

2022 Annual Report

Oyster Bay Public School



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Introduction

The Annual Report for 2022 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

COVID ILSP: \$30,224.00

Literacy and numeracy: \$27,449.00

Literacy and numeracy intervention: \$22,984.20

QTSS release: \$80,559.62

Low level adjustment for disability: \$46,977.00

English language proficiency: \$11,870.00

Per capita: \$106,883.50

Professional learning: \$27,231.00

Summary of progress

All staff successfully used Essential Assessment for an array of data. Kindergarten commenced the InitialLit program and have been able to extract data to inform the future teaching and learning directions in literacy and numeracy. 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'. 100% of teaching staff continued to utilise Essential Assessment to have a more authentic triangulation collection of data to compare students' results using NAPLAN, Check in assessment, InitialLit results and Essential assessment results. Staff were also trained in the Macquarie University InitialLit program and have commenced this to prepare for the introduction of the new K-2 Syllabus for 2023.

Next year, in this initiative, we will continue to improve in using data collection and analysis through the use of InitialLit, Essential Assessment and the new K-6 Syllabus and our school Google Tracker for every student for each stage level.

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 5% to meet the lower-bound target from the system-negotiated baseline.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However, internal data using Essential Assessment NSW Common Grade Reading Assessments alongside Check - In assessments indicate student growth from pre and post assessments.
Increase the percentage of students achieving expected growth in NAPLAN numeracy by 10% to meet the lower-bound target from the system-negotiated baseline.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However, internal data using Essential Assessment NSW Common Grade Number and Algebra, Measurement and Space and Statistics and Probability Assessments alongside Check-In assessments indicate student growth from pre and post assessments.
Increase the percentage of students achieving in the top 2 bands in NAPLAN reading by 3.5% to meet the lower-bound target from the system-	Data indicates that 56.64% of students are in the top two skills for reading at the lower bound target, which is a 11.26% increase from our 2021 results. Our annual projected improvement measure to improve our lower bound target will be 2.71% for 2023.

negotiated baseline.	
Increase the percentage of students achieving in the top 2 bands in NAPLAN numeracy by 9.7% to meet the lower-bound target from the system-negotiated baseline.	Data indicates that 48.65% of students are in the top two skills for numeracy at the lower bound target, which is a increase 9.67% from our 2021 results. Our annual projected improvement measure to improve our lower bound target will be 4.78% for 2023.

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: \$27,231.00

Summary of progress

Throughout 2022, all staff successfully worked with Learning Intentions and Success Criteria and referring to the 'What Works Best' document, only 2 key themes of explicit teaching and effective feedback were the main focus. High Potential, Gifted Education (HPGE) team successfully continued modules and surveys, observation sheets and the HPGE team continued to work on personalised learning plans for selected students. All staff successfully implemented google classroom and online professional learning through MyPL.

Future meetings and professional learning will focus on all key themes of the What works best document and school targets for 2023.

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, Explicit Teaching, Effective Feedback and Using Data to Inform Practice</i> to enhance teacher practice across the whole school.	Surveys, observations and internal data indicates 100% of teachers utilise learning intentions 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. Peer Observations and Classroom Observations by Supervisors were completed and added value to the teaching and learning of Explicit Teaching of students.
Staff are provided with opportunities to build their capacity as leaders in providing professional development to staff, as reflected in their PDP goals.	100% of all staff completed their PDP goals and worked specifically with their supervisors on a whole school goal, stage goal and a personal goal. Opportunities to build staff as leaders were provided through staff providing Professional Learning and using their expert knowledge in specific areas such as Behaviour Management and Walker Learning. Staff were also provided with additional resources and Professional Learning that linked to their PDP goals such as attending Sue Larkey Autism courses to increase their professional knowledge for students in their class.

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

Integration funding support: \$100,965.00

Socio-economic background: \$11,766.00

Aboriginal background: \$5,349.00

Low level adjustment for disability: \$57,460.50

Summary of progress

The Positive Behaviour for Learning (PBL) program 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 through the teaching of PD units across the unit. The Learning and Support team continued to work with students, staff and parents across the school. Attendance was monitored through Learning and Support Team meetings and reviewed with parents.

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
To achieve the system negotiated upper-bound target of 95.2% for Wellbeing.	Data indicates that the attendance rate for Oyster Bay Public School is 91.44%. This data is an increase of 1.82% above the Prior Peer Comparison rate of our TTFM Aggregate data.
To develop a whole school student focused wellbeing procedure in alignment with Departmental policies (Wellbeing Framework, SEF, Student Behaviour Policy, Student Behaviour Strategy).	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. Our focus for 2023 will be looking at the new Inclusive, Engaging and Respectful Schools Policy and Procedures.
To achieve the system negotiated lower-bound target of 86.7% for Attendance.	Data indicates that the lower bound target for attendance increased to 86.7%, however our actual data shows 69.64% due to medical appointments and family cultural holidays.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$100,965.00</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"> • Student Wellbeing <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 [course] • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in the following impact: The allocation of funds has resulted in more learning adjustments made for students, more personalised learning and support plans and adjustment for learning plans created and parents involved with all students requiring support.</p> <p>After evaluation, the next steps to support our students will be: Next steps for our school are to continue PLASP's and Learning adjustment plans across the school, inquire into creating plans for each student in possible enrichment classes and work alongside with SLSO's and parents to improve programs such as additional MiniLit sessions for each grade each week.</p>
<p>Socio-economic background</p> <p>\$11,766.00</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 Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through [program] to support student learning • staff release to increase community engagement • employment of additional staff to support [name] program implementation. • resourcing to increase equitability of resources and services • employment of external providers to support students with additional learning needs <p>The allocation of this funding has resulted in the following impact: The allocation of funds has resulted in whole school focus and ongoing professional learning for staff. Matrix and Scope and Sequences have been created to ensure consistency across school.</p> <p>After evaluation, the next steps to support our students will be: After evaluating the student data and support required for students will be looking into specific areas of play for students, reporting systems to parents regarding behaviour and using the Attendance Matters portal from the Department of Education to inform parents of poor attendance.</p>
<p>Aboriginal background</p> <p>\$5,349.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Oyster Bay Public School. Funds under this equity loading have been targeted to ensure that the performance of</p>

<p>Aboriginal background</p> <p>\$5,349.00</p>	<p>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"> • Student Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • creation of school literacy resources embedding local language • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs • 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: The allocation of funds has resulted in key days and times of check ins with all Aboriginal students at OBPS. Staff have had professional learning on working with Aboriginal students and embedding language into their teaching and learning programs. Partnerships with parents, local elders and creating Personalised Learning Pathways for students have been successful.</p> <p>After evaluation, the next steps to support our students will be: After evaluating the data and 2022 programs, our next steps are to continue to have partnerships with local elders, parents and the local community to write PLP's and also work alongside each other in teaching and learning programs and community events to raise the profile of Aboriginal students at OBPS.</p>
<p>English language proficiency</p> <p>\$11,870.00</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"> • Data driven assessment <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 • additional teacher time to provide targeted support for EAL/D students and for development of programs • provide EAL/D Progression levelling PL to staff <p>The allocation of this funding has resulted in the following impact: The allocation of funds has resulted in explicit teaching and learning programs to targeted students in small group settings. Analysis of data and whole staff involvement has led to a wide use of knowledge in which students should be placed and reasons why.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps in our plan is to continue to monitor and evaluate student data using Essential Assessment using the new K-2 syllabus and create a new scope and sequence, have a new focus on students data and identify support needs across the school with full staff involvement.</p>

<p>Low level adjustment for disability</p> <p>\$104,437.50</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> <ul style="list-style-type: none"> • Data driven assessment • Student Welfare Procedures <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • 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 • targeted students are provided with an evidence-based intervention [program name] to increase learning outcomes • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact: The allocation of funds has resulted in the employment of a COVID ILSP teacher working across the school and taking small groups for targeted intervention.</p> <p>After evaluation, the next steps to support our students will be: After evaluating student data and also the targeted Maths program itself, our next steps will be to apply this knowledge into classrooms and have teachers supported in small groups and also use funds to have above establishment classes funded locally for smaller class sizes to support student learning.</p>
<p>Professional learning</p> <p>\$54,462.00</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 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 • Explicit Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: The allocation of funds has resulted in full staff engagement and professional learning with a focus of literacy and numeracy. Staff have updated their current knowledge and applied this to learning about the new K-2 syllabus in English and Mathematics.</p> <p>After evaluation, the next steps to support our students will be: Our next steps will involve surveying staff for professional learning needs aligning this to their Professional development Plans and also keep updated with system and school priorities such as Literacy and Numeracy.</p>
<p>Literacy and numeracy</p> <p>\$27,449.00</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>Literacy and numeracy</p> <p>\$27,449.00</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"> • 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 • employment of an additional Learning and Support intervention teacher • purchasing of literacy resources such as quality picture books for guided and shared instruction • updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in the following impact: The allocation of funds has resulted in the purchasing of more materials and access for all teaching staff and students to online subscriptions. Employment of a COVID ILSP teacher working across the school gave good insight to student needs across the school working in small group interventions.</p> <p>After evaluation, the next steps to support our students will be: After evaluating the COVID ILSP program and teaching and learning programs, our next steps will include establishing smaller classes for 2023, working consistency across K-6 with programming and using the APCI role to assist in the development of targeted teaching and learning programs in literacy and numeracy and lifting student results.</p>
<p>QTSS release</p> <p>\$80,559.62</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 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"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • implementation of instructional rounds to strengthen quality teaching practices • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: The allocation of funds has resulted in all staff successfully using Essential Assessment and placing students names to data and monitoring this data over the year. The consistent use of a google tracker was good for all staff to observe strength and weaknesses for students across K-6. Teachers successfully were able to analyse data and use this data to alter teaching and learning programs.</p> <p>After evaluation, the next steps to support our students will be: After analysing student data and evaluating teaching and learning programs, our next steps will be for each stage to create a google tracker manually into each team drive and enter student data that applies to each stage. e.g. InitialLit results vs Check In Data.</p>
<p>Literacy and numeracy intervention</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at</p>

<p>\$22,984.20</p>	<p>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 • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan • engagement of literacy and numeracy interventionist to provide personalised learning to identified students and embed differentiation strategies across whole school practice <p>The allocation of this funding has resulted in the following impact: The allocation of funds has resulted in a successful COVID ILSP Targeted program across the school with the school investing in additional funds to allow a 4 day per week program. All staff successfully were able to analyse data and the use of data and transforming change into teaching and learning programs and differentiating for student need increased in all classrooms in 2022.</p> <p>After evaluation, the next steps to support our students will be: After evaluating the data and programs across the school, our next steps are to continue to monitor student data using google tracking sheets and create more targeted google tracking sheets for each grade. Essential Assessment will continue to be used with the extension of the new K-2 syllabus assessments. Stage meetings will continue to have a focus at each meeting to analyse student data.</p>
<p>COVID ILSP</p> <p>\$60,511.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data driven assessment • 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 • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • employing staff to supervise and monitor progress of student groups engaging in online tuition in [program] • employing/releasing staff to coordinate the program • releasing staff to participate in professional learning • employment of additional staff to support the monitoring of COVID ILSP funding <p>The allocation of this funding has resulted in the following impact: The allocation of funds has resulted in all staff successfully using Essential Assessment in Mathematics and trialing areas of English. COVID ILPS groups were linked to student data and the development of whole school scope and sequences were established and used without the interruption of COVID. Small group tuition was successfully done using the COVID ILSP teacher. Students pre-assessments in Mathematics indicated pre assessments data of student achievement in the 55-65% medial range</p>

<p>COVID ILSP</p> <p>\$60,511.00</p>	<p>improved by 24-37% in post assessments data. This data indicated that the small group tuition was highly successful in student achievement.</p> <p>After evaluation, the next steps to support our students will be: After evaluating our data and teacher use of Essential Assessment, our next steps will be using both Mathematics (trialling the new K-2 syllabus assessments) and using the English core assessments of NSW Common Grade Assessments in Reading, Spelling and Vocabulary. COVID ILSP groups will be conducted by School Learning Support Officers across the school.</p>
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Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	227	219	230	235
Girls	198	193	193	184

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.1	95.7	97.2	92.3
1	94.0	95.0	96.1	91.6
2	94.4	92.7	94.6	90.1
3	93.8	94.1	94.4	91.3
4	94.9	95.6	93.4	90.8
5	93.3	95.9	93.9	92.5
6	92.8	95.9	93.9	90.5
All Years	93.9	95.0	94.8	91.3
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	15.12
Literacy and Numeracy Intervent	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

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	561,749
Revenue	4,278,454
Appropriation	3,986,323
Sale of Goods and Services	52,526
Grants and contributions	231,627
Investment income	7,979
Expenses	-4,388,984
Employee related	-3,565,677
Operating expenses	-823,307
Surplus / deficit for the year	-110,530
Closing Balance	451,219

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

Financial summary - Equity loadings

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

	2022 SBAR Adjustments (\$)
Targeted Total	100,965
Equity Total	133,423
Equity - Aboriginal	5,349
Equity - Socio-economic	11,766
Equity - Language	11,870
Equity - Disability	104,438
Base Total	3,111,705
Base - Per Capita	106,884
Base - Location	0
Base - Other	3,004,821
Other Total	389,488
Grand Total	3,735,581

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 2022 our school used the "Tell Them from Me" online surveys to gather feedback from parents, students and teachers. We also sent a school-based survey which was contextualized to our school to give the 'voice' to our community and allow us to allow this to help drive our 'future planning'.

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 each year this incident data has continued to lower over the years, as the connection and belonging has risen positively for all students.

All teachers have a strong collaborative work ethic and continue to develop programs that meet student needs. These are inclusive of 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 expectations and are encouraged to attend all school events such as assemblies, parent/teacher interviews and parent workshop sessions. In 2022 we have continued to be creative and have still utilised 'Zoom', Microsoft Teams and 'Brightcove' to livestream events and communicate with families to ensure our community connection remains positive and strong.

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.