

2022 Annual Report

Oak Flats High School



Introduction

The Annual Report for 2022 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.

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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, iSTEM, 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	2022 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

Low level adjustment for disability: \$354,774.43

English language proficiency: \$16,077.34

Refugee Student Support: \$831.87

Socio-economic background: \$135,000.00

Summary of progress

The focus was on increasing teacher skills in delivering subject specific reading and numeracy skills as identified from NAPLAN, Best Start and check in assessment data. This involved the Strategic Direction 1 team analysing their subject specific syllabus documents to identify their numeracy and literacy capabilities. This team worked closely with the Covid Intensive Learning Support Program (CILSP) reading and numeracy teachers to provide professional learning on the specific strategies to the team and their faculties in faculty meeting times. This has resulted in increased integration the successful reading and numeracy strategies implemented in the CILSP team into classroom teaching and learning programs in Stage 4. Next year the focus will be on continued whole school professional learning focusing on Stage 5 numeracy and reading strategies, development of systems and processes to monitor implementation across faculties including the development of cyclical faculty reviews of numeracy and reading strategy implementation in teaching and learning programs. which will further support improved student outcomes for numeracy and reading.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
• Increase the percentage of students in the top two bands in numeracy by 5.8% from the baseline. (System negotiated target)	The percentage of students achieving in the top 2 bands was 5.05%, a decrease of 3.21% from the baseline.
Increase the percentage of students in the top two bands in reading by 5.9% from the baseline. (System negotiated target)	The percentage of students achieving in the top 2 bands was 6.67%, a decrease of 0.73% from the baseline.
• 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%.	Data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However focus on this target has enabled a change in practice with the Strategic Direction team identifying key learning area specific Numeracy icons and integrating specific numeracy skills into teaching and learning into programs.
• 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%.	Data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However focus on this target has enabled Stage 4 teachers to use whole school focussed reading strategies across key learning areas.

• Increase the percentage of students in the top 3 bands in the HSC by 6.2% from the baseline. (System negotiated target)

The percentage of students achieving in the top 3 bands was 36.81%, a decrease of 1.65% from the baseline.

Strategic Direction 2: Aspire, Achieve, Succeed

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

Socio-economic background: \$177,043.71

Professional learning: \$78,052.83

Summary of progress

High Expectations - Behaviour

The behaviour team finalised the whole school behaviour expectations and implemented professional learning to support staff with the consistent implementation of these expectations into classrooms. To support the implementation of these behaviour expectations in a positive way, the team developed a new rewards system based on feedback from students in focus groups. The new scheme utilises Sentral so students and parents can easily see how many rewards points students have earned.

The behaviour team initiated a fortnightly focus on specific behaviours eg mobile phone use, and used Sentral data to identify any impact on behaviour across the school. The behaviour team created professional learning for staff so they can effectively give merits to students using Sentral. The rewards program was rolled out in term 4. The behaviour team are currently looking into revamping the house points system to incorporate carnivals for 2023.

High Expectations - Learning Culture (HELC)

The focus for 2022 was on quality assessment and the mid-point check. This involved staff implementing the mid-point check in all assessment tasks from year 10-12. The HELC team coordinated professional learning for the executive team and whole school from NESAs, including Developing Quality Stage 6 Assessment, Allocating Grades and Strategies to Safe Guard Assessment Authenticity. This was followed by a whole staff meeting on Developing Quality Stage 6 Assessment delivered by the NESAs Liaison Officer.

As a result, staff felt more confident in applying the feedback provided to them and were interested in doing more professional learning around assessment. Many staff made edits to assessment tasks and the team has seen an improvement in the quality of tasks coming through the feedback process. This also seen a dramatic decrease in N Warnings and staff reported an increase in quality of tasks from students who applied feedback given at the mid-point check. All students reported success in implementing the mid-point when data was collected in various ways throughout 2021 and 2022. They reported an improvement in their organisation and their thinking about assessment.

Next year the focus will be further professional learning and building collective teacher efficacy, focusing on assessment and programming using the Quality Teaching model, with support from the Quality Teaching Academy. The HELC team will also complete a large data collection reflecting on the last few years which will look at the change of delivery through the learning from home period due to the COVID-19 pandemic, and how it impacted implementation.

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
• Student effort, as measured by Tell Them From Me, will improve by 3% from the baseline of 49%.	• Student effort, as measured by Tell Them From Me, is at 41%, 8% below the baseline. • Students that value schooling outcomes, as measured by Tell Them From

<ul style="list-style-type: none"> • Students that value schooling outcomes, as measured by Tell Them From Me, will improve by 3% from the baseline of 55%. • Students with expectations for success, as measured by Tell Them From Me, will improve from a baseline of 67% towards the NSW state mean. 	<p>Me, is at 71%, 16% above the baseline.</p> <ul style="list-style-type: none"> • Students with expectations for success, as measured by Tell Them From Me, is at 64%, 6% below the state mean..
<ul style="list-style-type: none"> • Students identifying explicit teaching practices and feedback that help them learn, as measured by Tell Them From Me, will improve from the baseline of 64% towards the NSW state mean. 	<ul style="list-style-type: none"> • Students identifying explicit teaching practices and feedback that help them learn, as measured by Tell Them From Me, is at 60%, 4% below the NSW state mean.
<ul style="list-style-type: none"> • Students with positive behaviour at school, as measured by Tell Them From Me, will improve from the baseline of 49% towards the NSW state mean. • Student behaviour incidents that disrupt learning, as measured by Sentral incident notifications, will decrease by 10%. 	<ul style="list-style-type: none"> • Students with positive behaviour at school, as measured by Tell Them From Me, has a mean of 82%, an increase of 33% and just under the state mean of 86%. • There was a slight increase in negative incidents for the first 7 weeks of Term 4 compared to the first 7 weeks of Term 3 which can be attributed to focus' on targeted behaviours for example, mobile phones in class, as staff were encouraged to log these. • There was an increase of positive incidents (29 for 3 terms to 339 in 7 weeks) due to the staff adoption of the new awards scheme.

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
- Attendance Improvement measures

Resources allocated to this strategic direction

Socio-economic background: \$354,318.30

Student support officer (SSO): \$96,058.00

Aboriginal background: \$108,112.01

Summary of progress

Attendance Improvement measures

The focus for this year was improving the number of students attending school more than 90% of the time. This involved the leader of attendance improvement ensuring parents were contacted each day and consulted with in regards to their child's attendance. We identified and targeted students whose attendance was between 80-90% to support and encourage these students to improve their attendance. With these students the school conducted focus groups to identify the issues students faced to attend more regularly. The school's data manager also analysed Sentral attendance data for these students to identify trends in their attendance. From this data the school created new roll call groups and assigned teacher mentors for these roll call groups and prize rewards for students who improved their attendance. This program ran during Term 3 where we saw the greatest improvement in students attending 90% or more of the time. It was also identified that Sport day was an issue for these students, so in consultation with the Sports Organiser new sports have been offered to ensure students have greater interest and support for sport to encourage improved attendance. This will continue into 2023 and we will continue to monitor this data.

For 2023 we will have a greater focus on more regular reporting home on every students attendance and to improve communication with parents/carers about the importance of attendance. The school will also be employing a SASS staff member to be a part of the attendance team to improve contact home regarding student's attendance. The school has also implemented a new positive behaviour rewards system that has a significant focus on student's attendance and rewarding positive attendance to encourage students to attend school more often.

A Culturally Nourishing School that Supports Reconciliation

In 2022 the focus of the Aboriginal Education team was on completing and publishing the Reconciliation Action Plan (RAP), working with university research partners in the Culturally Nourishing Schools (CNS) program to develop teacher efficacy in culturally responsive approaches to curriculum and pedagogy, and build Aboriginal community confidence in our school as a culturally nourishing place. It was planned to have 100% of teachers participate in professional learning in culturally responsive approaches to curriculum and pedagogy. This also involved creating an expanded scope and vision for the school's Reconciliation and NAIDOC events and more inclusion of local Elders in the school. The BroSpeak and SistaSpeak programs were re-started in 2022.

The RAP was completed and published on 1/09/2022. Due to the ongoing effects of COVID limitations, staff shortages and poor weather the planned events were curtailed. Also the CNS program has only seen 30% of the staff complete the training, again due largely to an inability to release teachers during staffing shortages and the weather.

As a result, the CNS program is expected to move through at least another third of the staff during 2023. The staff involved so far, from all faculties, have been overwhelmingly positive and are already including more Aboriginal knowledges into their lessons and programs. There has been an increase of involvement of Aboriginal students involved in singing in language (increased 40%) and cultural dancing (doubled) at school, including public performances.

Next year, the RAP will be reviewed by September 2023. The CNS program will continue to move through all staff with a plan to streamline the process by developing in-house professional learning opportunities. A program that takes new

teachers to the school through the CNS methodology and include and "On Country" experience will be developed and a pilot program implemented. The expanded NAIDOC and Reconciliation events will run in 2023 and include all our new singers and dancers. The BroSpeak and SistaSpeak programs will continue and expand in 2023.

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

The focus this year was on developing a sense of belonging by increasing the number of students who identify school as being useful in their everyday life and an understanding that school will have a strong bearing on their future. The school implemented a number of strategies to assist in achieving this target including the implementation of a Year 10 PLAN class, which provided smaller class groups in which students received individual assistance with classwork and assessments, whilst also having a heavy focus on developing career goals and aspirations. During these classes, a focus was placed on developing the skills required to successfully complete senior schooling, for example, study skills and time management, to provide students with the best chance of success.

Transition programs have continued to take place, designed to improve connections with our partner primary schools from the Oak Flats Community of Schools, and improve transition to high school. These programs ranged from curriculum-based year group lessons to targeted transition programs for non-local, Koori and highly anxious students.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> A minimum of 59.3% of all students attending school 90% of time or more. (System negotiated target) 	<p>The number of students attending greater than 90% or more of the time is 22 % indicating progress yet to be seen toward the lower bound target of 59.3%. However, this is for the whole year, and in Term 1 of this year there were still some COVID restrictions, which resulted in a much lower percentage rate for Term 1 compared to the other terms. During Term 3, we had attendance rates for students attending 90% or more of the time reach 41%.</p>
<ul style="list-style-type: none"> A minimum of 60.8% of all students reporting positive wellbeing. (System negotiated target) 	<p>57.34% of students, as measured by Tell Them From Me, reported positive wellbeing in 2022.</p>
<ul style="list-style-type: none"> Increase the apparent retention rate by 5% from the baseline of 49% . Students identifying that schooling is useful in their everyday life and will have a strong bearing on their future, as measured by Tell Them From Me, will increase from a baseline of 55% to 58%. Students planning to finish Year 12, as measured by Tell Them From Me, will improve from the baseline of 57% to 60% 	<ul style="list-style-type: none"> The base year apparent retention rate of 49.4% improved to 60.46% in 2021. In 2022, the apparent retention rate was 50%. The decline from 2021-2022 may have been impacted by COVID, with students choosing to seek employment or engage in another educational setting rather than re-engaging with face-to-face classes. Students identifying that schooling is useful in their everyday life and will have a strong bearing on their future, as measured by Tell Them From Me, remained at the baseline of 55%. Students planning to finish Year 12, as measured by Tell Them From Me, improved from the baseline of 57% to 60%.
<ul style="list-style-type: none"> Aboriginal students who feel good about their culture at school, as measured by Tell Them From Me, will improve by 5% from the baseline of 57%. Aboriginal students agreeing that teachers have a good understanding of their culture, as measured by Tell Them From Me, will improve by 10% from the baseline of 44%. Increase teacher efficacy in culturally responsive approaches to curriculum and pedagogy by 10% from the baseline. Increase Aboriginal community confidence in our school as a culturally 	<ul style="list-style-type: none"> Aboriginal students who feel good about their culture at school, as measured by Tell Them From Me, improved by 11% from the baseline of 57%. Aboriginal students agreeing that teachers have a good understanding of their culture, as measured by Tell Them From Me, was 40%. We are awaiting research data from our university partners in regarding to teacher efficacy and community confidence, which will not be available until next year.

nourishing place by 10% form the
baseline.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$173,578.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release to build teacher capacity around behaviour intervention and curriculum adjustments • consultation with external providers for the implementation of support for Out of Home Care students • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: 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>Professional learning</p> <p>\$78,052.83</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Oak Flats High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Building a culture of high expectations for all students and staff <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • full day workshop on Quality Assessment Practice with the Quality Teaching Academy for all teaching staff • engaging a specialist teacher to unpack evidence-based approaches to teaching vocabulary • workshops coordinated through the Department's HSC Improvement Strategy - teachers of all courses available participated • working with academic partners on integration of Aboriginal cultural knowledge into teaching and learning programs • professional learning for individual teachers linked to their Performance Development Plan goals <p>The allocation of this funding has resulted in the following impact: improved individual and collective teacher efficacy in key aspects of the delivery of the Strategic Improvement Plan and goals set by individual teachers in Performance Development Plans.</p> <p>After evaluation, the next steps to support our students will be: focusing on whole school professional learning to improve student</p>

Professional learning \$78,052.83	vocabulary. The focus on improved assessment practice will continue in 2023, and be broadened to include professional learning on quality programming. This will support teachers to develop quality programs and assessments as new curriculum is released, ensuring quality teaching for all students.
Refugee Student Support \$831.87	Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: <ul style="list-style-type: none"> • Effective classroom practice in reading and numeracy Overview of activities partially or fully funded with this targeted funding include: <ul style="list-style-type: none"> • professional development for staff around impact of trauma, learning and wellbeing needs of refugee students • engagement of a refugee support leader to coordinate personalised support for students and families from refugee backgrounds The allocation of this funding has resulted in the following impact: improved staff understanding of the needs of refugee students, and the development of individual learning plans for refugee students. After evaluation, the next steps to support our students will be: to continue engaging with refugee students and their family to ensure they have all of the supports required to transition to school in Australia.
Socio-economic background \$776,647.01	Socio-economic background equity loading is used to meet the additional learning needs of students at Oak Flats High School who may be experiencing educational disadvantage as a result of their socio-economic background. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: <ul style="list-style-type: none"> • Effective classroom practice in reading and numeracy • Building a culture of high expectations for all students and staff • Developing wellbeing and advocacy to support belonging, aspiration and improve retention • Create a school that is culturally nourishing and supports Reconciliation • Attendance Improvement measures • Other funded activities Overview of activities partially or fully funded with this equity loading include: <ul style="list-style-type: none"> • employment of additional staff to support all aspects of the Strategic Improvement Plan implementation. • employment of additional School Learning and Support Officers to provide students with in-class literacy and numeracy support. • providing students without economic support for educational materials, uniform, equipment and other items. • professional development of staff through the Quality Teaching Academy to support student learning. • employment of additional staff to support transition to high school program implementation. • employment of additional staff to support Aboriginal education program implementation. The allocation of this funding has resulted in the following impact: 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. Students with additional literacy needs are provided with in-class support. After evaluation, the next steps to support our students will be:

<p>Socio-economic background</p> <p>\$776,647.01</p>	<p>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. Collaboratively develop a whole school approach to programming, based on the Quality Teaching model and taking account of priorities including literacy, numeracy and Aboriginal education, to be used when planning for the implementation of new curriculum.</p>
<p>Aboriginal background</p> <p>\$108,112.01</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Create a school that is culturally nourishing and supports Reconciliation <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • 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 • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in the following impact: all Aboriginal students have an updated Personalised Learning Plan, developed in consultation with students and parents, which is easily accessible to teachers through Sentral. The second and third cohorts of teachers have completed the two day Learning from Country experience and follow up 3 days of curriculum workshops to improve the teaching of Aboriginal students, and integration of Aboriginal cultural knowledge into teaching programs.</p> <p>After evaluation, the next steps to support our students will be: continue with the Learning from Country experience and curriculum workshops for teachers, to improve relationships and understanding. Continue implementation of the school's Reconciliation Action Plan in partnership with the local Aboriginal community.</p>
<p>English language proficiency</p> <p>\$16,077.34</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective classroom practice in reading and numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement Individual Educational Plans for all EAL/D students <p>The allocation of this funding has resulted in the following impact: 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>After evaluation, the next steps to support our students will be: 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>Low level adjustment for disability equity loading provides support for</p>

<p>\$354,774.43</p>	<p>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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective classroom practice in reading and numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact: a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities. All students requiring a learning plan have meetings twice each year with a Learning Support Teacher and parent/carer to negotiate learning goals and ensure their learning needs are being met.</p> <p>After evaluation, the next steps to support our students will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>COVID ILSP</p> <p>\$497,959.00</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 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - particularly vocabulary and multiplicative strategies <p>The allocation of this funding has resulted in the following impact: 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>After evaluation, the next steps to support our students will be: 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>
<p>Per capita</p> <p>\$172,905.37</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Oak Flats High School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational</p>

<p>Per capita \$172,905.37</p>	<p>funding include:</p> <ul style="list-style-type: none"> • enhancement of teaching resources • allocation of additional resources to support specific programs <p>The allocation of this funding has resulted in the following impact: provision of high quality resources to support engaging teaching and learning. Creation of a school farm that has resources to allow delivery of the VET Primary Industries course for senior students and Agriculture for students in Stage 5. This has seen renewed interest in agriculture with students who spend break times caring for the animals and improving gardens and facilities.</p> <p>After evaluation, the next steps to support our students will be: continue to allocate funds to faculties to purchase new resources to support quality teaching and learning. Extend cropping on the school farm, and create a pollination corridor to support the bee colonies and germination of vegetable crops.</p>
<p>Student support officer (SSO) \$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Oak Flats High School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Developing wellbeing and advocacy to support belonging, aspiration and improve retention <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • support for individual students with wellbeing and mental health issues • delivery of wellbeing programs to students • support for students and families to engage with external support services <p>The allocation of this funding has resulted in the following impact: improved ability to support the increasing number of students with anxiety and mental health issues, and assist them to be able to engage with education.</p> <p>After evaluation, the next steps to support our students will be: developing a strategic plan for whole cohort wellbeing programs for implementation in 2023, including Reach workshops, Rock and Water, Love Bites, Youth Aware of Mental Health (YAM) and Teen Mental Health First Aid.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	348	357	350	346
Girls	298	294	291	292

Student attendance profile

School				
Year	2019	2020	2021	2022
7	92.3	90.6	87.4	78.7
8	89.0	87.0	82.9	76.6
9	87.3	82.1	82.1	75.0
10	87.7	80.6	78.2	72.0
11	87.5	83.4	76.8	69.7
12	87.1	86.0	84.9	74.3
All Years	88.5	85.0	82.5	74.7
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

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 from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with

previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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	16	5
Employment	14	14	28
TAFE entry	5	2	9
University Entry	0	0	35
Other	1	1	21
Unknown	0	0	2

Year 12 students undertaking vocational or trade training

56.67% of Year 12 students at Oak Flats High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

94.2% of all Year 12 students at Oak Flats High School expected to complete Year 12 in 2022 received a Higher School Certificate or equivalent vocational education and training qualification.

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.

2022 saw the introduction of the statewide Educational Preparation Program which included an additional role of the SBAT Engagement Officer. This supportive role enhances opportunities for students who are endeavoring to attain a school-based apprenticeship/traineeship to coincide with their pattern of study for the Preliminary and HSC.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	45.7
Learning and Support Teacher(s)	2.2
Teacher Librarian	1
School Counsellor	3
School Administration and Support Staff	19.88
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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	713,357
Revenue	12,389,239
Appropriation	12,256,558
Sale of Goods and Services	26,313
Grants and contributions	105,265
Investment income	1,102
Expenses	-12,584,905
Employee related	-11,405,581
Operating expenses	-1,179,324
Surplus / deficit for the year	-195,666
Closing Balance	517,691

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.

	2022 SBAR Adjustments (\$)
Targeted Total	174,410
Equity Total	1,255,611
Equity - Aboriginal	108,112
Equity - Socio-economic	776,647
Equity - Language	16,077
Equity - Disability	354,774
Base Total	9,155,722
Base - Per Capita	172,906
Base - Location	0
Base - Other	8,982,816
Other Total	908,502
Grand Total	11,494,245

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

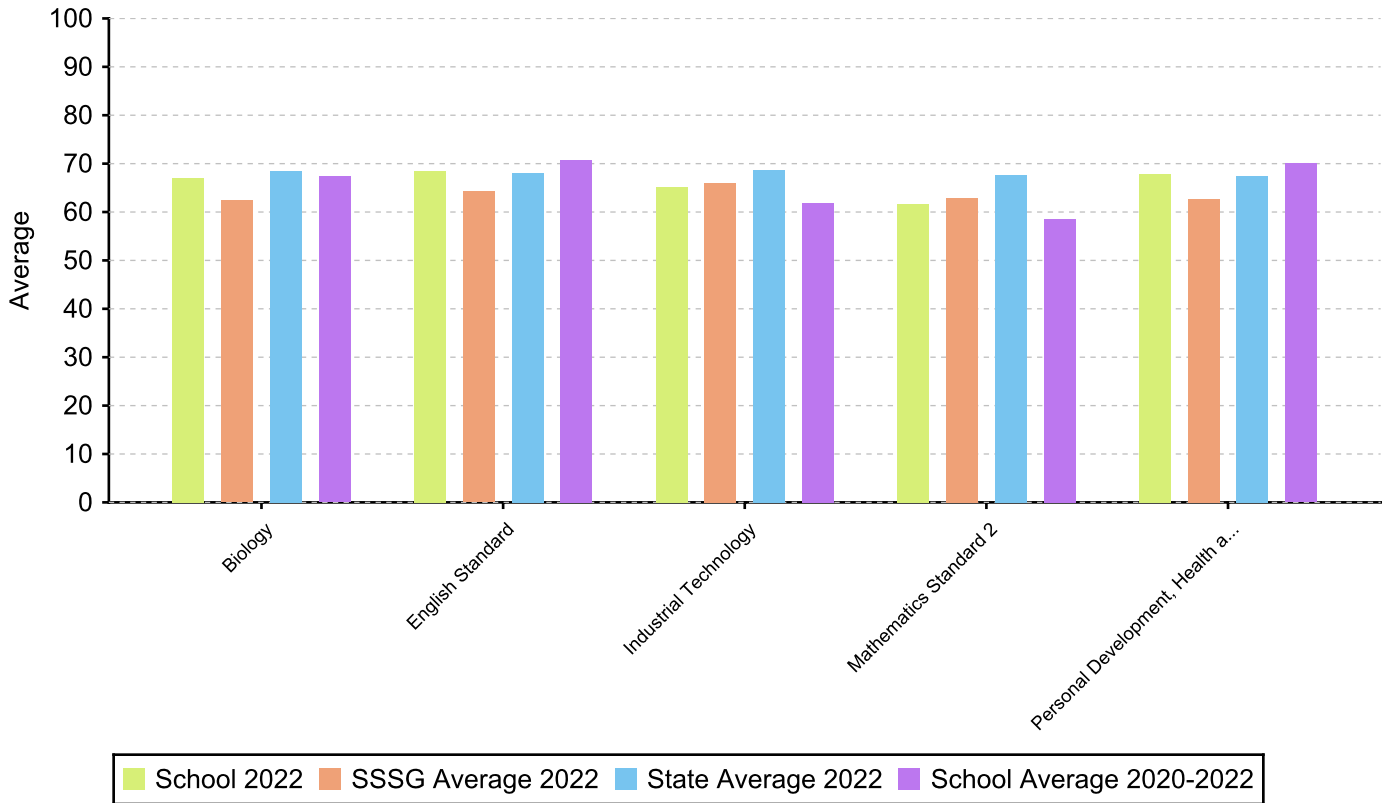
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

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 2022	SSSG	State	School Average 2020-2022
Biology	67.0	62.4	68.5	67.4
English Standard	68.4	64.3	68.1	70.8
Industrial Technology	65.2	66.0	68.6	61.8
Mathematics Standard 2	61.7	62.9	67.6	58.5
Personal Development, Health and Physical Education	67.9	62.7	67.5	70.0

Parent/caregiver, student, teacher satisfaction

Parents and Carers

In 2022 we used Tell Them From Me Partners in Learning survey to seek feedback from parents across a number of areas of school operations. Between 70-80% of respondents agreed that the school has sought parent/carer input into school planning, development or review of school policies, curriculum and school reporting procedures. 75% of respondents agreed that the subjects their child wants to study are available at the school. 47% of respondents agreed or strongly agreed that they would recommend our school to parents of primary school students. 62% of respondents agreed or strongly agreed that they were satisfied with communication from the school, including newsletters, website and social media. 64% of respondents agreed or strongly agreed our school is a culturally safe place for students.

A number of areas have been identified for improvement. Only 52% of respondents agreed that parent activities are scheduled for times they can attend, and 60% of respondents agreed they can easily talk to their child's teachers. Another area for focus is only 51% of respondents agreeing they feel well informed about their child's progress. We will seek further clarification on these important areas of our school processes and endeavor to make improvements in 2023.

We highly value the input of our P&C and other parents and community members in setting the direction of our school. We have continued to have two meetings each term at a community venue convenient for parents, and meetings at school to showcase new facilities. New members are always welcome, and can contact the school for meeting dates and venues.

Students

When the measure of *Advocacy at school* was surveyed through Tell Them From Me, 56% of students said they had someone at school who consistently provided encouragement and could be turned to for advice, compared to a state mean of 60%. This measure does not break down who these people might be. Year 7 students felt that they had the greatest level of advocacy (66%), while students in Year 8 (51%) said they had the lowest. 57% of students feel teachers are responsive to their needs and encourage independence with a democratic approach, which is in line with the state mean.

Teachers

Through the Tell Them From Me survey 76% of teachers indicated that collaboration with colleagues is a key driver of student learning in our school, and 77% agreed that we are developing a strong learning culture. 75% of staff agreed that data informs teaching practices at our school, and 74% believe we use technology well to enhance learning. 81% of staff agreed that we are an inclusive school. Only 62% of staff felt parent involvement was a driver of learning, an area for us to focus on in 2023.

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.