

# Oatlands Public School Annual Report



2016



4071

## Introduction

The Annual Report for 2016 is provided to the community of Oatlands 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.

I am proud of the academic achievements of our students and the ongoing success of the strategies being implemented by the school to create high quality learning experiences for our students. Our school's success is underpinned by three key elements that promote the quality teaching and learning programs that our students, staff and parents/carers value and appreciate.

We have a highly dedicated staff who work together to provide an inclusive environment where all students are nurtured and encouraged to achieve their personal best. Our students are motivated to learn and participate in the range of educational opportunities provided for them at the school. Oatlands Public School enjoys tremendous support from our parents and the local community.

This year was the second year of Oatlands Public School's three year planning cycle. Our 2015–17 School Plan is framed by the words "inspiring students to develop the necessary skills to become empowered as confident, active, informed citizens and creative lifelong learners".

In 2016 we have created opportunities to celebrate our diversity and incorporated strategies to inform the broader community about how we are building community capacity in support of our excellent educational programs. Oatlands Public School's shared vision is realised through consultation with executive, staff, students and the community, leading opportunities for all of us to work together in a spirit of transparency. Community participation in classroom learning, professional learning and decision making has been encouraged to ensure that student learning is showcased and celebrated. At Oatlands Public School, our students now consistently outperform other schools in Literacy and Numeracy in NAPLAN and impress the educational community with their communication skills, self-confidence and technological capabilities. Quantitative 2016 data indicates that in the key measure of Value Added for Year 3–5, our school scored 97.7 compared to similar schools at 82.4. This result places Oatlands Public School at the level of Excelling and reflects the aspirations of our 2015–17 School Plan. In addition to Year 5 growth (student improvement from Year 3 to Year 5) being greater than state average in all areas, the percentage of students achieving at or above the national minimum standard as well as in the top two bands were also significantly above state average in most areas .

Please enjoy reliving the highlights of Oatlands Public School in 2016.

Tony D'Amore

Principal

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### Message from the school community

#### Oatlands P&C President's Report

It has been my privilege and I am very proud to represent the Parents and Citizens of Oatlands Public School as President of this P&C Association. Throughout the year we have achieved so much and raised almost \$17,000.

Over the year the P&C ran a number of fundraising activities including Mother's Day and Father's Day stalls, Raffles for Easter, Mother's Day and Father's Day, Bunnings Cake Stalls, Breakfast BBQ when Sunrise visited to broadcast the weather, Raise a Patch seedsfundraiser and we are busy planning the Christmas Family Hamper Raffle and Festive Dress Mufti Day. One of our biggest events this year was the Election Day Fair and I would like to thank everyone who was part of the subcommittee for their time spent planning the event and to those who volunteered during the day.

These fundraising events would not be possible without the continued support from parents and families.

As a P&C one of our aims is to *"work with the school to identify additional resources that are required outside of the school's core budget, and to find ways to raise funds to buy these resources"*. Over the year we have donated \$12,600 to the school to provide iPads and interactive TVs, jerseys for sporting teams, music stands for the Recorder ensemble, air conditioning units for the hall, a Buddy Bench, book vouchers for annual environment awards at Presentation Day and more recently the money to purchase and receive training to use a Defibrillator machine, something I hope we never need to use. Thanks to Liz Moore and Mr Bullen for their work with the Environment Club and the development of our garden area with the project 'Bringing our outdoor garden to life' including securing a \$5000 grant from Parramatta Council.

As a P&C we have become more active in supporting initiatives within the school and raising the profile of our P&C. A big thanks to the parents who helped to secure sponsorship from North Parramatta SPAR for 'Try it Tuesday' and Aussie Farmers Direct for Fruity Friday. I would also like to thank the parents who kindly prepared the platters for each class and the staffroom.

We now have an active Facebook page. Thanks to Chantelle Jans for being the administrator. Social media is a great way to share with the wider community all the successes and achievements we are celebrating at Oatlands whilst thanking local companies for their support. In the words of Mr D'Amore "remember to like us on Facebook"!

I would like to thank Mr D'Amore and the staff of Oatlands Public School for their ongoing support for the P&C and for providing regular updates and information regarding the school's curriculum at our monthly meetings.

I extend my thanks to the dedicated P&C executive group, for all of your great effort and support over the past year – Jennene Griffiths (Vice President), Kerrie Dodge (Vice President), Chantelle Jans and Cindy Maggot (Secretary) and Geoff Chandler (Treasurer).

Finally I would like to thank each and every person who has contributed to the P&C in some way during 2016, volunteering to help out at P&C functions, stalls or events. It is great to see parents attending our monthly meetings, and we welcome more people to join us.

I wish the new executive committee every success and am sure that they will receive the same amount of commitment and support from staff and families as I have done.

2017 is a celebratory year for Oatlands Public School and I look forward to seeing how the involvement between the school, local community and P&C strengthen whilst planning for the Diamond Jubilee.

Julie Fews

P&C President 2016

## School background

### School vision statement

Students are engaged in high quality 21st Century learning enabling them to achieve their full potential. Everyone is inspired to develop the necessary skills to become empowered as confident, active, informed citizens and creative lifelong learners.

### School context

Oatlands Public School is a wonderful, caring, community school with a strong focus on developing students' skills and abilities across all areas, including academic, sporting, citizenship and interpersonal domains. We offer students all the benefits of education in a large school, with the supportive atmosphere of a small school. The school serves a diverse community with 63% of students with a language background other than English. 20% of the student population are from a Korean background. We presently have 190 students, under the care of nine dedicated and experienced class teachers. These teachers are capably assisted by part-time specialist staff providing quality additional programs for our students, working together with parents and community members. The positive partnership between the school and home is highly valued and contributes to student success. Oatlands Public School has an excellent reputation in the wider community with our students displaying maturity and responsibility. The staff are extremely hard-working and genuinely care for every student. The Parent and Citizens Association provides strong support to the students and staff. The school collaborates with the Parramatta Learning Community (PLC) schools in professional learning, leadership, capacity building, networking, program development and opportunities to extend students in dance and debating. Oatlands Public School is also a member of Cumberland Community Connections (CCC) and works with Cumberland High School and its feeder schools to design and implement rich learning experiences for Stage 3 students. The school is committed to continuous improvement in teaching and learning and accordingly has identified several strategic priority areas for the basis of the 2015–17 school plan. School improvement goals are identified as a direct result of extensive evaluations.

## 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.

### **LEARNING: Learning Culture**

#### **Statement of Excellence**

*In schools that excel, school culture demonstrates the building of educational aspiration and ongoing performance improvement across its community. Students take responsibility for their ongoing learning.*

**The school's on-balance judgement for this element is: Sustaining and Growing.**

**The descriptors chosen are:**

#### **Sustaining and Growing**

There is demonstrated commitment within the school community to strengthen and deliver on school learning priorities.

Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning.

Well-developed and current policies, programs and processes identify, address and monitor student learning needs.

## **LEARNING: Wellbeing**

### **Statement of Excellence**

*In schools that excel, there is a strategic and planned approach to support the cognitive, emotional, social, physical and spiritual wellbeing of all students.*

**The school's on–balance judgement for this element is: Excelling**

**The descriptors chosen are:**

#### **Excelling**

The school has in place a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students, which measurably improves individual and collective wellbeing.

Individual learning is supported by the effective use of school, system and community expertise and resources through contextual decision–making and planning.

Students are self–aware, build positive relationships and actively contribute to the school, the community and the society in which they live.

## **LEARNING: Curriculum and Learning**

### **Statement of Excellence**

*In schools that excel, an integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the learning needs of all students.*

**The school's on–balance judgement for this element is: Sustaining and Growing**

**The descriptors chosen are:**

#### **Sustaining and Growing**

Curriculum provision is enhanced by learning alliances with other schools and organisations. The school actively collects and uses information to support students' successful transitions. Teachers involve students and parents in planning to support students as they progress through the stages of education.

#### **Excelling**

Extra–curricular learning opportunities are significant, support student development, and are strongly aligned with the school's vision, values and priorities.

## **LEARNING: Assessment and Reporting**

### **Statement of Excellence**

*In schools that excel, consistent, school–wide practices for assessment and reporting are used to monitor, plan and report on student learning across the curriculum.*

**The school's on–balance judgement for this element is:**

#### **Sustaining and Growing**

**The descriptors chosen are:**

#### **Sustaining and Growing**

Student reports contain detailed information about individual student learning achievement and areas for growth, which provide the basis for discussion with parents. Students use assessment and reporting processes to reflect on their learning.

#### **Excelling**

The school has aligned staff processes and school systems for collecting, analysing and reporting local and external

data on student and school performance. Evaluating and reporting student performance data underpins the whole-school assessment strategy. Practices are embedded for parents to be engaged and understand the learning progress of their children and how to effectively support them to learn.

### **LEARNING: Student Performance Measures**

#### **Statement of Excellence**

*In schools that excel, students consistently perform at high levels on external and internal school performance measures.*

**The school's on-balance judgement for this element is: Excelling**

**The descriptors chosen are:**

#### **Sustaining and Growing**

Students are showing higher than expected growth on internal school performance measures.

#### **Excelling**

The school:

achieves excellent value-added results, and/or

most of its students achieve at high levels of performance on external performance measures.

### **TEACHING: Effective Classroom Practice**

#### **Statement of Excellence**

*In schools that excel, all teachers are committed to identifying, understanding and implementing the most effective teaching methods, with a high priority given to evidence-based teaching strategies.*

**The school's on-balance judgement for this element is: Sustaining and Growing**

**The descriptors chosen are:**

#### **Delivering**

Teachers regularly review and revise teaching and learning programs.

#### **Sustaining and Growing**

Teachers provide explicit, specific and timely formative feedback to students on how to improve.

### **TEACHING: Collaborative Practice**

#### **Statement of Excellence**

*In schools that excel, there are explicit systems for collaboration and feedback to sustain quality teaching practice.*

**The school's on-balance judgement for this element is: Sustaining and Growing**

**The descriptors chosen are:**

#### **Sustaining and Growing**

Teachers work together to improve teaching and learning in their year groups, stages, faculties, or for particular student groups. Teachers provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice. Processes are in place to provide formal mentoring or coaching support to improve teaching and leadership practice. The school identifies expertise within its staff and draws on this to further develop its professional community.

### **TEACHING: Learning and Development**

#### **Statement of Excellence**

*In schools that excel, professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated.*

**The school's on–balance judgement for this element is: Sustaining and Growing**

**The descriptors chosen are:**

### **Sustaining and Growing**

Teachers actively share learning from targeted professional development with others. There is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas. Teachers are actively engaged in planning their own professional development to improve their performance.

### **TEACHING: Professional Standards**

#### **Statement of Excellence**

*In schools that excel, all staff demonstrate personal responsibility for maintaining and developing their professional standards.*

**The school's on–balance judgement for this element is: Sustaining and Growing**

**The descriptors chosen are:**

### **Sustaining and Growing**

Teachers demonstrate responsibility, adaptability and ethical practice in working towards the school's goals.

Teachers work beyond their classrooms to contribute to broader school programs.

### **LEADING: Leadership**

#### **Statement of Excellence**

*In schools that excel, the school leadership team supports a culture of high expectations and community engagement, resulting in sustained and measurable whole–school improvement.*

**The school's on–balance judgement for this element is: Excelling**

**The descriptors chosen are:**

### **Excelling**

Staff have purposeful leadership roles based on professional expertise. The school community is committed to the school's strategic directions and practices to achieve educational priorities. The school is recognised as excellent and responsive by its community as a result of its effective engagement with members of the local community such as parents, families, local media and business organisations. The school leadership team makes deliberate and strategic use of its partnerships and relationships to access resources for the purpose of enriching the school's standing within the local community and improving student outcomes.

### **LEADING: School Planning, Implementation and Reporting**

#### **Statement of Excellence**

*In schools that excel, the school plan is at the core of continuous improvement efforts, with the school's vision and strategic directions evident in its main activity.*

**The school's on–balance judgement for this element is: Excelling**

**The descriptors chosen are:**

### **Sustaining and Growing**

Clear processes, with accompanying timelines and milestones, direct school activity towards effective implementation of the school plan.

## **Excelling**

The school uses evidence-based strategy and innovative thinking in designing a school plan that delivers ongoing improvements in student outcomes. The school successfully fosters collaboration with key stakeholders in the development of the school vision, strategic directions and annual plans. Established processes build the capacity of the school community to use data and evidence for strategic school improvement. The school uses collaborative feedback and reflection to promote and generate learning and innovation.

### **LEADING: School Resources**

#### **Statement of Excellence**

*In schools that excel, resources are strategically used to achieve improved student outcomes.*

**The school's on-balance judgement for this element is: Excelling**

**The descriptors chosen are:**

#### **Excelling**

Succession planning, leadership development and workforce planning are designed to drive whole-school improvement. Longer-term financial planning is integrated with school planning and implementation processes. The use of school facilities is optimised within the local community, to best meet the needs of students and the local community.

### **LEADING: Management Practices and Processes**

#### **Statement of Excellence**

*In schools that excel, management systems, structures and processes underpin ongoing school improvement and the professional effectiveness of all school members.*

**The school's on-balance judgement for this element is: Excelling**

**The descriptors chosen are:**

#### **Excelling**

Practices and processes are responsive to school community feedback. Administrative practices provide explicit information about the school's functioning to promote ongoing improvement.

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

Quality learning experiences for every student

### Purpose

To empower students to become confident, creative and successful lifelong learners who strive for excellence. At Oatlands Public School we strive to achieve excellence in all areas with a focus on high literacy and numeracy outcomes. Our comprehensive curriculum with personalised, data driven learning & practices for 21st Century learners will ensure students will be provided with a quality learning environment, enabling them to reach their potential, both academically and socially.

### Overall summary of progress

In 2016 staff improved their capacity to effectively program for the current NSW syllabus for the Australian Curriculum. During team meetings and program walk through meetings, discussion was fostered and program samples shared around all the general capabilities. Throughout the year, every teacher was able to produce evidence of effectively programming for current syllabus requirements including their coverage of the capabilities.

Comprehensive professional learning was conducted on the NSW History and Geography Syllabi for the Australian Curriculum and a scope and sequence document, developed and trialled in 2015, was successfully implemented. Several more laptops and iPads were purchased as well as four more interactive TVs. Teachers continued to engage in professional learning about the meaningful use of these devices in their classrooms. Professional learning continued how to best use the devices in the classroom.

An extensive action learning program was implemented in which our Assistant Principal Miss Gould acted as an instructional leader to provide expert tuition on literacy groups. The program aimed to improve inference skills for our EAL/D students. Teachers were mentored in SD1.2 (differentiation) and SD1.3 (visible learning) with a specific focus on making learning visible through learning intentions and success criteria and using data to differentiate teaching and learning. Mentoring occurred in a five week cycle, during which teachers worked with their stage partners to set goals, adapt their teaching and learning programs, collect and analyse data and reflect on their practice. **2015 school data indicated that only 36% of EAL/D students made a year's growth in this area as opposed to 70% in 2016.**

By Term 4 all teachers were implementing a series of differentiated learning intentions and success criteria in their literacy programs which was a significant improvement from the previous year. End of year PLAN results were in line with the school goal of at least 82.5% of students reaching the expected cluster for their year group on the Literacy and Numeracy Continuums in most areas. Progress was achieved with the target of all students being able to communicate what they are learning in literacy and numeracy lessons. More work is required in regards to students regularly monitoring their progress using success criteria in literacy and numeracy activities.

In the 2016 annual student school survey, 91% of students reported that they strongly believe that there are a lot of extra learning opportunities available at our school.

### Progress towards achieving improvement measures

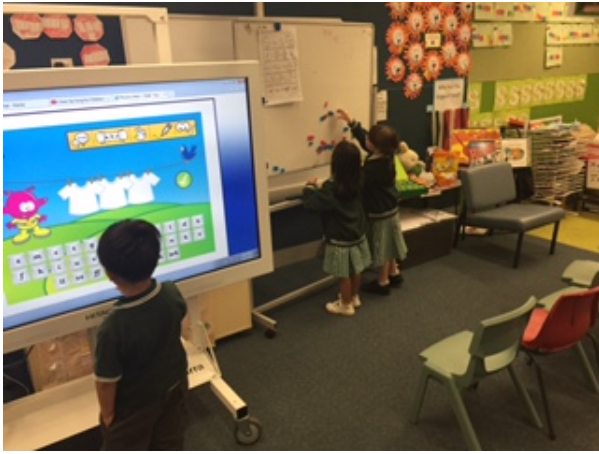
Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>NAPLAN literacy and numeracy data continues to trend upwards and is less volatile year-on-year. In 2015, 50% of students are achieving Proficiency levels in all areas in NAPLAN. This will increase to 55% in 2016 and 60% in 2017.</p> <p>0% of students are achieving below minimum standards.</p>	<p>Over 50% of Year 3 students achieved Proficiency Levels (the top two bands) in all areas for literacy in 2016 NAPLAN, including 77% for Writing.</p> <p>36% of Year 3 students achieved Proficiency Levels in Numeracy (3% lower than the state average)</p> <p>The Year 5 target was met in Spelling and Grammar and Punctuation and the school was significantly above state average for all areas including numeracy where 45% of Year 5 students achieved Proficiency Levels (14% greater than the state average).</p>	<p>Human – Assistant Principals (mentoring staff in best practice). QTTS staffing allocation combined with \$1836.8 EALD and \$3936.41 Low Socio RAM funding for Kim Gould to be off class on Wednesdays.</p> <p>\$203079.14 EALD and \$11540 Low Adj for Disability, \$3943.41 Low Socio, \$1087 Aboriginal</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>NAPLAN literacy and numeracy data continues to trend upwards and is less volatile year-on-year. In 2015, 50% of students are achieving Proficiency levels in all areas in NAPLAN. This will increase to 55% in 2016 and 60% in 2017.</p> <p>0% of students are achieving below minimum standards.</p>	<p>0% of students achieved below minimum standards in 8 out of the 10 areas which was a significant improvement from 2015. 5% of students were placed below the minimum standard in Year 3 Spelling and Writing.</p>	<p>Background and \$38860 Funding Support RAM funding to fund SLSOs to run intervention programs, including but not limited to Speech Therapy, MULTI LIT, MINI LIT, Numeracy Recovery Program.</p> <p>\$5,000 Teacher Professional Learning (school funded).</p>
<p>PLAN data and school based data indicates consistent progression along the Literacy &amp; Numeracy Continuums. In 2015, 80% of students are reaching the expected cluster for their year group by the end of each year. This will increase to 82.5% in 2016 and 85% in 2017.</p>	<p>Kindergarten achieved this target in all areas with 50% of students being graded above grade expectation in reading.</p> <p>At least 80% of Year 1 students reached the expected cluster or above for all areas.</p> <p>75% of Year 2 students reached the expected cluster in writing and multiplication. The 82.5% target was met in all other areas.</p> <p>Year 3 students achieved the target in all areas except comprehension where 75% of students achieved the expected cluster. 93% of students were at grade expectation or higher in EAS/Place Value.</p> <p>Year 4 students also achieved this target in all areas except for comprehension where 75% of students achieved the expected cluster .</p> <p>Year 5 and Year 6 students achieved the target in all areas except for comprehension and writing where 75% were at or above grade expectation.</p>	<p>\$6424 Professional Learning (Literacy and Numeracy Tied Funding) .</p>

## Next Steps

In 2017 staff will improve their capacity to effectively program for all current NSW syllabi for the Australian Curriculum and capabilities. Students will be engaged in future focused STEM learning opportunities, with all stages implementing a minimum of one design/inquiry unit throughout the school year. Teachers will regularly use PLAN data (Literacy and Numeracy Continuum) to take responsibility for changes in practice required to achieve improved student outcomes and school performance. The data will be used to effectively identify student learning needs and staff will implement appropriate interventions to ensure students are making a minimum of a year's worth of growth. Learning intentions and success criteria will be evident in literacy and numeracy lessons and students will articulate or write personal learning goals and compare self-assessment to teacher assessment in writing.



## Strategic Direction 2

### Innovative leadership and quality systems

#### Purpose

To enhance the capabilities of each staff member and improve student outcomes through personalised professional development and quality systems supported by expert leadership. Innovative leadership and quality systems ensures a foundation to build high quality, collaborative teaching and visible learning experiences for all. 21st Century educators model high quality, best and reflective pedagogy and seek to build leadership capacity. Oatlands Public School will provide opportunities for staff to further develop their professional expertise and leadership skills, participate in decision-making processes within the school and contribute to forming an effective professional learning community.

#### Overall summary of progress

Student, staff and parent surveys demonstrate increased leadership opportunities and a greater percentage of students taking on these roles within the school.

Students were provided with opportunities to attend leadership development sessions. Responsibilities of SRC members and other school leaders, such as House Captains were increased. A revised Year 6 High School Transition Program was implemented in conjunction with a new Year 5 leadership program. Open SRC meetings were held for interested non SRC students to attend. A new SRC Class Question initiative, designed to give more students valuable input into SRC activities was also introduced. All staff completed Performance Development Plans which allowed us to implement differentiated and flexible learning for all staff. Through the new Performance Development Framework all teachers articulated their goals and their achievements with supporting evidence in individual meetings with the Principal at the end of the year. Through the action learning program using our Assistant Principal Kim Gould as an instructional leader, expert tuition and mentoring was provided on literacy differentiation and visible learning.

Student leaders took on the responsibility of running morning assemblies, SRC members played a more active role in the running of the school Cross Country Carnival and student voice increased where various interesting new ideas were raised. Student focus groups indicated that Year 5 students found the new leadership program extremely valuable as it gave them confidence to step up and take on extra responsibilities. All staff were committed to continuous improvement through the new Performance Development Program that has fostered a culture of ongoing feedback, appraisal, professional learning and collaboration. PDPs and supporting documentation presented to the Principal during individual end of year evaluation meetings were of a high standard with substantive evidence of improved student outcomes demonstrated as a result of staff achieving their goals.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Regular review of Professional Development Plans and professional goals will support teachers and improve practices. All teachers will have engaged in lesson observation and structured feedback that links their teaching to the goals of their Professional Development Plan.	<p>Lesson observations linked to PDP goals, improved programming samples and staff survey results all reflect an improvement in individualised professional learning based on the goals articulated by staff as part of the performance development process.</p> <p>Lesson observations, improved programming and staff surveys indicate that mentoring has improved teacher practice in the areas of visible learning and data driven teaching, such as needs based grouping. Numerous Professional Learning opportunities were available for all staff throughout the year.</p>	<p>Human: executive team (mentoring staff) and professional learning funds (courses attended by teachers).</p> <p>\$14429 for Professional Learning linked to PDPS (Teacher Professional Learning Tied).</p> <p>Human: executive team (providing mentoring through team teaching and professional learning sessions).</p>

#### Next Steps

In 2017 students will be able to clearly articulate leadership opportunities available within the school and a greater

percentage of students will take on these responsibilities. Through strategic development of PDPs, staff will take responsibility for their own learning linked to the Professional Teaching Standards. School leaders for 2017 will effectively utilise the School Excellence Framework to provide expert tuition and mentoring on visible learning and data driven practice during literacy and numeracy sessions.



## Strategic Direction 3

To strengthen student and community engagement

### Purpose

To develop students to become engaged lifelong learners. To ensure strong partnerships are developed with the school and wider community to maximise student achievement and engagement. We will improve connections between home and school learning.

### Overall summary of progress

Community consultation was used to guide progress and future planning around strategic directions. In Term 1, consultation about the 2016 Milestones document was conducted with the P&C and school community and input was sought to determine school priority focus areas to be presented to the P&C throughout the year. As a result, the school executive team were asked to present the details of Strategic Direction 2 projects; improved leadership skills for students, individualised professional learning and action learning. In addition to this, regular articles linked to student leadership and the Action Learning project (reading, inferencing, Literacy and Numeracy Continuum) were published in fortnightly newsletters.

The Assistant Principal Learning and Support Teacher provided expert tuition and mentoring on the development of extensive student adjustments for identified students with additional learning needs and these were successfully implemented. Additionally, teachers sought consultation from parents and caregivers to ensure they best met the needs of their students.

Staff improved parent understanding of student learning and how it is assessed, focusing on writing, through a variety of parent workshops. Samples of high quality student writing were shared during fortnightly assemblies and included in the school newsletter. PLAN data was reported on during parent teacher interviews through PLAN Feedback to Parents reports and Class Dojo was used as a method to share writing and other student work samples with parents.

When surveyed at the end of the year, 93% of parents agreed that the school always or almost always promotes student wellbeing and creates an environment for student success. Parent focus groups indicated that participants found the parent workshops conducted in 2016 very informative and increased their understanding of what students are learning and how they are taught and assessed.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
School-based data on attendance, suspension, behaviour referrals, surveys and welfare reports indicate high levels of student engagement.	Improved policy documents, collection of working adjustments (signed and used by classroom teachers and parents), Student Welfare data and school community surveys demonstrate an improvement in learning engagement and a recognition of increased support of student needs.	\$203079.14 EALD and \$11540 Low Adj for Disability, \$3943.41 Low Socio, \$1087 Aboriginal Background and \$38860 Funding Support RAM funding to fund SLSOs to run intervention programs, including but not limited to Speech Therapy, MULTI LIT, MINI LIT, Numeracy Recovery Program.
Positive annual student and community satisfaction survey data in relation to the connection between home and school learning.	<p>Parent surveys and focus groups reflect improved parent understanding of Strategic Directions and future implications and an improved understanding of student learning and how it is assessed.</p> <p>76% of parents reported that they almost always or usually have a good understanding of what their children are learning, the process they have made and how to effectively support them with their learning (a 6% improvement from 2015). 80% of parents agreed that streamline, flexible processes</p>	<p>\$2,000 to release teachers to work with LaST and APLA to develop student adjustments (Literacy and Numeracy Tied funding).</p> <p>\$1000 to run workshops and PBL (student welfare school funded).</p>

**Progress towards achieving improvement measures**

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Positive annual student and community satisfaction survey data in relation to the connection between home and school learning.	<p>exist to deliver services and information and strengthen parental engagement.</p> <p>Audit of parents using Class Dojo in the classrooms– comparison from the start of the year to the end show excellent growth in the amount of parents using Class Dojo to be informed with the happening in their child's classroom. Evaluation data from teachers and parents measuring the impact of the initiative also showed great satisfaction in the use of Class Dojo by the teachers.</p> <p>100% of classroom teachers are now effectively using class Dojo as a communication tool and 84% of parents are now connected to Class Dojo.</p>	

**Next Steps**

In 2017 all classroom teachers will use Class Dojo (an electronic communication tool) to effectively communicate with parents. There will be a focus on improved parent understanding of what students are learning in literacy and numeracy and how it is being assessed. Parents will provide feedback about the school's progress towards Strategic Direction 1 and 2 and school leaders will inform the community about current milestones and future implications for Strategic Direction 3. Teachers will improve their knowledge of their students and work closely and consistently with the Learning and Support Team to meet the needs of their students.

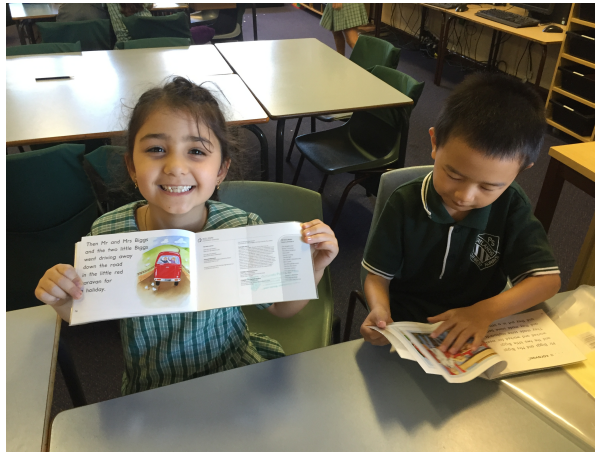


Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	The total of Aboriginal students at Oatlands Public School is 1. All positive behaviour interventions and teaching strategies are reflected in class and the student's Personalised Learning Plan. An SLSO was employed to support the implementation of the Personalised Learning Plan.	Human Resources: SLSO, Last Teacher • Aboriginal background loading (\$1 087.00)
<b>English language proficiency</b>	This was achieved through our action learning program where our Assistant Principal Miss Gould as instructional leader provided expert tuition on literacy groups aimed at improving student learning outcomes for our EAL/D students. The key focus of the Action Learning program was to address SD1.2 (differentiation) and SD1.3 (visible learning) from the school management plan to improve student outcomes by using learning intentions and success criteria to differentiate teaching and learning to improve inferencing from a variety of texts using literacy groups. Classroom teachers were involved in a five week cycle mentoring program, during which they set goals, adapted their teaching and learning programs, collected and analysed data and reflected on their practice. Teachers worked with their stage partners. As well as using funds to allow Miss Gould time off class so she could plan with teachers and conduct demonstration lessons and team teach for this project, funds were also expended on additional SLSO time to support EAL/D students within the classroom. 2015 school data showed only 36% of EAL/D students made a years growth in this area as opposed to 70% in 2016.	Human Resources: SLSO, Kim Gould (AP). • English language proficiency (\$22 215.84)
<b>Low level adjustment for disability</b>	The employment of Learning Support Officers to implement high quality intervention programs such as Multi Lit and Mini Lit in conjunction with the classroom teacher increased the level of students' participation and engagement in learning and significantly improved students' learning outcomes as indicated in NAPLAN and PLAN data.	SLSO • Low level adjustment for disability (\$11 540.00) • Low level adjustment for disability (\$11 540.00)
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>QTSS Funding allocation was combined with EAL/D funds to allow Miss Gould and teachers time off class to implement the Action Learning project. 2015 school data showed only 36% of EAL/D students made a years growth in this area as opposed to 70% in 2016.</p> <p>By Term 4 all teachers were implementing a series of differentiated learning intentions and success criteria in their literacy programs which was a significant improvement from the previous year.</p> <p>End of year PLAN results reflected the school goal of at least 82.5% of students reaching the expected cluster for their year group by the end of each on the Literacy Continuum.</p>	Human Resources: Miss Gould AP, classroom teachers, Support Staff • Quality Teaching, Successful Students (QTSS) (\$0.00)



<p><b>Quality Teaching, Successful Students (QTSS)</b></p>	<p>While progress was made achieved with the target of all students being able to communicate what they are learning in Literacy and Numeracy lessons. More work is required in regards to students regularly monitoring their progress using success criteria in Literacy and Numeracy activities.</p>	<p>Human Resources: Miss Gould AP, classroom teachers, Support Staff</p> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$0.00)</li> </ul>
<p><b>Socio-economic background</b></p>	<p>All teachers implemented Individual Education Plans for all students requiring extensive additional support. Funds were also expended on additional Executive Release time to allow Assistant Principals to mentor teachers in assessment and reporting best practice, targeting at risk students. Triangulation of school data highlighted a significant improvement from 2015 in accuracy and consistent teacher judgement in the area of assessment. A qualified speech therapist was employed to meet the needs of targeted students. 0% of students were placed under minimum standards in almost all areas of 2016 NAPLAN.</p>	
<p><b>Support for beginning teachers</b></p>	<p>As part of a NSW Department of Education initiative for new permanent teachers, Mrs Harley received \$13,378 beginning teaching funding that allowed her to be off class one day per week during Semester 2.</p> <p>During this time, Mrs Harley mentored Stage 2 and Stage 3 teachers in technology, introduced an intensive reading program for Stage 1 and 2 students, prepared a presentation for teachers and parents about Class Dojo and co-ordinated a range of whole school PDHPE programs.</p> <p>During her work with Stage 2 and 3 teachers, Mrs Harley helped teachers incorporate various technological tools into their daily teaching programs to improve and develop students' 21st Century Learning skills and capabilities. Teachers and students were introduced to different programs and tools including iMovie, Kahoot, Google Apps, Skitch, QR codes and Class Dojo Student Story. Teacher and student feedback indicated that most students felt more engaged in their learning and all students were able to demonstrate and use these tools independently.</p> <p>After attending a two-day Minilit professional learning workshop, Mrs Harley liaised with the Learning and Support Team and analysed report, NAPLAN and Plan data to establish a list of students who would benefit from an intensive reading program. She then assessed and grouped students and trained support staff to allow them to implement the program. At the end of the year, post data indicated that 11 out of 12 of students involved in the Minilit Program had reached expected reading targets.</p> <p>Mrs Harley also worked with teachers to develop their understanding and confidence</p>	<p>\$13,378</p> <p>Beginning Teacher Funds</p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$0.00)</li> </ul>

<p><b>Support for beginning teachers</b></p>	<p>when using Class Dojo. She also prepared and information session for parents informing them about the benefits of using Class Dojo. As a result, 100% of classroom teachers are now effectively using Class Dojo as a communication tool and 84% of parents are now connected to Class Dojo.</p> <p>As part of the funding, Mrs Harley successfully applied for a Sporting Schools grant of \$2500, audited and ordered new sports equipment and organise whole school sports and health programs such as Swimming Scheme, the Western Sydney Wanderers Football Community Program, LifeSkills and Bravehearts. Program feedback from teachers and students highlighted increased participation in sporting programs and improved student's understanding of vital child protection and social and emotional learning skills.</p>	<p>\$13,378</p> <p>Beginning Teacher Funds</p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$0.00)</li> </ul>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	90	98	106	106
Girls	75	74	82	76

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.4	96.4	94.4	92.8
1	95.2	96.8	93.4	95.2
2	96.6	95.6	95.3	93.9
3	95.9	95.9	94.8	92
4	96.5	92.5	95.1	91.5
5	96.2	95.9	94.1	91.4
6	93.5	96.2	96	95
All Years	95.7	95.7	94.8	93
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

### Management of non-attendance

At Oatlands Public School excellent attendance is encouraged in order to optimise students' learning outcomes. Rolls and attendance reports are produced electronically. Students who arrive late or parents who wish to collect their children early must report to the office for a late note or early leave pass. On the third day of a student's absence, the school office contacts parents if no explanation has been provided.

Letters are sent to parents requesting explanation for unexplained absences. On going concerns are monitored by the Learning and Support Team and referred to the Home School Liaison Officer when necessary.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	6.64
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
Teacher of ESL	0.4
School Counsellor	0.4
School Administration & Support Staff	2.62
Other Positions	1.07

\*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. Oatlands Public School has no Indigenous staff members.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	14

### Professional learning and teacher accreditation

Professional learning is recognised as the major factor for improving teacher competency and improving learning outcomes for students. Staff development is a strategic element of the school as it supports and enhances the effectiveness of our core student learning programs. At Oatlands Public School, every teacher is regarded as a leader in learning and is engaged in professional learning which encourages the application of innovative and effective learning pedagogies in the classroom, while enhancing personal and professional growth, resilience and wellbeing.

Professional learning is an integral part of the school plan and contributes to the professional growth of staff and improved student outcomes. Professional learning activities are tied directly to our school development priorities.

Oatlands Public School's Professional Learning Plan is designed to extend and inspire staff in their personal and professional development enhancing their dynamic, innovative and effective learning pedagogies in the classroom and ensuring practice is reflective of current research.

In addition to the action learning mentoring program, staff have engaged with various other professional development opportunities, including attending conferences and courses provided by DoE and external providers and participating in professional networks. The continuation of Parramatta Middle Managers Group and the continued partnership with the Parramatta and Cumberland Learning Communities allowed teachers to share and collaborate in a broad community network.

This year, all teachers completed the second cycle of their Professional Development Plans. One new scheme teacher was seeking to gain accreditation, while four teachers maintained accreditation at Proficient.

## 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.

<b>Income</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>180 474.10</b>
Global funds	98 214.63
Tied funds	163 733.82
School & community sources	99 683.02
Interest	14 768.90
Trust receipts	2 611.90
Canteen	16 702.80
<b>Total income</b>	<b>576 189.17</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	54 641.46
Excursions	24 691.40
Extracurricular dissections	42 351.88
Library	5 779.40
Training & development	1 150.20
Tied funds	105 660.49
Short term relief	18 514.79
Administration & office	40 667.56
School-operated canteen	8 402.94
Utilities	22 015.00
Maintenance	25 326.46
Trust accounts	12 301.42
Capital programs	0.00
<b>Total expenditure</b>	<b>361 503.00</b>
<b>Balance carried forward</b>	<b>214 686.17</b>

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

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	382 282.04
(2a) Appropriation	325 737.10
(2b) Sale of Goods and Services	16 863.96
(2c) Grants and Contributions	39 036.70
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	644.28
<b>Expenses</b>	-189 083.10
Recurrent Expenses	-189 083.10
(3a) Employee Related	-73 409.40
(3b) Operating Expenses	-115 673.70
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	193 198.94
<b>Balance Carried Forward</b>	193 198.94

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.

### 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>	1 412 878.17
Base Per Capita	10 105.74
Base Location	0.00
Other Base	1 402 772.43
<b>Equity Total</b>	144 751.06
Equity Aboriginal	1 087.41
Equity Socio economic	7 886.82
Equity Language	63 024.30
Equity Disability	72 752.53
<b>Targeted Total</b>	40 070.87
<b>Other Total</b>	405 421.00
<b>Grand Total</b>	2 003 121.11

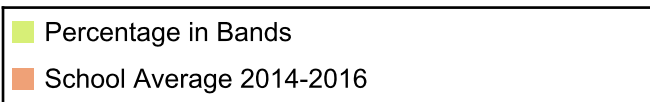
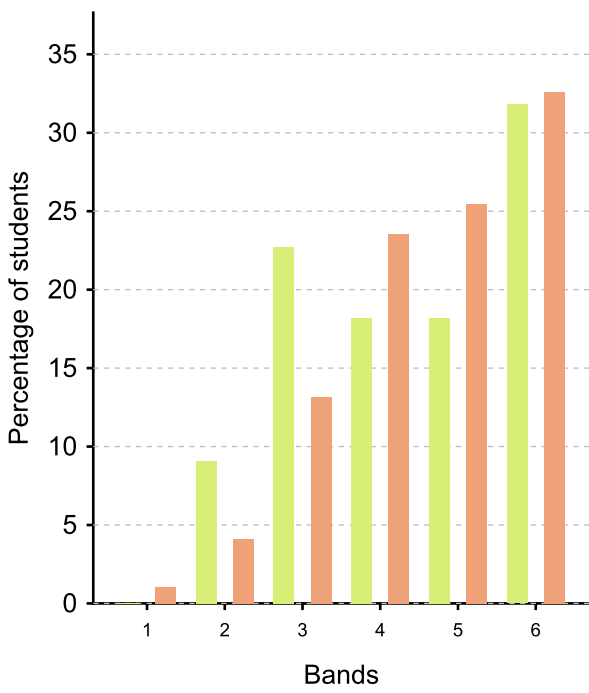
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

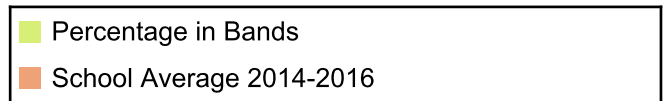
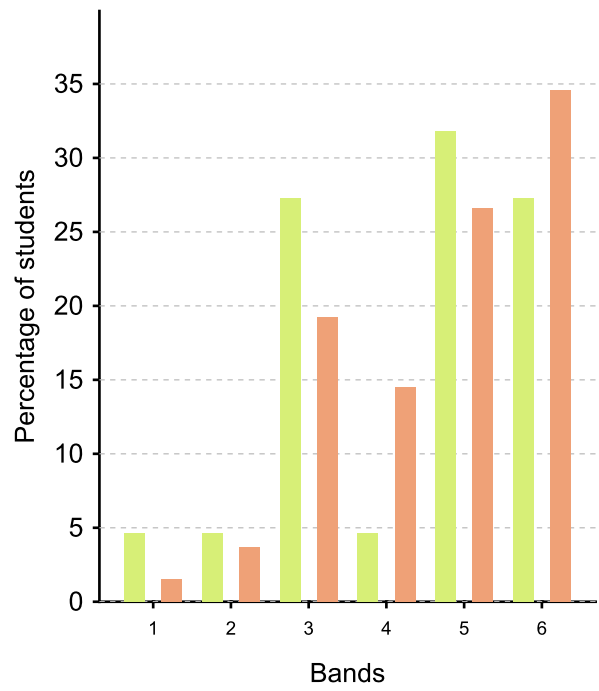
### NAPLAN

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.

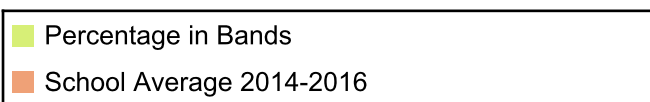
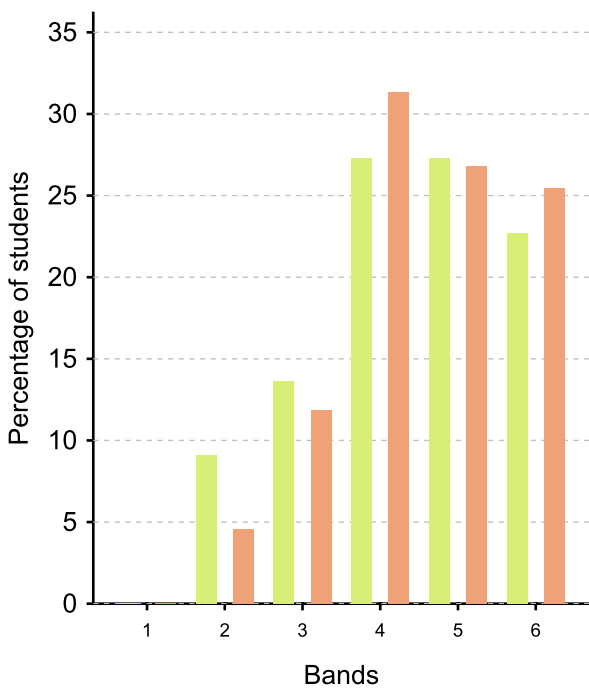
**Percentage in bands:**  
Year 3 Grammar & Punctuation



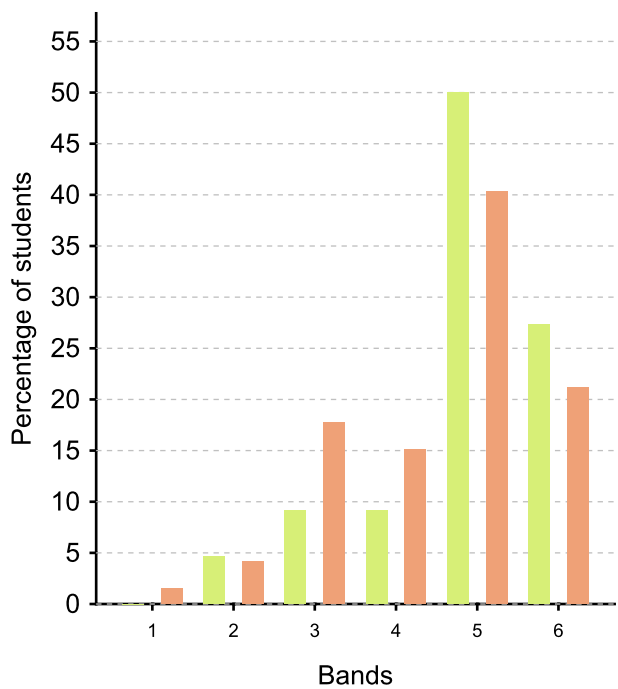
**Percentage in bands:**  
Year 3 Spelling



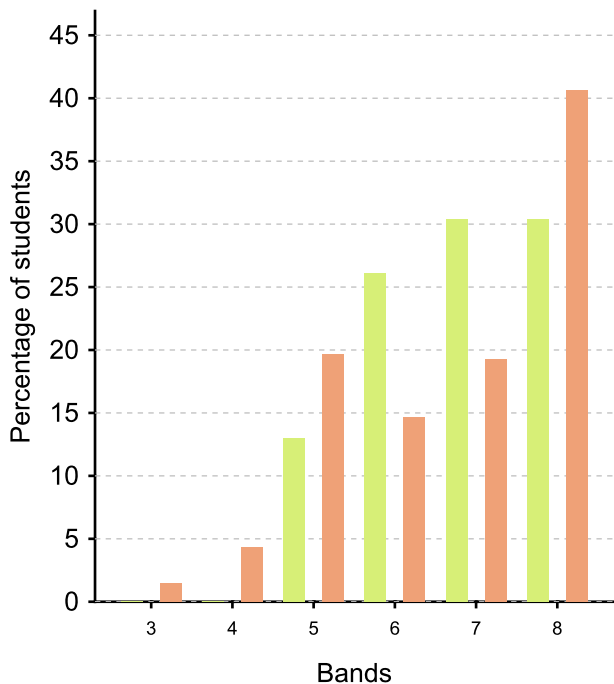
**Percentage in bands:**  
Year 3 Reading



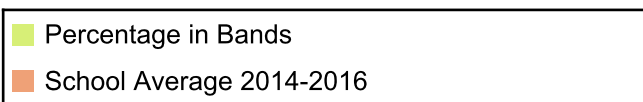
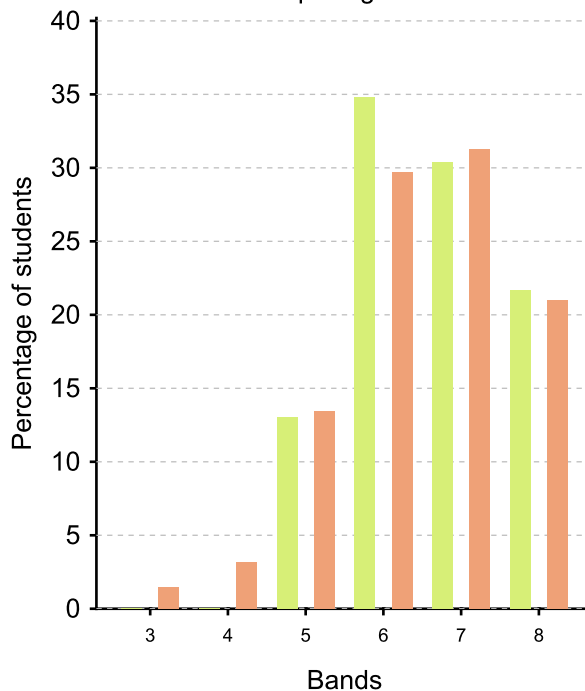
**Percentage in bands:**  
Year 3 Writing



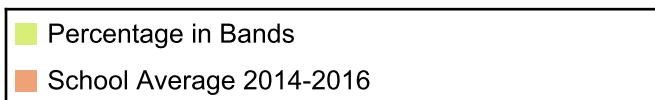
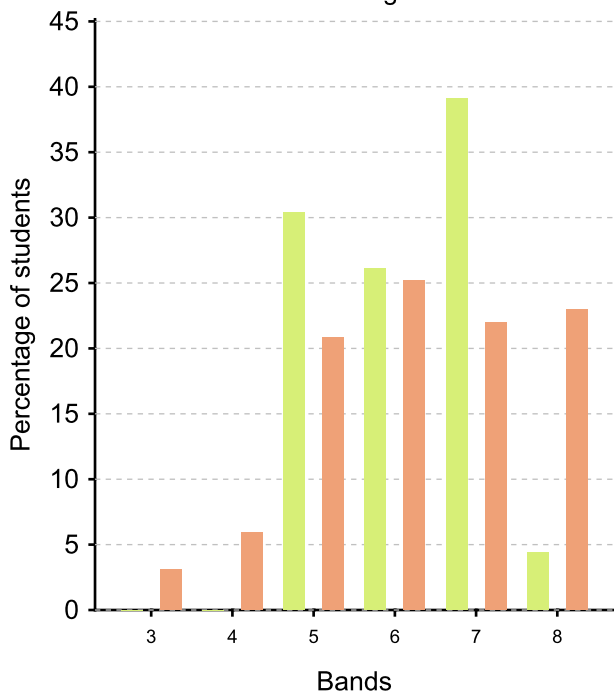
**Percentage in bands:**  
Year 5 Grammar & Punctuation



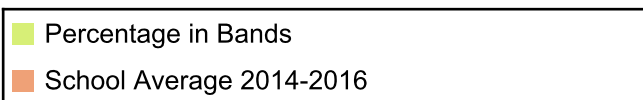
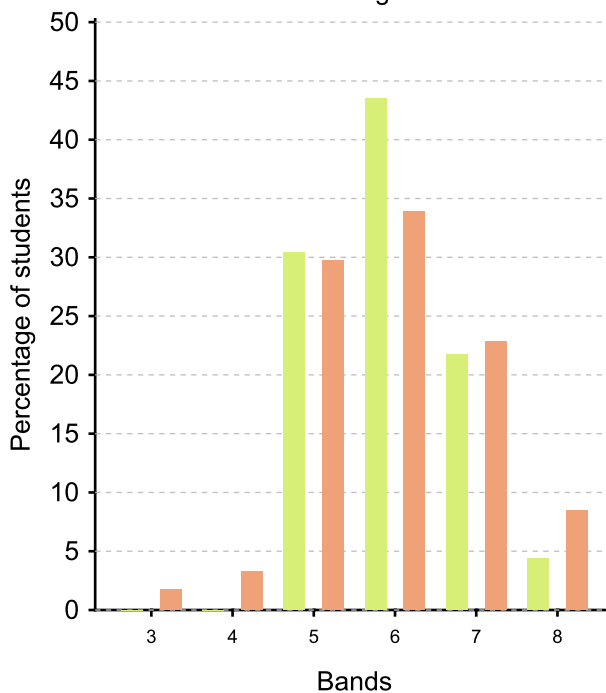
**Percentage in bands:**  
Year 5 Spelling



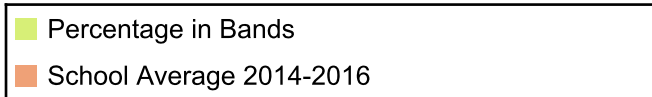
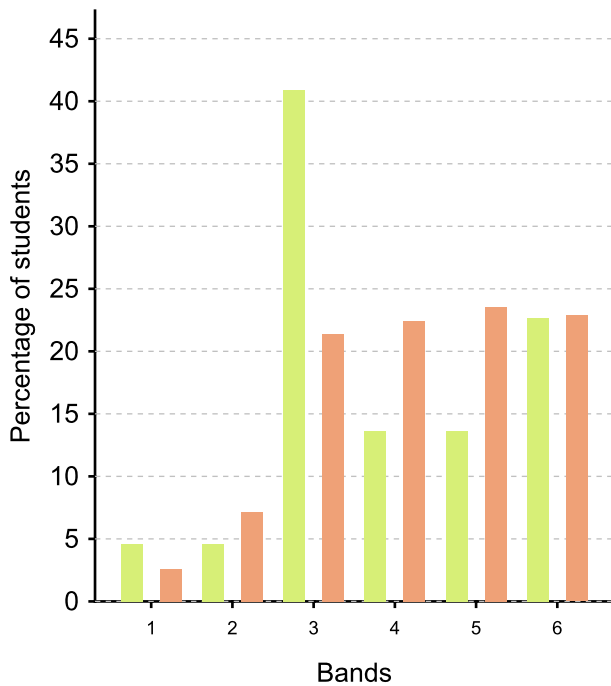
**Percentage in bands:**  
Year 5 Reading



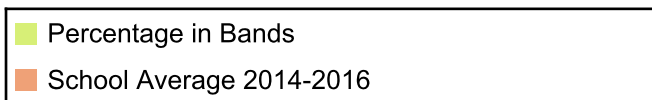
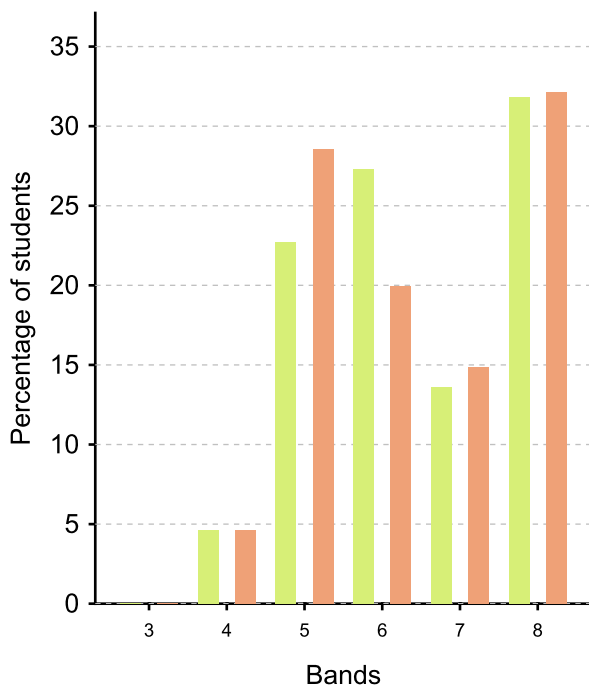
**Percentage in bands:**  
Year 5 Writing



**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Numeracy



In 2016 50% of Year 3 and 43% of Year 5 students achieved proficiency (top two bands) in NAPLAN for reading. In numeracy, 36% of Year 3 students and 45% of Year 5 students were placed in the top two NAPLAN bands.



### Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of the school community. In 2016 surveys were conducted around student wellbeing and learning support.

The responses are presented below.

#### Parents

- 94% of parents recognise that positive and respectful relationships are evident among students and staff, and the school community.
- The majority of parents (86%) surveyed thought that students either **almost always** or **usually** demonstrate independence in caring for themselves, asking for assistance when required and contribute to the overall wellbeing of others.
- 79% of parents believe the school **almost always** implements a consistent whole-school approach to wellbeing and has clear student behaviour expectations. 21% indicated that this is **usually** the case.
- 72% of parents agree that the school's Learning Support Team has a comprehensive and inclusive approach to supporting students with specific needs. 20% of parents were **not sure** whether this was true.
- Most caregivers (90%) recognise that teachers at least **sometimes** engage students and parents in developing plans to support individual student learning.

#### Students

- In 2016 only 2% of students reported that they did not feel safe at school.
- The internal student survey for 2016 indicated that most students (82%) knew and followed the school rules. This was echoed in the statewide 'Tell Them From Me' survey in which 96% of students recognised that they displayed positive behaviour at school. The state norm for this question was 83%.
- 90% of Oatlands students who participated in the 2016 'Tell Them From Me' survey indicated that they had positive relationships with their peers. The state norm for this question was 85%.
- Most students surveyed (85%) believed that their teacher helped them to do their best and 80% recognised that their school helps everybody to

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.



learn.

- 87% of students were proud to attend Oatlands Public School in 2016.



## Policy requirements

### Aboriginal education

In 2016, Aboriginal perspectives were integrated across the curriculum at Oatlands Public School. These acknowledge, respect and reflect the histories, values, languages and cultures of Aboriginal and Torres Strait Islander people. All students were provided with the opportunity to learn about the histories and cultures of Aboriginal and Torres Strait Islander people. Oatlands Public School follow department protocols and include Acknowledgement of Country or Welcome to Country in all formal events and assemblies to show respect for Aboriginal People as Australia's First Peoples.



### Multicultural and anti-racism education

In 2016 the school employed EAL/D teachers for two days per week. EAL/D stands for English as an Additional Language or Dialect and has replaced ESL support. Our EAL/D teachers provided support to students who speak a second language or dialect at home and to new arrivals.

This year our school also participated in Harmony Day celebrations by working with our school community to provide a multicultural food stall for the students and staff.

Multicultural perspectives are integrated into teaching and learning programs throughout the key learning areas.