

2023 Annual Report

The Oaks Public School



2793

Introduction

The Annual Report for 2023 is provided to the community of The Oaks Public School as an account of the school's operations and achievements throughout the year.

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

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School vision

Collaborate - Grow - Achieve

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

School context

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

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

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

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

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

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

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

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

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
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	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- High Impact Teaching in Reading
- High Impact Teaching in Numeracy

Resources allocated to this strategic direction

Socio-economic background

Professional learning

AP Curriculum & Instruction

QTSS release

Beginning teacher support

Summary of progress

Our focus for 2023 was the implementation of evidence-based practices to improve reading comprehension. Utilising fortnightly collaboration sessions, stage teams engaged with high impact professional learning around think-alouds, close reading and fluency. Professional dialogue in these areas drawn from the evidence base focused discussion to ensure student learning and building teacher capacity was at the forefront of collaboration sessions. Teachers used student data to plan and embed quality practices into their everyday teaching, and as a result, adapted teaching and learning programs to reflect this. The APCI supported staff through regular modelled and team teaching sessions to support staff at point of need. Teaching programs reflect a change in pedagogy to support evidence-based practice. Student learning outcomes have been tracked through the collection and analysis of assessment data and have shown improvement across the board and shared with all relevant stakeholders.

Next year in this initiative we will continue to support teachers through stage planning, beginning teacher time and program discussions to ensure the evidenced based practices developed continue into 2024.

During 2023, executive staff engaged in professional learning to deepen their understanding of evidence-based practices in Mathematics and explore how they relate to the syllabus. The executive team were committed to engaging in the professional learning together and the discourse that came from this PL helped to develop and build the capacity of the leadership team. Stage leaders have engaged with components of the PL to test/trial ideas. Classroom discourse and student engagement were enhanced through participation in the PL. Questions being asked in lessons has deepened students understanding of the concepts. Transfer of knowledge across mathematics concepts is evident in student work samples. There has been targeted teaching to students needs. Through professional dialogue during stage meetings, teacher confidence in planning and implementing differentiated lessons has improved.

In 2024, all staff will engage with professional learning in evidence-based practice in Mathematics through collaboration sessions, incorporating the ideas and research in effective teaching of Mathematics PL.

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
• Year 3 and Year 5 students can demonstrate reading growth and achievement from Term 1 to Term 4, using PAT as a key data point.	PAT testing indicates the percentage of Year 3 students achieving stanine growth in reading has increased by 43% . PAT testing indicates the percentage of Year 5 students achieving stanine growth in reading has increased by 46% .
• Year 3 and Year 5 students can	PAT testing indicates the percentage of Year 3 students achieving stanine

demonstrate numeracy growth and achievement from Term 1 to Term 4, using PAT as a key data point.	growth in numeracy has increased by 66%. PAT testing indicates the percentage of Year 5 students achieving stanine growth in numeracy has increased by 46% .
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Strategic Direction 2: A culture of continuous improvement

Purpose

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

Initiatives

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

- Reflective Practices & Feedback

Resources allocated to this strategic direction

Socio-economic background

Professional learning

QTSS release

Summary of progress

In Strategic Direction 2, A Culture of Continuous Improvement, our focus was on the implementation of effective formative assessment practices within our school. This was established by implementing a whole school approach to high expectations through the use of learning goals and success criteria. An opportunity for learning alliances with a foundation school of similar context allowed for mentorship, engagement and support throughout our formative assessment journey. Focusing on High Impact Professional Learning, school teams were guided through the process of setting explicit, challenging and achievable learning goals for all students. This process was supported with professional dialogue around evidence based practices, collaborative sessions to unpack and understand the new syllabus content and opportunities for educators to co-plan and embed quality practices into everyday teaching. Consistency and implementation across our school has been tracked through collection and analysis of structured observations and have shown improvement across the board. This data is supported by TTFM Teacher and Student Survey reports and has been shared with key stakeholders. The formation of a consistent team to drive the school's vision for this focus area led to embedded practices, shared accountability and teacher development opportunities through data collation and analysis.

In the new year, this initiative will shift into effective feedback that is explicitly focused on student learning, the behaviours we may see, and the thinking we may hear.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
In the SEF theme of <i>Collaborative practice and feedback</i> we are moving towards excelling by embedding explicit systems that facilitate professional dialogue and classroom observation providing specific feedback between teachers.	<ul style="list-style-type: none">• Self-assessment against the School Excellence framework shows the school currently performing at excelling in the element of Collaborative practice and feedback.
In the HIPL theme of <i>Applying formative and summative assessment</i> we are moving towards sustaining and growing by ensuring teachers use a range of quantitative and qualitative strategies, including formative and summative data and student feedback about teaching effectiveness, to inform professional learning planning.	<ul style="list-style-type: none">• Walkthrough data indicates 35.4% of students utilise learning goals and success criteria to support their learning.• Self-assessment against the HIPL tool shows the theme of applying formative and summative assessment to be sustaining and growing.

In the SEF domain of *Leading* we are moving towards sustaining and growing by ensuring the leadership team develops processes to collaboratively review teaching practices to affirm quality.

- Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of continuous improvement.
- Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the element of high expectations culture.

Purpose

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

Initiatives

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

- Engagement for Learning
- Learning Alliances

Resources allocated to this strategic direction

Professional learning

Per capita

Socio-economic background

AP Curriculum & Instruction

Summary of progress

Attendance - The implementation of a staff member to monitor attendance data regularly and refine procedures has resulted in an improved tracking of student attendance. With this staff member overseeing attendance data and reviewing it on a fortnightly basis, this data evaluation and sharing allowed staff to monitor individual students. There has been ongoing support for all staff to review accurate and reliable data sources and follow up with personal communication to support families. SCOUT attendance data indicates 91.52% attendance across the whole school and greater than 90% attendance for 63.9% of students which was above state, network and SSG in both areas.

Wellbeing - This year the school began a journey to become part of the Salutogenic Schools Alliance, a group to support schools engaging with Choice Theory, Reality Therapy. 100% of staff including support staff were trained in Choice Theory, Reality Therapy and Lead Management through Basic Intensive Training sessions. Through the development of a Window of Certainty based around our school vision, staff collaboratively agreed upon the core values and Choice Theory concepts for whole school implementation. A writing team was established and the creating of lessons and resources took place throughout Semester 2. Lessons and resources have been trialled with initial feedback gathered. Program draft is ready for implementation in Term 1 2024. Scope and Sequence / lesson content trialled in 2023, collation ready for review and further planning in 2024. Current data shows an increase of 1% in sense of belonging and 6% in positive relationships. As this is the initial year, progress in TTFM data is expected to improve across the next phases.

HPGE - Staff were trained in the new policy for HPGE through NSW DoE and initiated a local schools network. Students have been involved in external activities in the aim of increasing engagement and opportunities. Stage 2 and 3 have been implementing extension activities following the Low Threshold, High Ceiling theory. HPGE will be incorporated into SD1 moving forward and will be a continued focus to ensure growth for all students. .

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
Continue trend in uplift towards upper bound target.	<p>Tell Them From Me Data shows an improvement of 7.7% of positive Wellbeing, including a 1% increase in Sense of Belonging and 6% in Positive Relationships.</p> <p>TTFM data indicates a rise in the proportion of students identifying a sense of belonging and positive relationships. As this is the initial year, progress is expected to improve across the next phases.</p>

Continue trend in uplift towards upper bound target.	(Current TTFM data shows an increase of 1% in sense of belonging and 6% in positive relationships.
Attendance A 4% increase of the proportion of students attending school >90% of the time in Semester 1.	The number of students attending greater than 90% of the time or more, has increased by 32.7% SCOUT attendance data indicated The Oaks PS were above state and similar school groups for whole school attendance rate. (SCOUT displaying 91.52% attendance across the whole school and greater than 90% attendance for 63.9% of students which was above state, network and SSG in both areas.)

Funding sources	Impact achieved this year
<p>Integration funding support</p>	<p>Integration funding support (IFS) allocations support eligible students at The Oaks Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning around Minilit and Macqlit • 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 • 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: The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding will be: to further expand the impact of the learning support team. The school is maintaining a consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p>
<p>Socio-economic background</p> <p>\$109,099.08</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at The Oaks Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Impact Teaching in Reading • High Impact Teaching in Numeracy • Reflective Practices & Feedback • Learning Alliances <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through evidence based practices to support student learning <p>The allocation of this funding has resulted in the following impact: There has been a significant increase in student growth for Year 3 and Year 5 students in PAT reading and Mathematics. Teacher capacity to implement evidence based reading strategies has been increased due to support from APCI and time provided by Socio-economic funding.</p> <p>After evaluation, the next steps to support our students will be: Continue providing teacher release for collaborative planning to support staff engagement in quality evidence based professional development with a focus in 2024 on Mathematics.</p>

<p>Aboriginal background</p> <p>\$20,608.91</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at The Oaks Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: 100% of ATSI students engaging in PLPs and achieving goals, celebrated with 'Deadly' awards. 100% teacher engagement in supporting students to achieve PLP goals including consultation with families. TTFM data indicates 70% of ATSI students 'feel good about their culture'.</p> <p>After evaluation, the next steps to support our students will be: maintaining progress made with PLP engagement amongst staff and community and continuing to build sense of belonging to culture through use of school/community Yarning Circle, Lyrebird Club and Yidaki Group (Didge Club).</p>
<p>English language proficiency</p> <p>\$3,280.96</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at The Oaks Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in the following impact: use of EALD progressions has supported students to move along the continuum with focus on students at emerging and developing levels. Individual needs have been met.</p> <p>After evaluation, the next steps to support our students will be: continue to monitor all EALD students utilising EALD progressions and continuum with regular support provided within classrooms as well as PL for staff.</p>
<p>Low level adjustment for disability</p> <p>\$137,806.64</p>	<p>Low level adjustment for disability equity loading provides support for students at The Oaks Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers

<p>Low level adjustment for disability</p> <p>\$137,806.64</p>	<ul style="list-style-type: none"> targeted students are provided with an evidence-based intervention MiniLit and MacqLit to increase learning outcomes employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in the following impact: The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of programs within the classroom to support current teaching programs.</p>
<p>Location</p> <p>\$6,428.27</p>	<p>The location funding allocation is provided to The Oaks Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> subsidising student excursions to enable all students to participate incursion expenses student assistance to support excursions <p>The allocation of this funding has resulted in the following impact: Increased subject opportunities and choices for students.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide opportunities to students to support student wellbeing and participation in extra curricular opportunities through incursions and excursions .</p>
<p>Professional learning</p> <p>\$21,390.90</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at The Oaks Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> High Impact Teaching in Reading High Impact Teaching in Numeracy Reflective Practices & Feedback Engagement for Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> teacher relief for staff engaging in professional learning course costs for staff undertaking recognised courses other methods of learning designed to improve student outcomes. presentations by suitable and qualified facilitators <p>The allocation of this funding has resulted in the following impact: increased capacity of all teachers to embed effective practices in the explicit teaching of reading, resulting in improved internal student results. Staff have engaged in wellbeing professional learning to support an understanding of brain and behaviour as well as trauma informed practice. School processes have been improved by development and implementation of school values aligned to our school vision.</p> <p>After evaluation, the next steps to support our students will be: personalised and targeted professional learning in the form of teacher release to support collaboration, mentoring and co-teaching. Provide release for teachers to engage in evidence based professional learning to support curriculum implementation and wellbeing programs.</p>

<p>Beginning teacher support</p> <p>\$16,580.37</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at The Oaks Public School during their induction period.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Impact Teaching in Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • reduced responsibilities or teaching loads sufficient to support the development of their skills • mentoring structures and collaborative practices within the school or across a cluster of schools <p>The allocation of this funding has resulted in the following impact: beginning teachers have been provided with mentoring support to build capability to effectively implement evidence based teaching practices through regular collaborative planning sessions and extra RFF.</p> <p>After evaluation, the next steps to support our students will be: continued support for beginning teachers through regular RFF, collaborative planning and mentor support. A beginning teacher network within the school will begin to be expanded beyond the school to build collegiality and support for beginning and early career staff.</p>
<p>QTSS release</p> <p>\$60,130.94</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at The Oaks Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Impact Teaching in Reading • Reflective Practices & Feedback <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • 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: improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice in think alouds, fluency, close reading. Majority of teachers reported lessons are differentiated according to students' needs</p> <p>After evaluation, the next steps to support our students will be: continue to support staff to access collaborative planning time to ensure improved teacher quality and embedded evidence informed practice.</p>
<p>COVID ILSP</p> <p>\$107,969.90</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 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities

<p>COVID ILSP</p> <p>\$107,969.90</p>	<p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: Analysis of the data showed that the small group tuition in literacy has been successful for the majority of students in both years. Based on the literacy progressions, an analysis of the data indicates 87% of the students made progress by the end of the second teaching cycle. 13% of students made some progress, but will require additional support. Analysis of data showed that the small group tuition in numeracy has been successful for the majority of students in both years. Based on the numeracy progression, an analysis of the data indicates 96% of the students made progress by the end of the second teaching cycle. 4% of students made some progress, but will require additional support.</p> <p>After evaluation, the next steps to support our students will be: to plan additional intervention for identified students not yet meeting their learning goals. Continue implementation of literacy and numeracy tuition. Plan for frequent analysis of student assessment and recording of data on PLAN2 and build in time for this information to be shared between CILSP coordinator and class teachers.</p>
<p>Per capita</p> <p>\$78,078.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at The Oaks Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Engagement for Learning <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Attendance Officer engaged to monitor lateness and consult with HSLO. • TTFM data analysis to identify areas of focus to develop student engagement in school <p>The allocation of this funding has resulted in the following impact: TTFM data indicates an improved sense of belonging. The engagement of an attendance officer has supported staff to identify areas of need among students to support their engagement in school. Regular messaging in school communication has increased parents awareness of the importance of attendance.</p> <p>After evaluation, the next steps to support our students will be: Continue to use attendance data to identify areas across school life that can be enhanced to support engagement and provide positive experiences. The implementation of wellbeing lessons will be analysed to continue to enhance the updated wellbeing and core values program.</p>
<p>AP Curriculum & Instruction</p> <p>\$155,088.00</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Impact Teaching in Reading • High Impact Teaching in Numeracy • Learning Alliances <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • lead evaluative practice where a range of data supports the analysis of literacy and numeracy teaching and learning across the school • collaborate effectively with school leaders to develop structures and

<p>AP Curriculum & Instruction</p> <p>\$155,088.00</p>	<p> routines to collect, analyse and use data on the learning needs of teachers and students regarding literacy and numeracy through the curriculum <ul style="list-style-type: none"> • develop the capability of middle leaders and teachers to use formative and summative assessment strategies and tools effectively when identifying and monitoring progress of students in literacy and numeracy • coordinate differentiated professional learning that builds teacher and leader expertise to understand and implement explicit, evidence informed teaching strategies for student literacy and numeracy improvement across the curriculum • lead the implementation of evidence-informed literacy and numeracy teaching strategies through mentoring, team teaching and demonstration in classrooms alongside teachers </p> <p>The allocation of this funding has resulted in the following impact:</p> <p>Teacher capability of utilising the new curriculum K-2 has been developed. 100% of staff indicate collaboration sessions with APCI have been beneficial in building understanding and capability of utilising the new curriculum. 100% of staff indicate they have been able to transfer their learning in collaboration into classroom practice.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Continue to utilise the APC&I as a mentor to staff building teacher capability through the presentation of professional learning. Ensuring continued team teaching, collaboration and demonstration lessons to enhance teacher capacity. Support the ongoing implementation of the new curriculum K-6.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	140	146	148	160
Girls	144	148	152	160

Student attendance profile

School				
Year	2020	2021	2022	2023
K	94.0	94.8	89.3	93.1
1	95.9	92.2	85.8	91.9
2	93.4	94.0	84.0	91.4
3	96.0	93.5	87.3	90.7
4	93.9	93.1	86.9	92.9
5	94.2	92.1	86.8	90.5
6	92.3	92.1	83.7	90.6
All Years	94.1	93.1	86.1	91.5
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	11.55
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.8
School Administration and Support Staff	2.87

*Full Time Equivalent

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 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	482,734.02
Revenue	3,734,096.31
Appropriation	3,543,819.94
Sale of Goods and Services	1,031.22
Grants and contributions	174,856.58
Investment income	14,388.57
Expenses	-3,719,534.37
Employee related	-3,319,521.61
Operating expenses	-400,012.76
Surplus / deficit for the year	14,561.94
Closing Balance	497,295.96

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.

	2023 SBAR Adjustments (\$)
Targeted Total	62,843
Equity Total	270,796
Equity - Aboriginal	20,609
Equity - Socio-economic	109,099
Equity - Language	3,281
Equity - Disability	137,807
Base Total	2,525,290
Base - Per Capita	78,078
Base - Location	6,428
Base - Other	2,440,784
Other Total	301,841
Grand Total	3,160,770

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

At The Oaks Public School we value all members of our school community. We promote open communication and regularly give students, parents and the community the opportunity to attend forums and give feedback on existing programs and other initiatives through surveys and P & C meetings.

Students have been given a variety of opportunities to share their opinions on school and departmental based initiatives. This included the Tell Them From Me Survey, student forums, SRC meetings and informal feedback meetings.

The school receives considerable support from our very active P & C in various activities. Funding from the P & C has supported curriculum development in Mathematics with new resource trolley's purchased for each classroom. Playground upgrades in the form of markings to assist with students activities at lunch and recess were also funded by a successful grant application by the P & C. Parents and community members were consulted at various times throughout the year during morning teas, community forums, surveys, and informal meetings as well as the Tell Them From Me survey and school evaluation surveys. As a school we pride ourselves on a friendly environment where students, parents and community are always greeted with happy faces and welcoming classrooms. The Oaks Public School encourages communication and openness across the entire staff and community.

Staff culture is an important focus for our school and this is regularly supported and monitored through Wellbeing week activities, shared communication platforms and decision making. Evaluation of staff satisfaction is sought through the Tell Them From Me Survey, school based planning surveys and professional development evaluations. Staff indicate they value collaborative planning sessions and feel these have contributed to teacher quality. There is a clear understanding of the APCI role and it is extremely valued amongst staff and the community. This collegiality contributes to the strong school culture of The Oaks Public School.

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.