interactive technology for student feedback (5.6) and to track progress towards achieving their goals (4.4) are areas for future focus.

PARENTS AND CARERS

The Tell Them From Me parent and carer survey used a 10 point rating scale for different elements within 7 broad categories. In the 2022 survey there were 32 respondents. Parents and carers indicated that:

- they feel welcome when they visit the school (7.1).
- they can easily speak with their children's teachers (7.3). Formal interviews (66%) and informal meetings (59%) were identified as the most effective communication types when discussing their child at school. 81% of respondents spoke with their child's teacher two or more times.
- they are well informed about school activities (7.4). The newsletter (83%) and social media (66%) were identified as the most useful ways of finding out news about the school.
- the school supports positive behaviour. Respondents indicated that their children have a clear understanding about the rules for school behaviour (8.5) and that they feel safe at school (7.3).
- teachers have high expectations for students and that their children are encouraged to do their best work (7.1).
- the school is inclusive and staff take an active role in making sure all students are involved in school activities (6.8).

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.