

2023 Annual Report

Oak Flats Public School



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Introduction

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

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

School contact details

Oak Flats Public School

Griffiths St

Oak Flats, 2529

<https://oakflats-p.schools.nsw.gov.au>

oakflats-p.school@det.nsw.edu.au

4256 1405

School vision

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

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

School context

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

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

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

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

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

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Socio-economic background

Literacy and numeracy

AP Curriculum & Instruction

Professional learning

QTSS release

Summary of progress

Data analysis at systemic, school and classroom level - The focus for 2023 was on building collective efficacy by supporting teachers to access and analyse data to drive teaching and learning cycles in order for students to meet learning outcomes in English and Mathematics. This involved establishing baselines to track student growth across the school year, the analysis and comparison of student performance against a standardised cohort, on-balance judgements about learner achievement at a whole school and stage level, and identification of learning gaps in order to create explicit programs for individual and student cohorts. . As a result, teachers have become more confident to engage with and analyse data to monitor student progress and inform adjustments. This has been evident in the use of targeted teaching cycles, modifications to learning programs, implementation of evidence-based teaching strategies and student growth in internal and external assessment sources. Next year the focus will be on supporting teachers to effectively implement, analyse, extrapolate and monitor formative assessment and data to create learning sprints in literacy and numeracy. This will be facilitated by clear identification of priorities, consistent and timely expectations, and targeted support.

Student achievement in literacy and numeracy - The focus for 2023 was on providing a high quality differentiated curriculum for all students. This involved ensuring that high quality teaching, effective assessment practices and targeted early intervention programs were provided across the school and that these were driven by identified student needs. A focus on ensuring that all learning experiences were both challenging and authentic would lead to improved student results in literacy and numeracy. Teachers were supported to ensure that all teaching and learning programs were dynamic, in that they responded to student needs and that there was a strong emphasis on foundational skills in literacy and numeracy. As a result there has been some improvement in student achievement in literacy and numeracy in external assessments such as the Year 1 Phonics Check, the Check In Assessments and NAPLAN. However most cohorts are still performing slightly below the SSSG and below the state. Next year the focus will be on continuing to provide opportunities for teachers to develop high quality, dynamic and data driven teaching and learning programs, which focus on foundational skills and explicit teaching, in order to further improve student achievement in literacy and numeracy.

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
An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.	The Check-in Assessment mean scale score indicates the percentage of students achieving growth in reading has increased by 4.6%.
An increase in Check-in Assessment mean scaled score for numeracy in	The Check-in Assessment mean scale score indicates the percentage of students achieving growth in numeracy has increased by 4.1%.

<p>Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.</p>	
<p>Using 2022 baseline (70%) an additional 2% of K-2 students to achieve at or above the grade expectations based on school determined Reading targets.</p>	<p>PAT testing indicates the percentage of students achieving growth in reading has increased by 10%.</p> <p>PAT testing indicates the percentage of students achieving at or above grade expectations in reading has decreased by 16%.</p>

Strategic Direction 2: Targeted teaching and resourcing

Purpose

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

Initiatives

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

- Effective classroom practice
- Learning, development and leadership

Resources allocated to this strategic direction

Socio-economic background
Low level adjustment for disability
English language proficiency
AP Curriculum & Instruction

Summary of progress

Effective classroom Practice - The focus for 2023 was on meeting the needs of students P-6 who exhibit high potential or giftedness and building teacher professional knowledge of High Potential and Gifted Education. This involved forming enrichment groups and delivering professional learning to staff based on the domains of potential and differentiation. As a result, student enrichment groups were implemented with high student engagement and teachers understanding of the domains increased. Next year the focus will be supporting teachers to effectively cater to the needs of high potential and gifted students within the classroom which will further support improvement with student learning outcomes and teacher capacity.

Learning, development and leadership - The focus for 2023 was on embedding a strong instructional leadership model, supporting whole school and targeted professional learning for teachers and monitoring student outcomes through data collection and analysis. This involved working collaboratively to develop teaching and learning programs using the new K-2 syllabus documents, working collaboratively with Assistant Principals to meet stage based needs, regular in-class support driven by data and individual coaching and team-teaching addressing self-identified development needs. As a result, all staff have received targeted professional learning that meets school priorities, as well as individual needs. Next year the focus will be on developing a school wide understanding and application of quality teaching practices based on The Science of Learning and Explicit Direct Instruction, utilising deep and current knowledge of 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
Increase staff TTFM data by an additional 2% to 79% in the area of Leadership.	Tell them From Me survey results indicates a decrease in the area of Leadership.
Increase Staff People Matter Survey data by an additional 2% to 77% in the area of Teaching Learning and Development.	People Matter Employee Survey results show a decrease in the area of Learning and Development.
School self-assessment within the theme of Explicit Teaching is trending towards Excelling.	Self-assessment against the School Excellence Framework in the theme of Explicit Teaching shows the school currently performing at Delivering.
School self-assessment across the four themes of Learning and Development is	Self-assessment against the School Excellence Framework in the element of Learning and Development shows the school currently performing at

trending towards Excelling.	Sustaining and Growing.
Instructional Leadership is embedded as practice across the school.	Internal measures indicate improved instructional leadership and distributive leadership practices embedded.

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Integration funding support

Low level adjustment for disability

New Arrivals Program

Aboriginal background

Summary of progress

Focuses and individual support reflecting changing student needs - The focus for 2023 was to develop consistency and collaboration within our school to enhance a positive, safe and supportive learning culture in order to improve social, emotional, behavioural and academic outcomes for students. This involved the Positive Behaviour for Learning (PBL) Committee regularly and effectively analysing behaviour data on a fortnightly basis and collaboratively developing initiatives and fortnightly focuses in response to data trends. Whole staff professional learning took place to empower teachers to consistently use data to inform practice by creating targeted teaching cycles to support building positive relationships and connections and implementing effective strategies to teach positive behaviour for learning. As a result, staff surveys indicated that the PBL videos and fortnightly messages are a powerful teaching tool and a valued resource in our school and this is evident in the shared language of staff and students across the school. By looking at comparative whole school Sentral incident data and deducting Tier 3 intervention students, there was an 8.3% reduction in major and minor incidents from 2022 to 2023. Next year, the focus will continue to be on using data informed practices to further develop a collaborative approach to enhance the wellbeing of all stakeholders in order to build positive partnerships for learning and engagement. Evidence-based practices will be embedded into the culture, systems and processes of the school in order to continue to develop a consistency in developing and maintaining a positive, safe and supportive learning environment.

In addition, the focus for 2023 was to develop a shared responsibility to ensure students with a disability and/or additional learning and wellbeing needs were supported. As a result, students with additional cognitive, emotional, social and physical needs were effectively supported through individualised planning, support, and intervention, the development of Behaviour, Educational and Personalised Learning Plans, small intervention groups with a focus on literacy and numeracy, employment of Student Learning Support Officers (SLSOs) and effective transition programs P to 6. In 2024, the focus will be on continuing to provide a high level of support to students with diagnosed disabilities and additional needs through Individual Education and Behaviour Plans, intensive learning groups, support from Student Learning Support Officers and maintaining a highly productive Learning and Support team which will ensure the needs of all students in the school are being met.

Positive partnerships for learning, engagement and wellbeing - The focus for 2023 was increasing the percentage of students attending school above 90% of the time. This involved implementing a variety of strategies to improve students' attendance, effective monitoring of attendance of students by staff and the Deputy Principal and consistent information to all stakeholders on the importance of regular attendance. As a result there was a significant increase in students attending school 90% of the time, resulting in Oak Flats Public School being above DoE and Network attendance rates. In 2024 the focus will be maintaining a whole school culture that continues to promote the benefits of attendance, implement effective strategies that encourage and monitor attendance, build strong relationships with families to understand barriers to attendance and work with families to remove them, which will support further improvement towards increasing the number of students attending school 90% of the time.

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
The attendance rate for the school is increased from 89.6% in 2023 to 90.7% by 2027.	The number of students attending greater than 90% or more of the time is 62.58% indicating progress toward the lower bound target.
Increase the percentage of students reporting a positive sense of wellbeing (Expectations of Success, Advocacy, and Sense of Belonging) at school to be trending towards the system-negotiated upper bound target of 92.5%.	Tell Them from Me data shows 80.14% of students identify as having positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school indicating progress yet to be seen toward the lower bound target.
Increase Parent TTFM data by 2% to 72% in the area of Inclusive School.	Tell Them from Me data shows an decrease of 3% of parents identifying the school as being inclusive.
Increase student TTFM data by 4% to 64% the area of Student Interest and Motivation.	Tell Them From Me student data shows a decrease of 19 % in the in the area of Student Interest and Motivation.
Increase Parent TTFM data by 2% to 76% in the area of the School Supports Learning.	Tell Them From Me parent data shows an increase of 2% in the in the area of School Supports Learning.
School self-assessment within the theme of High Expectations is trending towards Excelling.	Self-assessment against the School Excellence Framework in the theme of High Expectations shows the school currently performing at Sustaining and Growing..

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$18,259.00</p>	<p>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 Oak Flats Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Focused and individual support reflecting changing student needs <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * students becoming more confident with their learning and language use, as noted in teacher observations * students demonstrating progress towards their personalised learning goals * consultation time with students, parents and the Learning Support Team was scheduled to develop personalised learning goals <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * to ensure explicit goals for language development are set as part of an Individual Education Plan (IEP) * personalised and targeted professional support will be provided to teachers in the form of co-planning, co-teaching and mentoring
<p>Integration funding support</p> <p>\$440,481.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Oak Flats Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Focused and individual support reflecting changing student needs <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • additional staffing to assist students with additional learning needs • 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 <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * all eligible students demonstrating progress towards their personal learning goals * all eligible students provided with one-to-one intervention with SLSOs in the classroom and playground based on their level of need * an improvement in the wellbeing and confidence levels of targeted students as evidenced by teacher observations, Learning Support Team records and parent feedback * the use of integration funding was adjusted throughout the year in response to student Personalised Learning and Support Plans (PLSPs) reviews and current data to ensure funding was used to specifically address each student's support needs. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed.

<p>Integration funding support</p> <p>\$440,481.00</p>	<p>* to provide high-quality targeted professional learning to SLSOs to meet the individual needs of the students.</p>
<p>Socio-economic background</p> <p>\$344,729.37</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Oak Flats Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data analysis at systemic, school and classroom level • Effective classroom practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support instructional leadership. • employment of additional classroom teacher to support quality teaching and learning. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * teachers receiving additional release from face-to-face teaching to plan quality literacy and numeracy programs using assessment data. * providing support for targeted students within the classroom through the employment of School Learning and Support Officers. * student with complex needs being met through additional staffing. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * continued employment of additional teachers for wellbeing, literacy and numeracy intervention. * to continue to employ School Learning and Support Officers (SLSOs) to support interventions for targeted students.
<p>Aboriginal background</p> <p>\$61,456.72</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Oak Flats Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Positive partnerships for learning, engagement and wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to deliver personalised support for Aboriginal students through Cultural groups and initiatives <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * an increase of Aboriginal families engaging in the Personalised Learning Pathways (PLP) process, involvement in parent consultation and community events. * Tell Them from Me data indicated 73% of Aboriginal students feel like their culture is valued at school. * significant increase in Aboriginal student attending school 90% or more. * the creation of a school culture that values the identity, culture, heritage and languages of our Aboriginal histories and culture. * increased understanding of Aboriginal history and culture across the school. <p>After evaluation, the next steps to support our students will be:</p>

<p>Aboriginal background</p> <p>\$61,456.72</p>	<p>* continue to strengthen partnerships with Aboriginal parents through consultation, involvement and voice.</p> <p>* to gather targeted student learning data to ensure that literacy and numeracy goals can be met by identified students through differentiation and personalised support in the classroom.</p> <p>* further staff professional learning based on 'Be That Teacher' professional learning.</p>
<p>English language proficiency</p> <p>\$6,596.65</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Oak Flats Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective classroom practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • 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:</p> <ul style="list-style-type: none"> * student progress showing high growth on the EAL/D learning progressions. * increased teacher capacity to cater for EAL/D students in mainstream classrooms. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * personalised and targeted professional development in the form of mentoring, co-teaching and co-planning. * additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds.
<p>Low level adjustment for disability</p> <p>\$226,037.66</p>	<p>Low level adjustment for disability equity loading provides support for students at Oak Flats Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective classroom practice • Focused and individual support reflecting changing student needs <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * implemented intensive small group tuition to support students with additional literacy and numeracy learning needs. * an increased number of learning support referrals and subsequent interventions implemented. * case management for students with additional and complex needs. * additional in-class and playground support, resulting in reduced incidents. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * continue to refine learning and support team referral processes, including collection of NCCD. * further professional learning for all staff on supporting complex needs.
<p>Professional learning</p>	<p>Professional learning funding is provided to enable all staff to engage in a</p>

<p>\$32,626.12</p>	<p>cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Oak Flats Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student achievement in literacy and numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • professional learning opportunities for staff to support achievement of professional development goals. • engaging a specialist consultant to provide whole school professional learning to meet school improvement initiatives. • stage based and whole school professional learning to improved mathematics instruction. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * increased capacity of teachers to explicitly teach vocabulary and multiple representations in mathematics. * enhanced knowledge of new syllabus documents and use of data to enhance teaching programs. * staff achievement of professional learning goals through profession learning, collaboration and team teaching. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * further professional learning on explicit teaching and high quality lesson structures, utilising the Science of Learning. * enhanced instructional leadership model to support a learning culture that enables learning and growth for every teacher.
<p>QTSS release</p> <p>\$98,600.54</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Oak Flats Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student achievement in literacy and numeracy <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, including High Potential and Gifted Education. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * teaching and learning programs developed using the new K-2 syllabuses, modified to reflect contextual needs and data. * increased knowledge, skills and confidence to create relevant programs. * distributive instructional leadership across the school. * all students being catered for, including students identifying as having high potential in one or more of the 4 domains. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * greater emphasis on differentiation in classroom instruction, ensuring all lessons meet the needs of all learners. * focus on formative assessment data being used to support literacy and numeracy instruction.
<p>COVID ILSP</p> <p>\$185,412.43</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>

COVID ILSP

\$185,412.43

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

- Other funded activities

Overview of activities partially or fully funded with this targeted funding include:

- employment of teachers to deliver small group tuition
- releasing staff to analyse school and student data to identify students for small group tuition groups
- providing targeted, explicit instruction for student groups in literacy with a focus on phonics and reading, and numeracy with a focus on additive and multiplicative strategies
- development of resources and planning of small group tuition

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

- * 58% of students K-6 targeted for intensive learning support in literacy and/or numeracy.
- * differentiated teaching through on-going formative assessment followed by targeted literacy and numeracy programs for identified students performing below the expected level for their stage.
- * improved student engagement in learning.
- * the majority of the students in the program achieving significant progress towards their personal learning goals.
- * 44.5% of students achieved above similar schools in Semester 2 numeracy check-in assessment.
- * 52% of students achieved at or above the reading benchmark in the PAT assessment.

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

- * continuing the implementation of literacy and numeracy small group tuition using data sources to identify specific student need.
- * providing in-class support for students to continue to meet their learning goals in literacy and numeracy.
- * ensuring ongoing high impact professional learning takes place to enable consistent delivery of effective practice on student data to differentiate learning in literacy and numeracy.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	219	237	246	240
Girls	240	241	231	216

Student attendance profile

School				
Year	2020	2021	2022	2023
K	92.2	92.6	89.4	91.6
1	90.4	92.1	84.4	91.3
2	91.8	91.8	86.4	88.7
3	91.7	91.6	86.3	90.2
4	91.4	91.5	83.9	89.1
5	90.4	90.1	85.7	87.5
6	91.2	89.4	83.0	89.2
All Years	91.3	91.3	85.5	89.6
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
Classroom Teacher(s)	18.07
Learning and Support Teacher(s)	1.3
Teacher Librarian	1
School Administration and Support Staff	4.79
Other Positions	1

*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	290,782.00
Revenue	5,881,443.50
Appropriation	5,707,126.16
Sale of Goods and Services	38,119.60
Grants and contributions	126,614.99
Investment income	9,582.75
Expenses	-5,714,738.28
Employee related	-5,172,889.13
Operating expenses	-541,849.15
Surplus / deficit for the year	166,705.22
Closing Balance	457,487.22

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	347,046
Equity Total	638,820
Equity - Aboriginal	61,457
Equity - Socio-economic	344,729
Equity - Language	6,597
Equity - Disability	226,038
Base Total	3,424,845
Base - Per Capita	126,421
Base - Location	0
Base - Other	3,298,424
Other Total	755,821
Grand Total	5,166,533

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

Each year the school is required to seek the opinions of parents, students and teachers about the school. In 2023, the Tell Them From Me Survey revealed the following areas of strengths and areas of improvement.

Students

Areas of strength include:

- students believe school staff emphasise academic skills and hold high expectations for all students to succeed;
- Aboriginal students feel good about their culture;
- students can identify friends at school they can trust and who encourage them to make positive choices;
- students believe teachers encourage and advocate for them;
- students indicate a high rate of participation in sports, other than in physical education class.

Areas of improvement include:

- students know where to seek help if being bullied;
- students who feel they belong at school.

Parents and Caregivers

Areas of strength include:

- the school supports learning with students encouraged to do their best work;
- the school supports behaviour with children feeling safe to come to school;
- the school supports behaviour by teachers expecting students to pay attention in class;
- the school is inclusive by making sure all students are included in school activities;
- the school facilities are well maintained.

Areas of improvement. include:

- teachers help students to develop positive friendships;
- teachers take into account students interests, needs and abilities.

Teachers

Areas of strength include:

- school leaders help to create new learning opportunities and support staff;
- teachers set high expectations for student learning;
- students regularly have opportunities to use computers or other technology;
- teachers have increasing confidence to meet the needs of Aboriginal and Torres Strait Islander students;
- teachers establish clear expectations for classroom behaviour.

Areas of improvement include:

- all students have a sense of belonging;
- students use technology to track their progress towards their learning goals.

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.