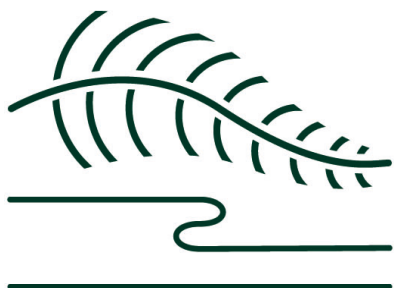




2023 Annual Report

Oak Flats High School



OAK FLATS HIGH SCHOOL

8906

Introduction

The Annual Report for 2023 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

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

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, 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 | 2023 School Assessment |
|--|------------------------|
| LEARNING: Learning Culture | Sustaining and Growing |
| LEARNING: Wellbeing | Excelling |
| LEARNING: Curriculum | Excelling |
| LEARNING: Assessment | Excelling |
| LEARNING: Reporting | Excelling |
| LEARNING: Student growth and performance | Delivering |
| TEACHING: Effective classroom practice | Excelling |
| 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

English language proficiency

Literacy and numeracy

Socio-economic background

Professional learning

Low level adjustment for disability

Summary of progress

The focus for 2023 was improving vocabulary as part of the school's broader work on improving reading. This involved professional learning for all staff, followed by faculty specific support in developing resources. Further opportunities for cross-curriculum sharing of vocabulary strategies were facilitated through professional learning sessions at staff meetings throughout the year. Numeracy focused on basic skill development, with all junior Mathematics classes spending one lesson per cycle in the Maths Lab. During these lessons students worked in small groups with intensive support from the classroom teacher, an additional mathematics teacher and two SLSOs. This intensive support also allowed for remediation in topic specific areas as required by individual students. The focus for HSC improvement was on quality assessment. Professional learning included a full day with the Quality Teaching Academy on quality assessment practice, and follow up workshops with NESAs on standards and assessment.

As a result we have applied professional learning on a range of areas in literacy, numeracy and assessment to ensure that there is a focus on continuous improvement. Results indicated impressive improvement across both areas. The progress measure for top 3 bands in the HSC was exceeded, with a significant lift from the baseline.

Next year greater focus will be on reading, with the employment of a Literacy Leader who will work closely with faculties and individual teachers to improve classroom practice, and lead whole school professional learning. Numeracy will be supported through an additional SLSO allocation to facilitate individualised and small group support in Year 7 mathematics lessons. HSC result improvement will focus on improving the quality of feedback.

Progress towards achieving improvement measures

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

| Annual progress measure | Progress towards achievement |
|--|--|
| An increase in Check-in Assessment mean scaled score for numeracy in Year 7 and 9 for 2024 compared with Year 7 and 9 in 2022. | The Check-in Assessment mean scale score indicates the percentage of students achieving growth in numeracy has increased by 11.76%. |
| An increase in Check-in Assessment mean scaled score for reading in Year 7 and 9 for 2024 compared with Year 7 and 9 in 2023 | The Check-in Assessment mean scale score indicates the percentage of students achieving growth in reading has increased by 2.54%. |
| Increase the percentage of students in the top 3 bands in the HSC by 6.2% | 45.77% of students attained results in the top three bands demonstrating achievement over the lower bound target of 44.80%, and an uplift of 7.15% |

from the baseline. (System negotiated target)

from the baseline.

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

Literacy and numeracy

Professional learning

Summary of progress

High expectations - learning culture

The focus for 2023 was on quality assessment and the mid-point check. This involved all staff using the mid-point check and the assessment checking process for Years 10-12. The High Expectations Learning Culture (HELCC) team also engaged the Quality Teaching Academy's high-impact professional learning to deliver professional learning on quality assessment using their Assessment Quality Teaching Model and the QT Assessment Practice Guide. All teaching staff participated in professional learning on Developing Quality Stage 6 Assessment Practice with NESAs. In Term 3 the HELCC team moved assessment checking back into the Middle Leader's role.

As a result, staff developed further confidence in developing quality assessment tasks, which was demonstrated in the reduction in edits from the HELCC team and an increase in quality tasks. There was an increase in staff collaboration within faculties on the development of tasks and also the development of new tasks and resources. There was a continued reduction in N Warnings and staff further reported an improvement in the quality of assessment tasks. Through the collection of data from the Year 10 cohort, 89.2% of students reported that they sometimes or always applied the feedback given to them in a midpoint check, which further supported the positive outcome of their tasks. 64.8% of students said the feedback they received was above average and useful in helping them improve their results.

High expectations - behaviour

The main focus for 2023 was on implementing a successful rewards program that engaged students and staff. This included the continuation and refinement of the rewards system launched in Term 4 2022.

This involved all staff receiving ongoing professional learning on how to issue merits. The team liaised with the school's communication officer and the merit system was broadcast daily on all screens around the school and to the wider school community with information on how the system works and what they can achieve.

As a result, positive Sentral entries improved throughout the year from 24,665 in Semester 1 to 34,435 in Semester 2. Staff issuing merits also improved from having 74% of staff issuing merits in Semester 1 to 95% of staff issuing merits in Semester 2. Student participation at rewards days was at 95% for the year.

The ratio of negative to positive entries also increased this year with 1:8 in Semester 1 compared to 1:11 in Semester 2 - this may also be because of the increased rewards days in Semester 2. Overall, there was 59,100 merits issued by staff as of week 8 2023 compared to 6276 negative incidents recorded on Sentral. This clearly shows the positive impact the rewards program is having. This is further demonstrated by the increase of students with positive behaviour in the TTFM survey in which OFHS saw an increase of 50%. The school mean is at 89%, 3% above the state average.

Next year the focus will be on continuing to refine the rewards program to better cater for the student and staff population. A student and staff survey will be conducted at the end of Term 4 to identify ways to improve for 2024. More student rewards days will be implemented so there will be something on offer every 5 weeks as increasing these seemed to work in Semester 2 this year. The Behaviour Team will also look at implementing rewards for attendance into the program in order to improve in this area.

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"> • Student effort, as measured by Tell Them From Me, will improve by 4% from the baseline of 49%. • Students that value schooling outcomes, as measured by Tell Them From Me, will improve by 4% 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. • School is validated as Excelling in Learning Culture at the External Validation. | <ul style="list-style-type: none"> • Tell Them From Me (TTFM) student survey indicates 47% of students said they tried hard to succeed in their learning. This is an improvement from 44% in 2022. • Tell Them From Me (TTFM) student survey indicates 69% of students said that school staff emphasise academic skills and hold high expectations for all students to succeed. This is a slight decline from 71% in 2022 and is at the lower end of the NSW Government school norm. • Tell Them From Me (TTFM) student survey indicates 73.33% of students said they have expectations for success. This is a slight decline from 76.24% in 2022 and is at the lower end of the NSW Government school norm. • Note: External Validation has been moved to 2024. |
| <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% to be equal to the NSW state mean. • School is validated as Excelling in Effective Classroom Practice at the External Validation. | <ul style="list-style-type: none"> • Tell Them From Me (TTFM) student survey indicates 64% of students feel classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn. This was a slight improvement from 2022. • Note: External Validation has been moved to 2024. |
| <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 15%. • School is validated as Excelling in Effective Classroom Practice at the External Validation. | <ul style="list-style-type: none"> • Students with positive behaviour at school, as measured by Tell Them From Me, indicates a mean of 89%, an improvement of 50%. The NSW Government Norm is 86%. • There was a 26.5% increase from 2022 in negative behaviour incidents as measured by Sentral notifications. • Note: External Validation has been moved to 2024. |

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

Aboriginal background

Student Support Officer

Professional learning

Integration funding support

Low level adjustment for disability

Summary of progress

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 continued the implementation of the Year 10 PLAN class strategy, 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 with our partner primary schools across Years 4-6, designed to improve connections with students 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.

Next year, in addition to continuing our Year 10 PLAN classes and extensive Transition Programs, the Belonging and Aspirations team will implement a pilot 'ASPIRE' program across the school with a specific focus for each year group. The focus for each year groups program will be Adapt (Year 7), Succeed (Year 8), Persist (Year 9), Innovate (Year 10), Radiate (Year 11), Empower (Year 12).

Create a school that is culturally nourishing and supports Reconciliation

The focus for 2023 was on continuing our work 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, however, due to staffing constraints we fell just short of all staff having engaged in this professional learning.

Another focus involved further expanding the scope and vision for the school's Reconciliation and NAIDOC events and more inclusion of local Elders in the school. This year all students from Years 7-11 took part in a program of cultural activities as part of NAIDOC week which resulted in all student deepening their cultural understanding and further making our school a culturally nourishing place for all students. The BroSpeak and SistaSpeak programs were continued in 2023 along with the addition of the Mumung program for Aboriginal and Torres Strait Islander girls facilitated by Dr Jodi Edwards. The enhanced engagement of students with our local elders through these programs also contributed to our schools culturally nourishing environment.

Additionally, our Aboriginal Education Team worked towards completing the actions in our published Reconciliation Action Plan (RAP) which was also reviewed, updated and republished before the end of the year, in consultation with

elders and community members.

Next year the focus will be on ensuring our remaining staff engage in the Culturally Nourishing Schools 'On Country' and pedagogy professional learning program, as well as, completing more of the actions within our Reconciliation Action Plan ahead of its review, update and re-publishing in Term 4. We will continue to identify opportunities for the whole school to engage in cultural activities to further enhance our culturally nourishing school environment.

Attendance Improvement measures

The focus for 2023 was improving the number of students attending school more than 90% of the time. This involved transferring responsibility for attendance procedures and practices to our Student Support Officer (SSO) and employing a School Administration Support Staff (SASS) member to assist with communication to students' families. We identified and targeted students whose attendance was between 80-90% to support and encourage these students to improve their attendance. Additionally, we engaged the Safeguarding Kids Together team to conduct a review of our attendance procedures and analysis of our attendance data.

As a result we have refined and improved our attendance procedures and practices leading to improved communication between the school and families about students' attendance. Although we have been unable to achieve the target attendance rate for students attending more than 90% of the time, we have seen significant improvement towards this on our 2022 data, increasing by almost 15% in 2023 to over 37% of students with >90% attendance. As equally pleasing, our overall 2023 school attendance rate has consistently trended above the prior school attendance rate throughout the entire year indicating that our updated procedures and practices are positively impacting student attendance.

Next year greater focus will be on incorporating rewards for regular attendance into our positive behaviour rewards system which will encourage students to attend more consistently.

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 37.73%, an improvement of almost 17% on 2022 (22%), indicating some progress toward the lower bound target of 59.3%. The overall attendance rate for 2023 is trending consistently above the prior attendance rate demonstrating an improvement in whole school attendance.</p> |
| <ul style="list-style-type: none"> A minimum of 65.8% of all students reporting high expectations, sense of belonging and advocacy. (Upper bound system negotiated target) | <p>Tell Them from Me data shows 57.54% of students identify as having positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school indicating progress toward the lower bound target.</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. In 2023, the apparent retention rate has fallen slightly to 47.7%. 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, dipped just below the baseline of 55% to 54.5% in 2023. Students planning to finish Year 12, as measured by Tell Them From Me, improved to 71.5% in 2023, an improvement on the 2021-22 average of 62.5%. |
| <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 15% 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 15% from the baseline of 44%. | <ul style="list-style-type: none"> Aboriginal students who feel good about their culture at school, as measured by Tell Them From Me (TTFM), indicated that 57.5% of students either strongly agreed or agreed. Aboriginal students agreeing that teachers have a good understanding of their culture, as measured by Tell Them From Me (TTFM) indicated that 35% of students either strongly agreed or agreed. Note: External Validation has been moved to 2024. |

| Funding sources | Impact achieved this year |
|--|---|
| <p>Integration funding support</p> <p>\$278,246.00</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"> • Effective classroom practice in reading and numeracy • Developing wellbeing and advocacy to support belonging, aspiration and improve retention <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact:</p> <p>All eligible students demonstrating progress towards their personalised learning goals.</p> <p>Students were provided with one-to-one intervention from School Learning Support Officers (SLSO's) in the classroom and/or playground, based on their level of need.</p> <p>All Personalised Learning and Support Plans (PLSPs) were regularly updated and responsive to student learning needs and progress ensuring eligible students received personalised learning and support within their own classrooms.</p> <p>Release time for Learning and Support teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' Personalised Learning and Support Plans (PLSP).</p> <p>Consultation time with parents and the Learning and Support Team (LST) was scheduled to develop Personalised Learning and Support Plans (PLSPs).</p> <p>Feedback indicates that parents/carers feel that their child is very well supported by the Learning and Support Team and classroom teacher.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>To formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed.</p> <p>The use of integration funding will be adjusted throughout the year in response to student Personalised Learning and Support Plans (PLSPs) reviews to ensure funding is used to specifically address each student's support needs.</p> <p>To provide high-quality targeted professional learning to SLSOs to meet the individual needs of the students.</p> <p>To review the Learning Support Team referral process and provide professional learning to staff in relation to learning support processes and procedures.</p> |
| <p>Professional learning</p> <p>\$81,617.26</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"> • Improve student achievement in the HSC • 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 <p>Overview of activities partially or fully funded with this initiative funding include:</p> |

| | |
|--|--|
| <p>Professional learning</p> <p>\$81,617.26</p> | <ul style="list-style-type: none"> • full day workshop for all teachers with the Quality Teaching Academy focusing on quality assessment practices. • professional learning with the NESA Liaison Officer on Stage 6 assessment practices. • release time for teachers to develop teaching and learning programs for newly released syllabuses. • release time for teachers to collaborate on the development of quality assessment tasks <p>The allocation of this funding has resulted in the following impact: Increased capacity of all teachers to embed effective practices in the explicit teaching of reading, resulting in improved internal student results. Increased capacity of all teachers to develop effective assessment tasks. Increased teacher understanding of the Quality Teaching Framework and Quality Assessment Practice Guide and how to apply these documents when developing assessment tasks and programs. Increased capacity of all teachers to differentiate the curriculum to cater for students above and below the expectation in literacy and numeracy. Increased opportunities for staff to engage in professional discussions, observations and professional dialogue.</p> <p>After evaluation, the next steps to support our students will be: Additional professional learning to support staff with the implementation and teaching of new syllabuses. To ensure that professional learning opportunities are linked closely to the school's strategic improvement plan, in particular high expectations learning culture and high expectations behaviour. To ensure the school's professional learning cycle and mandatory requirements are met by all staff. Staff engaged in a variety of professional learning activities aligned to system, school and individual performance and development goals to improve growth and achievement for all students. The leadership team will work towards creating structures to support an inclusive learning culture that enables learning and growth for every teacher. Continued support (particularly for beginning teachers) in differentiating units of work to suit the needs of students. Increased personalised and targeted professional learning in reading and numeracy strategies.</p> |
| <p>Socio-economic background</p> <p>\$836,698.17</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 experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Improve student achievement in the HSC • Building a culture of high expectations for all students and staff • Developing wellbeing and advocacy to support belonging, aspiration and improve retention <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staff release to increase community engagement • employment of additional staff to support MacqLit program implementation. • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: Teachers receiving additional release from face-to-face teaching to plan quality literacy and numeracy programs using assessment data. Investment in a data manager to support teachers in the evaluation of data to support students and their learning. Additional staffing to implement group interventions including MacqLit. The purchase of effective literacy and numeracy resources including MaqLit</p> |

| | |
|--|--|
| <p>Socio-economic background</p> <p>\$836,698.17</p> | <p>which support literacy and numeracy growth. Supplementation of extra-curricular activities and resourcing to increase equitability of resources and services. Providing support for targeted students within the classroom through the employment of School Learning and Support Officers. Implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan. Provision of resources and additional programs (eg dance tutor) for students to access the curriculum. Students were provided with one-to-one intervention from School Learning and Support Officers (SLSO's) in the classroom and/or in the playground, based on their level of need. Improved relationships between the school and community with the assistance of a Community Liaison Officer.</p> <p>After evaluation, the next steps to support our students will be: Engage a literacy leader to support our trajectory towards achieving school improvement measures. To continue successful reading and mathematics interventions for individuals and groups of students. To expand the MacqLit program to support more students. To analyse and adjust access to online learning platforms to suit student needs, including professional learning for staff in optimising use of BYOD for learning. To continue additional release from face-to-face teaching for planning and programming. To provide teacher professional learning on the effective analysis and use of student achievement data in Stage 6. To continue to employ School Learning and Support Officers (SLSOs) to support interventions for targeted students. To fund extra-curricular activities to increase equitability of resources and services for students from low socio-economic families.</p> |
| <p>Aboriginal background</p> <p>\$107,951.43</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"> • Developing wellbeing and advocacy to support belonging, aspiration and improve retention • 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"> • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans • employment of specialist additional staff (AEO) to support Aboriginal students • 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 <p>The allocation of this funding has resulted in the following impact: An increase of Aboriginal families engaging in the Personalised Learning Pathways (PLP) process. Tell Them from Me data indicated 68% of Aboriginal students have a strong sense of belonging at school, up from 44% in 2019. This is also significantly above the state average of 54% and similar school group average of 44%.</p> |

| | |
|--|---|
| <p>Aboriginal background</p> <p>\$107,951.43</p> | <p>The creation of a culturally nourishing school that values the identity, heritage and languages of our Aboriginal histories and culture. Increased understanding of Aboriginal history and culture across the school. Staff understanding of Aboriginal policy, responsibilities and cultural immersion have improved through implementation of department, mandatory and school developed professional learning. All students benefited from cultural learning.</p> <p>After evaluation, the next steps to support our students will be: To further expand the cultural education for our Aboriginal and Torres Strait Islander children through workshops and the Personalised Learning Pathways (PLP) cycle. Enhanced partnerships between the school and families, with ongoing events linked to the Reconciliation Action Plan for families and students, building relationships across the community and sharing culture and school successes. Executive and Aboriginal Education team members will continue to lead the culturally nourishing schools program. To gather targeted student learning data to ensure that literacy and numeracy goals can be met by identified students through differentiation and personalised support in the classroom.</p> |
| <p>English language proficiency</p> <p>\$27,212.11</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"> • employment of additional staff to support delivery of targeted 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:</p> <ul style="list-style-type: none"> - Increased teacher capacity to cater for EAL/D students in mainstream classrooms. - EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - To capitalise on teacher confidence and their capacity to design integrated writing units for new curriculum that reflect the needs of EAL/D learners. - Ongoing professional learning to identify language and cultural demands across the curriculum. - Increased staff awareness of EAL/D practices with additional professional learning. |
| <p>Low level adjustment for disability</p> <p>\$398,480.88</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>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"> • Improve student achievement in the HSC • Developing wellbeing and advocacy to support belonging, aspiration and improve retention <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • support for students in Life Skills; Individual Learning Plans/Profiles; HSC |

| | |
|--|--|
| <p>Low level adjustment for disability</p> <p>\$398,480.88</p> | <p>Special Provisions.</p> <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - The school achieved a more consistent approach to student learning support and interventions. - An increased number of learning support referrals and subsequent collaborative learning support activities. - The Learning and Support Team (LST) consolidated learning and support procedures to ensure efficient and effective strategies were implemented for student support. - Student centred, explicit and personalised learning is visible across the whole school. - Employing a learning and support teacher to work with individual students within the classroom to build teacher capacity to meet the needs of all learners <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - To further expand the impact of the Learning and Support Team (LST), the school will provide additional support for identified students through the employment of trained School Learning and Support Officers (SLSOs). |
| <p>COVID ILSP</p> <p>\$322,048.83</p> | <p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2023.</p> <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 • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - The majority of the students in the program achieving significant progress towards their personal learning goals. - Differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage. - Improved student engagement in learning. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. - Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority. - To continue to upskill teachers by attending relevant professional learning sessions. - Ensure ongoing high impact professional learning takes place to enable consistent delivery of effective practice on student data to differentiate learning in literacy and numeracy. |
| <p>Student Support Officer</p> <p>\$99,516.00</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 • Create a school that is culturally nourishing and supports Reconciliation <p>Overview of activities partially or fully funded with this Staffing - Other include:</p> |

Student Support Officer

\$99,516.00

- support for individual students with complex wellbeing needs.
- support for families to access services external to the school to assist students with complex wellbeing needs.
- coordination of attendance compliance requirements and interventions for students with poor attendance patterns, including support for parents in getting their children to school.

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

Weekly attendance data for 2023 consistently tracking above 2022 data. Increase in the percentage of students with over 90% attendance from 20% in 2022 to 30.1% in 2023.

Students and families have accessed a wide range of health and wellbeing services outside the school to improve student wellbeing.

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

Include rewards for students who have outstanding and/or improved attendance patterns in our whole school rewards system.

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2020 | 2021 | 2022 | 2023 |
| Boys | 357 | 350 | 346 | 332 |
| Girls | 294 | 291 | 292 | 278 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2020 | 2021 | 2022 | 2023 |
| 7 | 90.6 | 87.4 | 78.7 | 82.9 |
| 8 | 87.0 | 82.9 | 76.6 | 79.9 |
| 9 | 82.1 | 82.1 | 75.0 | 78.9 |
| 10 | 80.6 | 78.2 | 72.0 | 75.0 |
| 11 | 83.4 | 76.8 | 69.7 | 80.8 |
| 12 | 86.0 | 84.9 | 74.3 | 81.9 |
| All Years | 85.0 | 82.5 | 74.7 | 79.6 |
| State DoE | | | | |
| Year | 2020 | 2021 | 2022 | 2023 |
| 7 | 92.1 | 89.7 | 85.5 | 87.9 |
| 8 | 90.1 | 86.7 | 82.1 | 84.6 |
| 9 | 89.0 | 84.9 | 80.5 | 82.8 |
| 10 | 87.7 | 83.3 | 78.9 | 81.1 |
| 11 | 88.2 | 83.6 | 80.0 | 81.7 |
| 12 | 90.4 | 87.0 | 83.9 | 86.0 |
| All Years | 89.6 | 85.9 | 81.7 | 83.9 |

Attendance

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

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

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

previous years.

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

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

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

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

| Proportion of students moving into post-school education, training or employment | Year 10 % | Year 11 % | Year 12 % |
|--|-----------|-----------|-----------|
| Seeking Employment | 0 | 15 | 7 |
| Employment | 14 | 16 | 29 |
| TAFE entry | 6 | 4 | 10 |
| University Entry | 0 | 0 | 37 |
| Other | 0 | 1 | 18 |
| Unknown | 0 | 0 | 3 |

Year 12 students undertaking vocational or trade training

41.79% of Year 12 students at Oak Flats High School undertook vocational education and training in 2023.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Oak Flats High School expected to complete Year 12 in 2023 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

| Position | FTE* |
|---|-------|
| Principal(s) | 1 |
| Deputy Principal(s) | 3 |
| Head Teacher(s) | 9 |
| Classroom Teacher(s) | 44.1 |
| Learning and Support Teacher(s) | 2.3 |
| Teacher Librarian | 1 |
| School Counsellor | 3 |
| School Administration and Support Staff | 19.48 |
| Other Positions | 1 |

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

| Staff type | Benchmark ¹ | 2023 Aboriginal and/or Torres Strait Islander representation ² |
|----------------|------------------------|---|
| School Support | 3.00% | 3.60% |
| Teachers | 3.00% | 3.40% |

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

| | 2023 Actual (\$) |
|---------------------------------------|------------------|
| Opening Balance | 517,690.74 |
| Revenue | 12,490,015.49 |
| Appropriation | 12,354,047.90 |
| Sale of Goods and Services | 17,602.78 |
| Grants and contributions | 106,413.16 |
| Investment income | 2,922.15 |
| Other revenue | 9,029.50 |
| Expenses | -12,629,829.12 |
| Employee related | -11,860,719.67 |
| Operating expenses | -769,109.45 |
| Surplus / deficit for the year | -139,813.63 |
| Closing Balance | 377,877.11 |

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

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

| | 2023 SBAR Adjustments (\$) |
|-------------------------|-----------------------------------|
| Targeted Total | 238,934 |
| Equity Total | 1,370,343 |
| Equity - Aboriginal | 107,951 |
| Equity - Socio-economic | 836,698 |
| Equity - Language | 27,212 |
| Equity - Disability | 398,481 |
| Base Total | 9,220,408 |
| Base - Per Capita | 177,065 |
| Base - Location | 0 |
| Base - Other | 9,043,342 |
| Other Total | 925,750 |
| Grand Total | 11,755,435 |

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

School performance - NAPLAN

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

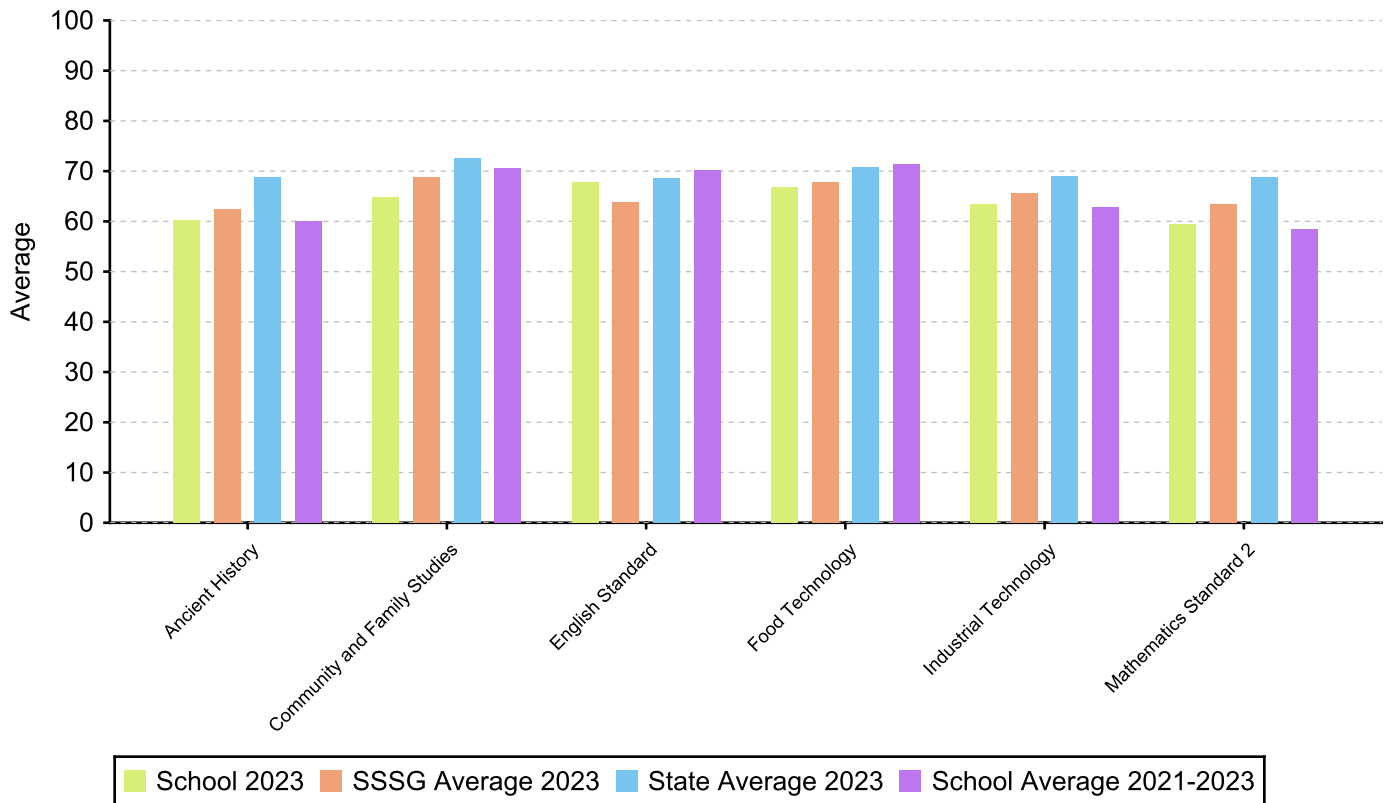
In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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

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 2023 | SSSG | State | School Average 2021-2023 |
|------------------------------|-------------|------|-------|--------------------------|
| Ancient History | 60.2 | 62.4 | 68.7 | 60.0 |
| Community and Family Studies | 64.8 | 68.8 | 72.7 | 70.7 |
| English Standard | 67.7 | 63.8 | 68.5 | 70.2 |
| Food Technology | 66.8 | 67.9 | 70.8 | 71.4 |
| Industrial Technology | 63.4 | 65.6 | 69.1 | 62.7 |
| Mathematics Standard 2 | 59.5 | 63.4 | 68.7 | 58.5 |

Parent/caregiver, student, teacher satisfaction

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

Parents

Areas of strength include:

- Teachers try to understand the learning needs of students with special needs.
- My child is clear about the rules for school behaviour.
- If there were concerns with my child's behaviour at school, the teachers would inform me immediately.
- Written information from the school is in clear, plain language.

Areas for improvement include:

- I am informed about my child's social and emotional development.

In 2023, only 34 respondents completed the survey. In 2024, the school will explore further mechanisms to gain greater feedback, ensuring it is representative of the school's community.

Students

Areas of strength (above NSW government norms) include:

- Students feel teachers are responsive to their needs and encourage independence with a democratic approach
- Students with positive behaviour at school
- Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives.

An area for improvement is:

- Students reporting a positive sense of belonging.

Teachers

Areas of strength include:

- Teachers recognise the school for its inclusivity and safe, orderly environment
- Teachers' feedback improves assessment task performance
- Teachers collaborate to increase student engagement

Areas for improvement include:

- Further develop opportunities for feedback and observation of teaching practice

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

All teachers are responsible for 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.