2023 Annual Report

Oxley Vale Public School

3690

Introduction

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

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

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School vision

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

School context

Oxley Vale Public School is located on the outskirts of Tamworth, in the New England region of NSW. The school enjoys the benefits of a drawing enrolments from residential and rural communities and boasts beautiful surroundings with views across the plains to the Duri Peaks. Oxley Vale PS is a P3 school with 367 students enrolled. Enrolments have been stable for several years and are increasing as the surrounding rural areas of developed for more housing. 40% of students identify as Aboriginal or Torres Strait Islander and the school is steadily increasing in cultural diversity, creating a vibrant and inclusive school community.

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

Our school boasts highly skilled teachers, 2 full time office staff, and one full time Aboriginal Community Liaison Office (ACLO). The school has a Deputy Principal, one Assistant Principals of Curriculum and Instruction, three Assistant Principals and a School Chaplain 2 days per week. Students also benefit from a part-time school counselor 2 days per week and one librarian 5 days per week. The school has a climate of high expectations for both staff and students. School management focuses on quality teaching and learning. There are clear expectations of all school community members (staff, students and parents) that every child will be learning every day to the best of their ability.

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

1. Student growth and attainment

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

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

2. Excellence in Teaching

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

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

Visible Learning has been a key initiative in the school for the past 3 years. This initiative is led by an Instructional Leader. Embedding quality explicit teaching K-6 with assessment-capable students who are able to reflect upon and self-regulate their own learning through the use of learning goals and quality explicit feedback. This strategy also

emphasises reflection by teachers on their impact on student learning and enhancing outcomes for students.

3. Connect, Succeed, Thrive and Learn

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

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Numeracy
- Reading
- Spelling

Resources allocated to this strategic direction

AP Curriculum & Instruction
Professional learning
Aboriginal background

Summary of progress

Numeracy

Thursday PL sessions were an incredibly effective way to genuinely use the syllabus beyond the curriculum PL delivered in Term 1 SDD. While planning and setting individual goals for students in Hero, teachers became increasingly confident using this syllabus.. The final draft of the OVPS maths assessment was presented to K-2 staff. This was modelled by the APCI as a group and then individually for staff who needed extra support. All K-2 students were assessed using this assessment. Staff developed a 'cover sheet' for each assessment with a summary of the number content from the syllabus from ES1-S2A. This was evaluated and edited by staff during Thursday PL sessions. The draft OVPS Assessment Schedule was presented to staff during the end of year SDD. Staff provided some great feedback and were generally quite positive.

Implications for 2024: Final versions of the OVPS maths assessment and cover sheet to be saved in teams for easy access. OVPS assessment schedule to be ready for the beginning of 2024, along with resources needed.

Reading

Thursday PL has successfully led to improved consistent teacher judgement, and deepened knowledge, understanding and consistency of best practice in reading pedagogy across the school. Our in depth professional learning was highly successful, stepping through each part of Scarborough's reading rope slowly, considering current research from a wide variety of sources. Staff feedback has been incredibly posisitve. The impact of our professional learning in reading can be seen in the feedback responses from all teaching staff. Their depth of knowledge is impressive and they converse confidently with each other. The clear link made between reading and spelling using morphology was well timed and effective for deepening teacher understanding of the reciprocity between the two. Our Acadience trial and professional learning was also positive and staff appreciated being part of the decision making when putting this assessment on our assessment schedule K-6.

Implications:

APCI to support administering of assessment throughout 2024 to ensure consistency and to prevent adding to teacher workload.

Spelling

Morphology and reading professional learning was successful and really increased the complexity of the learning for our staff. Staff found it challenging, but also very interesting. Using quality texts that teachers were using that term to find relevant words worked well. DoE have re-released the spelling diagnostic assessment. Staff have decided not to use the SAST form 2024 onwards. DoE are currently creating an online version for the diagnostic assessment that will mark the test for teachers. Staff wanted this assessment in the assessment schedule.

Implications:

Finalise assessment schedule. Add matrices to the instructional playbook for 2024 as best practise for spelling and 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
Reading Progressive Achievement Tests (PAT) The proportion of students in Years 1 to 6 achieving or exceeding average results increases by a minimum of 2% per year.	PAT testing indicates the percentage of students achieving growth in reading **has increased** by the minimum of 2%. In **2022**, the average percentile was **101.4** across the school and in **2023** the average percentile was **108.5, an increase of 7.1.** This has continued our upward trajectory since we began PAT testing in 2020 where our average percentile was 75.7.
Numeracy Progressive Achievement Tests (PAT) The proportion of students in Years 1 to 6 achieving or exceeding average results increases by a minimum of 2% per year.	PAT testing indicates the percentage of students achieving growth in numeracy **has increased** by the minimum of 2%. In **2022**, the average percentile was **103.1** across the school and in **2023** the average percentile was **105.7, an increase of 2.6.** This has continued our upward trajectory since we began PAT testing in 2020 where our average percentile was 90.6.

Strategic Direction 2: Excellence in Teaching

Purpose

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

Initiatives

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

- Visible Learning
- Curriculum and Instruction

Resources allocated to this strategic direction

AP Curriculum & Instruction
Professional learning

Summary of progress

Visible Learning: The confidence of staff in using learning goals has been strengthened throughout the year, however a continued focus on professional learning and use will need to be implemented across the school. Although the use of dispositional language has increased across the school, changes to staffing and a lack of available casual staff have impacted the planned implementation of dispositional language to a greater extent. Walkthroughs were also interrupted during staffing changes but those that did occur where found to inform that many staff where implementing learning goals and dispositional language with varying degrees.

Curriculum and Instruction: The support provided by the APCI across 15 classes throughout the year was effective, but inconsistent. The professional learning for administering Acadience and the OVPS maths assessments ensured consistency and confidence. All students K-2 completed the new OVPS maths assessment in Term 4. APCI supported staff in reviewing, editing and streamlining the new assessment schedule for implementation in 2024.

Implications for 2024: Continue providing Thursday professional learning in stage teams to deepen curriculum knowledge, strengthen pedagogy and ensure consistency. APCI to continue providing at the elbow support to improve practice based on strategic directions and data analysed. APCI to support teachers with time to administer assessments throughout 2024 as per the new assessment schedule.

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
Visible Learning **60%** of students in each class are able to articulate what they are learning and why they are learning it for each lesson (Learning Intention and Success Criteria - LISC). **60%** of staff and students use the language of dispositions to support and scaffold learning, monitored by walkthrough data. **60%** of classes have established practices for embedding learning goals as a part of teaching and learning.	Using Walkthrough Data from 2023, OVPS met the target of 60% of students in each class able to articulate what they are learning and why. The language of the dispositions were used in classrooms with added evidence of signage, embedding of the dispositional language in lessons and in some classes using dispositions as part of the success criteria for tasks. Students knew the LISC and could articulate it in their own words - showing a deep understanding on the most part. Student ease and familiarity with LISC indicates LISC in an embedded classroom practice in most classrooms. Learning goals, through the use of Hero have ben successfully established with all students having assigned learning goals that are monitored and included n reporting to parents. Teachers are embedding student learning goals within their regular practice and using these to monitor and report on student achievement - evidenced by reports in Hero. Further implications - continued conscious embedding and teaching of the dispositions school wide to ensure it remains prevalent in school culture. Continuing to utilise the mascots in the promotion of dispositions

Visible Learning **60%** of students in each class are able to articulate what they are learning and why they are learning it for each lesson (Learning Intention and Success Criteria - LISC). **60%** of staff and students use the language of dispositions to support and scaffold learning, monitored by walkthrough data. **60%** of classes have established practices for embedding learning goals as a part of teaching and learning.	and staff familiarity with discussing the dispositions in relation to the learning pit, growth mindset and in ho the dispositions are vital for learning.
Curriculum and Instruction **Reading achievement:** We aim to achieve **70%** of students reaching the following school identified phonics levels in K-2 • end of kindergarten: phonics group 8 (early vowel digraphs) • end of Year 1: phonics group 25 (common vowel digraphs) • end of Year 2: phonics group 41 (irregular vowel and consonant graphemes) • Years 3-6 *record an increase in the number of students (using PAT data) performing at or above the average percentile.* **Writing:** An **increase** in the percentage of students reaching the following school-identified benchmarks within the National Literacy Learning Progressions (Version 3) as below: Creating Texts • end of Kindergarten: level 4 • end of Year 1: level 5 • end of Year 2: level 6 • Years 3-6 *record an increase in the number of students (using PAT data) performing at or above the average percentile.* **Numeracy:** An **increase** in the percentage of students reaching the following school-identified benchmarks within the National Numeracy Learning Progressions (Version 3) as below: Number and place value • end of Kindergarten: level 3 • end of Year 1: level 4	**Reading achievement:** • Kindergarten: **61% at or above** expectations for phonics • Year 1: **62% at or above** expectations for phonics • Year 2: **58% at or above** expectations for phonics • Years 3-6: number of students performing **at or above** the average percentile **increased**. **Writing achievement:** *K-2: PLAN data no longer used for tracking writing achievement. This was a school decision, looking forward into 2024 where this will be the focus for professional learning • Kindergarten: **66% at or above** expectations for English • Year 1: **38% at or above** expectations for English • Year 2: **45% at or above** expectations for English • Years 3-6: number of students performing **at or above** the average percentile **increased**. **Numeracy achievement:** • Kindergarten: **84% at or above** expectations for number • Year 1: **60% at or above** expectations for number • Year 2: **48% at or above** expectations for number • Years 3-6: number of students performing **at or above** the average percentile **increased**.

• end of Year 2: level 5
• Years 3-6 *record an increase in the number of students (using PAT data) performing at or above the average percentile.*

Additive strategies:
• end of Kindergarten: level 3
• end of Year 1: level 6
• end of Year 2: level 7
• Years 3-6 *record an increase in the number of students (using PAT data) performing at or above the average percentile.*

Purpose

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

Initiatives

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

- Wellbeing and Engagement
- Attendance

Resources allocated to this strategic direction

Socio-economic background
Aboriginal background

Summary of progress

Wellbeing & Engagement:

In 2023 the school continued to have a focus on providing a safe, positive and caring environment with high expectations. Whole-school sporting and language programs provided all students with opportunities to engage in a range of high-interest, engaging activities. It was intended that a full review of school-wide wellbeing practices be conducted in line with the Wellbeing Framework and the draft Student Behaviour Strategy.

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

- Coordination with the HERO platform to monitor wellbeing and online recording of PBL awards
- Professional learning completed by staff on behaviour management
- New principal leading change of behaviour and wellbeing procedures in line with Paul Dix's work - When the Adults Change Everything Changes
- Fortnightly wellbeing meetings established
- Term 4 SDD - Professional Learning provided to all staff in regards to processes for manging behaviour and wellbeing.

The initiative has been hindered by:

- Deputy Principal engaged in tasks responsive to the daily needs of the school (for example, welfare, discipline and serious incidents, teaching classes due to casual shortages, direct support of multicategorical support classes on a daily basis and relieving as the Principal) made the Deputy Principal less available to lead a wellbeing review
- Insufficient time to complete staff professional learning
- change of principal leadership meant a reassignment of roles and responsibilities pertaining to attendance

Next Steps:

- Moving forward in 2024, the wellbeing team will continue to look for ways to refine the management of student wellbeing and behaviour.
- Data on wellbeing and engagement will be collected, monitored and utilised to inform practices and ensure improved wellbeing and engagement

Attendance:
The initiative has been enabled by:

- Incentive points have been included in weekly newsletter and announced at assemblies
- Additional SAO time has allowed for absentee notes to be placed in enrolment folders and provided to ACLO for distribution to families
- meetings with Home School Liaison Officer (HSLO) occurred 3 times per term with a <85% attendance report analysed and HSLO recommendations implemented
- method options for explaining absences were communicated to families via the school newsletter regularly

This initiative has been hindered by:

- initially not all parents signed up to HERO platform to explain absences
- change of principal leadership meant a reassignment of roles and responsibilities pertaining to attendance
- staff absences resulted in a limited number of Attendance Meetings

Next Steps:

- Moving forward in 2024 the school will analyse the Term 3, 2021 Scout Attendance Self Assessment tool based on 2022 progress with the goal of moving from Working Towards to Delivering or Delivering to Sustaining and Growing in the self assessment themes of Procedures and Knowledge
- The Attendance team and teaching staff will continue to analyse attendance data, identify students at risk and work with families and the Home School Liaison Officer to reinforce improved attendance across the school.
- The school will promote and celebrate regular student attendance and communicate attendance expectations with students and families
- A template slip will be created and made available to parents to explain absences. Parents will have access to the Hero App as an alternative and free method of communicating student absences

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Attendance: system-negotiated target Increase the percentage of students attending >90% of the time from **71.6%** in 2020 to be at or above the lower bound system-negotiated target of **76.5%** in 2022.	The percentage of students attending >90% of the time in 2023 was 66.64%. Although his was an 18% increase on 2022 data., the school did not reach the lower bound system negotiated target of 76.5%.
Wellbeing: system-negotiated target Tell Them From Me (TTFM) survey data (expectations for success, advocacy, and sense of belonging) increases from **83.9%** in 2020 to be at or above the system-negotiated lower bound target of **88.4%** in 2022.	The 2023 Tell Them from Me student survey data for wellbeing was 75.62%. This was an increase of 2.62% from 2022. The school did not meet the lower bound system negotiated target of 88.4%.

Funding sources	Impact achieved this year
New Arrivals Program $19,141.00	The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Oxley Vale Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** **Overview of activities partially or fully funded with this targeted funding include:** • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling **The allocation of this funding has resulted in the following impact:** students were targeted at point of need and supported in the acquisition of improved English. **After evaluation, the next steps to support our students will be:** The school will continue the effective and embedded programs of support for students in 2024.
Socio-economic background $450,094.91	Socio-economic background equity loading is used to meet the additional learning needs of students at Oxley Vale Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Wellbeing and Engagement **Overview of activities partially or fully funded with this equity loading include:** • resourcing to increase equitability of resources and services • professional development of staff through IER, PBL and behaviour support programs to support student learning **The allocation of this funding has resulted in the following impact:** Staff professional learning and support around behaviour management, combined with data analysis and a new principal in Term 3 facilitated a review and reboot of student wellbeing and engagement. The Wellbeing@OVPS was introduced to staff in Term 4 that is based on the work of Paul Dix and his book "When the Adults Change, Everything Changes". **After evaluation, the next steps to support our students will be:** The school will continue to provide professional learning along with deliberate and planned introduction of wellbeing strategies will begin in Term 1 2024.
Aboriginal background $253,133.41	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Oxley Vale Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Numeracy • Wellbeing and Engagement

Aboriginal background $253,133.41	**Overview of activities partially or fully funded with this equity loading include:** • creation of school literacy resources embedding local language • community consultation and engagement to support the development of cultural competency • employment of additional staff to deliver personalised support for Aboriginal students **The allocation of this funding has resulted in the following impact:** hursday PL sessions continue to be an incredibly effective way to genuinely use the syllabus while planning and setting individual goals for students in Hero. APCI presented the final draft of the OVPS maths assessment to K-2 staff, providing modelling as a group and then individually for staff who needed extra support. All K-2 students were assessed using this assessment. APCI developed a 'cover sheet' for each assessment with a summary of the number content form the syllabus from ES1-S2A. This was evaluated and edited by staff during Thursday PL sessions (see evidence). APCI presented the draft OVPS Assessment Schedule to staff during the end of year SDD. Staff provided some great feedback and were generally quite positive. Employment of a cultural and local language specialist allowed all students to have access to new cultural and language learning. **After evaluation, the next steps to support our students will be:** APCI to save the final version of the OVPS maths assessment to the OVPS Team with cover sheets. APCI to action changes to the assessment schedule to be ready for the beginning of 2024. The school to look into funding grants to continue support of local language and cultural lessons for all students.
English language proficiency $12,373.77	English language proficiency equity loading provides support for students at all four phases of English language learning at Oxley Vale Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** **Overview of activities partially or fully funded with this equity loading include:** • additional teacher time to provide targeted support for EAL/D students and for development of programs • withdrawal lessons for small group (developing) and individual (emerging) support **The allocation of this funding has resulted in the following impact:** students were supported at an individual or small group level with more personalised and intensive programs. **After evaluation, the next steps to support our students will be:** The school will continue to identify and support students through personalised and intensive programs in 2024.
Location $3,504.42	The location funding allocation is provided to Oxley Vale Public School to address school needs associated with remoteness and/or isolation. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** **Overview of activities partially or fully funded with this operational funding include:** • student assistance to support excursions • subsidising student excursions to enable all students to participate **The allocation of this funding has resulted in the following impact:** students were able to attend excursions. **After evaluation, the next steps to support our students will be:**

Location $3,504.42	The school will continue to provide support for students to attend excursions as required in 2024.
Professional learning $36,648.72	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 Oxley Vale Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Reading • Visible Learning • Curriculum and Instruction **Overview of activities partially or fully funded with this initiative funding include:** • other methods of learning designed to improve student outcomes. **The allocation of this funding has resulted in the following impact:** Thursday PL has successfully led to improved consistent teacher judgement, and deepened knowledge, understanding and consistency of best practice in reading pedagogy across the school. Our in depth professional learning was highly successful, stepping through each part of Scarborough's reading rope slowly, considering current research from a wide variety of sources. Staff feedback has been incredibly posisitve. The impact of our professional learning in reading can be seen in the feedback responses from all teaching staff. Their depth of knowledge is impressive and they converse confidently with each other. The clear link made between reading and spelling using morphology was well timed and effective for deepening teacher understanding of the reciprocity between the two. **After evaluation, the next steps to support our students will be:** The school will continue to support teachers in classes through team and modelled teaching. APCI to support administering of assessment throughout 2024 to ensure consistency and to prevent adding to teacher workload.
QTSS release $79,661.66	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Oxley Vale Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** **Overview of activities partially or fully funded with this initiative funding include:** • additional staffing to support staff collaboration in the implementation of high-quality curriculum **The allocation of this funding has resulted in the following impact:** Staff have been released to be able to access PL two days a term as part of a collaborative stage based planning, analysis of data and assessment. **After evaluation, the next steps to support our students will be:** We will look to continue this model of release in 2024.
COVID ILSP $155,063.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities

COVID ILSP $155,063.00	**Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy • providing intensive small group tuition for identified students who were identified at risk of not meeting expectations • employing/releasing staff to coordinate the program • releasing staff to participate in professional learning • releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups **The allocation of this funding has resulted in the following impact:** The COVID Intensive Learning Support Program provided 149 individual interventions for 122 individual students, 35% of students at OVPS received one or two 10 week interventions in either literacy or numeracy. 146 Interventions were identified as successful with students meeting most identified goals of their intervention. 3 were evaluated as making some or little progress. The implementation of the selection process for students working below expectation focusing on equity of access saw a significant increase in the number of successful interventions in 2023 over 2022. Feedback was provided to teachers and recommendations for these students included continued Tier 2 support in class, referral for Tier 3 interventions, further investigation of support needs via a learning support referral, counsellor referral or third party provider. An overall positive change continued to be observed in how students view interventions and withdrawal support. Parent and carer feedback was overwhelmingly positive and the CILS program assisted in supporting the schools positive relationship with community **After evaluation, the next steps to support our students will be:** The CILS program will cease at the end of 2023.
Integration funding support $274,222.00	Integration funding support (IFS) allocations support eligible students at Oxley Vale Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** **Overview of activities partially or fully funded with this targeted funding include:** • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) • employment of staff to provide additional support for students who have high-level learning needs **The allocation of this funding has resulted in the following impact:** Students and staff have been well supported by the employment of additional staff. **After evaluation, the next steps to support our students will be:** The school will continue to employ additional staff to continue the effective and embedded programs of support for students in 2024..
Per capita $101,517.02	These funds have been used to support improved outcomes and the achievements of staff and students at Oxley Vale Public School **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** **Overview of activities partially or fully funded with this operational funding include:** • employment of staff to support the learning needs of students

Per capita $101,517.02	• release for staff to attend professional learning. • provision of literacy and numeracy resources **The allocation of this funding has resulted in the following impact:** Students have been well supported by staff and through access to quality and relevant literacy and numeracy resources. Staff have had opportunities to be involved in relevant and differentiated PL. **After evaluation, the next steps to support our students will be:** The school will continue to assess the needs of staff and students and implement effective and appropriate physical and personnel resourcing.
AP Curriculum & Instruction $186,105.60	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Reading • Numeracy • Visible Learning • Curriculum and Instruction • Spelling **Overview of activities partially or fully funded with this Staffing - Other funding include:** • 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 routines to collect, analyse and use data on the learning needs of teachers and students regarding literacy and numeracy through the curriculum • 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 **The allocation of this funding has resulted in the following impact:** APCI in class support throughout the year was effective, but still inconsistent. APCI provided professional learning for administering Acadience and the OVPS maths assessments ensured consistency and confidence. All students K-2 completed the new OVPS maths assessment (see evidence). APCI supported staff in reviewing, editing and streamlining the new assessment schedule for implementation in 2024 (see evidence). **After evaluation, the next steps to support our students will be:** The school will continue to provide Thursday PL in stage teams to deepen curriculum knowledge, strengthen pedagogy and ensure consistency. APCI to continue providing at the elbow support to improve practice based on strategic directions and data analysed. APCI to support teachers with time to administer assessments throughout 2024.
Low level adjustment for disability $252,530.41	Low level adjustment for disability equity loading provides support for students at Oxley Vale Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**

Low level adjustment for disability $252,530.41	**Overview of activities partially or fully funded with this equity loading include:** • providing support for targeted students within the classroom through the employment of School Learning and Support Officers **The allocation of this funding has resulted in the following impact:** identified students were provided with more personalised support as they accessed the curriculum, for more positive mental health support, health, behavioural and social support. **After evaluation, the next steps to support our students will be:** The school will continue to employ School Learning and Support Officers to support identified students.

Student information

Student enrolment profile

Students	Enrolments			
	2020	**2021**	**2022**	**2023**
Boys	162	176	181	171
Girls	162	180	191	190

Student attendance profile

School				
Year	**2020**	**2021**	**2022**	**2023**
K	90.6	90.5	89.1	87.9
1	90.5	89.8	87.1	92.5
2	89.5	90.6	86.7	91.8
3	86.7	88.3	84.2	90.5
4	87.9	86.7	82.7	89.5
5	89.8	88.9	82.1	85.2
6	86.0	87.6	86.4	85.0
All Years	88.9	89.0	85.6	89.1
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)	5.2
Classroom Teacher(s)	15.56
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	6.97

*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	356,340.47
Revenue	5,798,574.67
Appropriation	5,585,162.12
Sale of Goods and Services	2,885.32
Grants and contributions	203,092.03
Investment income	6,835.20
Other revenue	600.00
Expenses	-5,718,109.48
Employee related	-5,194,161.39
Operating expenses	-523,948.09
Surplus / deficit for the year	80,465.19
Closing Balance	436,805.66

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	255,004
Equity Total	968,132
Equity - Aboriginal	253,133
Equity - Socio-economic	450,095
Equity - Language	12,374
Equity - Disability	252,530
Base Total	3,397,697
Base - Per Capita	101,517
Base - Location	3,504
Base - Other	3,292,675
Other Total	516,038
Grand Total	5,136,871

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

Parent, staff and student satisfaction was measured through the Tell Them from Me survey.

In 2023, 32 parents and carers completed the parent survey.

Parents

The 2023 Tell Them from Me parent survey data indicates that:

- parents feel welcome at OVPS: School mean 7.6.. The school is performing above the NSW Government (Govt) norm.
- parents feel informed at OVPS: School mean. 7.2. The school has increased positive responses and is above the NSW Govt norm.
- parents feel the school supports learning at OVPS: School mean 8.1. The school has increased positive responses and is above the NSW Govt norm.
- the school supports positive behaviour at OVPS.: School mean 8.3. The school has increased positive responses and sits well above the NSW Gov norm.
- the school is inclusive, providing equal access to opportunities for all students: School mean 7.4. The school has increased positive responses and is performing well above the NSW Govt norm.

Students

The 2023 Tell Them from Me student survey data indicates that:

- 57% of students surveyed, indicated that had a positive sense of belonging. This is an increase from 2022 and is an area for future planning and focus.
- 79% of students surveyed indicated that they have positive relationships at OVPS with friends. This is an increase from 2022.
- 8o% of students report that they try hard to succeed in learning with 64% reporting they are interested and motivated in their learning.
- the school mean of 7.1 for teachers that set clear goals for learning, establish expectations, check for understanding and provide feedback is a slight increase from 2022.
- the school mean of 7.3 for students who feel they have someone at school who advocates for them and encourages them is up from 6.7 in 2022.
- there is an increase from 2022 (7.2) in the school mean (7.6) for positive teacher-student relationships.
- there is an increase from 2022 (7.8) in the school mean (8.2) for school staff holding high expectations for learning and success.

Staff

The 2023 Tell Them from Me staff survey data indicates that:

- the school has a collaborative culture where teachers work with other teachers to drive student learning. The school is performing above the NSW Govt norm and there has been a positive increase from 2022.
- feel there is a strong learning culture at OVPS. The school mean of 8.2 sits above the NSW Govt norm of 8.0.
- teachers have high expectations for student learning and this is reflected in the school mean of 8.3 for Teaching Strategies. The school is performing well above the NSW Govt norm of 7.9.
- the teachers provide an inclusive approach to learning for all students. The school is performing at the NSW Govt norm.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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