2020 Annual Report

Oak Flats High School

OAK FLATS HIGH SCHOOL

8906

Introduction

The Annual Report for 2020 is provided to the community of Oak Flats High 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 school 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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Message from the principal

I am pleased to present this Annual Report to our school community as a record of our work in 2020.

It has been a challenging year for our school, with the transition in March to learning from home for a period of time due to the COVID-19 pandemic. I am most grateful to our staff, students and parents/carers for the way in which we all worked together to ensure continuity of learning, underpinned by a strong focus on wellbeing.

We are also greatly indebted to the local community organisations who made significant donations of groceries for families who suffered financially as a result of the pandemic. Our school became not only a place of learning, but a community hub to support our students and their families through a time of crisis. Our whole school community should take a great deal of pride in the way we worked together to support each other during those difficult months.

Our focus on improving educational outcomes for our students has never wavered, and we were proud to celebrate the graduation of our Year 12 class of 2020, and a special ceremony acknowledging our Aboriginal students who graduated. Completing Year 12 is always a challenge and an achievement, however 2020 bought such unique challenges to these students, we were particularly proud of their determination to succeed.

We also continued our work in rejuvenating learning spaces in our school. 2020 saw the completion of our Froth on Top Cafe, a working cafe that will allow our junior Food Technology and senior Hospitality students to experience operating an industry-standard cafe. Adjacent to the cafe is the Kitchen Garden, planted with vegetables, fruit trees and herbs for use by our students. Finally, our Design Lab and Innovation Tank are also complete. This facility, designed with technologies to support education programs in STEAM (Science, Technology, Engineering, Arts, Mathematics) is a unique space that will inspire creativity and allow our students to collaborate, design and build their ideas.

I am incredibly proud of the work of my team of passionate and inspiring teachers who work each day in partnership with our students to help them aspire, achieve and succeed.

Angela Byron

Principal

School vision

Oak Flats High School will be renowned for producing students who are respectful, resilient and responsible lifelong learners who have the essential skills, knowledge and experience to become positive contributors to a dynamic society.

School context

Oak Flats High School (OFHS) is a fully comprehensive high school of approximately 650 students. It is located in the southern suburbs of the Illawarra Region. Students are drawn from three main primary schools. OFHS has a strong transition program operating with all primary schools. Opportunities for teacher learning and shared learning experiences for students are a feature of the relationship.

The school has a teaching staff of 66 teachers, including nine head teachers and three deputies. We also have a support staff in excess of 20 including School Learning and Support Staff, Office staff and the general assistant.

The students at OFHS come from predominantly low Socio-Economic backgrounds with 45% of our students from the lowest quarter and 86% of our students from the bottom half.

OFHS also hosts 7 regional support classes including 5 Autism classes, 1 ED class on site and 1 ED class in the adolescent mental health unit at Shellharbour Hospital.

The Oak Flats High School Homeroom Team, who support Year 7 with transitioning to high school through a strong focus on wellbeing for learning.

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 school plan and annual report.

Our self-assessment process will assist the school to refine our school 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	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Our school has made significant progress in the way we monitor and analyse a range of data sources to support our self-assessment processes. The evidence we have gathered, along with the extensive work completed in 2019 during the External Validation process, has helped to inform the development of the 2021-2024 Strategic Improvement Plan. This plan, available on the school's website, has developed specific initiatives and set improvement measures to ensure we continue to improve, and move from sustaining and growing to excelling in more areas at our 2023 External Validation.

Strategic Direction 1

Lifelong learners who reflect and grow

Purpose

The purpose of this strategic direction is to create a safe learning environment where we build educational aspirations and empower students to be lifelong learners who prosper in a rapidly changing global community.

Improvement Measures

Majority (0ver 90%) of students transition to work, tertiary education or trade / apprenticeship.

60 % of students experience growth equal to or above expected for like school groups in NAPLAN and HSC results

Overall summary of progress

Performance on Improvement Measures

- Across the three years of our School Plan we averaged 86% of students transitioning to work, tertiary education or trade / apprenticeship, just falling short of our 90% target.
- Across the three years of our School Plan we averaged 60% of students experiencing growth equal to or above expected for like school groups in NAPLAN, meeting our target. (Note: NAPLAN was not administered in 2020 due to COVID restrictions.)
- Data is not available on growth in HSC results, however, HSC results have significantly improved over the past 3 years (see HSC data in this report).

Progress towards achieving improvement measures

Process 1:   Catering for each individuals learning needs.

This process is designed to ensure we cater for the learning needs of all students at all levels of ability.

Evaluation	Funds Expended (Resources)
Learning Support In 2020 we continued to refine our model of learning support, focusing on how we best meet the individual needs of learners. We commenced the year with a 3 hour after school professional learning workshop focusing on supporting teachers to use the individual learning plans developed for students in their classes. This workshop was highly valued by staff, with 92% agreeing that the time allowed them to better plan for the adjustments required to support students in their learning. During the period of learning from home. LaSTs and SLSOs played a key role in developing learning packages for students without access to technology, and supporting teachers to develop appropriate adjustments for those learning online. This team also maintained regular phone contact with families of students who have individual learning plans to ensure they were able to effectively continue their learning. **Aboriginal Education** At the beginning of Term 1 we held five Yarn Ups, open to staff, students and our school community, to consult on directions for the development of a Reconciliation Action Plan (RAP). These events provided the Aboriginal Education Team with key information to develop the RAP. Unfortunately due to COVID restrictions commencing in March, we were unable to commence implementation of the plan, as the school was not allowed to have parents or	• Employment of 3.0 FTE Learning and Support Teachers • Employment of 5.0 FTE School Learning Support Officers • Employment of Aboriginal Education Officer • Expenses for Reconciliation Action Plan Yarn Ups - resources and catering • Expenses for NAIDOC Day - resources and catering **Funding Sources:** • Aboriginal background loading ($82000.00) • Integration funding support ($120000.00) • Low level adjustment for disability ($235868.00) • Socio-economic background ($202000.00)

Progress towards achieving improvement measures	
community members on-site. This work will begin again in Term 1, 2021. We continued to develop a partnership with academics from the University of Sydney and University of NSW in an effort to better connect students and staff to country, and to become a culturally nourishing school. Limited professional learning could occur due to COVID restrictions. In Term 4 when COVID restrictions eased, we held a late NAIDOC Day celebration, which was very successful. Many Elders attended, and excellent morning tea was provided by Year 11 Hospitality students. The Elders held a yarning session, allowing staff and students to spend time connecting with them, and learning more about local Aboriginal history and culture. The NAIDOC Assembly included smoking ceremony by Uncle Richard, Welcome to Country by Aunty Jodi, vocal performances by Aboriginal students, then yarn up with elders, students and staff. Because our work in this area is so reliant on working with our local Aboriginal community, limited progress was made in 2020. However, this work will be a key aspect of our 2021-2024 Strategic Improvement Plan.	

Process 2: Growth, grit and determination.

This process will develop student resilience and enable them to reflect on past efforts and set goals for future improvement.

Evaluation	Funds Expended (Resources)
A reflection on understanding and the use of habits and dispositions was conducted at end of each semester for teachers and students, including a section on goal setting and successes. A Google form survey was completed by staff, leading the team to see the next focus areas in terms of dispositions to be Accountability and Effective listening. In general, staff indicated they like presentations and reminders ,but expressed some concern about overwhelming students with too much information. More faculty specific examples have been requested. All habits and dispositions are uploaded to Google Classroom and all teachers have access.	• Allowances for project leaders • Professional learning • Purchase of magnets for each teacher with Learning Intentions/Success Criteria and dispositions **Funding Sources:** • Socio-economic background ($12000.00)

Process 3: Connecting, succeeding, thriving

This process involves wellbeing programs that support all students so that they connect, suceed, thive and learn.

Evaluation	Funds Expended (Resources)
With COVID restrictions our annual milestone was unable to be achieved, as many wellbeing programs were not allowed to operate this year. However, the data analysis and evaluation work completed by this team has played a key role in the development of the strategic directions of the next school plan. This plan will have an initiative focusing on refining our behaviour management procedures, and developing a new reward system in consultation with students. Much of this work will be informed by the research completed by this team, and the papers from CESE focusing on improving school completion for students in low socio-economic areas. This work will also include plans to improve attendance, and researching what our students need to be successful lifelong learners.	Allowances for Attendance and Wellbeing **Funding Sources:** • Socio-economic background ($35000.00)

Next Steps

- In 2021 the Learning Support Team will focus on ensuring all existing individual learning plans have been updated by Week 4 of Term 1. to allow teachers to have early access to accurate plans for students in their classes. Our 2021-2024 Strategic Improvement Plan will have a strong focus on improving reading, numeracy and HSC results.
- Our focus on Aboriginal education will remain on implementing our Reconciliation Action Plan, and professional learning for staff on culturally appropriate pedagogies. We will investigate employing a cultural mentor to support staff with this process.

Students from our partner primary schools enjoying a yarning circle by the lake with our students and Aboriginal education team.

Strategic Direction 2

Teaching practice that is innovative and engaging

Purpose

The purpose of this strategic direction is for all staff to work collaboratively in developing innovative teaching practices where teacher reflection informs practice.

Improvement Measures

All staff will complete professional learning in Visible Learning research and classroom practice.

All staff will be trained to use SCOUT to reflect and improve on their teaching practice.

Achieve a combined effect size of 0.7 for aspects of visible learning and creative pedagogies (Feedback, Clear Learning Intentions, Success Criteria, Student Centred Learning Pedagogies).

Overall summary of progress

Performance on Improvement Measures

- 100% of staff have completed professional learning in Visible Learning research and classroom practice. In addition, 70% of staff have participated in instructional rounds to observe, give, and receive feedback on their implementation of learning intentions/success criteria as part of their lessons.
- 92% of permanent staff have completed training to use SCOUT to reflect and improve on their teaching practice.
- Due to changes in assessment practices follow the period of learning from home we have been unable to measure the effect size of visible learning. However, other data has indicated a strong positive impact on teacher efficacy and student engagement and performance.

Progress towards achieving improvement measures

Process 1: Visible learning

A focus on creating stronger classroom practice through clear learning intentions, success criteria and explicit feedback to students and teachers about their teaching.

Evaluation	Funds Expended (Resources)
A series of focus groups were held with students to evaluate progress over the past three years in our Visible Learning project. **Student Focus groups - Key Findings** • *Successful learners* - Most students were able to provide more in-depth and reflective answers, with less students mentioning aspects relating to equipment, compliance. Learning dispositions are starting to be mentioned, e.g. manage distractions, concentrates, determination to finish, and time management. Junior students said that they had learned when they could achieve a task by themselves, they left class feeling like they had learned something and could teach it to others. Senior students said that better learners were more engaged with classwork and discussions, could articulate, conversing more with teachers to improve learning, could apply knowledge and skills in different situations and understood "to a point where they could teach it to someone else". • *Expectations* - Younger students are mixed in feeling that teachers have high expectations for their learning. Year 7 students were split 50/50 on this, while all Year 8 students said their teachers did. Older students were more explicit - most but not all teachers have high expectations and this helps motivate learners and they can tell the difference. Most said that their teachers set challenging goals for them to achieve, are honest about what is expected to be learned (and that this is happening more consistently than not), were trying to get students to achieve the best marks. Most teachers expect students to do their best. Some teachers are okay if lesson	**Funding Sources:** • Socio-economic background ($40000.00)

Progress towards achieving improvement measures	
expectations are not met, while a few just hand out worksheets without explaining it. • *Teacher Clarity* - Learning Intentions and Success Criteria were discussed here and they help bring a focus for the students. However, all year groups said they were not always clear about what they were learning and that the LISC were not sufficiently explained. This was a consistent theme throughout the groups. In discussion around the WHY we are learning it - all year groups were not sure. Most said the explanations were inconsistent. Some students could relate the "why" to aspects of everyday life or employment, while older students made connections with assessment criteria or syllabus outcomes. • *Feedback* - all student groups understood what feedback is and could distinguish verbal and written feedback and its relationship to their learning. This is a significant improvement from 2019, where younger students had to have the term "feedback" defined. Most students said most feedback was constructive, indicated areas for improvement, explained what was done wrong and how to improve. One-to-one assistance in the classroom rated highly as feedback, as did teachers demonstrating or redoing a task that was done incorrectly. Almost all senior students preferred feedback during a learning sequence and liked feedback that helped students set their own learning goals that could be achieved in small steps. Examples of unhelpful feedback included not explaining why a task was incorrectly done, feedback not matching grades (e.g. "*Good job, fantastic*", but I didn't get 100%"), no comments written on work, just a mark or grade, being expected to work out errors for themselves. Most students in all groups preferred individual to group or whole class feedback. • *Teacher strategies to help understand a lesson* - all student groups mentioned LISC here (an improvement on 2019). Most groups said learning intentions were used, were introduced at the start of a lesson but need to be clearly explained to students. When they are being used they are not always referred to throughout the lesson or in conclusion of the lesson through the success criteria. Some students said they would like a say in framing the LISC. Older students seemed more accustomed to their use than younger students. Other effective strategies that students mentioned were the use of visual prompts (images, movies), breaking tasks into sections and the use of demonstrations to illustrate an idea or information. • *How do I know if I am successful?* - varied responses included grading themselves against the success criteria, being able to show and help others, when teachers tell you the next steps in your learning, when students can see improvement in their work, when students can explain a concept without referring to notes or conferring with other students, and when a teacher uses your work as an exemplar. All groups said that the success criteria were being used regularly, although some younger students were overly positive about their learning achievement in using success criteria. • *Purpose of Learning Intentions* - all groups stated that learning intentions gave them an explanation of what they were learning in a lesson. This was consistent and clear. Some said the learning intentions helped them stay on task. Students said the use of learning intentions was inconsistent across subjects and most said the explanation of them was inadequate across subjects and they were uncertain about their effectiveness in helping them learn. Older students said they sometimes did not make sense, were too wordy and that the learning intentions are repeated in the success criteria.	

Process 2:   Visible Learning - Professional Learning for Staff

Evaluation	Funds Expended (Resources)
Teacher Focus groups - Key Findings In 2020, individual staff took part in an anonymous paper survey on a voluntary basis, as well as focus groups. The questions on this survey differed from those used in the 2019 staff focus groups. **The focus questions were**:	**Funding Sources:** • Socio-economic background ($25000.00) • Professional learning ($10000.00)

Progress towards achieving improvement measures	
What is your understanding of Visible Learning as it is supposed to work in this school? Most staff responses explained Visible Learning as a way to set clear expectations for student learning. The focus at present in this school is on learning intentions and success criteria, using common and explicit language to set them and enabling students to be successful learners. Some staff identified it also as a way of students becoming more responsible for their learning progress and saw this as part of a school-wide evidence-based structure. *Are there aspects of Visible Learning about which you are unclear? What are they?* Approximately one third of staff respondents said they were clear about aspects of Visible Learning. Most staff identified learning intentions and success criteria as the key components of VL and some said they were still refining their skills in using them, particularly in formulating success criteria. A few staff were unclear about the difference between LI and SC, while others found the current wording of them cumbersome. And the demands of using them in every lesson time consuming. Some staff would like to see how other faculties are using LISC and a few staff felt that there needs to be a stronger focus on VL and getting the LISC right across the entire school. Others were less clear about the learning dispositions and how to use them and indicated a need for further TPL in this area. *What is the purpose of Learning Intentions and Success Criteria?* All staff responses explained the purpose of LISC is to make the lesson goals clear so that students can refer to them constantly throughout the lesson and thereby focus on their learning. Some said that LISC helped students understand the purpose of their learning (although this is not evidenced by the student video walkthroughs and diary responses). Some staff commented on the visible nature of LISC being useful for students. About one third of staff also described how LISC helped them stay focused on the lesson learning goals and that they were useful as reference points in their teaching. Some others said that LISC helped align the lesson aims of teachers and students. One staff member felt that students were beginning to own their learning as a result of LISC. *How often do you use Learning Intentions and Success Criteria in your classes? Why do you do this?* The graph below shows the numerical staff responses to this question. It shows that staff who responded to the survey are using LISC most of the time or regularly. When responding as to why they used LISC, staff identified it as a whole school initiative, that LISC meant they didn't have top repeat the lesson aims, that it helped them as well as the students to clearly identify what they want from a lesson and that it was good teaching practice as it provided lesson structure and reinforces key lesson concepts when used well. Some staff said they sometimes forgot to use LISC, while others mentioned the time factor in developing, writing LISC and explaining them to students ate into valuable lesson time. Several staff indicated a need for further training for themselves in writing and using LISC. One staff member said that LISC weren't used regularly as they didn't feel they enabled differentiation. *Do the students in this school understand learning intentions and success criteria?* This was a Yes/No question for staff and 74% said that students understood	

Progress towards achieving improvement measures	
LISC. This varies significantly from the student perceptions of their understanding of LISC, evidenced in the focus groups, video diaries and walkthroughs. Some staff said that students understood the practicalities of LISC but didn't think students had a clear understanding of their purpose. Other staff said that some students couldn't link the learning intentions with the success criteria and that repetition of the use of LISC was working, while other staff said students don't see the point of LISC or don't care. *Do the students in this school assess their learning against the success criteria in your lessons? If so, how and when?* Most staff felt that students do refer to the success criteria, mostly at the end of the lesson (approximately 39%). Only a few said students referred to them throughout the lesson, identifying the more motivated student and classes who did so. Several teachers expressed inconsistent use of success criteria with their classes though lack of confidence, lack of time or forgetfulness. One teacher said that students used the success criteria of a lesson to ensure they have completed lesson tasks, while another said that this process was being guided more by the teacher at this stage. One teacher said that they got students to self-assess their learning at the end of the lesson so that it informed their own teaching planning and practices for subsequent lessons. *What is your understanding of the relationship between Learning Intentions, Success Criteria and feedback?* All staff made the link between LISC and feedback and differentiated well between learning intentions (the goal), success criteria (the ball) and feedback (the coach getting a student to kick a goal). Importantly, staff identified feedback as them offering students ways to improve their learning and achieve the success criteria. Some staff also described ways they took feedback from students and used it to decide whether to move on in their teaching or not. The use of effective feedback was identified as crucial in school improvement.	

Process 3:   Use of data to improve teacher practice and student learning

Evaluation	Funds Expended (Resources)
We commenced the year trialing a new approach to using the Year 7 Best Start data. This involved converting the data to Guttman charts for Homeroom teachers to better understand aspects of literacy that students in their class were succeeding in, or being challenged by. All Homeroom teachers and SLSOs working with Year 7 participated in professional learning on data analysis, and on explicit teaching of inference, which was identified as key area for improvement. Students were then guided through the analysis of their aggregated Homeroom data, and worked with their teacher to develop a class plan for improvement, setting themselves targets for the upcoming NAPLAN assessments. Classes then had a series of lessons focusing on developing key skills including making inferences from text and images. Unfortunately due to COVID restrictions the NAPLAN assessments were not administered in 2020 so could not be used to measure improvement. However, internal assessment showed that 87% of students improved in their responses to inference questions following this process.	**Funding Sources:** • Professional learning ($5500.00) • Socio-economic background ($5000.00)

**Progress towards achieving improvement measures**

The success of engaging students in the analysis of their own data will see this process continue in 2021, and expand to the analysis of Tell Them From Me data.

Teachers improved their data analysis skills in using the expanded data sets in Scout relating to the HSC. As a school these new data sets allowed us to reflect on student performance in Year 9 NAPLAN compared to HSC results, and give consideration to how we better incorporate key skills for senior schooling into our junior teaching and learning programs.

Next Steps

In our 2021-2024 Strategic Improvement Plan our Visible Learning focus will see us consolidate our work on learning intentions and success criteria, and introduce a new focus on quality, timely feedback for improving student outcomes. This will involve significant professional learning, and a shift in the way we provide feedback to students. Our work in this area will commence with mid-point checks for senior assessment tasks.

We will also continue to develop our evaluative mindset, focusing on the regular gathering and analysis of data to inform all aspects of our school operation. This work will continue to be supported by the employment of a Data Analysis Manager.
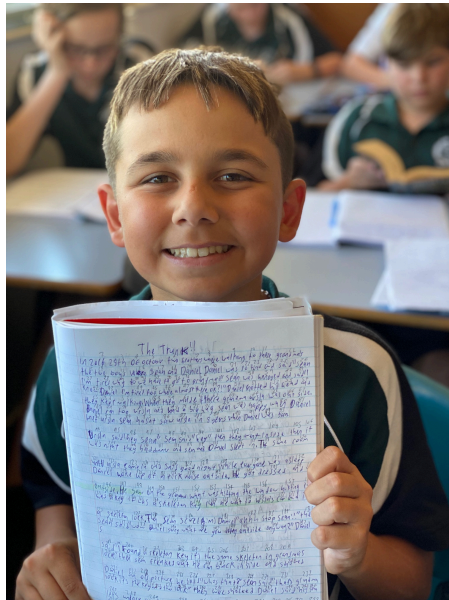
Year 7 students focused on developing extended creative writing texts

Strategic Direction 3

Developing a school culture based on high expectations and continuous improvement.

Purpose

The purpose of this strategic direction is to provide a framework that builds the capacity of future leaders and enables the OFHS community to grow and prosper through strong leadership and innovative use of resources.

Improvement Measures

30% improvement in scores in TTFM survey data related to valuing school outcomes (an indicator improved expectations and aspirations).

Increased number of leadership roles available to staff and students at OFHS

Overall summary of progress

Performance on Improvement Measures

- From the baseline of 59% of students valuing school outcomes in 2018, the data improved to 65% in 2019, but then dropped to 62% in 2020. While this decline was disappointing, the disrupted academic year and period of learning from home caused by the COVID-19 pandemic may have negatively impacted student perceptions of the value of their schooling.
- Distributed leadership has been a focus of the implementation of our School Plan, with every member of staff contributing to a School Plan Team. Leader and project manager positions were created in each of the process areas of the plan to allow more targeted leadership opportunities. Through equity funding the school also created Head Teacher, Teaching and Learning, an third Deputy Principal and a School Organisation coordinator position to further expand leadership opportunities.
- The Student Leadership Council (SRC) participated in a planning conference which included a session on leadership. Structures were put in place to allow junior members of the SRC to take on more significant leadership roles.

Progress towards achieving improvement measures

Process 1: Developing a culture based on high expectations.

Create opportunities to promote the school and develop the aspirations of the students and their families to further support students to learn and grow.

Evaluation	Funds Expended (Resources)
This was a very disrupted year due to COVID-19 restrictions and therefore some milestones/activities were delayed or not met. Most activities did occur when restrictions eased, but sometimes, to a smaller scale. In Term 3 our Transition program for Years 4 and 5 students from Balarang PS, Albion Park Rail PS and Oak Flats PS recommenced. Students completed programs in geography, visual arts, STEM and food technology. Progress has been made in improving our Community of Schools self-assessment on the Middle Years Matrix.	**Staffing** $35000

Process 2: Streamline and strengthen systems that support teaching and learning.

Ensure that we have the resources available so that staff can focus on the core business of teaching and learning..

Evaluation	Funds Expended (Resources)
Our focus in this area has been on making better use of our investment in the Sentral management system to improve processes in the school. Use of	$32000 Hall audio-visual installation

Progress towards achieving improvement measures	
Sentral to manage learning support meetings, and student plans has been enhanced and is working efficiently. A new audio-visual system was installed in the hall to allow for better displays during school events and professional learning. This new system is also more efficient that the prior system requiring set up/pack up by the CAPA staff for every meeting or event. The communication screens being explored did not move past the quote stage as the school was awaiting an upgrade of security cameras. This work has now been completed and the communication screens will be installed in 2021.	$14000 Sentral

Process 3: Building strong leadership for students and staff.

Leadership that promotes reflection, where staff analyse their impact and the evidence that supports progress against best practice.

Evaluation	Funds Expended (Resources)
Due to COVID-19 the two leadership courses planned for the SRC were postponed to 2021.	$2500 new uniforms for SRC to use at school events

Next Steps

In our 2021-2024 Strategic Improvement Plan we will continue to focus on building a culture of high expectations through Strategic Direction 2: Aspire, Achieve, Succeed. There are two key initiatives in this strategic direction - learning culture and behaviour.

A wide range of leadership opportunities have been created within the implementation structure of the 2021 -2024 Strategic Improvement Plan.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	**Funding Sources:** • Aboriginal background loading ($2 300.00)	• Aboriginal education initiatives are addressed in the evaluation of Strategic Direction 1. • In addition, 4 laptops were purchased to assist students complete assignments in the Aboriginal Education room. • Funding for the creation of an Aboriginal Garden will be carried forward to 2021. This work was not completed as COVID restrictions prevented having parents and Elders onsite for consultation.
Low level adjustment for disability	**Funding Sources:** • Low level adjustment for disability ($0.00)	• These funds are accounted for under Strategic Direction 1.
Socio-economic background	**Funding Sources:** • Socio-economic background ($350 000.00)	In 2020 the school conducted extensive remodeling of the TAS facilities. Projects included: • Creation of the Froth on Top al fresco cafe, to allow Stage 6 Hospitality VET students to operate a working cafe. Stage 5 students in Food Technology and Cafe electives will also make use of the facilities. • Development of a Kitchen Garden and outdoor classroom adjacent to the cafe. This garden supplied vegetables, herbs and fruit for Hospitality, Technology, Food Technology and elective classes. Students are responsible for the maintaining the garden beds, sewing and harvesting of crops. • The sewing room and adjacent store rooms were developed into the Design Lab and Innovation Tank, a space to support the implementation of STEAM (Science, Technology, Engineering, Art and Mathematics) curriculum. This modernised space was based on colour theory principles supporting creativity, and has maker spaces, iPads, computers, five 3D printers and a laser cutter. The TAS and CAPA faculties have been given release time to develop innovative STEAM projects for implementation in the Stage 4 Technology (Mandatory) and Visual Arts courses, which will be implemented in 2021. A partnership with Lake Illawarra High School to develop a STEAM challenge between the two schools will continue in 2021. The redevelopment and modernisation of the E Block computer room was not completed due to delays in the TAS projects caused by power outages. This project will be completed in 2021. This funding was also used to create a Head Teacher, Teaching and Learning position to ensure all staff have access to research-based, differentiated professional learning. This position also leads the Learning Support Team, focused on improving literacy and numeracy outcomes for all students, and the development of individual learning plans for

| Socio-economic background | **Funding Sources:**
• Socio-economic background ($350 000.00) | students with additional needs.

A third Deputy Principal position was also funded to focus on transition to high school. This position leads our innovative transition program, commencing with curriculum-based programs held at the high school for students in Years 4 and 5 at our three partner primary schools, and developing a strong partnership with our community of schools. This position is also focused on strengthening learning and wellbeing for Year 7 students. |

Year 7 students creating smoothies in the new Froth on Top Cafe

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	375	365	348	357
Girls	378	323	298	294

Student attendance profile

School				
Year	2017	2018	2019	2020
7	94.4	90.6	92.3	90.6
8	92.1	86.8	89	87
9	91	87.9	87.3	82.1
10	89.2	85.4	87.7	80.6
11	90.9	86.6	87.5	83.4
12	89.6	87.1	87.1	86
All Years	91.2	87.4	88.5	85
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. 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.

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.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	21
Employment	11	20	27
TAFE entry	2	4	16
University Entry	0	0	32
Other	1	0	1
Unknown	0	10	3

Year 12 students undertaking vocational or trade training

54.08% of Year 12 students at Oak Flats High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2020, 9 of the 78 Year 12 students who studied for the HSC, also successfully completed an EVET course or an SBAT to gain a vocational qualification. This accounts for 11% of the cohort.

In 2020, 100% of the 78 students, including 10 indigenous students, successfully attained their HSC.

45% of students chose to follow an Australian Tertiary Assessment Rank (ATAR) pattern of study, enabling them to graduate to university studies post schooling. Although not all of these students wished to pursue a university course.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	44.4
Learning and Support Teacher(s)	2.2
Teacher Librarian	1
School Counsellor	3
School Administration and Support Staff	17.88
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 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark[1]	2020 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 **Actual** ($)
Opening Balance	817,654
Revenue	11,241,918
Appropriation	11,153,505
Sale of Goods and Services	19,065
Grants and contributions	65,601
Investment income	327
Other revenue	3,420
Expenses	-11,001,784
Employee related	-9,862,184
Operating expenses	-1,139,601
Surplus / deficit for the year	240,133
Closing Balance	1,057,787

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.

	2020 **Approved SBA** ($)
Targeted Total	188,276
Equity Total	1,264,267
Equity - Aboriginal	104,187
Equity - Socio-economic	778,978
Equity - Language	24,589
Equity - Disability	356,513
Base Total	8,454,500
Base - Per Capita	163,798
Base - Location	0
Base - Other	8,290,703
Other Total	697,108
Grand Total	10,604,152

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

School performance - NAPLAN

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

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

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.

Subject	School 2020	SSSG	State	School Average 2018-2020
Biology	68.9	63.8	70.8	68.6
Community and Family Studies	70.4	69.2	72.4	71.0
English Standard	70.4	63.8	68.1	66.8
Industrial Technology	61.3	58.9	67.5	63.2
Investigating Science	65.6	65.8	69.0	68.9
Mathematics Standard 2	58.9	55.3	64.9	59.0
Personal Development, Health and Physical Education	72.6	63.0	69.9	70.4
Society and Culture	76.0	69.8	76.2	75.3

Parent/caregiver, student, teacher satisfaction

Our school uses the Tell Them From Me survey to measure parent/caregiver, student, teacher satisfaction.

Some highlights from the parent survey

- 53% of respondents strongly agreed/agreed that they are satisfied with the school's communication.
- 69% of respondents said they would recommend our school to parents of primary school students.
- 89% of respondents said they were happy with the range of subject choice at the school.

Areas identified by parents for improvement

- Only 10% of respondents strongly agreed/agreed that the school has a good reputation in the local community.

Some highlights from the staff survey

- 68% of staff agreed that school leaders are leading change and improvement at the school.
- 61% of staff agreed that there is positive staff morale at the school.
- 76% of staff agreed that school leaders clearly communicate their values and vision for the school.

Areas identified by staff for improvement

- There was a 1% drop in staff stating they have opportunities to collaborate with colleagues.
- There was a 1% drop in staff agreeing that they use data to inform their practice.

Some highlights from the student survey

- 56% of Aboriginal students felt their culture is strongly valued at the school.
- There was a 6% increase in the number of students saying they participate in extra-curricular activities at school.

Areas identified by students for improvement

- There was a 6% drop in students reporting they have positive relationships at school.
- There was a 7% drop in students saying they value schooling outcomes.
- There was a 6% increase in the numbers of students saying they truant classes.

This data, and follow up focus groups with students, has helped inform the development of the 2021-2024 Strategic Improvement Plan. When the Tell Them From Me survey is completed in 2021, a team will work with students in each year group to analyse their data, and develop whole school strategies to address areas for concern.

We will continue to improve our communication with parents, and seek more opportunities for parental engagement with the school. In 2021 we will endeavour to re-establish the school P&C.

We will also work with teachers to create more opportunities for collaboration, and supporting the use of data to inform and improve teaching practice.

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

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are 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.