

# Oatley West Public School

## Annual Report



2016



3797

## Introduction

The Annual Report for **2016** is provided to the community of **Oatley West 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 school 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

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### Message from the Principal

At Oatley West Public School we believe in being inclusive and working together to strengthen and unite our school community. We believe that children are unique and possess special abilities, needs and experiences. We hold high expectations for student achievement and developing children to their full potential in all areas of school life. The year has been full of growth and positive change with a strong, relentless focus on the delivery of quality literacy and numeracy programs with the incorporation of quality teaching across all curriculum areas. The school presented an exceptional educational focus encompassing opportunities for all students across an extensive and rich curriculum tailored to individual learning styles. Specialist programs included Support Teacher Learning, English as a second language and dialect and enrichment programs. Our school culture has a specific focus on Student Wellbeing and we continued this throughout the year emphasising our Values Program and the use of Restorative Justice Practices. Student Leadership is encouraged from Kindergarten to Year 6 in all programs across the school. Our staff is committed to providing a comprehensive, balanced and stimulating curriculum, assisting our students to become independent learners in reading, writing and mathematics whilst ensuring a balance is maintained with other curriculum areas. We strive to ensure our students become lifelong learners. Our school has enjoyed outstanding success in all areas of school life throughout 2016. Our students strive to achieve their personal best as we explore new and exciting ways to meet student need and to provide opportunities for our children to experience a variety of learning strategies, programs and initiatives that enhance their learning and the climate of the school. In commending our students for their efforts, achievements and the good will, we recognise the dedication and hard work of staff and an active parent community. I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Paul Nash

### Message from the school community

The OWPS Art and Craft Show has been very much a tradition for the school and general community for more than 35 years. The event went through a revamping and updating process in 2016 which included changing the name to the OWPS Community Festival, and moving the annual event from March to the end of August becoming one of the first events in the local spring festival calendar.

There were changes to everything from the way the Festival was promoted through to what the event had to offer, and the response was extremely positive. We had a substantial increase in attendance over both days and generated significant funding for the school in the process. The event raised more than \$44 000 in 2016 and set the foundation to both maintain its long tradition, and build stronger financial support for OWPS going forward.

The OWPS Community Festival continues to be the major fundraiser for the school, and staging the event is only made possible because of the invaluable support and participation of the general school community. When you get a little involved, and you volunteer a little of your valuable time, you quickly realise that person you are ultimately helping the most, is your child.

If you are interested in finding out more about how you can become involved with the Community Festival the school office can direct your inquiries to the relevant person.

### Message from the students

This year the Student Representative Council (SRC) met on every second Monday at first half lunch. The SRC consisted of students from Years 1–6. The SRC has been a great learning experience and made our last year at school exciting. We have really enjoyed our experience and are delighted by the experiences that came from being in the SRC.

We have worked hard at encouraging school spirit and providing students with a voice. As part of our weekly meetings we have developed negotiation and problem solving skills in other students, as well as ourselves. Our public speaking skills have certainly improved, through the co-ordinating and running of school assemblies. We have actively engaged with the wider community as well as our peers and teachers. The SRC has prepared us for our next chapter, and for this we are grateful.

#### SOME INITIATIVES WE WERE INVOLVED IN THIS YEAR AT OATLEY WEST:

In Term One the SRC Captains and Prefects attended the Halogen Foundation at Allphones Arena at Sydney Olympic Park. There we learnt about leadership and how we can use it in our everyday life and in the SRC at Oatley West. We also heard people telling stories about their experience using leadership and other fears they had to overcome.

We raised money for the Sydney Children's Hospital through The Teddy Bear's Picnic. This was a community event encouraging parents to feel welcome at our school. We held a sausage sizzle BBQ for students and parents.

In Term Two the SRC raised awareness for World Vision to support our sponsor child Rebecca who lives in Zambia, Africa who is now attending school there and is in Year 5.

During Term Three the SRC held Footy Colours Day, where the whole school dressed up in their favourite sporting uniforms and brought in a gold coin donation to raise money for cancer.

Finally, the SRC captains and prefects held the annual school disco which raised money for Oatley West Public School. The disco was an exciting event that many students attended and had a lot of fun.

At the end of the year we held the annual elections for the new senior SRC team. We attended a range of excursions and leadership days and wish to thank teachers for supporting our work in the school. Thank you for making this a great year for us as an SRC.

It meant so much for us to be in the SRC.

SRC 2016



## School background

### School vision statement

At Oatley West Public School, we are learning to live and living to learn through developing and enriching successful life-long learners taught by quality teachers utilising positive partnerships with our community.

### School context

Oatley West Public School is founded on a strong culture of school improvement and success. The staff is committed to achieving high learning outcomes with the students, in partnership with the parents and its wider community. This culture of effective learning is clearly expressed by the school's motto 'Learning to Live – Living to Learn.' The students have a strong sense of purpose; they know they come to school to learn and respond very well to the learning challenge. The school community identifies positively with the aims of the school and parents generally accept the partnership in learning that they are offered. The learning program is systematic and has a strong focus on literacy and numeracy learning which is balanced with outstanding achievements in the areas of the performing arts and sport.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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 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.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

Develop and enrich successful life-long learners.

### Purpose

To equip our students for the 21st century and develop the skillset to allow students to thrive as successful future citizens. By developing life-long learners, we enable students to meet the high learning expectations of the school and of society.

### Overall summary of progress

Oatley West Public worked towards all 2016 milestones of Strategic Direction 1, targeting student learning in multiple areas. Student literary learning was addressed through the continuation of professional learning in the Focus on Reading program for teachers, which focused on the explicit teaching of comprehension strategies. Teachers completed Phase 1 Focus on Reading professional development in Term Four and continue to track student comprehension growth through data input using PLAN software. The Being Excited About Reading parent tutoring project enabled students to receive additional one-to-one support in Years 1 and 2. As the BEAR program was proven to be a highly successful means to improve not only individual student's literacy levels, but self-esteem which reflected in improvements in other areas, the program was run again in 2016. Parent volunteers were trained as tutors. Students were assessed pre- and post-program to ensure improvement was measurable. Two ten week programs were implemented, with eleven students participating. Targeted students made gains of between five and eight reading levels and pre and post assessment demonstrated improvement across a range of literacy aspects. The Technology Pedagogy project focused on the increased usage of technology across the curriculum. The BYOD program was continued in all Year 5 and 6 classrooms and iPads were made available for all other classes (5 in each room). In addition to classroom learning, students were able to develop their ICT skills through extracurricular groups including Coding, Bee Bot programming and Lego Robotics. Staff engaged in professional learning using coding in the classroom and green screen training to implement in the classroom with students.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Opportunities for equity groups within school are comparable to the opportunities for all students in the school.</li></ul>	<ul style="list-style-type: none"><li>• As the BEAR program was proven to be successful in 2015, it was decided that the program would continue in 2016.</li><li>• The BEAR program provides additional one to one support for the targeted students who are not meeting grade benchmark expectations.</li><li>• TPL was provided for new volunteer parents to be trained. However, second round of parent training was disappointing in its attendance.</li><li>• Positive feedback was gained from students, parents and teachers regarding the success of the program.</li><li>• Targeted students made gains of between five and eight reading levels. students averaged an increase of 15% in sight word recognition.</li><li>• All tutors strongly agreed that there was a significant improvement in student reading and confidence.</li></ul>	
<ul style="list-style-type: none"><li>• Change in teacher pedagogy using effective work samples to show evidence.</li></ul>	<ul style="list-style-type: none"><li>• Completion of professional learning in Focus on Reading program</li><li>• Implementation of super six strategies in teaching and learning programs K-6.</li><li>• All staff are gaining common dialogue about teaching reading strategies, students have a deeper understanding of the super six strategies.</li><li>• Through QTSS funding, PDP observations of staff were carried out and feedback was provided to further enhance teaching and learning programs</li><li>• All staff utilising PLAN data to track student</li></ul>	QTSS

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>Change in teacher pedagogy using effective work samples to show evidence.</li></ul>	progress in all aspects of literacy.	

## Next Steps

In 2017, Focus on Reading will comprise of Action Research involving staff sharing sessions about continued development of reading strategies in the classroom

BEAR– new round of parent training to meet targeted students

Further TPL to improve integration of technology across the curriculum

## Strategic Direction 2

Develop quality teachers through a performance development culture.

### Purpose

To develop and deliver high quality teaching and learning to every student. By developing a performance development culture within the quality teaching framework teachers are empowered to reflect, evaluate and assess their performance based on student educational outcomes.

### Overall summary of progress

In 2016 Oatley West Public School continued to consolidate and refine a performance development culture. This has been achieved through coaching and mentoring professional development in stage teams to enhance classroom practices. Through the Professional Development Framework, teachers and teams worked to develop targeted individual and school goals to enhance classroom practice and teacher development. The Quality Teacher Successful Students funding facilitated a teaching and observation cycle in which teams were able to work collaboratively to plan, observe and reflect upon teaching practices throughout the year. The Annual Review process evidenced positive outcomes across the school in both teacher development and improved classroom practice. PLAN data was utilised across the school for continual tracking of student growth. Through student assessment and data analysis teachers were able to identify and target student needs and apply this to their classroom practices. For example, Stage Three and Stage Two used PLAN data to target student growth in comprehension, using the super six strategies, through flexible student groupings. This data was then updated throughout the teaching and learning cycle and reflected upon to further inform teaching practices across the year. Similarly, in Early Stage One tracking of student growth in Numeracy was used to facilitate differentiated instruction of in-class and whole-grade explicit instruction. As a result, teachers had a consistent judgment of student progress through highly useful diagnostic tools. The introduction of rich tasks as assessment tools was continued through the updating of Science units of work from 2015 and the introduction of the History and Geography syllabi. Professional development in the inquiry process and development of rich tasks was delivered in Term 1 2016 for all staff. The inquiry process was then used in all classrooms and through the Library program, with a focus on student engagement through rich tasks. Additionally, rich tasks as assessment strategies were implemented in English through the introduction of Literacy Circles following Focus on Reading training.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>100% of teachers using PLAN and Best Start to track growth in student outcomes in literacy and numeracy.</li></ul>	<ul style="list-style-type: none"><li>Literacy PLAN data input across the school</li><li>Numeracy data input in K-2</li><li>Stage teams using data to track growth and create differentiated instruction for targeted groups</li><li>Additional time for teachers during planning days and across the year to input and analyse data</li></ul>	\$ 19 938
<ul style="list-style-type: none"><li>100% of staff using an increased number of rich tasks to enhance student learning, as evidenced in classroom programs.</li></ul>	<ul style="list-style-type: none"><li>History and Geography professional development in the inquiry process and development of rich tasks K-6</li><li>Rich tasks used to complement classroom programs in implementation of new History and Geography syllabi</li><li>Focus on Reading training used to improve explicit instruction regarding the teaching of the Super Six strategies through rich tasks e.g. Literacy Circles</li></ul>	\$9 830
<ul style="list-style-type: none"><li>Increased professional dialogue through coaching and mentoring practices, as evidenced through 100%</li></ul>	<ul style="list-style-type: none"><li>All staff participating in classroom observations and reflection</li><li>QTSS funding used to facilitate observation</li></ul>	Quality Teachers Successful Students 0.405 allocation

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
participation of staff in professional development.	cycles for planning, observing and reflecting for all staff members• All staff participated in on-site professional learning throughout the year	

### Next Steps

Literacy and Numeracy data input K–6 and used for the planning of differentiated teaching and learning

PLAN data used for continual tracking of student process and as an ongoing assessment tool

Professional development in Critical and Creative thinking across the curriculum to support inquiry and project based learning

PDPs –Training of staff of teacher accreditation process, especially pre–2004 teachers required to be accredited in 2017.



### Strategic Direction 3

Improve student wellbeing through positive partnerships with all community stakeholders.

#### Purpose

To create life-long learners through positive relationships with the community. Facilitating open dialogue among and with all stakeholders in the community will encourage positive student wellbeing. By nurturing these relationships diversity will be celebrated, creating a positive school and community.

#### Overall summary of progress

In 2016 Oatley West continued to focus on Wellbeing in all areas of the school. A number of school events ran across the year that allowed families to connect with the school in meaningful and positive ways. To begin the year we ran a Teddy Bear's Picnic to open the school gates and welcome families old and new to share breakfast together on the Astroturf. It was a successful day with high student, staff and parent participation and positive staff and parent feedback.

The school Chaplaincy program continued to run for its fourth year, supporting student wellbeing through classroom support programs. It is an integral part of our Wellbeing program, providing social and emotional learning programs such as the 'Inside Out' program and Social Skills groups, as well as key information and support for staff to aid the development of our students. Key developments made by the Chaplaincy program include Year 2, 3 and Kindergarten Social Skills groups, in class literacy and numeracy support, Year 6 Values Seekers Training and in-class assistance in Literacy Circles in Years 4 and 5. The Chaplaincy program also engaged parents through Parent Information nights, the Green Gazette, Kindergarten Orientation and pastoral care. The effectiveness of the Chaplaincy program is reflected in the increase in Chaplain consultations and referrals, and improved student outcomes.

Oatley West continued to use a range of communication tools to ensure all stakeholders were informed and included in school life. The school newsletter was reported in Tell Them From Me parent data as the most effective means of communication by 48% of parents. We continued using the SkoolBag Application as a means of communicating with parents, particularly with important information or any changes that needed to be made at short notice (eg. wet weather cancelling carnivals). We also continued a Facebook Page for the school to share student news about Oatley West Public School and keep parents informed with many of the school programs that were taking place throughout the year. In some weeks our Facebook posts had a reach of over 500 people. Feedback, consultation and community involvement continued to be a major part of all school planning. All community stakeholders participated in the Tell Them From Me surveys in order to collect feedback and data from staff, students and parents about their engagement with and views of the school. Students completed the survey in Semester 1 and Semester 2. Parents and staff were surveyed once throughout the school year. The results of these surveys revealed many positive aspects of school life. For example, student reports of positive behaviour increased from 93% to 95% of students across 2016.

Community outreach and parent partnerships were encouraged through community outreach programs and school events.

Communication tools: Weekly newsletters Weekly assemblies Notes sent home School website Skoolbag application School Facebook Page

School Events: Teddy Bear's Picnic (Term 1) Fancy Hat Parade (Term 1) Kindergarten Orientation (Term 4) Grandparent's Day (Term 3) Open Day (Education Week, Term 3) Musical Evening (Term 4) St George Performing Arts Festival (Term 3) K-2 Christmas Concert (Term 4) Academic Assembly (Term 4) Sports Assembly (Term 4) Day for Daniel (Term 4) R U OK Day? (Term 4) School disco (Term 4) NRMA Road Safety Day (Term 4) LifeSkills (Term 3) Grandparents Day (Term 4) NAIDOC Week and Koomurri Incursion (Term 3)

Community outreach: Parent Information Evenings and Interviews (Term 1) Gardening group – working bees Small Steps Seminar (Term 3) Tell Them from Me Surveys Mental Health Month (Term 4) Community Festival (Term 3) Kinder Orientation Mentor Program (Term 4)

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased attendance of parents at community forums and events held by the school.	Positive levels of attendance has been the focus for this year. High levels of parent attendance have been noted across all stages. Times for parent functions have been varied to enable many parents	\$0

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased attendance of parents at community forums and events held by the school.	to attend.	
Increased response rate to consultation and feedback surveys.	The Tell Them From Me survey for parents had to be completed for a second time, therefore the response rate is likely to be less and the data may not be as positive.	\$0
Data collected by the parent Tell Them From Me survey indicates an increase in satisfaction of families with theirs and their children's experience at school.	This is the second year that we have collected data. We were finally able to compare data and we had improvement or maintained a high level in all areas.	\$0
Qualitative data reflecting effectiveness of wellbeing programs.	<ul style="list-style-type: none"> <li>• New signposts around the school to increase inclusivity for all members of the community</li> <li>• Staff trained in whole school wellbeing program</li> <li>• Student Wellbeing Policy rewritten</li> <li>• Celebrity Teacher staff professional learning (staff wellbeing)</li> <li>• Bucket Filler classroom resources provided through Chaplaincy Program</li> </ul>	\$9225

## Next Steps

- Re-training in Restorative Justice practice for staff, students and parents
- Present the new Wellbeing Policy/Guidelines to parents.
- Continue to compare Tell Them From Me survey data.
- Seek feedback from parents as to what information/forums they would like to have offered.
- Become officially certified as a Kids Matter School
- Maintained attendance of parents at whole school community events
- Parents feel communicated with well on the whole in TTFM data

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<ul style="list-style-type: none"> <li>• PLPs completed for Aboriginal students</li> <li>• Established native garden per permaculture design.</li> <li>• Teachers use this environment arena to teach Aboriginal perspectives.</li> <li>• Purchase 'Yarning Strong' resource set.</li> </ul> <p>Increased borrowing by Aboriginal students.</p> <ul style="list-style-type: none"> <li>• Koomurri Aboriginal Incursion.</li> <li>• 'Datiwuy Dreaming' musical performance.</li> <li>• Students and teachers have developed deeper understanding and appreciation for Aboriginal culture.</li> </ul>	\$3738.10
<b>English language proficiency</b>	<ul style="list-style-type: none"> <li>• Professional Development provided to all staff on differentiating the curriculum for EAL/D learners and the EAL/D Evaluation Framework.</li> <li>• Multilingual signage installed to assist with community engagement</li> <li>• Purchase and resourcing for EAL/D requirements – teacher resources, bilingual books and iPads.</li> <li>• Completion of Annual Survey and phasing of EAL/D students</li> </ul>	<p>\$17122.26</p> <p>(\$10000 – iPads</p> <p>\$1000 – Refugee workshops</p> <p>\$3000 – books</p> <p>\$1000 – signage</p> <p>\$1622.26 – resources)</p>
<b>Low level adjustment for disability</b>	<ul style="list-style-type: none"> <li>• Early Intervention program– 13 Year 1 students targeted for this literacy program where students are withdrawn in small groups to cater for their needs. In class team teaching supports Year 2 students in the area of literacy.</li> <li>• MutliLit program is a one-to-one program targeting Year 3 &amp; 4 students are currently needs additional support to meet literacy benchmarks for their stage. This program is supported by the Learning Support teacher, SLSO staff and parent volunteers.</li> <li>• Semester 2 – Kindergarten intervention in the area of literacy for students not meeting Kindergarten benchmarks as evident in PLAN data.</li> <li>• BEAR program identifies students in stage 1 who need additional support in the areas of reading and comprehension. This is a 10 week program and conducted by parent volunteers,</li> <li>• SLSO– support for students to integrate into the classroom and access curriculum. Their role is to support classroom teachers, identified students and implement outlined IEPs.</li> <li>• School counsellor implemented two programs to support students' social and emotional intelligence: "Check it out Books" and "Get Lost Scary". Both programs support students by providing various strategies to deal with anxiety and development of social skills.</li> <li>• Purchase of iPads to support students in accessing the curriculum on a daily basis.</li> </ul>	<p>The funding of \$23161.00 has been distributed for staffing and material resources to support students with learning disabilities.</p> <p>\$13,161.00– used for teaching staff and MultiLit resources</p> <p>\$10,000– utilised for the purchase of iPads</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<ul style="list-style-type: none"> <li>• Release provided to facilitate observation cycles for planning, observing and reflecting on teaching practice based on Professional</li> </ul>	

Quality Teaching, Successful Students (QTSS)	Learning Goals.	
<b>Socio-economic background</b>	<ul style="list-style-type: none"> <li>• Inside Out program implemented with 6 classes (yrs 1–4) Post program evaluations positive students are implementing skills and strategies.</li> <li>• Social Skills programs introduced for small groups (Kinder, yr2, yr4)– Parent feedback noted positive development in social skills.</li> <li>• Literacy and numeracy support (yr5)– improved ability to cater for a range of diverse learning needs.</li> <li>• Literacy circles (yr3, 4 &amp; 6) improved ability to cater for a range of diverse learning needs.</li> <li>• Ran whole school initiatives– Harmony Day, Bullying No Way Day, Mental Health Month, White Ribbon Day, Grandparents' Day– These initiatives promote positive engagement within the school and wider community.</li> <li>• Participation in whole school events and celebrations– athletics carnival, cross country carnival, Yr5 &amp; 6 camp, Olympics Day, Stage 2 excursion– Supporting students and teachers through engagement in extra curricular programs.</li> <li>• Provided ongoing pastoral support and assistance to school staff and community, this benefits all personnel socially and emotionally.</li> <li>• Liaised with parents re social and emotional needs of students– improved well-being.</li> <li>• Inserviced staff – Kids Matter improved well-being.</li> <li>• Weekly Green Gazette newsletter Supporting students and teachers through engagement in extra curricular programs.</li> </ul>	\$7985.40 Salaries
<b>Support for beginning teachers</b>	<ul style="list-style-type: none"> <li>• Additional release and team teaching provided.</li> <li>• Additional professional learning in TESOL.</li> </ul>	\$4080.73
<b>Targeted student support for refugees and new arrivals</b>	<ul style="list-style-type: none"> <li>• Additional language support for students who have newly arrived in Australia.</li> </ul>	

## Student information

### Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	264	269	268	282
Girls	238	243	239	265

Oatley West Public School's attendance figures are above State Department of Education percentages. School attendance is tracked through the ESR (Easy School Reports) program and unexplained absences are requested via a written note home to the parent / carer. Significant absenteeism is followed up by the HSLO (Home School Liaison Officer).

The school's enrolment numbers have steadily increased over the course of the year, creating an additional class. There is minimal mobility within the school.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.3	96.8	94.9	96.7
1	95.4	95.2	95.7	95.1
2	97.4	96.2	93.9	97.1
3	96.4	95.9	95.5	96.4
4	95.9	94.9	95.1	97
5	96.8	96.8	94.8	96
6	96.7	94.8	94.2	96
All Years	96.4	95.8	94.8	96.4
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

percentages however long term or unexplained absences reported by the Home School Liaison Officer (HSLO) are followed up by the school.

### Class sizes

Class	Total
KC	20
KB	20
KW	21
KM	21
KE	19
1/2H	21
1J	21
1C	22
1B	22
2O	25
2T	24
2S	25
3H	27
3F	28
3/4A	28
3MC	25
4S	28
4G	28
5K	30
5R	30
6L	29
6C	29

## Workforce information

### Management of non-attendance

Attendance figures are above Department of Education



## Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	19.91
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
Teacher of ESL	0.8
School Counsellor	1
School Administration & Support Staff	3.96
Other Positions	0

\*Full Time Equivalent

One staff member is identified as coming from Aboriginal heritage.

## Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

## Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	58
Postgraduate degree	42

## Professional learning and teacher accreditation

\$26,427.36 was expended on Teacher Professional Learning. All mandatory training was completed by staff and during the year an extensive amount of professional learning emphasised the aspirations of the school plan with an extensive number of hours directed towards the Focus on Reading training.

Additionally:

- 2 members of staff achieved accreditation at the Proficient stage of the Australian Professional Standards for Teachers during 2016.
- 13 teachers maintaining accreditation at Proficient stage of the Australian Professional Standards for Teachers
- Staff development days for 2016 included:

Term 1 – Teacher resilience and wellbeing whole day workshop run by McManus included all teaching and administration staff.

Term 2 – EALD learners, Musica Viva, Stage meetings with all teaching staff attending except those on leave.

Term 3 – School Communication, Quality teaching and Successful students, School Excellence Framework and technology workshops (as listed below ) run by staff members and attended by all teaching staff.

### Technology workshops

1. A guide to Coding and Computational Thinking Across the Curriculum – exploring BOSTES website and completing sheet attached
2. Bee bots
3. Scratch
4. iPad coding apps – trialling the various apps including kodable, daisy, lightbot, hopscotch, cargobot and tynker
5. Technology tips and trouble shooting
6. ESR – sharing features of the calendar and dashboard

Term 4 – SDD variation to routine applications were made and carried out to change the Term 4 days to the following:

Monday 29th August – New Geography Syllabus practical session and theory session presented by the Geography Committee. All teaching staff attended.

Tuesday 30th August – Kidsmatter Component 3 Working with Parents and Carers presented by the Student Welfare Committee with all teaching staff attending.

Monday 24th October – Green Screen Training presented by Star Time studios and NAPLAN results presented by members of the Executive team. Two teachers were absent on this date but completed this training on Monday 19 December

Tuesday 25th October – Green Screen Training presented by Star Time studios with all teaching staff in attendance.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Proper accounting records have been maintained. This information has been prepared in accordance with the directions issued by the Department of Education.

Significant expenditure has taken place throughout the year providing technology to support our School Plan and Strategic Directions. Purchases have included, laptops for all staff, bee-bots to support coding, iPads, Greenscreen technology and staff training, electronic whiteboards, drone and Lego robotics.

Income	\$
<b>Balance brought forward</b>	<b>187 680.85</b>
Global funds	357 144.00
Tied funds	196 918.49
School & community sources	308 868.14
Interest	4 577.14
Trust receipts	15 960.71
Canteen	0.00
<b>Total income</b>	<b>1 071 149.33</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	50 332.13
Excursions	83 811.83
Extracurricular dissections	102 254.31
Library	7 704.21
Training & development	10 634.03
Tied funds	163 335.59
Short term relief	73 124.03
Administration & office	128 784.25
School-operated canteen	0.00
Utilities	48 931.08
Maintenance	109 504.97
Trust accounts	16 394.91
Capital programs	0.00
<b>Total expenditure</b>	<b>794 811.34</b>
<b>Balance carried forward</b>	<b>276 337.99</b>

The information provided in the financial summary includes reporting from 1 December 2015 to 30 November 2016.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	616 871.12
(2a) Appropriation	307 457.99
(2b) Sale of Goods and Services	0.00
(2c) Grants and Contributions	308 883.59
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	529.54
<b>Expenses</b>	-198 119.83
Recurrent Expenses	-198 119.83
(3a) Employee Related	-94 307.56
(3b) Operating Expenses	-103 812.27
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	418 751.29
<b>Balance Carried Forward</b>	418 751.29

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

The P&C have continued their financial support to the school due to some very successful fund raising initiatives throughout 2016. The money raised has been spent on student and teacher initiatives including improvements to classrooms, grounds and to support learning and support teacher intervention. P&C were presented with a list of school initiatives in line with the educational management plan at the beginning of the year with P&C recommending their support for the various programs presented.

There has been a continued emphasis on the provision of technology to students and staff to enhance teaching and learning.

A new Pay As You Print program was introduced rationalising hardware across the school in an endeavour to reduce the cost of photocopying in

particular.

Continued work has been necessary to maintain trees, playgrounds and buildings in good order in accordance with the local Bushfire recommendations.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 <b>Actual</b> (\$)
<b>Base Total</b>	3 558 881.10
Base Per Capita	27 514.29
Base Location	0.00
Other Base	3 531 366.80
<b>Equity Total</b>	194 836.00
Equity Aboriginal	3 738.10
Equity Socio economic	7 985.40
Equity Language	98 738.97
Equity Disability	84 373.53
<b>Targeted Total</b>	45 940.01
<b>Other Total</b>	105 901.88
<b>Grand Total</b>	3 905 558.99

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

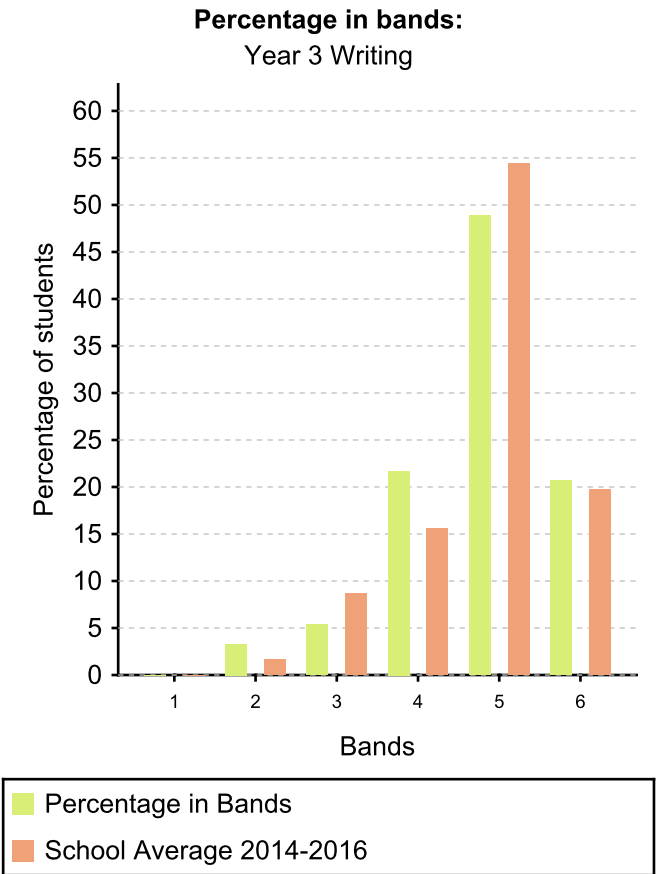
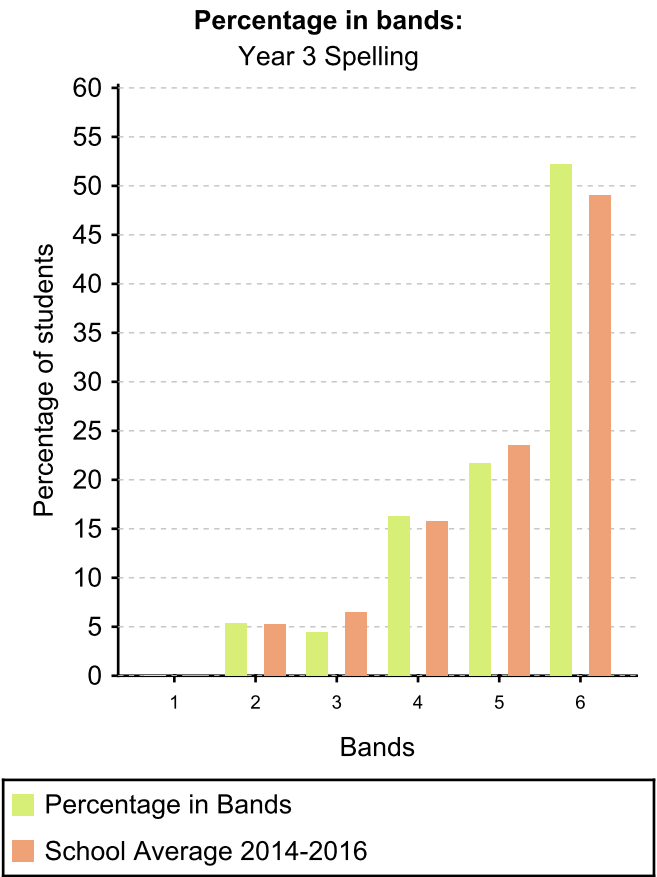
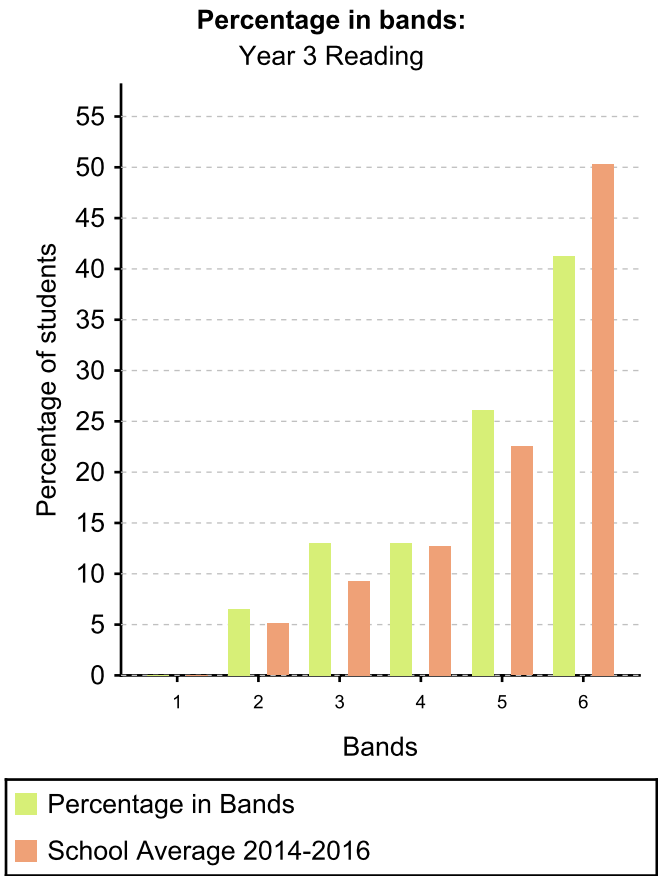
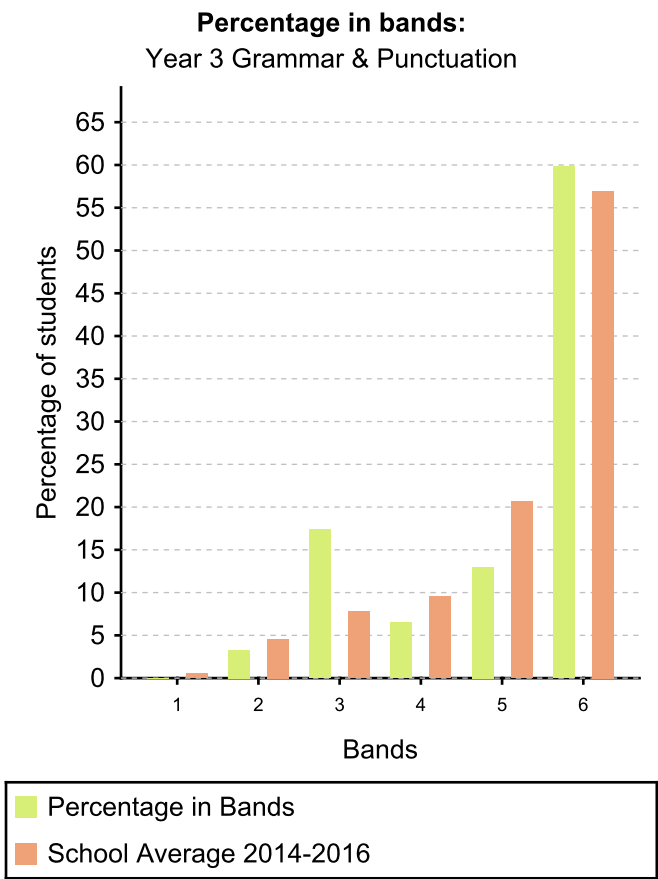
## School performance

### NAPLAN

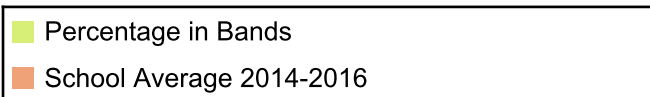
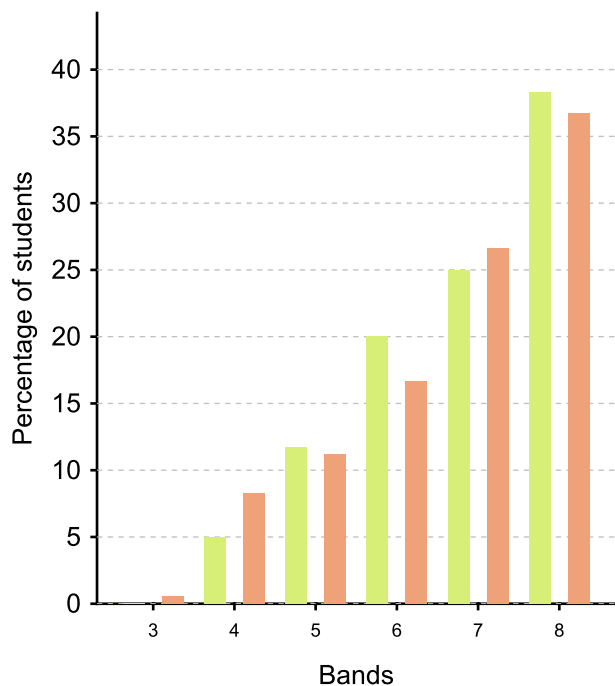
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

In all areas of NAPLAN, Oatley West Public School students continued to perform above state percentages with the majority of students in the top 2 bands in both Year 3 and 5 across all areas. 69.9% of all students in Year 3 achieved band 5 or band 6 in writing, coupled with 72.8% achieving in the top 2 bands for grammar and punctuation which is 19.9% above the state average. Year 5 spelling achievement was also significant in 2016, with growth from 2015 to 2016 at 18.2% with 33.3% of Oatley West students achieving in band 8.

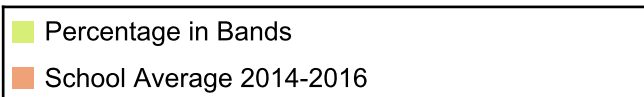
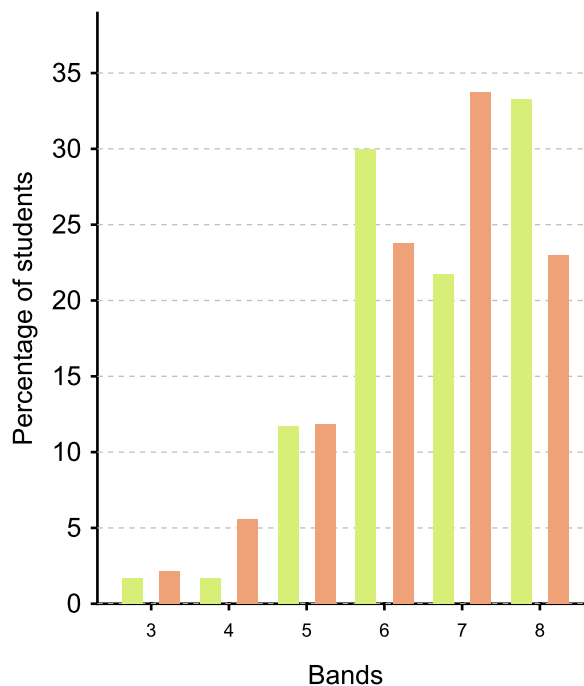
In Literacy, students have demonstrated continued consistent achievement and growth.



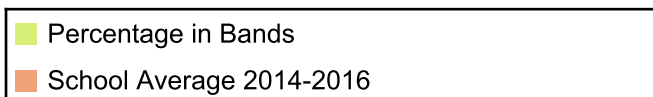
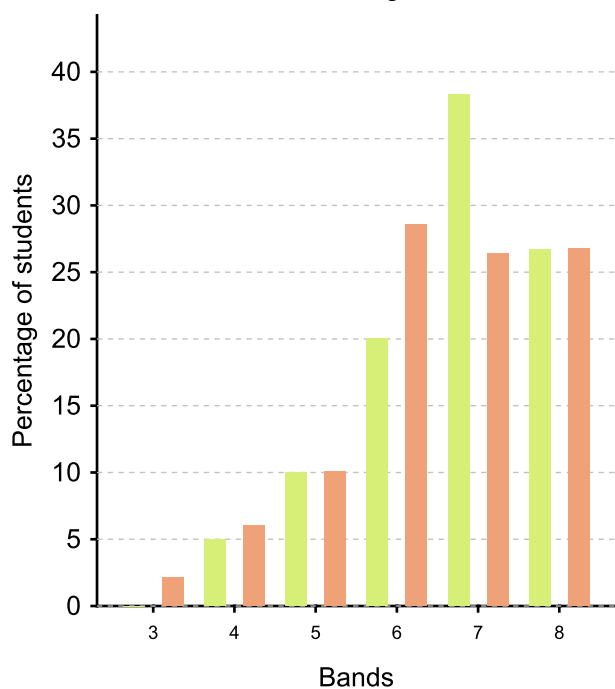
**Percentage in bands:**  
Year 5 Grammar & Punctuation



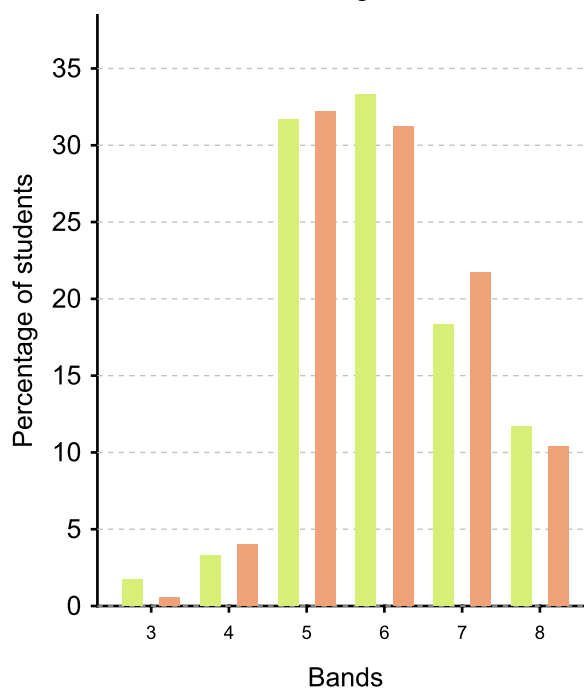
**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Reading



**Percentage in bands:**  
Year 5 Writing



Students in Years 3 and 5 continue to demonstrate strong performance in NAPLAN assessment.



Premiers Priorities: Year 3 reading results showed 41.3% of students achieving in band 6, which is 13.2% above state. Year 5 reading results were also above the state average with 26.7% in band 8 which is 11.3% above the state achievement level. Numeracy achievement was also above state levels in both Year 3 and Year 5. In Year 3, 65.2% of Oatley West Public School students achieved band 5 or 6 which is 26.5% above the state. Year 5 results show a significant increase in the number of students achieving band 8. In 2015 29.1% achieved band 8, and in 2016 growth to 46.7%; showing an increase of 17.6%.

## Parent/caregiver, student, teacher satisfaction

Oatley West Public School is committed to using data, evidence and evaluation to inform its planning and practice. The Tell Them From Me survey data provides the school with vital information from the perspective of students, teachers and the community. Through the Centre for Education Statistics and Evaluation (CESE), we are better able to analyse and understand student performance and the impact of engagement, wellbeing and teaching practices on student outcomes. Following are highlights from the 2016 survey.

### Student:

**Behaviour:** 93% of students had positive behaviour. The NSW Government norm for these years is 83%. 99% of the girls and 89% of the boys in this school with positive student behaviour. The NSW Government norm for girls is 91% and for boys is 75%.

**Effort:** Students try hard to succeed in their learning. 97% of students in this school tried hard to succeed. The NSW Government norm for these years is 88%

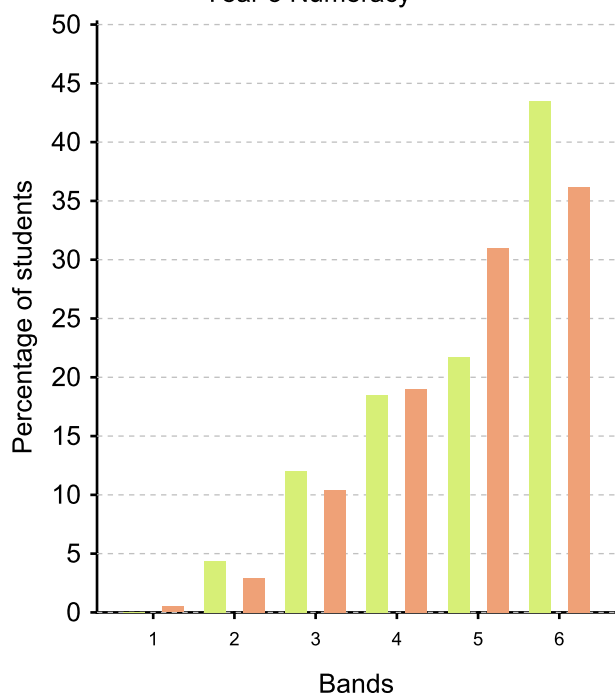
**Student participation in extracurricular activities:** Students take part in art, drama or music groups, extracurricular school activities or a school committee. 65% of students in this school had a high rate of participation in extracurricular activities. The NSW Government norm for these years is 55%. Of the 65%, Music, Sport and Clubs were the largest participation with Drama, Student Leadership and Creative pursuits following close behind.

**Students who are victims of Bullying:** Students are subjected to physical, social, or verbal bullying, or are bullied over the internet. 22% of students in this school were victim of moderate to severe bullying in the previous month to the survey. The NSW Government norm for these years is 36%.

### Teacher:

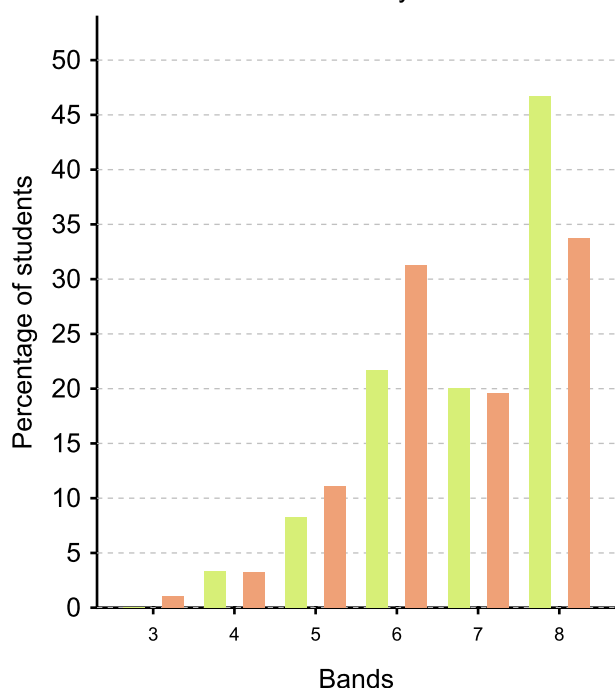
**Expectations for success:** The school staff emphasises academic skills and hold high expectations for all students to succeed. In this school. Teacher's Expectations for Academic Success were rated 9.1 out of 10 by girls and 8.6 out of 10 by boys. The NSW

**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2014-2016

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Government norm for girls is 8.8 and for boys is 8.6.

Parents:

From the Department of Education Custom Measure of Voluntary work at this school, 20% of parents assist teachers or school in some way either every week or up to twice per month. 18% assist the teacher in the classroom and 8% assist in the canteen. Additionally 20% of this group assisted once or twice per term. A large percentage (70%) assisted once or twice per year in the classroom, canteen or in some other way at the school.

Positive results from parents on the survey when asked about support for learning at the school came in at 7.0. Top results included: Teachers have high expectations for my child to succeed (6.7), Teachers show an interest in my child's learning (7.1), My child is encouraged to do his or her best work (7.2), Teachers take account of my child's needs, abilities, and interests (6.4) Teachers expect homework to be done on time (7.8) and Teachers expect my child to work hard (7.2).

Results from parents on the survey when asked about support for positive behaviour at the school came in at 7.8. Top results included: Teachers expect my child to pay attention in class (8.2), Teachers maintain control of their classes (7.7), My child is clear about the rules for school behaviour (8.8), Teachers devote their time to extra-curricular activities (6.5).

## Policy requirements

### Aboriginal education

During 2016, all classes continued to have cross-curriculum priorities embedded into teaching and learning programs, especially in the Key Learning areas of Literacy and History.

Aboriginal background funding was used to write Personalised Learning Plans for students of Aboriginal or Torres Strait Islander heritage. The plans were collaboratively written and featured input from teaching staff, parents and our Learning and Support Teacher.

Various whole school initiatives were undertaken.

NAIDOC week celebrations had several aspects. Firstly, a bush tucker presentation was attended by K-6. All students had the opportunity to learn about and taste an array of bush tucker foods. Secondly, a formal assembly was held on the theme 'Songlines' with individual and multimedia aspects. Aboriginal students ran the assembly. A staff member also attended inservicing on Songlines at the AGNSW.

Koomurri Cultural Incursions visited the school in term 3. Students undertook various cultural experiences, such as a whole school collaborative artwork, talks on hunting and totem animals and participating in music and dance.

The Musica Viva group 'Datiwuy Dreaming' visited the school from Arnhem Land, after a learning program

had been delivered by teachers. Songs in traditional language were learned by students and the performance was received with great enthusiasm.

A large bush tucker garden was planted with teacher, student and community involvement. Extensive watering and monitoring was required during the establishment period. A meeting place was established in the area using hardwood logs from our site.

The 'Yarning Strong' book set and teacher resources were purchased to increase Aboriginal student's engagement with literacy. The books have proven popular with many students.

As a school we continue to acknowledge the traditional custodians of the land at each assembly with an 'Acknowledgement of Country'.



### Multicultural and anti-racism education

Oatley West Public School is proud of its diverse multicultural community. In 2016 24 different cultures were identified within our school. 34% of our students come from language backgrounds other than English. The predominant language represented is Mandarin, followed by Cantonese. Our school promotes a highly inclusive learning environment where students and their families from all cultural, religious and language backgrounds are positively supported and encouraged to participate in the life of the school.

The English as an Additional Language or Dialect (EAL/D) Teacher programs used the ESL scales, in line with the English syllabus, to ensure that students develop the necessary language required to access the academic language demands of the curriculum. The EAL/D program in 2016 supported language development through collaborative and direct teaching. Classroom teachers participated in professional learning sessions and professional dialogues with the EAL/D teacher to develop their capacity to support the specific needs of EAL/D learners in their classrooms.

Cross curriculum priorities such as Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia, intercultural

understanding, and difference and diversity continued to be embedded into teaching and learning programs across K–6.

Our school is supported by a trained Anti–Racism Contact Officer (ARCO) who can assist parents, staff and students who have complaints regarding racism. The role of the ARCO was explained and promoted to the school community via the school newsletter. All staff were presented with information regarding the complaints handling process.

Our school provides students with an inclusive education where cultural and linguistic diversity is recognised, valued and celebrated. Promotion of multicultural education was reinforced through our school values system and through multicultural celebrations, including Harmony Day and Refugee Week, where students learnt more about acceptance in a culturally diverse community.