

# 2021 Annual Report

## Oak Flats High School



# Introduction

The Annual Report for 2021 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 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 High School

The Esplanade

Oak Flats, 2529

[www.oakflats-h.schools.nsw.edu.au](http://www.oakflats-h.schools.nsw.edu.au)

[oakflats-h.school@det.nsw.edu.au](mailto:oakflats-h.school@det.nsw.edu.au)

4256 1888

## 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 is located on the land of the Wodi Wodi people of the Dharawal Nation, on the shoreline of Lake Illawarra on the South Coast of NSW. We have an enrolment of 675 students.

Our school is a diverse learning community with 14% of students identifying as Aboriginal, and 10% of students having a language background other than English, which includes 18 languages. We also have seven classes for students on the Autism spectrum and two classes for students with mental health issues. The diversity of our school ensures a rich learning environment in which students can develop empathy and understanding for all people. Catering for and celebrating this diversity is part of our commitment to ensuring every student is known, valued and cared for.

We have a broad curriculum that includes enrichment programs in Stage 4, electives in Stage 5 and both academic and vocational pathways in Stage 6. Students are supported by a team of passionate and inspiring teachers, who have a commitment to continuous improvement and supporting our students to aspire, achieve and succeed. Whole school and individual professional learning based on school priorities ensures all staff are focused on meeting the individual learning needs of our students.

Our school offers a wide range of extracurricular and enrichment activities in sport, the creative and performing arts, STEM, agriculture, leadership and citizenship. We also have a targeted suite of wellbeing programs. We aim to be a school where all students feel a strong sense of belonging, and are confident and supported to learn and grow.

Oak Flats High School is at the heart of our community. We are endeavouring to increase levels of parent/carer engagement with the school through our Parents and Citizens Association and creating more opportunities for involvement in school activities and decision-making. We have developed a Reconciliation Action Plan in consultation with our community which will be implemented across the next 4 years.

Using the findings of a rigorous situational analysis we consulted with staff, students and parents/carers to develop the strategic directions which focus our intentions for school improvement in this plan. Our key areas for action identified through the situational analysis are:

- improving student reading and numeracy skills
- improving HSC results
- creating a strong culture of high expectations for learning
- developing our commitment to Aboriginal education and Reconciliation
- increasing the sense of belonging at school, and building student aspirations.

We have established an evaluative mindset and use data and evidence to inform our thinking, planning and evaluation.

In terms of socio-educational advantage our school draws 86% of our students from the bottom two quartiles, and as such we receive significant equity funding. This funding is used to address this disadvantage through additional learning support, wellbeing programs and creating educational opportunities for students.

We are committed to strengthening our local community through providing the best possible educational outcomes for our students.

## 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

To maximise learning outcomes for all students and build strong foundations for academic success through innovative, collaborative and data informed teaching practices.

### Initiatives

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

- Effective classroom practice in reading and numeracy
- Improve student achievement in the HSC

### Resources allocated to this strategic direction

**Integration funding support:** \$202,663.00

**Low level adjustment for disability:** \$362,527.57

**Socio-economic background:** \$89,480.43

**English language proficiency:** \$22,409.32

**Professional learning:** \$32,875.00

**COVID ILSP:** \$10,000.00

### Summary of progress

#### Effective classroom practice in reading and numeracy

The Learning and Support team completed an analysis of Best Start and NAPLAN data. They were supported by the specialist Literacy and Numeracy Consultant Advisors to identify the reading areas of vocabulary, inference, and text complexity. Additionally, the numeracy focus areas were identified as additive and multiplicative strategies, as well as working with decimals, fractions, and percentages. Professional learning on the reading focus areas was delivered early in Term 2, staff were explicitly walked through both the data and the relevant strategy to develop the skills for teaching the focus reading target areas. The barrier to further implementation of this strategy was due to the extended learning from the home period, as staff were unable to complete the wider professional learning providing teacher evidence of implementation of the reading strategies. As a result, this initiative will re-commence next year, alongside the implementation of targeted numeracy areas to all staff.

The Learning and Support team outlined to all staff the support they can provide as part of the introductory session on Term 1 School Development Days. Learning and Support Teachers (LaSTs) led professional learning for all teachers and School Learning Support Officers (SLSOs) in Twilight Professional Learning 1 - *Every student is known, valued, and cared for*. All staff are familiar with the learning plans of students in their classes, understand adjustments needed, and know where they can seek assistance.

#### Improve student achievement in the HSC

Teachers from English, mathematics, science, HSIE and PDHPE participated in professional learning with the NSW Educational Standards Authority, focusing on improving HSC results. This learning has been used to make adjustments to assessment tasks and teaching programs. This professional learning aligned to the implementation of the evidence-based strategy of using a mid-point check to provide students with feedback on progress with their assessment tasks. Following a small trial the strategy was widened to all courses in Year 12. The quality of feedback and opportunities to better use teacher feedback have improved student performance on assessment tasks. The introduction of the mid-point check also led to a significant increase in task submission and decrease in N warnings being issued for non-completion of tasks. The success of this strategy will see it introduced for all core subject tasks in Year 10, and all tasks for Years 11 and 12 in 2022.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement

<ul style="list-style-type: none"> <li>• Improvement in the percentage of students in the top two bands to be above the school's system-negotiated target baseline in reading of 7.4% and numeracy of 8.3%.</li> <li>• All staff implementing reading strategies delivered as part of whole school professional learning.</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• The percentage of students achieving in the top 2 bands was 12.22%, an uplift of 4.8% from the baseline.</li> </ul> <p><b>Numeracy</b></p> <ul style="list-style-type: none"> <li>• The percentage of students achieving in the top 2 bands was 8.60%, an uplift of 0.3% from the baseline.</li> </ul> <p><b>Professional Learning</b></p> <ul style="list-style-type: none"> <li>• The professional learning focusing on reading strategies have been introduced to a small number of targeted staff. Due to COVID restrictions and the extended period of learning from home, whole school professional learning opportunities were limited. Professional learning for all teachers will occur in 2022.</li> </ul>
<ul style="list-style-type: none"> <li>• Improvement in the percentage of students achieving expected growth to be above the school's system-negotiated target baseline in reading of 55.1% and numeracy of 62.2%.</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• The percentage of students achieving expected growth was 55.7%, an uplift of 0.6 from the baseline.</li> </ul> <p><b>Numeracy</b></p> <ul style="list-style-type: none"> <li>• The percentage of students achieving expected growth was 58.02%, 4.8% under the baseline. However this was a 3.02% improvement since the last NAPLAN assessments.</li> </ul>
<ul style="list-style-type: none"> <li>• Improvement in the percentage of students in the top three bands in the HSC to be above the school's system-negotiated target baseline of 38.6%.</li> </ul>	<p><b>Higher School Certificate</b></p> <ul style="list-style-type: none"> <li>• The percentage of students in the top three bands was 53.28%, 14.68% above the baseline. This result is 4.38% above the upper bound target.</li> </ul>

### Purpose

---

To inspire a culture of high expectations for all students and staff, underpinned by a shared ethos of learning, collaboration, aspiration and pride in success.

### 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.

- Building a culture of high expectations for all students and staff

### Resources allocated to this strategic direction

---

**Professional learning:** \$6,300.00

**Socio-economic background:** \$103,391.33

### Summary of progress

---

#### High Expectations - Learning Culture (HELC)

The HELC team delivered a range of professional learning throughout the year both face to face and online. In Term 1 the professional learning focused on explicit instruction, "The Why" in terms of Learning Intentions and Success Criteria (LISC) and quality assessment. The data collection from 2019 indicated that students knew what they were learning but didn't know why. Staff worked through a range of activities that demonstrated how important explicit instruction is and then contributed to a collective activity where the "why" explained how they use these strategies in their classes. Within this professional learning staff were also shown the progress from 2017 to 2020 on how much our students have improved in their understanding of their learning. This was also supported by the collection of data on who students look up to and what inspires them.

Staff were introduced to the new assessment proforma which meets current NESA guidelines and the focus of improving assessment in the school. This PL was delivered to staff with the follow-up being the HELC team checking the first round of assessment tasks to gauge the level of staff understanding. The team provided feedback to staff which was well received and implemented. There has been an overwhelming increase in submission and quality of assessment tasks and subsequently a significant reduction in "N" Warnings for students using the new process.

Staff were invited to afternoon PL sessions on LISC and how to implement it in the classroom. There was a good take-up on this program with new and more experienced staff engaging in the activities.

The HELC team created online learning for the mid-point check to support the HSC improvement targets. This strategy includes staff following up on student learning and providing timely quality feedback at the halfway point of the assessment cycle. The HELC team also developed a visual aid for students and the community to better understand the process of assessment including the midpoint check. This was delivered to the students in the new Year 12 cohort in Check and Connect time by members of the HELC team.

#### High Expectations - Behaviour

The Behaviour Team conducted several surveys with parents, students and staff (including focus groups) as to the current situation and future directions with behaviour and expectations at OFHS. Data was obtained from 68 parents, 110 students and the entire OFHS staff and therefore it has been challenging to obtain accurate findings from the student and parent perspective.

The findings acknowledged that there are several common issues with behaviour across the school and this was corroborated across the three surveys. Using this information, the Behaviour Team have created a schoolwide set of behaviour expectations (to address these identified behaviours) which have received support from all groups surveyed and will hopefully be displayed in every classroom at the start of 2022. The Behaviour Team will be able to establish baseline data for low level behaviours when the new behaviour expectations are implemented across the school.

The surveys were also used to refine the current behaviour policy, uniform policy and Sentral processes through consultation during the Behaviour Team meetings. A future challenge will be the consistent implementation of the behaviour expectations so therefore, the Behaviour Team have identified that a more streamlined version of these policies are needed in order to help staff with the implementation of the behaviour expectations, and this will be an area of focus in 2022. Through the surveys several ideas (including merits/vouchers/house points/rewards days) for a rewards

program were identified and are currently being considered in the new program. In 2022, the Behaviour Team will also be investigating how we can incorporate a rewards program into Sentral and we will be surveying student focus groups as well as investigating existing and/or successful rewards programs.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> <li>• Whole-school professional learning on Visible Learning feedback strategies, ongoing throughout the year., is completed by all teaching staff and evaluated.</li> <li>• Strategies are developed and implemented to improve parent/community understanding of Learning Intentions/Success Criteria and how students can use feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• All staff completed professional learning on Visible Learning feedback strategies.</li> <li>• Newsletter items and graphics to describe the school's approach to learning, assessment and feedback were developed and distributed to parents.</li> </ul>
<ul style="list-style-type: none"> <li>• Visible Learning video interviews with students demonstrate continued growth in student identification of explicit teaching and feedback practices.</li> <li>• Positive evaluation of teacher professional learning that supports explicit teaching and feedback practices underpinned by Visible Learning research.</li> </ul>	<ul style="list-style-type: none"> <li>• No videos were taken this year due to COVID. This will be looked at in early 2022.</li> <li>• Data was collected around the mid-point check professional learning that was delivered by HELC. Evaluation of professional learning sessions was positive, and staff asked for further professional learning on the criteria of a mid-point check and requested more samples on the mid-point in other KLA's.</li> </ul>
<ul style="list-style-type: none"> <li>• Staff, student and parent/carer consultation on future directions with behaviour expectations is complete.</li> <li>• Baseline data is established for low level classroom behaviours to be addressed by the new strategy.</li> <li>• An agreed set of classroom high expectations is established, explicitly taught and consistently implemented.</li> <li>• A system of recognition/rewards is developed to acknowledge positive behaviour and build a culture of pride in success.</li> </ul>	<ul style="list-style-type: none"> <li>• The Behaviour Team conducted several surveys with parents, students and staff (including focus groups) as to the current situation and future directions with behaviour and expectations at OFHS. Data was obtained from 68 parents, 110 students and the entire OFHS staff.</li> <li>• Sentral was used to establish baseline data and this was triangulated with the survey data from key stakeholders to draft a set of classroom behaviours for further consultation.</li> <li>• An agreed set of classroom high expectations were established, and a communication strategy developed. Implementation was delayed until the commencement of 2022 due to the disruptions of the extended period of learning from home.</li> <li>• The development of a recognition/rewards system was delayed until 2022 due to the disruptions of the extended period of learning from home.</li> </ul>



## Strategic Direction 3: Where I Belong

### Purpose

---

To create a strong sense of wellbeing and belonging within our school that fosters high aspirations for learning and life, and is supported by strong family and community 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.

- Developing wellbeing and advocacy to support belonging, aspiration and improve retention
- Create a school that is culturally nourishing and supports Reconciliation

### Resources allocated to this strategic direction

---

**Socio-economic background:** \$142,113.00

**Flexible Funding for Wellbeing Services:** \$19,168.80

**Aboriginal background:** \$101,484.23

**Professional learning:** \$15,000.00

### Summary of progress

---

#### Developing wellbeing and advocacy to support belonging, aspiration and improve retention

A key focus for 2021 was to develop a clear understanding of our students' aspirations around school completion and pathways beyond school to allow us to begin strategically developing initiatives to build student aspirations across Years 7-10, with an immediate focus on Year 10. The establishment of our Belonging and Aspirations team led by our Transition Officer saw the gathering and analysis of exit survey, destination, Tell Them From Me and Year 10 focus group data to gain a clear picture of students' current aspirations, as well as improving processes to support Year 10 students throughout the subject selection process. This work, in turn, informed the work of our Learning Ecosystems project team to begin developing a new Higher Aspirations Program (HAP) for implementation across Years 7-10 from 2023. This program was initially planned for implementation in 2022, however, due to the broad scope of the program, implementation was delayed by a year to ensure its effective implementation. To complement the planned initiatives of the HAP we also began building links with local business and industry through participation in the Shellharbour Business Chamber. Through this we are working to form partnerships with local business and industry to assist with aspects of the new HAP. As implementation of the HAP program was delayed, we have developed an interim Belonging and Aspirations program for Year 10 in 2022 to immediately address the aspirations of this cohort as they prepare to move into their senior studies.

Next year the Belonging and Aspirations program will be in operation for all Year 10 students while we continue to develop the HAP for implementation in 2023.

#### Create a school that is culturally nourishing and supports reconciliation

Our work in this area was disrupted by COVID restrictions, however, significant work to create a culturally nourishing environment and support reconciliation has been undertaken. Our Reconciliation Action Plan (RAP) is almost complete and will be published in early 2022. We have already begun work on many of our nominated actions including, but not limited to:

- the development of a school Acknowledgement of Country in Dharawal and English, created in consultation with Uncle Richard Campbell and recorded featuring student Jessey Campbell.
- developing better cultural understanding for staff through a two day Learning from Country cultural immersion program and two day curriculum workshop focused on embedding Aboriginal perspectives and pedagogical practices. One third of staff have now participated in this wonderful cultural experience.
- a new family and community space - our new Yarning Circle, which is currently under construction and which will be a place for our Aboriginal and Torres Strait Islander students, families and elders to meet, yarn and connect with country.
- visibly demonstrate respect for Aboriginal and Torres Strait Islander cultures through the painting of our new mural near the new Yarning Circle, as well as Dharawal language signage being installed in the eastern stairwell of E block near the Aboriginal Education Office.

Next year the Reconciliation Action Plan will be published and we will continue our work on nominated actions, as well as celebrating our successes in completing these actions. By the end of 2022, we hope to have close to 100% of staff having developed their cultural competence through engaging in our Learning from Country cultural immersion and

## Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> <li>• Develop and implement evidence-based positive attendance strategies from the <i>Every student is known, valued and cared for</i> website to encourage higher rates of attendance.</li> <li>• Weekly monitoring of attendance data by Attendance Officer and follow up in consultation with Deputy Principals.</li> </ul>	<ul style="list-style-type: none"> <li>• The extended period of learning from home, followed by isolation requirements for students who had COVID-19 or were a household contact, created challenges with improving attendance. During the period of learning from home attendance was still monitored each lesson, and the school had weekly home deliveries of pizzas and prize packs to encourage students to participate in online learning. This was celebrated publicly through our social media channels.</li> <li>• Attendance data was monitored weekly, and the attendance officer worked closely with students and their families to improve attendance. There was a lack of progress toward the achievement of our attendance target due to many students having to isolate for extended periods due to COVID-19 cases in their family.</li> </ul>
<ul style="list-style-type: none"> <li>• Use data from 2020 Innovation Think Tank and 2021 Learning Ecosystems project to develop a program for Stages 4-5 that builds student aspirations.</li> <li>• Use feedback from student focus groups following Tell Them From Me to negotiate and develop projects for each year group that build a sense of belonging and advocacy.</li> </ul>	<ul style="list-style-type: none"> <li>• Through our participation in the Learning Ecosystems project we are developing the 'Higher Aspirations Program' (HAP) for delivery to all students in Years 7 - 10 commencing in 2023.</li> <li>• We have developed an interim 'Belonging and Aspirations' program for implementation with Year 10 in 2022 through which we will trial aspects proposed to be part of the HAP from 2023.</li> </ul>
<ul style="list-style-type: none"> <li>• Use data from 2020 Innovation Think Tank and 2021 Learning Ecosystems project to develop a program for Stages 4-5 that builds student aspirations.</li> <li>• Use feedback from student focus groups following Tell Them From Me to negotiate and develop projects for each year group that build a sense of belonging and advocacy.</li> </ul>	<ul style="list-style-type: none"> <li>• The PLAN (Plan, Learning, Aspire, Nurture) program was developed for implementation in 2022. This program focuses on Year 10, with small tutorial groups having 4 periods each cycle with a mentor teacher. The program supports students to develop better connection to school, builds aspirations to complete school, assists students to develop a post-school pathway, and provide tutorial support to complete assessment tasks.</li> <li>• This aspect of the plan was held over to 2022 due to disruptions during the extended period of learning from home.</li> </ul>
<ul style="list-style-type: none"> <li>• Reconciliation Action Plan published to the school community with all actions allocated a timeline.</li> <li>• Implementation of Reconciliation Action Plan 2021 actions completed and evaluated.</li> <li>• Work with university research partners to gather baseline data on teacher efficacy in culturally responsive approaches to curriculum and pedagogy, and Aboriginal community confidence in our school as a culturally nourishing place.</li> <li>• 100% of teachers participate in professional learning in culturally responsive approaches to curriculum and pedagogy.</li> </ul>	<ul style="list-style-type: none"> <li>• Due to the extended period of learning from home associated with COVID-19 we were unable to undertake appropriate community consultation and engagement, which meant limited progress was made with the Reconciliation Action Plan.</li> <li>• 100% of teachers participated in professional learning focusing on culturally responsive approaches to curriculum and pedagogy delivered by university research partners from the Culturally Nourishing Schools team.</li> <li>• 25% of teachers participated in the two day Learning from Country experience, followed by a 2 day workshop on culturally responsive approaches to curriculum and pedagogy. This learning was highly evaluated by participants and will be offered to more staff in 2022.</li> </ul>

Funding sources	Impact achieved this year
<p>Flexible Funding for Wellbeing Services</p> <p>\$19,168.80</p>	<p>The flexible funding for wellbeing services allocation is provided to support student wellbeing at Oak Flats High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Developing wellbeing and advocacy to support belonging, aspiration and improve retention</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• all Year Advisors were provided with additional time to assist in meeting the wellbeing needs of students.</li> <li>• the Head Teacher Wellbeing was provided with additional time to provide individualised support to students with high wellbeing needs, coordinate support for students with complex needs requiring support from external agencies and coordinate the operation of wellbeing and mental health programs within the school.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> an increase in the percentage of students with positive wellbeing from a baseline of 55.4% in 2018 to 61.75% in 2021. This means we have exceeded our target of 60.8%.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> ceased at the end of 2021 and replaced with funding for a Student Support Officer. This is a permanent, full time position that was recruited and filled in Term 2 2021. This position is now a key part of our school wellbeing support team.</p>
<p>Integration funding support</p> <p>\$202,663.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Oak Flats High School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective classroom practice in reading and numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms. There was an uplift in the percentage of students in the top bands in reading as measured by NAPLAN from 6.45% to 12.22%, and in numeracy an uplift from 1.05% to 8.6%.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSP reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Oak Flats High School who may be</p>

<p>\$795,632.39</p>	<p>experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective classroom practice in reading and numeracy</li> <li>• Improve student achievement in the HSC</li> <li>• Building a culture of high expectations for all students and staff</li> <li>• Developing wellbeing and advocacy to support belonging, aspiration and improve retention</li> <li>• Create a school that is culturally nourishing and supports Reconciliation</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• supplementation of extra-curricular activities</li> <li>• professional development of staff in reading strategies, Visible Learning and Aboriginal education to support student learning</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in:</b> all staff being better equipped to implement a range of appropriate teaching and learning strategies that support the direct learning needs (based on data) of our students. Improved results in students achieving in the top 2 bands in reading and numeracy. Significant improvement in HSC results with 53.28% of students achieving in the top 3 bands.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to engage in data analysis to inform whole school professional learning that targets strategies that will address areas of need, particularly in reading and numeracy. We will broaden the mid-point check and feedback model to Year 10 to improve learning culture. In 2022 we will employ an Aboriginal Cultural Mentor to support staff with integrating authentic Aboriginal perspectives into teaching and learning programs, and assist teachers to engage members of the local Aboriginal community to co-design and deliver curriculum.</p>
<p>Aboriginal background</p> <p>\$101,484.23</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Oak Flats High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Create a school that is culturally nourishing and supports Reconciliation</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• employment of specialist additional staff (AEO) to support Aboriginal students</li> <li>• engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process</li> </ul> <p><b>The allocation of this funding has resulted in:</b> an uplift in Aboriginal students in the top 3 bands in NAPLAN reading from 14.3% in 2018 to 40% in 2021 and in numeracy from 7.1% to 37.5% in the same period. More Aboriginal students indicating a strong sense of belonging at school as measured by Tell Them From Me, from 45% in 2018 to 71% in 2021. An increase in the percentage of Aboriginal students who</p>

<p>Aboriginal background</p> <p>\$101,484.23</p>	<p>have a strong sense of advocacy at school from 77% in 2018 to 86% in 2021.</p> <p>All staff have engaged in professional learning in developing Aboriginal perspectives in the curriculum and Aboriginal cultural activities. 25% of staff have completed the 2 day Learning From Country and 2 day Aboriginal Curriculum workshop.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>to focus on our goal of becoming a culturally nourishing school, that is encouraging better attendance and more positive participation in learning for Aboriginal students. Employ an Aboriginal Cultural Mentor 2 days each week in 2022, and have all staff complete the 2 day Learning From Country and 2 day Aboriginal Curriculum workshop.</p>
<p>English language proficiency</p> <p>\$22,409.32</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Oak Flats High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective classroom practice in reading and numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing to implement Individual Educational Plans for all EAL/D students</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>EAL/D students becoming more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>ongoing professional learning to identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.</p>
<p>Low level adjustment for disability</p> <p>\$362,527.57</p>	<p>Low level adjustment for disability equity loading provides support for students at Oak Flats High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective classroom practice in reading and numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• 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</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>an increase of students achieving at or above expected growth in NAPLAN results. The school's value-add results have also improved. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p>

<p>Low level adjustment for disability</p> <p>\$362,527.57</p>	<p><b>After evaluation, the next steps to support our students with this funding will be:</b> to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>COVID ILSP</p> <p>\$414,966.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Improve student achievement in the HSC</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy - reading strategies</li> <li>• employing staff to provide online tuition to student groups in numeracy - multiplicative strategies</li> <li>• providing intensive small group tuition for identified students who were impacted by the period of learning from home while preparing for the HSC</li> </ul> <p><b>The allocation of this funding has resulted in:</b> provision of intensive literacy and numeracy support to all students in Years 7-10. Based on pre and post test data, 100% of students showed improvement. Small group and individual tutoring was also provided for selected Year 12 students to assist with their writing skills.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> continue the small group tuition program for Years 7-10, but include classroom teachers to observe the strategies being taught so they can be reinforced across multiple areas of the curriculum.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	365	348	357	350
Girls	323	298	294	291

## Student attendance profile

School				
Year	2018	2019	2020	2021
7	90.6	92.3	90.6	87.4
8	86.8	89	87	82.9
9	87.9	87.3	82.1	82.1
10	85.4	87.7	80.6	78.2
11	86.6	87.5	83.4	76.8
12	87.1	87.1	86	84.9
All Years	87.4	88.5	85	82.5
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

## Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 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 has 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.

### 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	2	10	5
Employment	2	20	47
TAFE entry	3	4	13
University Entry	0	0	30
Other	0	0	3
Unknown	1	0	2

### Year 12 students undertaking vocational or trade training

---

52.08% of Year 12 students at Oak Flats High School undertook vocational education and training in 2021.

### Year 12 students attaining HSC or equivalent vocational education qualification

---

In 2021, 100% of the 77 students, including 11 indigenous students, successfully attained their HSC.

58% 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)	44.7
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
<b>Opening Balance</b>	1,057,787
<b>Revenue</b>	11,779,709
Appropriation	11,692,602
Sale of Goods and Services	17,133
Grants and contributions	69,101
Investment income	117
Other revenue	755
<b>Expenses</b>	-12,102,819
Employee related	-10,820,581
Operating expenses	-1,282,238
<b>Surplus / deficit for the year</b>	-323,110
<b>Closing Balance</b>	734,677

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.

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	202,663
<b>Equity Total</b>	1,282,054
Equity - Aboriginal	101,484
Equity - Socio-economic	795,632
Equity - Language	22,409
Equity - Disability	362,528
<b>Base Total</b>	8,619,728
Base - Per Capita	169,012
Base - Location	0
Base - Other	8,450,716
<b>Other Total</b>	772,155
<b>Grand Total</b>	10,876,600

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

## School performance - NAPLAN

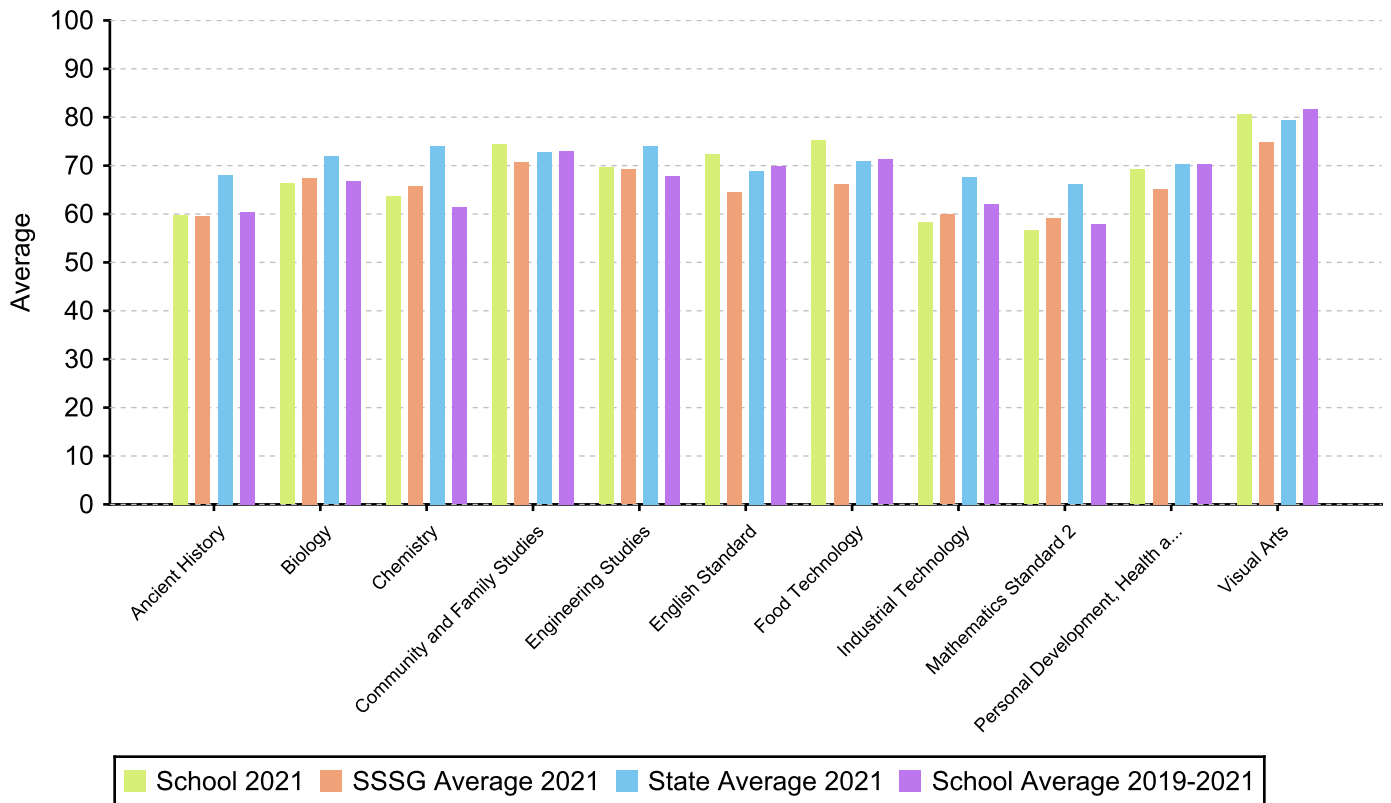
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

# 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 2021	SSSG	State	School Average 2019-2021
Ancient History	59.8	59.5	68.1	60.4
Biology	66.3	67.4	71.9	66.8
Chemistry	63.8	65.8	74.1	61.4
Community and Family Studies	74.5	70.7	72.7	73.0
Engineering Studies	69.6	69.2	74.1	67.9
English Standard	72.4	64.6	68.8	70.0
Food Technology	75.3	66.3	71.0	71.3
Industrial Technology	58.3	59.9	67.7	62.0
Mathematics Standard 2	56.6	59.2	66.1	58.0
Personal Development, Health and Physical Education	69.2	65.1	70.3	70.2
Visual Arts	80.6	74.8	79.4	81.7

## Parent/caregiver, student, teacher satisfaction

Our school usually uses the Tell Them From Me survey to measure parent/caregiver, student, teacher satisfaction, however the first survey window was during the COVID-19 lockdown period so it was not administered.

We did receive feedback from the P&C about safety issues relating to the shared driveway which is the main entrance/exit to the school. The driveway is particularly dangerous at pick up time when cars enter the school grounds despite signs asking them not to do so. This means cars, students on foot, bicycles, skateboards and scooters all sharing the same exit. This issue has been raised with the Department of Education Asset Management Unit.

The school received positive feedback from parents during lockdown on our efforts to keep the students motivated and engaged in their learning. They appreciated the availability of laptops and wifi dongles for loan, the home delivered pizzas and prize packs for our students of the week, and proactive phone calls home from our Learning and Support team.

We highly value the input of our P&C and other parents and community members in setting the direction of our school.

When the measure of *Advocacy at school* was surveyed, OFHS students said they had someone at school who consistently provided encouragement and could be turned to for advice. This measure does not break down who these people might be. Year 7 students felt that they had the greatest level of advocacy (70%), while students in Year 10 (55%) said they had the lowest. The school average of 61% was slightly higher than the NSW Government norm of 60%, and boys and girls were equally in agreement on this measure at OFHS (62%). In response to the data from Year 10 students we have developed the PLAN program, which students participate in 4 periods each cycle, to build their sense of belonging and aspirations.

Surveying of teachers was limited this year and focused on professional learning. Teachers indicated they appreciated the professional learning that was provided, particularly in the areas of Aboriginal education and improving feedback to students through the mid-point check. Data from professional learning surveys was used to plan future sessions to ensure they are meeting the needs of all staff members.

# 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.