

# 2022 Annual Report

## Oakhill Drive Public School



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# Introduction

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

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

## School contact details

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## Message from the principal

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In November 2022, Oakhill Drive Public School was included in an article published in the Daily Telegraph. The school was included as one of the top 100 schools in NSW (Public, Private & Catholic systems). The article informs the reader, that ODPS is one of a few schools, who have shown consistent improvement in improving literacy, numeracy and wellbeing outcomes for all students as measured through NAPLAN, despite not having an OC. We are very proud of this recognition and humbly accept this acknowledgement because in partnership with our parents we have worked consistently to achieve this goal. 82 % of our students achieve in the top two bands in reading and 70% of students achieve in the top two bands in numeracy. 86 % of students tell us they feel connected and belonging to their school and 94% of parents tell us they are satisfied or very satisfied with our school. However, success in NAPLAN has never been our goal. It is a byproduct of our work. Our goal is to achieve the school vision that we co created with our community eight years ago.

**"Our school is committed to creating innovative, connected and collaborative lifelong learners. Our students will be encouraged to become healthy, well rounded, global citizens that contribute to the common good."**

We value, lifelong learning, personal wellbeing and relationships that contribute beyond oneself. These are the skills we teach our students explicitly. Along with the academic subjects our school provides opportunities for our students to excel in the performing and creative arts and sports. Students compete and gain places in competitions and eisteddfods, win knockouts and inter school sport competitions. Sports people, win personal bests and are recognised as overall age champions year after year. Students excel in their chosen field and have gained recognition, through their perseverance, their determination, grit and resilience. These are not measured by NAPLAN. Our students are learning the value of positive relationships, through their optimism, kindness, gratitude and forgiveness. These are not measured by NAPLAN. Every child has strived to succeed. Our school vision is our goal and we send each Year 6 group to their high school with strong foundational skills that will allow them to succeed and thrive.

Our vision is achieved through the work of our teachers: I thank them for believing in our vision, for engaging with research and more importantly transferring this into their daily practice. I thank the executive team, who support our teachers by working closely with them to support this transition. This wouldn't happen without positive trusting relationships between our staff. I thank our deputies Julie Torney and Susie Croker for their collaboration and efficacy. I thank the parent community for working with us in partnership and for your trust in us to achieve our vision. I congratulate and thank the outgoing P&C executive under the leadership of Olivia Wilson as President. Olivia has led the P&C and worked alongside the school in a supportive manner to reach our school vision. Olivia ensured that parents remained connected to the school, especially during the pandemic, through zoom meetings and social gatherings. She was a willing ear to me, listening, and offering a parent's opinion. I thank Olivia and the P&C executive members for the time they have volunteered.

We are proud of the results we have achieved, because we believe it is the moral imperative to prepare our students with strong foundations to become global citizens.

Betty Ploeg

Principal

## Message from the school community

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The P&C at Oakhill Drive Public School, has a strong and harmonious relationship with the school and the school executive. We are charged with running three sub-committees. The Canteen, the Uniform Shop and our Band Program. These sub-committees are almost run entirely by volunteers.

2022 commenced with the hangover of the COVID Pandemic and we continued to adapt to changes that were required. Some of our regular welcome events were unable to be held, however, we welcomed all those new to the Oakhill Drive Community at the start of the year. Each year the P&C works closely with the school via the teacher and student representatives, to establish requirements and then assist to raise the necessary funds to fulfill those requirements.

As a school community, we were able to achieve one of our long-standing goals that we had been fundraising for the past few years, our new all weather cover over the basketball court. The P&C made a substantial contribution of funds in conjunction with the NSW Government to achieve this. The structure also has lights and a sound system which ensures that it can be used and will allow more outdoor areas for the school community. I would like to acknowledge, Kim Davis, our previous president, who was instrumental in initiating the fundraising to achieve this goal.

We were able to partake in a few additional fundraising activities this year with Election Day BBQs, Trivia night and our Movie night which was held in November. The Election Day BBQs allowed the wider community to see the wonderful environment that we have at Oakhill Drive. As part of the school Acorn program, students from Year 5 and 6 were able to achieve community hours by assisting at the cake stall and in the canteen. They all did a fantastic job and a great result was achieved. The Trivia night allowed our parents and teachers to come together and have some fun. There were some amazing costumes and decorated tables. This year we replaced our traditional Fun Day and turned it into a Movie night under the stars which concluded with a fabulous fireworks display. It was the first time in a number of years where we were able to gather the school community together. Music and dance performances were held under the new cover on the basketball court as well as an abundance of food stalls, in particular the international food, run from the Canteen, where all the food was donated and made by school families. We raised around \$35,000 from this event which will be allocated by the P&C in consultation with the school and students.

Events like these cannot happen without volunteers and I would like to thank all those who assisted in volunteering throughout the event as well as to the CTHS students on the evening. We would like to take this opportunity to thank all parents and staff for their contributions and continued support. This is my last report as P&C President as my time at Oakhill Drive draws to a close. I would like to thank you all for the friendships and support from those in the community, both past and present. At Oakhill Drive, we are so blessed to have a wonderful and proactive School Executive, Teaching and Administration Team. Not all schools are as lucky as we are, so I encourage you all to be involved and support each other.

## School vision

Our students will gain the skills, knowledge and attitudes, that will prepare them to be creative, connected and collaborative lifelong learners. Our students will be encouraged to become healthy, well-rounded, global citizens that contribute to the common good.

## School context

Oakhill Drive Public School is located in the Castle Hill area of North West Sydney. Our current enrollment numbers are at 766 students. 66% of our students are from a language background other than English. We have a strong learning alliance with the Cherrybrook Community of Schools.

The school has developed a research-based, data-informed, action-planned culture and is committed to achieving outstanding outcomes in the areas of leadership, teaching, learning, student welfare, and parent engagement. We have implemented highly successful programs and practices in each of these areas to achieve our aspirational targets.

Preparing our students for their journey through life and providing experiences that develop the whole child is what drives our whole school community. We do this by ensuring that the learning environment is a place where all students feel safe, are stimulated and are proud to be part of a caring school. Our teachers bring learning to life, inspiring the imagination and creativity in every student by making learning relevant, integrating technology, encouraging communication and making classrooms fun, our teachers help our students to excel. As well as the academic programs, our students excel in a diverse range of programs including the creative arts, sport and many other co-curricular areas which develop each student's interests and talents whilst building their confidence and self-esteem.

Through our situational analysis, we have identified that high expectations, expert curriculum knowledge, the design of essential learning and the tracking of student achievement will ensure growth for all learners in literacy, numeracy and wellbeing. Student performance data will determine areas of need and future priorities. Collaboration between teachers and support staff will be prioritised to develop collective efficacy and collegial support. Harnessing the expertise of the collective will ensure strong collaborative practice to improve student outcomes. Genuine consultation with parents and carers will guide individual student goals. Wellbeing for all remains an integral focus of everything we do. We will improve student attendance and engagement by establishing deep connections to our students so that they are all known, valued and cared for and through proactive programs and interventions as required.

As the school has grown, support of the school's initiatives and goals by parents, has never been stronger. Together we strive to achieve a happy and inspiring school.

## 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	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Excelling
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
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

In order to improve student outcomes in literacy, numeracy and wellbeing, we will develop whole school processes for collecting, analysing and using data to ensure the implementation of high challenge curriculum provision and support for every student.

### 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 driven practices
- Positive Relationships and Resilient Culture

### Resources allocated to this strategic direction

**School Operational:** \$10,000.00

**School and Community:** \$2,000.00

### Summary of progress

Our focus has been to regularly use school wide data to identify student achievements and progress in order to reflect on teaching effectiveness and inform future directions.

#### Data Driven Practices:

- School wide systems are in place for teachers to review student data (NAPLAN, Check In, work samples) to plan the next trajectory of learning every 5 weeks. Learning sequences are adjusted based on student need. Teachers are responsive to student data. Our next steps include further support in data analysis (eg functionality of SCOUT and the adaptive PAT assessment).
- Senior Executive Walkthroughs were initiated to gain an ongoing picture of everyday practice. Further learning about walkthroughs and data talks are considered next steps in informing future learning.
- The assessment of reading is a work in progress as we move away from Benchmarking processes to those that align with the teaching of all aspects of reading (phonics, oral language, vocabulary, fluency and comprehension) and specifically, teaching synthetic phonics and the use of decodable texts.

#### Positive Relationships and a Resilient Culture:

- The school attendance procedure has been updated using the functionality of the Sentral app ensuring parents/carers are notifying the school of daily absences and the school is following up non-attendance. Attendance is monitored every 2 weeks by the Learning Support Team. High levels of absence due to COVID and extended travel overseas have reduced attendance rates.
- Wellbeing continues to be a focus in every class, with explicit lessons embedded in PDHPE programs K-6. We will evaluate teacher skills in wellbeing and audit programs to ensure all aspects are embedded and taught K-6. The needs of specific students require ongoing evaluation to create targeted programs to meet their needs.

### 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
<b>Achievement in NAPLAN Bands Yr 3 and Yr 5</b> <ul style="list-style-type: none"><li>• A 10% uplift above the system target baseline of students achieving in the top two bands of reading.</li></ul>	82.2% students achieved in the top two bands in NAPLAN for reading, indicating an uplift of 7.74% from 2021 and the baseline and is close to the agreed upper bound target of 84.4%.
<ul style="list-style-type: none"><li>• A 10% uplift above the system target baseline of students achieving in the top two bands of numeracy.</li></ul>	70.31% students are in the top two bands in NAPLAN for numeracy, indicating an uplift of 3.51% from 2021 and only 0.71% from the baseline. The school results are moving towards the agreed lower bound target.

<p><b>Achievement in Growth</b></p> <ul style="list-style-type: none"> <li>• An uplift of 7% results of students achieving expected growth in NAPLAN reading to above the system negotiated target baseline.</li> </ul>	<p>Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available.</p>
<ul style="list-style-type: none"> <li>• An uplift of 7% results of students achieving expected growth in NAPLAN numeracy to above the system negotiated target baseline.</li> </ul>	<p>Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available.</p>
<p><b>Achievement in Attendance</b></p> <ul style="list-style-type: none"> <li>• A 7% uplift above the system negotiated target baseline of student attendance.</li> </ul>	<p>The number of students attending greater than 90% of the time or more has decreased by over 20%. This is to be expected due to the high absentee rate due to sickness and Covid restrictions. Similarly, many students have taken extended holidays (unjustified leave) to visit family overseas following opening of international borders.</p>
<ul style="list-style-type: none"> <li>• A 5% uplift above the system negotiated target baseline of student wellbeing.</li> <li>• All students report their teachers know them well.</li> </ul>	<p>TTFM survey indicates a 4% deficit as compared with 2021 of students who report a positive sense of belonging. However, when asked during randomly selected Stage 3 focus groups, all students are able to articulate how they have positive connections at school and can explain how they have a sense of belonging and can explain how to help others belong. 100% of students in focus groups were able to name teachers that believe in them.</p>
<p><b>Internal School Data Reading</b></p> <ul style="list-style-type: none"> <li>• PAT: Median scores in reading increase by 7% Years 2-6</li> <li>• Check in data indicates an uplift of 7% of questions answered correctly by Year 4 and 6 students in reading.</li> </ul> <p><b>Internal School Data Numeracy</b></p> <ul style="list-style-type: none"> <li>• PAT: Median scores in numeracy increase by 5% in Years 2-6</li> <li>• Check in data indicates an uplift of 7% of questions answered correctly by Year 4 and 6 students in numeracy.</li> </ul>	<p><b>PAT Reading</b></p> <p>This test is now adaptive, providing teachers with a clearer picture of students' skills. This data is analysed and used to inform programs. Students who completed the test in both 2022 and 2021 in Years 2-6 show an average growth of 7 scale points from their 2021 score.</p> <p>Median scores as compared with Australian norm scores:</p> <ul style="list-style-type: none"> <li>• Y6: 137 (128 National)</li> <li>• Y5: 135 (125 National)</li> <li>• Y4: 128 (120 National)</li> <li>• Y3: 122 (113 National)</li> <li>• Y2: 112 (101 National)</li> </ul> <p><b>Check In Reading</b></p> <p>The school now understands that this tool is not designed to measure growth; specific data on students' strengths and areas for focus was used to support teachers planning future learning. Students continue to answer more questions correctly than statistically similar schools and the state.</p> <p>Year 4:</p> <ul style="list-style-type: none"> <li>• Term 1 - 68.9% (53.3% State, 65.0% SSSG)</li> <li>• Term 4 - 71.7% (58.7% State, 68.7% SSSG)</li> </ul> <p>Year 6:</p> <ul style="list-style-type: none"> <li>• Term 1 - 74.2% (61.8% State, 73.6% SSSG)</li> <li>• Term 3 - 67.5% (55.1% State, 65.3% SSSG)</li> </ul> <p><b>PAT Numeracy</b></p> <p>This test is now adaptive, giving us a clearer picture of students' skills. Students who completed the test in both 2022 and 2021 in Years 2-6 show an average growth of 4.2 scale points from their 2021 score.</p> <p>Median scores as compared with Australian norm scores:</p> <ul style="list-style-type: none"> <li>• Y6: 138 (128 National)</li> <li>• Y5: 136 (125 National)</li> <li>• Y4: 130 (121 National)</li> <li>• Y3: 123 (115 National)</li> <li>• Y2: 114 (108 National)</li> </ul>

**Internal School Data Reading**

- PAT: Median scores in reading increase by 7% Years 2-6
- Check in data indicates an uplift of 7% of questions answered correctly by Year 4 and 6 students in reading.

**Internal School Data Numeracy**

- PAT: Median scores in numeracy increase by 5% in Years 2-6
- Check in data indicates an uplift of 7% of questions answered correctly by Year 4 and 6 students in numeracy.

**Check In Numeracy**

We understand that this tool is not designed to measure growth; the data was used to support teachers planning future learning. Students continue to answer more questions correctly than statistically similar schools and the state.

**Year 4:**

- Term 1 - 76.0% (57.9% State, 70.8% SSSG)
- Term 4 - 77.5% (63.5% State, 76.3% SSSG)

**Year 6:**

- Term 1 - 79.5% (65.6% State, 78.7% SSSG)
- Term 3 - 76.3% (60.8% State, 74.4% SSSG)



## Strategic Direction 2: Explicit Teaching and Expert Pedagogy

### Purpose

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In order to improve student learning outcomes, we will hold high expectations for every student and apply explicit teaching practices using research driven pedagogy to enable all students to effectively access and use information to solve problems, pose questions, synthesise ideas and justify their reasoning.

### Initiatives

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

- Expert Curriculum Knowledge
- Explicit Teaching

### Resources allocated to this strategic direction

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**Literacy and numeracy:** \$52,651.00

**Literacy and numeracy intervention:** \$48,267.00

**Per capita:** \$50,863.00

**Professional learning:** \$42,098.00

**School Operational:** \$15,700.00

### Summary of progress

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Our focus was to identify, understand and implement the most effective, explicit teaching methods with the highest priority given to evidence-based practices with a focus on reading.

#### Expert Curriculum Knowledge:

ODPS continued to utilise a highly impactful professional learning schedule that aligned with the ODPS Essential agreement and involved rigorous learning about evidence-based pedagogy that underpins the new English Syllabus. During Spirals of inquiry sessions, the APCI and AP's worked collaboratively with stage teams to plan, teach and evaluate the impact of evidence-informed teaching strategies for improved student outcomes in reading. This involved backward mapping and planning clear, sequential trajectories of learning that aligned with curriculum standards and responded to student needs in five weekly cycles. Through maintaining a specific focus on the 'Big Six' aspects of effective reading instruction, teachers deepened their curriculum knowledge. This is evidenced by teachers willing to demonstrate their expertise during whole school professional learning sessions, where they modeled micro lessons that aligned with evidence-based research of effective ways to teach the Big Six aspects of reading. This included modelling the cognitive processes of proficient reading by utilising Think Alouds. The next step is for students to use think alouds to monitor their comprehension and for teachers to use it as an assessment opportunity.

The planning for explicit and systematic reading lessons was indicative of regular data-informed planning and included greater use of research-based teaching strategies that underpin the new English Syllabus and the Literacy Progressions. This was evidenced through lesson observations, evaluation of teaching programs and student focus group data. Students K-6 were able to confidently articulate why reading is important and describe the reading strategies they use to decode and comprehend texts. The next step is to provide teachers with time and support to use the new syllabus and Literacy progressions as diagnostic tools to monitor and track student achievement in reading across the school.

#### Explicit Teaching

Data extrapolated from classroom walkthroughs, evaluations of English programs and data through Instructional Rounds has confirmed that by the end of 2022, the 'Gradual Release Model of Responsibility' was embedded in all English lessons across the school. Teachers demonstrated a deep understanding of modeled, guided and independent learning opportunities to support the explicit and systematic teaching of the Big Six aspects of reading instruction.

The introduction of APCI position provided opportunities for the observation of practice related to the teaching of reading in every classroom, the provision of shoulder-to-shoulder differentiated support for all teachers, data analysis that leads to differentiated instruction and opportunities to deliver professional learning regarding evidence-based strategies for improved teaching pedagogy. All teachers 3-6 received this 1-to-1 support over the year with emphasis on improving modeled and guided reading practice. An ongoing instructional leadership focus included opportunities for staff to observe, be observed, provide and receive feedback, co-teach, and share expertise to support collective teacher efficacy re the effective teaching of reading.

## 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
<ul style="list-style-type: none"> <li>• teachers include 'ODPS Essential Agreement' pedagogy in lessons (for e.g. high expectations, explicit teaching, LISC, clarity, feedback, worthwhile lessons etc)</li> <li>• teachers incorporate the Big 6 to teach reading explicitly and systematically</li> <li>• teachers use formative and summative assessment data to plan worthwhile English lessons that include the 'Gradual Release of Responsibility' (I do - We do - You do)</li> <li>• English lessons are planned using the backward curriculum mapping process</li> <li>• teachers use the syllabus and Literacy progressions to assess, track and monitor student achievement in all aspects of reading</li> <li>• lessons are designed and adjusted to challenge all students</li> </ul>	<p><b>Analysis of data extrapolated from instructional rounds and classroom walkthroughs indicate:</b></p> <ul style="list-style-type: none"> <li>- teachers K-6 provide feedback related to the LISC</li> <li>- teachers K-6 provide opportunity for student talk through questioning, randomisers and learning partners</li> <li>- teachers K-6 have high expectations of their students</li> <li>- teachers K-6 utilise the morning session to explicitly teach targeted reading skills and strategies (The Big Six)</li> </ul> <p><b>TTFM data indicates:</b></p> <ul style="list-style-type: none"> <li>- 80% students believe that teachers set clear goals for learning, establish expectations, check for understanding and provide feedback</li> </ul> <p><b>Evaluation of the ODPS Spirals Professional Learning Model and English programs indicate:</b></p> <ul style="list-style-type: none"> <li>- teachers work collaboratively to plan worthwhile English lessons using backward curriculum mapping</li> <li>- all English programs K-6 include the 'Gradual Release Model of Responsibility' - (Modelled I do - Guided We do - Independent - You do)</li> <li>- all English programs include clear learning trajectories that progress towards specified student learning goals</li> <li>- all English programs are responsive to data analysed in Spirals and stage meetings</li> <li>- Assistant principals and the APCI support teachers to design and adjust lessons to challenge all students</li> <li>- all assistant principals and the APCI lead stage teams to use the English syllabus and Literacy progressions during grade moderation to ensure consistency in teacher judgement of student achievement in reading</li> </ul>
<ul style="list-style-type: none"> <li>• teachers effectively use the 'Think Aloud' process as an explicit teaching tool for reading instruction</li> <li>• English lessons are worthwhile</li> <li>• students report they are confident of their skills in reading</li> <li>• all students feel challenged by their learning</li> </ul>	<p><b>Analysis of data extrapolated from instructional rounds and classroom walkthroughs indicate:</b></p> <ul style="list-style-type: none"> <li>- teachers K-6 utilise THINK ALOUD strategies to explicitly model the cognitive process of learning to read/ reading to learn (e.g inferencing, author's purpose, finding the main idea.)</li> <li>- teachers K-6 use questioning to challenge student thinking</li> </ul> <p><b>Analysis of instructional rounds data indicates:</b></p> <ul style="list-style-type: none"> <li>- when asked, 80% students felt their reading lesson was pitched at the right level; not too hard, not too easy)</li> <li>- 63% of lessons observed provided challenge</li> </ul> <p><b>Analysis of TTFM data indicates:</b></p> <ul style="list-style-type: none"> <li>- 85% students believe that teachers hold high expectations for all students to succeed in academic skills</li> </ul> <p><b>Analysis of K-6 student focus group surveys indicates:</b></p> <ul style="list-style-type: none"> <li>- students K-6 can articulate why reading is important (e.g. to learn new information, to be entertained, inspiration for their own writing)</li> <li>- students K-6 can articulate a variety of effective decoding strategies to use when they get stuck on a word (e.g. sound out, break words into syllables, re-read, self-correct)</li> <li>- students can articulate effective comprehension strategies to use when they lose meaning (e.g. using context clues, text evidence, word morphology/ etymology, interpreting the author's message)</li> <li>- students described what excellent readers do (e.g. read fluently, know how to monitor and repair their reading when mistakes are made, make inferences, understand author's purpose, interpret the meaning of new words, use morphology)</li> </ul>

## Strategic Direction 3: High quality collaborative culture

### Purpose

In order to improve student learning outcomes, our community will engage in high-quality collaborative practices, harnessing the expertise of the collective, critical to improving teacher quality, parent involvement and 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.

- Collective Efficacy
- Expertise and Innovation

### Resources allocated to this strategic direction

**QTSS release:** \$105,000.00

**Literacy and numeracy:** \$52,651.00

**Literacy and numeracy intervention:** \$48,267.00

**Per capita:** \$30,000.00

**Professional learning:** \$14,500.00

### Summary of progress

Our focus has been to build a school culture, strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community.

#### Collective Efficacy:

Analytics indicated a strong parent/carer use of both Sentral and Seesaw. Data shows the value of parent workshops this year (greater value for reading than wellbeing) and the need for continued workshops particularly at the start of the year related to K-2 teaching of phonics. Processes for the collection of data could be improved by collecting responses at the conclusion of events rather than surveys after events have taken place. Interview survey data from parents shows the positive effects of having a second formal parent/teacher interview this year as a way to strengthen partnerships and empower parents. The next step is to provide parents with workshops in key focus areas including phonics and mathematics. We also recognise the value of timely exit slip surveys at the conclusion of events rather than sending a link to parents after an event has taken place. We trialed a second parent interview this year and found that this was a positive step to empowering parents to support the development of their child.

#### Expertise and Innovation:

Data has confirmed the use of the 'Spirals of Inquiry' model to drive high impact and systematic professional learning. The leadership team has maintained a focus on the instructional leadership model with executive learning sessions effectively building the capacity of leaders to build the capacity of their teams. Data indicates the varied PL needs we have in the school particularly extra supports required for our Early Career Teachers. Data also shows improvement in consistency and quality of individual general report comments. The next step is to provide Early Career Teacher support through 'bite' sessions, more targeted mentoring and network opportunities. A further next step is to modify reporting to reflect new syllabus documents. The walkthrough process could also be refined and embedded as a useful method of capturing transference of PL into the classroom.

### 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
<b>Collective Efficacy</b> <ul style="list-style-type: none"><li>• Uplift of parents report that they feel well informed.</li><li>• 10% uplift of parents who feel confident or very confident to support learning and wellbeing at home.</li></ul>	<ul style="list-style-type: none"><li>• TTFM indicates an uplift of 0.5 of parents who feel informed.</li><li>• TTFM indicates 10% uplift of parents feel confident or very confident to support learning and wellbeing at home.</li><li>• TTFM shows a continued upward trend with 94% of parents feeling satisfied or very satisfied with the school.</li></ul>

<ul style="list-style-type: none"> <li>• Positive upward trend showing high parent satisfaction with the school.</li> </ul>	
<p><b>Expertise and Innovation</b></p> <ul style="list-style-type: none"> <li>• 100% of teacher PDPs are aligned to school strategic directions.</li> <li>• Uplift of 10% of teachers indicate that the Spirals model of professional learning allowed them to apply learning at an outstanding or high level.</li> <li>• Uplift of scores from teachers who report that leaders help them improve their teaching.</li> <li>• Uplift of scores from teachers who report that leaders helped them create new learning opportunities for their students.</li> <li>• Uplift of scores from teachers who report that school leaders and other teachers provide them with useful feedback about their teaching.</li> <li>• Over 80% of teachers believe that they have been able to transfer professional learning into practice to an outstanding or high ability level.</li> <li>• Over 75% of teachers believe that the spirals professional learning model allows them to use students data, plan for next steps and follow a learning trajectory to an outstanding or high ability level.</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of PDPs are aligned with the school strategic direction.</li> <li>• In a targeted TTFM question, 10% uplift of teachers who indicate that the spirals model of professional learning allowed them to apply their learning at an outstanding or high level.</li> <li>• In TTFM Teachers rated 'school leaders have helped me improve my teaching' an 8.5 out of 10 ten.. This was un uplift from 2021.</li> <li>• In TTFM Teachers rated 'school leaders have helped me create new learning opportunities for students' an 8.5 out of 10 ten. This was un uplift from 2021.</li> <li>• In TTFM Teachers rated 'school leaders have provided me with useful feedback about my teaching' and 7.8 out of 10 ten and 'teachers have given me helpful feedback about my teaching' an 8.4 out of 10. These were both an uplift from 2021.</li> <li>• 82% of teachers believe that they have been able to transfer professional learning into practice to an outstanding or high ability level.</li> <li>• 78% of teachers believe that the spirals professional learning model allows them to use students' data, plan for next steps and follow a learning trajectory to an outstanding or high ability level</li> </ul>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$85,954.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Oakhill Drive Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for targeted professional learning</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  All students are working towards their personal learning goals. Teachers and SLSOs engaged in targeted PL in the specific diagnosis, resulting with increased knowledge and skills of best practice to meet the needs of the student. Evidence shows, these strategies have transferred to classroom practice.  Targeted programs have been designed in consultation with parents and experts in the field to meet individual needs of high support students. Consultation and collaboration with specialists such as itinerant support teachers, psychologists, psychiatrists and pediatricians has occurred and programs, plans have been adjusted and modified to include these recommendations. SLSO collaborate with teacher and LST to support the implementation of behaviour plans, lesson plans and risk assessments. Students are supported in the classroom and in the playground to access curriculum and build positive peer relationships.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Continued collaboration with parents, paraprofessionals DoE Learning &amp; Wellbeing to determine next steps.  Continue to provide PL in the disability and provide time to teachers to make adjustments and modifications to programs and plans.  Consult with student, where relevant and incorporate ideas into planning.  Continue to build capacity of SLSO to meet student needs.</p>
<p>Socio-economic background</p> <p>\$8,894.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Oakhill Drive Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff to support student learning</li> <li>• resourcing to increase equitability of resources and services</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Students have equitable access to activities, resources and experiences. Students have access to learning support in their classrooms. Teachers are supported by expert teachers to plan for their learning and wellbeing needs.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Continue to provide time for collaborative planning and learning through Spirals of inquiry.  Continue to team teach with EALD teachers in classrooms.</p>

<p>Socio-economic background</p> <p>\$8,894.00</p>	<p>Continue to provide access to resources, activities and experiences.</p>
<p>Aboriginal background</p> <p>\$631.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Oakhill Drive 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved connections of our Indigenous students and all students with Aboriginal culture, through the inclusion of meaningful primary and secondary sources when studying Aboriginal history and culture. Achievement of personal goals through the PLP . Collaboration and consultation with family to maintain connections and wellbeing.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023 we will not be receiving Aboriginal background flexible funding</p>
<p>English language proficiency</p> <p>\$177,468.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Oakhill Drive Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing intensive support for students identified in beginning and emerging phase</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Student progress showing high growth on the EAL/D learning progressions, with a 17.34% increase of 'developing' students achieved in the top two bands and 9.22% increase of 'consolidating' students achieving in the top two bands.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Provide opportunities for EAL/D teachers to collaboratively plan and co teach with classroom teachers.</p>
<p>Low level adjustment for disability</p> <p>\$104,200.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Oakhill Drive Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading</b></p>



<p>Low level adjustment for disability</p> <p>\$104,200.00</p>	<p><b>include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Employment of additional LAST time has resulted more accurate tracking and monitoring of student progress through diagnostic assessments and targeted intervention by LST Improved resourcing through the purchase of resources and programs eg MultiLit/MiniLit At risk students supported by SLSO support in classrooms and playground.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to expand the impact of student growth through data talks, evaluate screening tools and allocate resources as required. LST remains focused on student achievement and wellbeing.</p>
<p>Professional learning</p> <p>\$98,696.00</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 Oakhill Drive Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Expert Curriculum Knowledge</li> <li>• Expertise and Innovation</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing</li> <li>• Targeted research based professional development designed to meet student needs as result of data collection.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Every teacher provided with opportunity to reflect on student achievement data and to collaboratively plan learning trajectory of learners. Lesson designs include research based high effect size strategies. APCI and AP support teachers to transfer pedagogy into practice.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Use momentum gained to target professional development in Mathematics.</p>
<p>Literacy and numeracy</p> <p>\$157,953.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Oakhill Drive Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching</li> <li>• Expertise and Innovation</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All students explicitly taught comprehension strategies. An increase in student capacity to answer inferential questions. All teachers aware of 'Big 6' of comprehension and Think Alouds and are</p>

<p>Literacy and numeracy</p> <p>\$157,953.00</p>	<p>using these high impact strategies to teach literacy and numeracy APCI, supports teachers to transfer pedagogy into daily application.</p> <p><b>After evaluation, the next steps to support our students will be:</b> APCI, supports teachers through reflective questions, teachers act on feedback and co construct lessons along a trajectory in mathematics.</p>
<p>QTSS release</p> <p>\$105,000.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Oakhill Drive Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Expertise and Innovation</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support classroom programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers are embedding, high impact teaching strategies within their classroom practice as reported in strategic direction 3.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to provide AP with time to support their teams. Improve PL to exec team to improve their coaching skills.</p>
<p>Literacy and numeracy intervention</p> <p>\$144,801.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Oakhill Drive Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching</li> <li>• Expertise and Innovation</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of APCI</li> <li>• Release staff to collaborate with APCI</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved the capacity of teachers to design quality teaching programs, differentiated for various learner types as reported in strategic direction 3.</p> <p><b>After evaluation, the next steps to support our students will be:</b> This funding will not be available to us in 2023. We will use other flexible funding to improve student outcomes.</p>
<p>COVID ILSP</p> <p>\$31,000.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p>



<p>COVID ILSP</p> <p>\$31,000.00</p>	<ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>          Provided explicit instruction in foundational literacy skills to targeted students in Stage 1. 40% of identified students from Year 1 scored above 20 in the Year 1 Phonics Screening Check. 30% of identified students from Year 1 improved their phonics skills to grade level and no longer require targeted intervention. All identified students worked towards building their capacity to decode, self-correct and read fluently. At the end of 2022, three students had exceeded expected growth, two students met expected growth and nine students showed some growth.          Frequent collaboration and sharing of data between LaST, classroom teachers and trained SLSOs that resulted in adjustments being implemented for identified students to maximise student outcomes.</p> <p><b>After evaluation, the next steps to support our students will be:</b>          In 2023, data will be used, to target students at risk in Stage 2 and Stage 3 through research based intervention such as MacLit.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	405	405	411	425
Girls	355	362	355	355

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	96.4	95.0	95.0	92.1
1	95.0	94.8	96.3	91.3
2	95.3	96.2	96.0	91.4
3	95.9	95.0	96.4	90.0
4	94.2	95.9	95.7	90.7
5	95.2	96.1	96.4	89.7
6	94.8	96.3	95.0	90.6
All Years	95.2	95.7	95.9	90.8
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

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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
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	27.77
Literacy and Numeracy Intervent	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.2
Teacher ESL	1
School Counsellor	1
School Administration and Support Staff	4.67

\*Full Time Equivalent

### Workforce composition statement

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

### Aboriginal and Torres Strait Islander workforce composition

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

### Aboriginal and Torres Strait Islander school workforce composition

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

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

## Professional learning and teacher accreditation

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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 <b>Actual</b> (\$)
<b>Opening Balance</b>	574,905
<b>Revenue</b>	6,796,097
Appropriation	6,387,462
Grants and contributions	398,955
Investment income	9,097
Other revenue	584
<b>Expenses</b>	-6,647,537
Employee related	-5,985,755
Operating expenses	-661,781
<b>Surplus / deficit for the year</b>	148,560
<b>Closing Balance</b>	723,465

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## Financial summary - Equity loadings

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	85,954
<b>Equity Total</b>	291,991
Equity - Aboriginal	1,430
Equity - Socio-economic	8,894
Equity - Language	177,468
Equity - Disability	104,199
<b>Base Total</b>	5,244,140
Base - Per Capita	193,553
Base - Location	0
Base - Other	5,050,588
<b>Other Total</b>	501,765
<b>Grand Total</b>	6,123,850

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.



## Parent/caregiver, student, teacher satisfaction

Each year we seek feedback from Parents/carers, teachers and students about the school through the Partners in Learning, TTFM survey. The Partners in Learning Survey is based on a comprehensive questionnaire based on Joyce Epstein's framework for fostering positive relations between the school and community. All families were invited to complete the survey. The responses below are from 140 participants. On a ten point scale (0 indicating strong disagreement; 10 indicates strong agreement; 5 is a neutral position, neither agree or disagree).

- Score 8.4 I feel welcome when I visit the school
- Score 8.4 I can easily speak with my child's teachers
- Score 8.4 I am well informed about school activities
- Score 8.1 Teachers listen to concerns I have
- Score 6.9 Parent activities are scheduled at times when I can attend
- Score 7.9 The school admin staff are helpful when I have a question or problem

Following our work in strategic direction 3, to build collective efficacy, 2022 feedback from parents has shown improvement of our scores from 2021. Overall 94% of respondents are either satisfied or very satisfied with our school.

The Focus on Learning Survey is a self evaluation tool for teachers and schools. The questions in the survey are grouped to assess eight of the most important Drivers of Student Learning. Thirty three teachers responded to the survey. On a ten point scale (0 indicating strong disagreement; 10 indicates strong agreement; 5 is a neutral position, neither agree or disagree).

Leadership: School Mean 8.3 NSW Govt norm 7.1

Collaboration: School Mean 8.5 NSW Govt norm 7.8

Learning Culture: School Mean 8.6 NSW Govt norm 8.0

Data Informs Practice: School Mean 8.6 NSW Govt norm 7.8

Teaching Strategies: School Mean 8.5 NSW Govt norm 7.9

Technology: School Mean 7.0 NSW Govt norm 6.7

Inclusive School: School Mean 8.6 NSW Govt norm 8.2

Parent Involvement; School Mean 7.7 NSW Govt norm 6.8

Our focused work through our strategic initiatives has empowered teachers with with strong understanding of our collective vision and parent aspirations for our students. Teachers know their effect size on student outcomes and 'What Works Best' and are making tireless efforts to meet these expectations. These scores show an improvement on scores reported in 2021.

The TTFM student survey measures twenty indicators based on the most recent research on school and classroom effectiveness. The results below are based on data from 328 students in year four, five and six. ODPS results are compared with NSW Govt norms, which are based on the results for all students who participated in 2022.

- School Mean 8.1 Students feel teachers set clear goals for learning, establish expectations check for understanding and provide feedback. NSW Govt norm: 7.5
- School Mean 8.2 Students feel they have someone at school who consistently provides encouragement and can be turned to for advice. NSW Govt norm: 7.7
- School Mean 76% Students feel accepted and valued by their peers and by others in the school. NSW Govt norm 81%
- 75% of students feel proud of their school
- 83% of students expect to go to university, when they finish high school
- 86% of students feel good about their culture when they are at school

Student focus groups were conducted in Term 4 2022, to dig deeper into how students are feeling about their school experience. This information will guide our next steps. Our school analysed, interpreted and shared feedback with the school community, together we are determining our future directions.

# Policy requirements

## Aboriginal Education Policy

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The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

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All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.