

2021 Annual Report

Oyster Bay Public School



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Introduction

The Annual Report for 2021 is provided to the community of Oyster Bay Public School as an account of the school's operations and achievements throughout the year.

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

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Oyster Bay Public School

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School vision

Oyster Bay Public School is a learning community aspiring for excellence. Our purpose is to provide a safe and inclusive environment, where students are nurtured and valued and experience a quality education. Through innovative, creative and authentic differentiated teaching and learning programs, our dedicated staff are committed to preparing students as confident, creative and successful 21st Century learners. Students will be instilled with our core values of Respect, Resilience and Responsibility. Oyster Bay Public School works harmoniously and collaboratively providing students today the skills needed for their future tomorrow, in partnerships with our local community.

School context

Oyster Bay Public School is located in a small community pocket of the Sutherland Shire in the southern suburbs of Sydney. It has a current enrolment of 425 students across K-6, including 2% Aboriginal students and 8% EAL/D students. School resources and funding is distributed across the school to meet the needs of all students. Oyster Bay Public School is a split site school, boasting a separate early learning campus for our K-2 students which is located 500 metres up the road from the 3-6 site.

The school has an incredibly active P&C Association who consistently raise and contribute significant funds towards school improvement projects by running an annual Art & Craft Festival. Many cultural and sporting extracurricular activities are offered to the students including band, choir, dance and a range of friendly and competitive sports options. Oyster Bay Public School implements a range of targeted programs across K-6 to continue to drive improvement in student learning, including the 'Walker Learning Approach', 'Seven Steps to Writing Success' and 'Soundwaves'. Based on the findings from our Situational Analysis, OBPS is harnessing a focus on data driven assessment of learning in Mathematics and Reading by using the platform 'Essential Assessment'. OBPS is an inclusive school that ensures all students are known, valued and cared for.

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>

Strategic Direction 1: Student growth and attainment

Purpose

To consistently and accurately track and measure student performance in numeracy and reading across our split site school, by utilising a range of improved assessment and data collection tools and maintaining a focus on effective classroom practice.

Initiatives

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

- Data driven assessment
- Improving achievement in numeracy and reading

Resources allocated to this strategic direction

Integration funding support: \$84,670.00

Literacy and numeracy: \$27,448.64

Literacy and numeracy intervention: \$22,423.60

Low level adjustment for disability: \$100,754.00

COVID ILSP: \$37,858.00

English language proficiency: \$19,555.00

QTSS release: \$78,482.60

School support allocation (principal support): \$23,257.00

Professional learning: \$26,566.00

Aboriginal background: \$6,874.00

Summary of progress

Staff have successfully used Essential Assessment and have been able to extract data to inform the future teaching and learning directions in Mathematics. Staff have effectively used the google tracker to track students and reflect on professional readings from 'What Works Best' document and 'Clarity' to place 'Names with faces'. Staff have now utilised Essential Assessment to have a more authentic triangulation collection of data to compare students results using NAPLAN, Check in assessment and Essential assessment results. Students from the 44th -55th percentile of the google tracker were targeted for the COVID ILSP funds to create authentic differentiated plans for small group intervention.

Next year, in this initiative, we will continue to improve in using data collection and analysis through the use of Essential Assessment and our school Google Tracker for every student. This will include the targeted groups for the COVID Intensive Learning Support Program to improve numeracy and literacy results.

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 achieving expected growth in NAPLAN reading by 3.32% to meet the lower-bound target from the system-negotiated baseline.	Data indicates that 63.16% of students are in the top two skills for numeracy at the lower bound target, which is a 8.75% increase from the 54.41% baseline data. This figure is an increase of 5.38% on the 2019 result. Our annual trajectory is now above our lower bound target by 5.4%
Increase the percentage of students achieving expected growth in NAPLAN numeracy by 9.63% to meet the lower-bound target from the system-negotiated baseline.	Data indicates that 60% of students are in the top two skills for numeracy at the lower bound target, which is a 3.37% increase from the 56.63% baseline data. This figure is an increase of 7.3% on the 2019 result. Our annual trajectory is now above our lower bound target by 0.73%
Increase the percentage of students achieving in the top 2 bands of NAPLAN reading to be above the	Data indicates that 45% of students are in the top two skill bands for numeracy which is a 9.3% decrease against baseline data. This figure is a decrease of 12.9% on the 2019 result.

system-negotiated target baseline of 54.3%.	
Increase the percentage of students achieving in the top 2 bands of NAPLAN numeracy to be above the system-negotiated target baseline of 48.8%,	Data indicates that 38.7% of students are in the top two skill bands for numeracy which is a 10.1% decrease against baseline data. This figure is a decrease of 7.03% on the 2019 result.

Strategic Direction 2: Effective classroom practice

Purpose

To ensure all teachers are committed to identifying, understanding and implementing the most effective teaching methods, by using the 'What Works Best' document, with a high priority given to the eight key themes.

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.

- Explicit Teaching
- Teacher Feedback and Growth

Resources allocated to this strategic direction

Professional learning: \$26,566.00

Summary of progress

Throughout 2021, all staff successfully worked with the 'What Works Best' document during Term 1 and Term 2. Due to COVID Remote learning, only 2 key themes of explicit teaching and effective feedback were the main focus. Other elements will be in our future directions. All staff successfully completed professional learning in the High Potential, Gifted Education (HPGE) modules and surveys, observation sheets and a HPGE team were established. All staff successfully implemented zoom online lessons, google classroom and uploading remote learning onto the SeeSaw platform. Professional learning still continued throughout remote learning online using the Zoom meeting platform.

Future meetings and professional learning will focus on all key themes of the What works best document and school targets for 2022.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
All staff will be committed to using the 'What Works Best' document and focusing on the themes - <i>High Expectations and Explicit Teaching</i> to enhance teacher practice across the whole school.	Surveys, observations and internal data indicates 100% of teachers utilise learning intent and success criteria in their lessons in order to establish explicit, challenging and achievable learning goals for all students.referring to the What Works Best Document.
The implementation of a whole school approach and timeline continues to be refined to support all staff in meeting the requirements of the Performance and Development Framework.	Delay in implementing initiatives in term 3 have required this work to be postponed to 2022. To date there has been an increase of staff who were able to fulfil this progress measure with completing their annual review of their PDP with their stage supervisors.

Strategic Direction 3: Wellbeing

Purpose

To consistently embed an evidence-based whole school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment.

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.

- Student Wellbeing
- Student Welfare Procedures

Resources allocated to this strategic direction

Flexible Funding for Wellbeing Services: \$3,517.00

Socio-economic background: \$10,700.00

Summary of progress

Staff successfully were trained in Positive Behaviour for Learning (PBL) and utilized Sentral software to monitor student behaviours school wide. Scope and sequences of teaching and learning programs explicitly focusing on the school values of respect, responsibility and resilience were successfully implemented even through remote learning during Term 3. Zoom meetings and daily checkins with students were successfully implemented across the school K-6 using the google drive platform to upload links and meetings passwords to enable access for all families across the school. Student welfare checks were conducted via zoom meetings and also with phone calls to ensure the safety and wellbeing of students was the priority throughout Term 3 remote learning.

Next year, in this initiative, the Positive Behaviour for Learning (PBL) program will continued to be monitored using the Sentral software and values will be explicitly taught across K-6 classes. Attendance will be continued to be monitored across the school also using the sentral software.

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
Maintain a Wellbeing percentage above the system negotiated lower-bound target.	Data indicates that the attendance rate for Oyster Bay Public School is 95.7%. This data is an increase of 5.3% above the DoE state average of 90.4% and 89.8% of the SSSG rate.
Develop school-wide systems in alignment of the seven essential features of the PBL framework.	School-wide systems aligned to the PBL framework have been developed and implemented by the PBL Team throughout the whole school. Whole school Professional Learning has occurred to upskill staff's understanding of these schoolwide practices leading to improved student wellbeing and behaviour.
To achieve the system negotiated lower-bound target of 80% for Attendance.	Data indicates that the lower bound target for attendance increased to 86.7% which is 6.7% above expected growth.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$84,670.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Oyster Bay Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data driven assessment • Improving achievement in numeracy and reading <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 targeted professional learning around Essential Assessment • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in: 100% of staff understanding the Essential Assessment software and using this to analyse student data in Mathematics and English. Whole scope and sequences were created and used throughout the year to ensure consistency in teaching and learning programs. Targeted small group COVID ILSP groups were established and students were targeted in the mid range of 44-55th percentile were targeted for support in small groups of 8 students 3 days per week .Aboriginal Education was a focus and new PLP plans and focus areas were established to develop partnerships with parents and students to encourage and participate in everyday learning.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - Continue COVID ILSP groups across the school with targeted groups - Continue to analyse data using Essential Assessment software
<p>Socio-economic background</p> <p>\$10,700.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Oyster Bay Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Welfare Procedures <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engage with external providers to support student engagement and retention • employment of external providers to support students with additional learning needs • providing students with economic support for educational materials, uniforms, resources and other items. <p>The allocation of this funding has resulted in: Successful handover for all staff to access student data and have successful transitions into following year. Students are supported across the school for additional materials needed if required. The Tell Them From Me Survey data indicated that students felt happy and safe at school.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to administer the TTFM survey Staff handover and Learning Support files will be provided to staff for 2023</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning</p>

<p>\$6,874.00</p>	<p>needs of Aboriginal students at Oyster Bay Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Improving achievement in numeracy and reading <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 <p>The allocation of this funding has resulted in: Staff with Aboriginal students provided with one to one support in writing Personalised Pathways for students in consultation with parents. Student support is provided with SLSO support and also inclusive performances and activities such as cultural events and specialised areas in the school have resulted in a successful inclusion within the school.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue Personalised Learning Pathways mentoring and individualised support for staff, students and parents Continued support in class to increase student engagement</p>
<p>English language proficiency</p> <p>\$19,555.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Oyster Bay Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Improving achievement in numeracy and reading <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 co-teaching programs to provide intensive support for all students from EAL/D backgrounds <p>The allocation of this funding has resulted in: Improved data in students results in the literacy of Mathematics. Learning and Support Team implemented and identified targeted students whilst in remote learning and successfully monitored and tracked these EALD students across the school. Most of these students continue to make 1 year of progress according EALD progression scales. This will continue to be monitored carefully according to these scales.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue targeted small groups for numeracy and literacy support. Analyse and extract data to continue to identify students</p>
<p>Low level adjustment for disability</p> <p>\$100,754.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Oyster Bay Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>Low level adjustment for disability</p> <p>\$100,754.00</p>	<ul style="list-style-type: none"> • Improving achievement in numeracy and reading • Data driven assessment <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 • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists <p>The allocation of this funding has resulted in: Successful MiniLit program was delivered across Stage 1. with an increase in the Placement Test with all students moving from Lesson 1 up to and beyond Lesson 40 in MiniLit Program. The Assistant Principal Learning and Support developed, planned, monitored and evaluated the COVID ILSP program across the school and tracked students using PLAN2 data, even through remote learning during Term 3.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue COVID ILSP targeted groups and track on PLAN2 MiniLit program continues and the implementation of InitialLit in all Kindy programs</p>
<p>Literacy and numeracy</p> <p>\$27,448.64</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Oyster Bay Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data driven assessment • Improving achievement in numeracy and reading <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy • resources to support the quality teaching of literacy and numeracy <p>The allocation of this funding has resulted in: STaff being trained and skilled in the use of the software system Essential Assessment. Staff were able to track and monitor students using the Google Data Tracker created on Google Drive. Professional learning extended in the explicit teaching and high expectations of students using the What Works Best document. Staff resulted in using Learning Intentions and Success Criteria in all literacy and numeracy lessons. The whole school Maths Scope and Sequenced developed led to consistent teacher judgement and consistency of teaching and learning programs improving professional practice.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue professional learning for staff in explicit teaching Improve teacher practice in analysing data and identifying, planning and tracking student data to improve student outcomes.</p>
<p>QTSS release</p> <p>\$78,482.60</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Oyster Bay Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>QTSS release</p> <p>\$78,482.60</p>	<p>including:</p> <ul style="list-style-type: none"> • Improving achievement in numeracy and reading <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional teaching staff to implement quality teaching initiatives • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in: Assistant Principals were provided with time off class to successfully working in stage teams with staff to improve teaching practice targeting literacy and numeracy. The MiniLit program successfully continued in 2021 to further support targeted students in Years 1 and 2. Student data was collected across the school using the Whole School Data Tracker to track Mathematics results of pre and post assessments and also Common Grade assessments in Reading, Spelling and Vocabulary in years K-6.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue targeted support for students in small groups Continue providing time for Assistant Principals to mentor and support staff to improve teaching practice</p>
<p>Literacy and numeracy intervention</p> <p>\$22,423.60</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Oyster Bay Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data driven assessment <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy <p>The allocation of this funding has resulted in: Staff became experts in the use of data collection specifically in numeracy and analysing student pre and post assessment results. Data was tracked across the school K-6 to inform planning and future programming. School executive successfully allocated time to analyse data of whole school achievement. COVID Remote learning inhibited this for Term 3, however was back on track by Term 4.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue staff to use data to inform future planning and programming with a new focus on literacy Executive staff to analyse whole school data to make informed decisions on school improvement measures</p>
<p>COVID ILSP</p> <p>\$37,858.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>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"> • Improving achievement in numeracy and reading • 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

<p>COVID ILSP</p> <p>\$37,858.00</p>	<ul style="list-style-type: none"> • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups • providing intensive small group tuition for identified students who were in the 44th and 55th percentile • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in: 100% of staff entered pre and post data and analysed data in stage teams and whole school staff meetings. COVID ILSP was successfully established and targeted small group of students across K-6 over 2021. A variety of assessments using Essential Assessment, MiniLit, Check In Assessments, PLAN2 assisted teachers making informed decisions. Teachers and Executive members became more familiar using a triangulation of data to assess student learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue training staff to use a triangulation of data to gather assessment results and understanding of student learning needs COVID ILSP small group intervention to continue and increase days using equity funding to target more students across K-6</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	220	227	219	230
Girls	209	198	193	193

Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.9	94.1	95.7	97.2
1	94	94	95	96.1
2	94.3	94.4	92.7	94.6
3	95.2	93.8	94.1	94.4
4	92.6	94.9	95.6	93.4
5	93.9	93.3	95.9	93.9
6	93.1	92.8	95.9	93.9
All Years	94.2	93.9	95	94.8
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	15.11
Literacy and Numeracy Intervention	0.2
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	3.42

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

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

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	585,844
Revenue	3,892,856
Appropriation	3,739,298
Sale of Goods and Services	47,020
Grants and contributions	105,610
Investment income	927
Expenses	-3,868,932
Employee related	-3,317,370
Operating expenses	-551,562
Surplus / deficit for the year	23,923
Closing Balance	609,767

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

Financial summary - Equity loadings

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

	2021 SBAR Adjustments (\$)
Targeted Total	84,670
Equity Total	137,943
Equity - Aboriginal	6,874
Equity - Socio-economic	10,759
Equity - Language	19,555
Equity - Disability	100,754
Base Total	3,041,692
Base - Per Capita	101,565
Base - Location	0
Base - Other	2,940,127
Other Total	362,026
Grand Total	3,626,331

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.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and staff about the school. In 2021 our school used the "Tell Them From Me" online surveys to gather feedback from parents, students and teachers. 2021 did not allow for workshop feedback due to covid guidelines.

As an addition we send an end of year survey to all families in the Oyster Bay PS community and collate the data to drive future vision in our school.

Through surveys our OBPS students conveyed that they felt there was a positive sense of belonging and they have someone at school who consistently provides encouragement, classroom instruction is well organised, with clear purpose, and with immediate feedback that helps them. We were particularly pleased with the students feedback on 'bullying' as this incident data has dropped dramatically over the years, as the connection and belonging has risen positively for all students.

Teachers are strong collaborators to develop programs that meet student needs that have clear learning intentions and success criteria while monitoring individual student goals and grade progress. This has had a positive effect of staff and students.

Parents feel they can speak to their child's teacher about their child's needs, they are informed about the school rules and are encouraged to attend all school events such as assemblies, parent/teacher interviews and parent sessions. In 2021 we have had to be very creative and have utilised 'Zoom' and 'Bright cove' to livestream events and communicate with families to ensure our Community connection remain positive and strong. Our remote learning for families at Oyster Bay was exceptional and used as a model for other local schools.

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.